

THE ROLE OF INDIVIDUAL DONORS IN ENHANCING THE FINANCIAL SUSTAINABILITY OF PUBLIC HIGHER EDUCATION INSTITUTIONS

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Abstract: Philanthropy is a potential funding source for universities that can help them to achieve financial sustainability. This study aims to understand and evaluate individual donors' support to public universities across different philanthropy backgrounds and cultures. This research employed a mixed approach, which merged qualitative and quantitative methods. The study used a case study method of analysis, combining data from a structured survey and face-to-face interviews. A total of 460 samples were included in the study. Thirteen percent of the respondents participated in the face-to-face interview, and 87 percent of the respondents engaged in the survey. Two public universities from two countries—Malaysia and Australia—were chosen to study the subject in depth. Common predictors found included donors' reasons for giving to support education and the donor's level of trust and confidence in the university's fundraising management. Our evidence suggests that incorporating these factors into the philanthropic framework for public universities is crucial for philanthropic fundraising success across nations. A prominent difference emerged in Malaysia's case, where managing contributions based on the *Halal* concept of Islam is an essential factor influencing donors' decisions. In Australia, donor decision-making appears to be shaped more by reasons for funding.

Keywords: Public higher education institutions; philanthropy, fundraising, donors, financial sustainability, social science management.

Introduction

Public higher education institutions (PHEIs) worldwide are currently struggling to balance costs and revenue. Universities have seen annual reductions in government financial assistance but greater demands for excellence. This phenomenon requires PHEIs to explore new financial opportunities. Philanthropy is a potential source of funding for PHEIs that can help them to achieve financial sustainability (Haseeb, 2018; Shaker & Borden, 2020). Many PHEIs have recognized the value of generosity and are increasingly focusing on this external financial stream. Philanthropy is synonymous with expressing affection for humanity, and the practice of giving for the good of education is best understood as philanthropy (Cascione, 2003). Research on philanthropic support for PHEIs and the value of philanthropy to higher education are described in many works in the

literature (Drezner, 2018; Everett *et al.*, 2018; Fransen, 2007; Haddad & Reckhow, 2018). Studies showed that PHEIs worldwide had embraced philanthropy to satisfy their funding needs (Johnstone B.D., 2016).

This study aims to understand and evaluate the support of individual donors to public higher education institutions in the context of philanthropic fundraising success across different philanthropy cultures and traditions in different countries. The goals are to compare and contrast individual donors' support to PHEIs in a nation with diverse philanthropy backgrounds and cultures to understand better why people give higher education. Two countries with diverse philanthropy backgrounds and cultures were chosen as the case study. Malaysia, a developing nation, was selected because giving to public higher education is currently underdeveloped. Lately, Malaysia PHEIs are

turning to philanthropy for support (AP Jarvis, 2019; Haseeb, 2018). While Australia, a more developed Western society, was selected because philanthropic support to public higher education is not as established as other developed nations. Several studies in Australia, on the other hand, have found that philanthropic funding is viewed as a crucial means of maintaining the efficiency and fairness of higher education (Allen Consulting, 2007). Individual donors from two public universities, one from each country, were studied to understand individual giving better.

As Haggberg (1992) suggested, recognizing the social and psychological effects of human decisions in a cultural and temporal context may influence an organization's philanthropy framework for fundraising success. To better understand individual giving, the study looked beyond the traditional view of societal benevolence to examine the similarities and differences in current cross-cultural giving behaviours. As a result of studying the predictors of individual giving across nations, PHEIS will be able to construct their philanthropic framework for fundraising success.

Factors Triggering Donors to Support Higher Education Institutions

Donors' motivations are nuanced and personal, with many reasons and causes, such as supporting education and healthcare (Lindahl, 2010). It has been found that people with a high sensitivity to other people's needs and emotions are more likely to become donors. Many works in the literature have discussed factors influencing individual giving behaviours (Bekkers, 2010; Rohayati et al., 2016; Stephenson & Bell, 2014; Van & Brooks, 2005). Studies have shown that alumni represent one of the significant financial avenues of support for PHEIs (Clotfelter, 2003; Snijders et al., 2019). Studies have also suggested that university experience is a significant indicator of alumni giving (Gaeir, 2001; McDearmon & Shirley, 2009).

Similarly, students who engaged themselves in university events during their study life are likely to be donors to their Alma Mater.

However, there are many reasons why alumni do not give to their former institutions. According to Wastyn (2009), some alumni do not think that their Alma Mater needs their financial support. According to Holmes (2009), donors' giving decisions also depend on the university's reputation; the university's mission, prestige and size are among the factors that trigger giving (Liu, 2007). Another external motivation to give originates from influences; according to Mixer (1993), there is a positive relationship between giving and being influenced by events, people or the environment. Thus, being influenced by others or experiencing peer pressure enhances donor's decision-making. As education and giving are connected by a generalized social trust (Brown & Ferris, 2007), gaining respect and trust from individuals helps the university to gain support. A direct association between donors and a university has a connection with giving.

Relationships between Factors behind Donors Giving to Institutional Fundraising Framework

An institution with a strong fundraising capacity and a good history of philanthropy, such as one with a substantial donor and alumni pool, are crucial for fundraising (Mael & Ashforth, 1992). According to Maechare (2002), effective philanthropy management helps to create donor trust and build confidence. Similarly, a strong fundraising team and transparent fundraising governance, demonstrating accountability, can foster public confidence to give (Tempel, 2010). A university needs to establish a robust management process and procedures with risk-mitigating measures to manage philanthropic funds. University fundraisers must identify and recognize opportunities and prospects in terms of the desire, capacity and willingness of philanthropic sources, such as individuals, companies, charities and organizations to ensure fundraising success. A university must also incorporate the market sector of philanthropic sources in its fundraising strategy. It is essential to create an effective fundraising strategy

comprising the appropriate fundraising tools and the types of gifts chosen to have the most significant potential impact. Determining giving preferences and approaches to persuasion are vital to understanding donors' behaviour and decisions to donate. While there are many ways to solicit donors to donate, studies have found that an approach that includes personal elements is the preferable solicitation method among individual donors in Malaysia and Australia (Bustamy *et al.*, 2002).

Understanding a university's internal community members, which comprise the university's employees, students and alumni, is essential for relationship building for future help. Charitable solicitations in the workplace play an increasing role in fundraising strategies (Osili *et al.*, 2011; Shaker & Christensen, 2018). Therefore, it is necessary to find ways to encourage internal community members to remain engaged with the institutions, according to the adage that "charity begins from home". As alumni represent an essential source of support, universities need to find ways to keep alumni connected at the early stage of their study life and stay engaged with the institutions to develop ties (Fransen, 2007). Thus, a strong advancement structure with skilled fundraisers with the ability to market the impact of donors' gifts is a key part of a practical institutional philanthropic framework (Smith, 2010).

Similarly, universities must also stay connected with their external world, as suggested by Tempel (2010). Universities' external constituencies, such as volunteers, sponsors and the corporate organization, are essential sources of support. The number of university volunteers and the value generated through their philanthropic efforts are indicators of organizational success in understanding the institution's external climate (Hill, 2012; Lyons *et al.*, 2006). An organization's ability to build relationships with external stakeholders and react to social changes is essential (Merchant *et al.*, 2010). Government involvement in stimulating the culture of giving is another vital feature of PHEIs' fundraising success. Tax

relief laws for contributions to PHEIs (Kadem, 2010) and providing matching grants (Bekkers, 2010) will encourage philanthropic activities. However, government responsibilities to fulfil public needs can generate adverse reactions, because some individuals use taxes as an excuse for avoiding assisting governmental organizations.

Similarities and Differences in Philanthropic Support for PHEIs: Australia and Malaysia

Philanthropy is deeply embedded in Malaysia's multicultural and religious traditions and aims to achieve social objectives that promote unity among different ethnic groups in society (Fernandez, 2002; Mohd, 2016). Different ethnic groups within society have their own traditional values and expectations. Malaysians donate to the people they know but do not like being forced to give and prefer to make more religious contributions than to education (Bustamy *et al.*, 2002; Rohayati *et al.*, 2016). Religion has formed the basis of giving in the society; thus, *Halal* money (anything considered permissible and valid under Islamic law (Al-Jallad, 2008) determines giving among the Muslims (Bakar & Rashid, 2010). These distinctive features have shaped the Malaysian culture of philanthropy and may not prevail in other societies. Although some universities in Malaysia have started to develop an advancement framework to manage philanthropic funds, many are still struggling to progress in this area. The government has attempted to introduce a measure of deregulation to make public universities more productive and encourage universities to pursue new funding areas, including endowments, alumni giving and philanthropic donations (Kamaruddin & Ramli, 2015).

In comparison, Australia is a culturally diverse community with various races, languages and religions. Most Australians believe that their contributions have positively impacted their people and assisted the country (Beard, 2019). Like Malaysian universities, Australian universities are also burdened by cost increases and limited government funding.

The government, acknowledging the value of voluntary donation, developed the Higher Education National Best Practices Guidelines for Philanthropy. Evidence has also shown that Australian universities are relatively weak in terms of raising philanthropic contributions, and only some universities have succeeded in gaining philanthropic support (Fransen, 2007), others continue to struggle to reach success. However, a recent study has shown positive growth (Benade, 2019).

Materials and Methods

This research employed a mixed-method analysis incorporating qualitative and quantitative methods. The study adopted a case study research method to provide a detailed review of the subject. Figure 1 illustrates the study’s research design.

In our case study, qualitative and quantitative approaches enabled the data triangulation to reveal correlation, corroboration and matches between findings from different methods. The detailed analysis discovered the emergent themes and descriptive statistical information. Triangulation helped to increase the internal validity of the data sources as well as the reliability of results. The design of this study included multiple data sources taken from various sites using various collection methods. Multiple locations refer to the areas and institutions covered by the research. Multiple collection methods refer to data collection research instruments, examining documents and records, questionnaires and interviews. The study used three research methods to gather data sources: surveys with questionnaires, face-to-face interviews and document analysis.

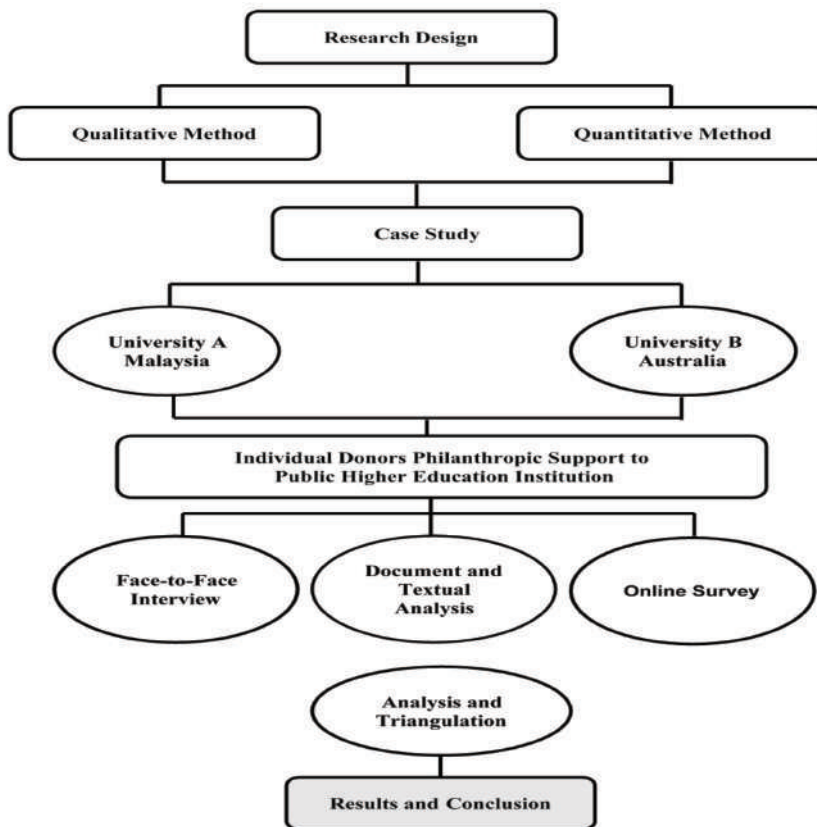


Figure 1: Research design for understanding individual donors’ philanthropic support to public higher education institutions in the context of philanthropic fundraising success

Sample

The study adopted the purposeful sampling technique in selecting the case study. Two countries were chosen as the case study to understand the reasons for individual support in a contemporary cross-cultural context across nations. Malaysia, a developing country, was selected because philanthropy is profoundly ingrained in its people's different cultural and religious practices. Furthermore, the Malaysian Government encouraged its public universities to include endowments and philanthropic contributions in their sourcing for funding initiatives (MOE, 2015). While Australia, a more developed Western nation, was selected because of its culturally diverse society. While philanthropy is not new, giving to public universities in the country has yet to garner full societal support and is not as mature as other developed nations, such as the United States (Allen Consulting, 2007). Two public universities were chosen from each case study country as the case study institution. University A, a public university in Malaysia, and University B, a public university in Australia, were selected based on the set criteria. These universities are established public universities in their country and were committed to philanthropic giving.

For the selection of the participants, the study adopted the purposeful sampling technique. The participants were chosen based on population characteristics and the study purposes instead of randomly and served as the primary informants following their philanthropic involvement with a university. A total of 460 individual donors to the case study universities participated in the study. Sixty active individual donors selected randomly from the universities' donors' databases were involved in an in-depth face-to-face interview. A total of 400 individual donors participated in the online survey. Table 1 summarises the sample details of the study. The online survey questionnaires were distributed to the active university donors through an email link from the universities. The number of participants chosen was adequate to enable a detailed understanding of the subject matter.

Statistical and Thematic Methods

The quantitative data were analysed using the Social Sciences Statistical Package (SPSS). The SPSS helps to examine the relations among variables by using a relevant analysis test. The study chose a nonparametric statistics test to analyse the survey data based on the hypotheses that the size of the data was comparatively small. Most survey questions were constructed to calculate nominal data. Simultaneously, the vivo application was used to analyse the qualitative data and code themes for analysis. The interviews were audiotaped and transcribed verbatim, then thematically interpreted. Relevant documents and records were also reviewed and evaluated.

Results and Discussion

The results of the study are presented in two parts: firstly, the individual donors' philanthropic support to PHEIs; secondly, the individual donors' understanding of the PHEIs' management of philanthropic support.

Individual Donors' Philanthropic Support to PHEIs

The survey results in Figure 2 showed that 65% of University A donors and 56% of University B donors agreed that PHEIs need philanthropic support. These findings indicated that most donors acknowledged that PHEIs require financial assistance and support from the public.

Donors' reasons for giving to the PHEIs were in the interview session. The interview data indicated that donors at University A anticipated donating to support a better university, such as assisting the university students and staff, while at University B, one donor indicated that their donations would provide the university with a long-term profit, mainly through student scholarships and career opportunities for graduates. These donations were not only commensurate with the donors' goals of assistance, but they also satisfied the university's social responsibility obligations.

Table 1: Summary of the sample details

Sample Category	Sample Characteristics	Sample						
		Site	Institution	n	In-Depth Interview		Online Survey	
					University		University	
					A	B	A	B
Case Study Institution	<p>Country</p> <ul style="list-style-type: none"> • Developing Nation • Developed Western Society <p>Age</p> <ul style="list-style-type: none"> • Above 40 years <p>Status</p> <ul style="list-style-type: none"> • Research Intensive <p>Donors</p> <ul style="list-style-type: none"> • Above 500 active donors 	Malaysia	University A					
Respondent/ Informant		Australia	University B	460	30	30	200	200
	Gender							
	• Male				15	15	92	86
	• Female				15	15	108	114
	Religion							
	• Islam				10	NA	121	NA
	• Other				20	NA	79	NA
	Donor Category							
	• Alumni				10	10	46	98
	• Staff				10	10	61	12
	• Public				10	10	93	102
	Number of Years as Donor							
	• Less than 1 year				-	-	65	44
	• 2 – 5 years				-	-	78	64
	• More than 5 years				30	30	66	92

The data from the interview revealed that the importance of education was a key factor leading donors to donate. At University A, one donor said:

“I understand that education is crucial and what my small efforts can do to benefit children.”

Similarly, a donor to University B reported that they support education and hope that others will follow.

“I’m trying to make people appreciate the university by giving.”

An individual donor to University B indicated that their contributions to the

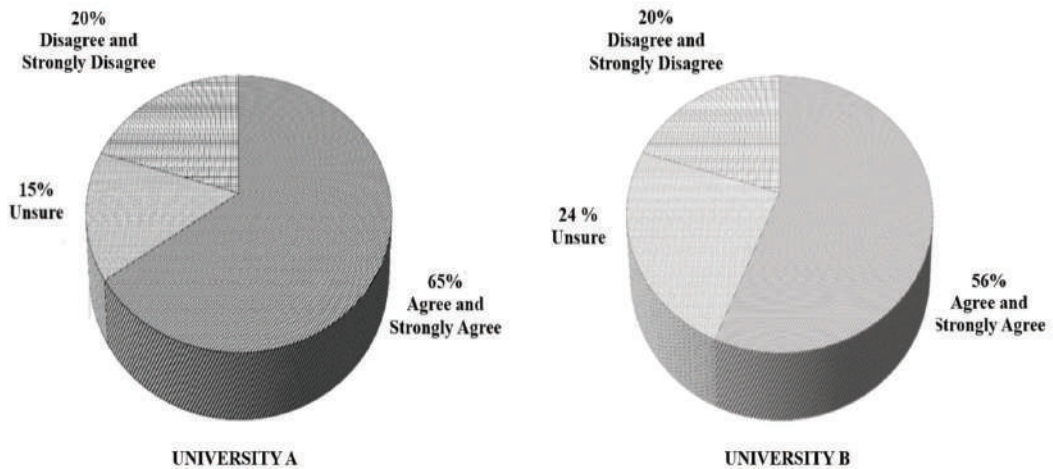


Figure 2: Individual donors' degree of agreement with the statement that public higher education institutions need philanthropic support

university were motivated by their desire to support education to improve the state. Similarly, another donor also announced that they donated because they were inspired to support educational growth. The survey and the interview results confirmed that both institutions' donors considered that their donations would help to meet the university's needs as the country's education provider.

Similarly, most donors to both universities agreed that PHEIs need alumni support, as illustrated in Figure 3. The survey results

showed that 78% of University A donors and 63% of University B donors agreed that PHEIs need philanthropic support from their alumni. This result is consistent with the interview results and the literature.

The interview data of University A indicated that the recipients who gained from donor gifts were the university's internal and external members. Giving out of loyalty to the university was shown in the interviews with the alumni and staff donors. One staff donor expressed their appreciation:

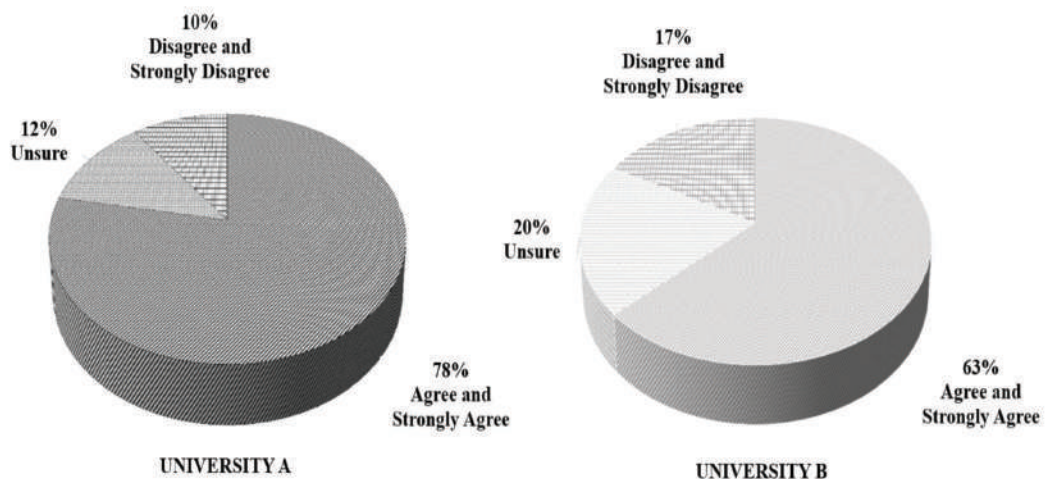


Figure 3: Individual donors' degree of agreement with the statement that public higher education institutions needs alumni support

“The University has been good to me. I have benefitted from the University. It’s time for me to show my love for the University.”

Similar results were shown for the alumni of both universities. One alumni donor of University B stated:

“I choose to donate to my Alma Mater to support my Faculty.”

These findings suggested that workplace giving has managed to spur employees’ donations to assist the needy among the University A community members and support the university’s philanthropic programs. Most University A staff donors indicated that they donated to the university through a payroll monthly deduction. These findings indicated that University A has a strong giving culture among its internal members.

The interview data also showed that the donors contributed to a purpose that would bring pleasure and happiness to the recipient. Similarly, data from the University B interviews also revealed that donors supported the university’s internal group, particularly students’ needs through scholarships. However, at University B, contributing to the benefits of other facets of the University’s members, especially employees, did not occur as in University A.

The study also investigated the extent of philanthropic assistance offered by donors to the universities. The survey results on the degree of donor support, as presented in Figure 4, suggested that more donors strongly agreed to continue donating than not, indicating that the majority would remain donors to the university. This finding is an essential indicator for the planning and strategizing of university fundraisers. These results follow the conclusions from the interview.

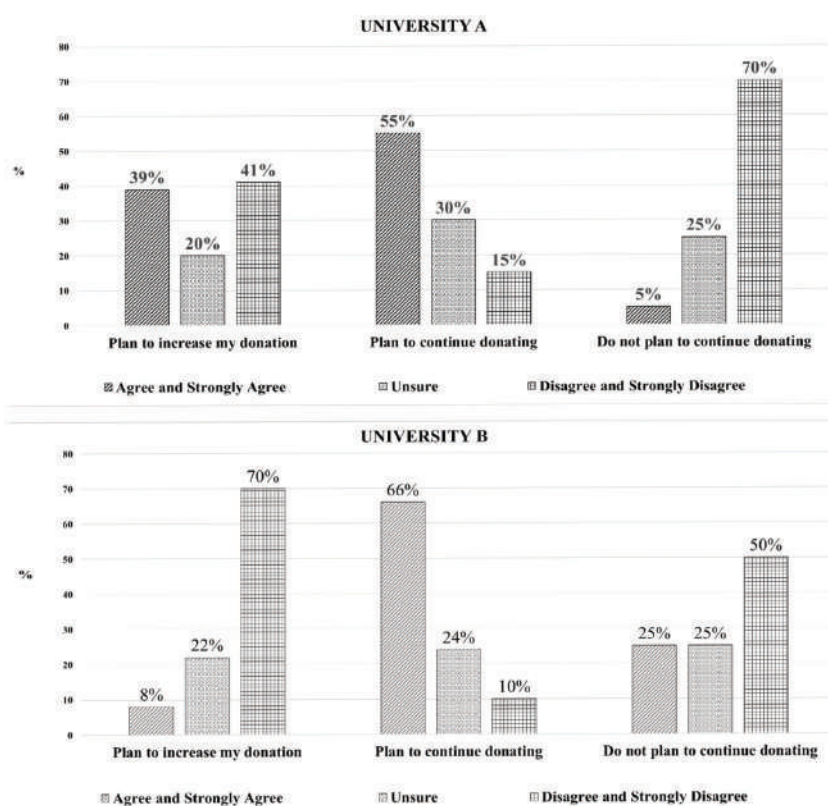


Figure 4: Individual donors’ degree of agreement to supporting the university’s philanthropic needs

The interview data further revealed that all donors to University A would continue donating to the institution even when they no longer worked with the university. Similarly, donors from University B also agreed to continue contributing to the university. In contrast, others indicated that they would continue giving as long as their relationship with the university remained strong. These results signified the importance of universities making sure that donors remain loyal to them.

Individual Donors’ Understanding of Pheis’ Management of Philanthropic Support

As illustrated in Figure 5, the survey data showed that 78% of University A donors and 70% of

University B donors understood the universities’ fundraising objectives. Understanding an institution’s fundraising goals is essential, as this can lead donors to appreciate the university’s mission and vision.

Likewise, it is also necessary to comprehend donors’ views on managing a university’s philanthropic giving. The survey data presented in Figures 6 and 7 showed that a median of 59% University A donors and 46.5% University B donors were in agreement that they were satisfied with the universities’ fundraising performance. These results showed that most donors from both universities trusted and had high confidence in the universities’ fundraising.

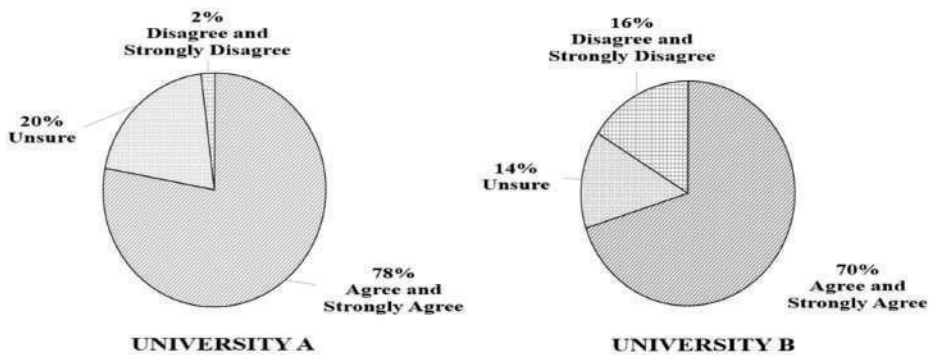


Figure 5: Individual donors’ level of agreement with university fundraising objectives

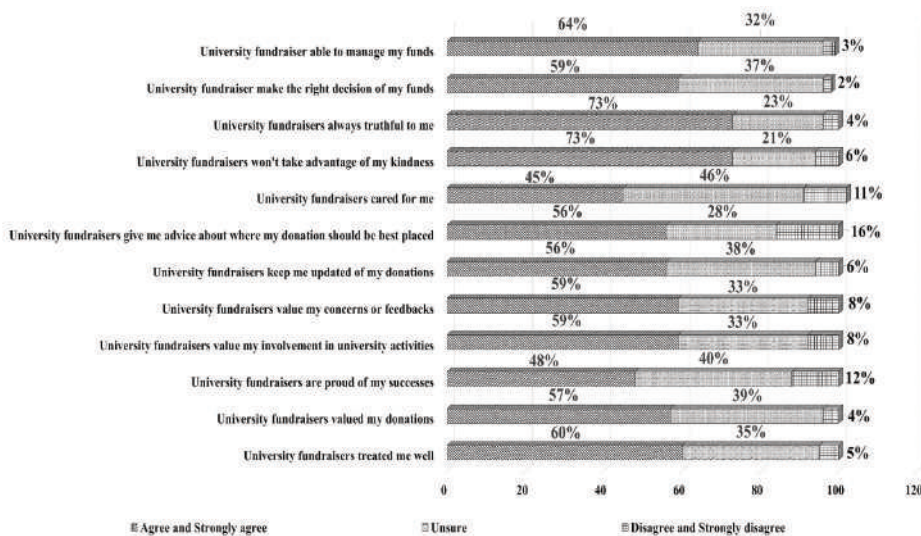


Figure 6: Individual donors’ level of agreement with University A’s fundraising performance

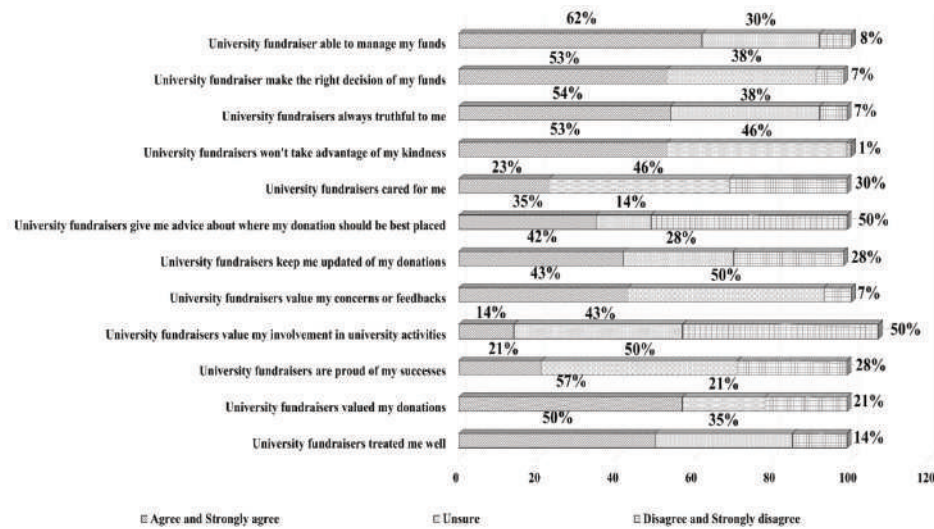


Figure 7: Individual donors' level of agreement with University B's fundraising performance

The interview results were consistent with the survey's findings, in which donors were shown to be confident that the university would manage their donation well. According to one donor at University A:

“I am confident that the university will manage my money as agreed. I am happy with how my contributions are being allocated.”

All Muslim donors at University A agreed that it was essential for them that the University allocated *Halal* money to the university's Muslim recipients. These donors also mentioned that they would donate to institutions that they believed would manage their money according to Islamic rules and regulations.

“As a Muslim, I want the students to receive money which is *Halal*. I do not compromise in universities accepting gifts from illegal sources. I will not donate to these institutions.”

University B donors also showed confidence that the university would appropriately handle their donations:

“I think the university manages my gifts well. I am not worried.”

The importance of a university being transparent in managing philanthropic funds can be seen in the interview results of University B, as one donor reported:

“The management of the gifts by the university is crucial. People need to know where the money goes.”

At the same time, the university must market donors' contributions to secure future giving. Thus, Figure 8 reveals the universities' individual donors' views on promoting their contributions to the community. The data showed that most donors in both universities were unsure whether their contributions were well broadcast to the recipients and the public. On the other hand, more donors at University A than University B believed that the university had taken actions to publicize their donations.

Discussion

The results suggest some similarities and significant differences concerning individual donors' understanding of giving to public higher education institutions. The findings indicated a sustainable fundraising framework is required for PHEIs to achieve success from societal contributions. Figure 9 illustrates the ideal framework recommended for philanthropic

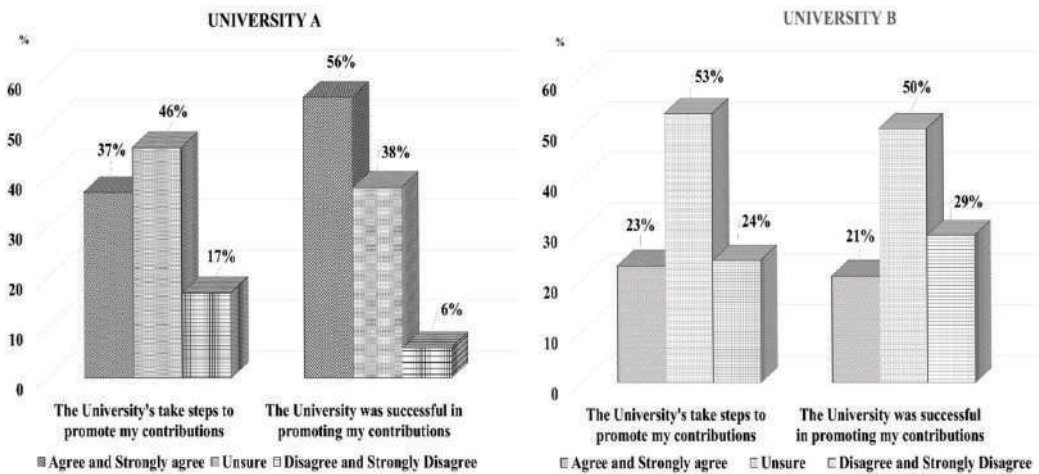


Figure 8: Individual donor's level of agreement on the universities' success in publicizing philanthropic support

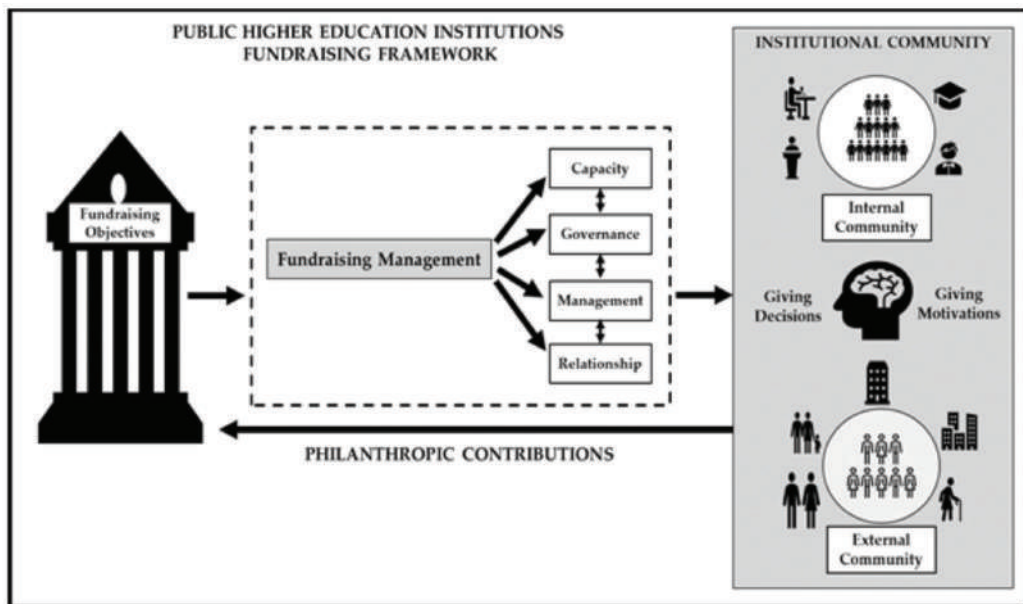


Figure 9: The ideal conceptual framework of individual donors giving to public higher education institutions for philanthropic fundraising success

fundraising success from individual donors' support to public higher education institutions.

The results from both case study universities suggested two common contributing factors to PHEIs philanthropic fundraising success: donors' reasons for giving to support education and donors' levels of trust and confidence in university fundraising management. These

findings are similar to those reported in the literature.

Donors' Reasons for Giving to Support Education

The similarities showed that most donors firmly agreed that public higher education institutions needed philanthropic support and agreed with

Taylor and Martin's (1995) findings. Similarly, most donors were also in agreement that alumni need to give back to their Alma Mater. Therefore, as alumni are a significant contributor to a university, both universities must ensure that they "win their students' hearts" while studying, leading them to become potential donors. Most donors thought that public universities needed financial help from philanthropists, but some did not. This result may be triggered by universities' failures to make public their need for societal contributions or donors' inability to appreciate universities' issues, such as a lack of government funding. Therefore, universities need to highlight their concerns and include external resources to create a fundraising plan.

The significant findings suggested that donors to both universities contributed to the university's well-being out of their passion for education and helping their students. This finding concerning giving for educational purposes is in accordance with the results presented in (Lindahl, 2010; Worth, 2000). Most donors were planning to increase and continue to fund universities, indicating that both universities may have a large pool of donors. As a sound donor profile is key to fundraising success (Mael & Ashforth, 1992), these results suggest that both universities have an excellent educational philanthropic base that could contribute to philanthropic success. Donors anticipated that their donations would have an impact on internal and external university members; the difference was that more University B donors relative to University A donors did not plan to continue funding. The difference could be related to the donors' level of understanding of University B's financial concerns compared to University A.

At University A, donors considered their donations to affect other internal university members. This finding is consistent with the findings of Bustamy *et al.* (2002), in which Malaysians preferred to give to those who were familiar to them and were more attentive to the well-being of people near to them. Workplace giving is indeed an effective fundraising strategy which should be capitalized on by PHEIs. These

findings agree with the literature (Shaker *et al.*, 2016; Shaker & Christensen, 2018). At University B, the tradition of donating to support university staff members never surfaced; this difference is likely due to the sample type of University A and the culture of giving among Malaysians.

These findings indicated that people in Malaysia and Australia support the motion that public higher education institutions need societal support. Thus, having a community with a passion for education will result in the philanthropic success of PHEIs in both countries. Therefore, PHEIs and the government need to ensure that they can provide a sound education system for the people and the nation's benefits. As the tradition of supporting the internal members of the university does not exist inside University B, the university needs to promote its internal culture of giving, because the university's internal members have a great passion for education and will support the university. On the other hand, University A needs to preserve the giving culture among its internal community to keep the generous culture alive, as workplace giving is an effective fundraising strategy; this finding agrees with the literature (Osili *et al.*, 2011).

Donors' levels of trust and confidence in the university fundraising management

The similarities indicated that donors understood the universities' fundraising goals. Donors had confidence that both universities could fulfill their promises and valued the universities' openness in philanthropic fund management, following Maechara's findings (Maechara, 2002b). Donors were satisfied with the universities' decisions regarding the use of their contributions and the universities' ability to handle their gifts. Likewise, donors were pleased with the information given to them as they were kept aware of their contributions. This finding indicates that donors' high trust in philanthropic management at the universities has been a fundraising factor. However, donors were unaware of the universities' efforts to publicize

their donations, but felt that the universities had been active in promoting their contributions. The universities' efforts to encourage the community to appreciate donors' philanthropic efforts aligns with the advice of the Allen Consulting Group 2007 (Fransen, 2007).

Many donors trust that the university fundraisers do not benefit from their kindness and are always truthful to them. University A donors agreed that the university fundraisers advised them on giving, but this was not true for donors to University B. These findings indicated that donors of University A having confidence in the university's fundraisers is essential for influencing giving. The differentiation affects the extent and degree of relationships the donor has with the university. Although University A donors believed they were being cared for by the fundraisers, donors at University B were unsure. This discrepancy may be due to sampling size and type. Furthermore, the data indicate that University B donors were pleased with the assistance, services given and the skills and abilities of fundraisers compared to donors from University A. The close partnership between University B donors and fundraisers most likely contributed to this discrepancy.

The study highlighted a crucial difference between philanthropic cultures. In Malaysia, Muslim donors were concerned about the *Halal* concept of Islam and the management of their contributions. Muslims will support a university if they are confident that their contribution will be managed following Islamic Law and *Halal*. Muslim donors to University A were confident that the university managed their contributions according to Islamic law, which triggered their decision to donate to the university. In contrast in Australia, donors are more attracted to give for a cause. Supporting causes was more important for donors to University B.

These findings concluded that both universities have put in place suitable fundraising management systems that build their donors' trust and confidence. The universities also established a fundraising team for productive fundraising outcomes (Smith, 2010). The donors

showed trust and confidence in the universities' people handling their philanthropic giving. Thus, the elements of trust and confidence in how donors' money is managed were proven to be valued by donors from all nations.

Conclusions

Public higher education institutions worldwide are looking at philanthropy as an attractive source of funding for financial sustainability. This study's findings are significant because of the limited amount of research on philanthropy to public higher education institutions, particularly in Malaysia. Australian public universities have recently shown positive philanthropic growth. Two common predictors emerged that contributed to the understanding of individual giving to public higher education institutions. The study found that donors will support public universities because of their passion for helping education. Therefore, public universities must perform efficiently as their performance triggers educational philanthropists. Donors will also donate to a public university with the most efficient and effective fundraising management in place. The study also found that donors will support if the university could fulfill their promises and practice openness in managing their contributions. As the results, donors will donate if they have trust and confidence in the university. These findings are similar to those found in the literature. Our evidence suggests that understanding individual donors' passion for education and their trust and confidence in fundraising management is vital for public higher education institutions' philanthropic success across nations. Donors in Malaysia and Australia showed trust and confidence in the universities' people handling their philanthropic giving. Simultaneously, a prominent difference factor emerged due to the difference between philanthropic cultures from both nations. Managing societal contributions based on the *Halal* concept of Islam is crucial for Muslims in Malaysia to donate; in contrast, Australian donor decision-making appeared to be shaped more by the reasons for funding. Therefore, in

Australia and Malaysia, further investigations into public higher education institutions' fundraising strategies towards winning the hearts of educational philanthropists are proposed for future research.

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