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**Jahangir Alam**

## Designing and Implementing Educational Philanthropic Scale



*Philanthropy plays a significant role in developing and promoting education over the world. The motives of philanthropy have been studied by designing different scales, most of which are based on the behavior of non-philanthropists, some scales even contain reverse answers for which complexity arises in calculating the scores, there have been limited studies on the educational philanthropic scale too. Danobir Dr. Syed Ragib Ali is one of the renowned philanthropists in Bangladesh, there are a good number of studies on his philanthropic contribution but very few of them focused on the level of educational philanthropy of Dr. Ali. This study aims to critically revisit the existing philanthropic scales so far to design an educational philanthropic scale and assess the level of educational philanthropy of Danobir Dr. Syed Ragib Ali using the newly formed scale. After carefully reviewing the literature, the study initially designed a 35-item 'Educational Philanthropic Scale (EPS)' and conducted a purposive online survey among 400 different levels of educational entrepreneurs in Bangladesh. Then, an exploratory factor analysis was conducted from the usable 317 responses and finally, a 27-item scale was prepared. The Cronbach's Alpha has been tested for reliability and the Kaiser-Meyer-Olkin (KMO) calculated for sampling adequacy. By using this scale it is found that Danobir Dr. Syed Ragib Ali is an exceptionally educational philanthropist. The findings of this study significantly contribute to the existing literature and can broadly be used to assess the educational philanthropic levels within individuals and organizations. The future researcher can find a new horizon to update the scale.*

**Keywords:** Education, Motives, Philanthropy, Revisit, Scale.

### Introduction

Philanthropy has been defined as a highly diverse and dynamic set of social practices (Schnurbein et al, 2021) that encompasses behaviors and actions that are manifestations of a voluntary commitment to the well-being of others (Schuyt, 2010). Jung and colleagues defined philanthropy as the use of private resources – time, treasure, talent – for public benefit and social change (Jung et. al). Although the scholars (Ehie, 2016; Carroll 1991; Carroll & Shabanah, 2010; Arora & Puranik, 2004; Ahmad, 2006; Amaeshi et al, 2006) explained

philanthropic activities in two ways, a voluntary donation of in altruistic nature or an obligation and mandatory donations but philanthropy is more voluntary activities of the organizations and persons to execute their societal obligations (Jamali & Mirshak, 2007, Angyemang et al, 2016; Frynas, 2006; Malan, 2005).

Philanthropy is practiced around the world in various dimensions and sectors, as a result, the theories and concepts of philanthropy are being described in four streams of research namely historical science, psychology, economics, and sociology. From the historical viewpoints, it has been explained as religious concepts of charity and munificence evolved from the medieval age to the seventeenth century (Sulek, 2010a; Sulek, 2010b) which encompasses the nineteenth-century by the leaders of the Industrial Revolution converting limited support to inclusive actions to deal with the social problems through science, culture, and education (Anheier & Leat, 2006; von Schnurbein, 2015). The psychological research stream on philanthropy attempts to explore the reasons and actions of persons involved in philanthropy and explains that values, beliefs, attitudes and personal identity, empathy, emotional stability, self-esteem, the feeling of “helpers high” & “warm glow” are the drivers of philanthropic activities (Bekkers & Wiepking, 2011; Pharoah, 2016; Luks, 1988; Andreoni, 1990). The economic concern of philanthropy addresses the individual’s utility aspect and rationalizes that people donate after examining the costs and returns of giving and obtaining value in terms of good feeling or by incorporating the other’s benefit (Adloff, 2016). Finally, the sociological school of philanthropy discusses the attitudes to and motives for philanthropy in conjunction with persons’ position in society and their social, cultural, and economic resources (Neumayr & Handy, 2019). Thus, philanthropy differs in terms of source of giving, scale, process, purpose, place, etc. (Ramutsindela et al., 2011) and in the philanthropic literature, there are numerous types of philanthropy, the education philanthropy is one of them and it is the oldest forms of philanthropy which is directed towards enhancing educational opportunities both in terms of access to education and quality of education (Simpson & Hull, 2007).

The motives of philanthropy have been explored by the researchers in different contexts. According to Rudich (2007), there are three main theories – altruism, social exchange theory, and identification theory - that explain philanthropic behavior. Bekkers and Wiepking (2011), found eight factors as motivations for charitable giving which are awareness of need, solicitation, costs and benefits, altruism, reputation, psychological benefits, values and efficacy. Studies also explored psychological factors like personal norms [Webb et al. 2000], empathy [Batson 1990], ego [Cialdini et al. 1981], and attitudes about giving [Burnkrant, & Page 1982; Manrai 1989; McIntyre et al. 1987], perceptions, social comparisons, abilities, and motives [Bendapudi

et al. 1996], self-esteem, guilt, pity, empathy, fear, and sympathy [Sargeant 1999], family learning [Deenanath et al. 2019; LeBaron et al. 2018], Socio-economic factors like age, income, education [Burnett 1981; Cermak et al. 1994; Pessemier et al. 1977] and financial variables including risk tolerance, subjective financial knowledge, financial time horizon, and access to emergency funds from friends/relatives [Enete et al. 2021] are optimistically related with charitable giving. Motives in educational philanthropy also studied by the researchers and found that the self-oriented motives, other oriented motives and both self and other oriented motives, personal asks, sense of blessing, joy and legacy, religious-connectedness vision and trust & in-depth relationships are the drivers in this arena [Chapman et al. 2020; Chao 2021; Giacomini, & Jones 2022].

Considering the diverse philanthropic motives, a good number of researchers designed the philanthropic scales to measure the individual's level of philanthropy, for example, Rushton et al., (1981) illustrates the Self-Report Altruism Scale (SRA) consists of 20 items, Schuyt, et al., (2004) considered 8 dimensions in measuring the charitable behavior, Konrath and Handy, (2017) illustrated an 18 item scale to measure the motives to donate which are plotted in 6 categories, Öztürk and Ersanli (2018) constructed a 3-factor structure of philanthropy scale, etc. Though, most of these scales are statistically significant but these are based on the philanthropic behavior of non-professional philanthropists. Moreover, some items of these scales have reverse answer for which the respondent become confused and complexity arises in calculating the scores. On the other hand, educational philanthropists playing a very vital role in promoting and ensuring education over the world and researchers intended to explore the motives for educational philanthropy but none of them shed light on the educational philanthropic scale. Danobir Dr. Ragib Ali is a renowned philanthropist in Bangladesh. He is the founder Chairman of Leading University, Jalalabad Ragib Rabeya Medical College, was the Chairman of Board of Trustees of North South University, and was also the Founder Chairman of University of Asia Pacific Dhaka. Besides he has established more than 200 educational institutions across the country, starting from tertiary education to primary level. A good number of researchers [Nurunnahar 2008; Rahman 2012; Ahmed 2014], studied the philanthropic activities of Danobir Dr. Syed Ragib Ali but very few of these focused on the level of educational philanthropy of him.

### Methodology of the study

This study aims to critically revisit the philanthropic scale, design an educational philanthropic scale, and assess the level of educational philanthropy of Danobir Dr. Syed Ragib Ali using the newly formed educational

philanthropic scale. Since a literature review broadly describes a systematic way of collecting and synthesizing previous research (Baumeister & Leary, 1997; Tranfield et al., 2003) and well-conducted literature review forms a strong base for advancing knowledge and facilitate theory development (Webster & Watson, 2002), Snyder (2019) argued that the literature review can be used as a tool of research methodology and this study rigorously reviewed the existing literature on the philanthropic scale so far to evaluate these. Then, based on the common items of these scales, initially a 35-item 'Educational Philanthropic Scale (EPS)' was designed considering 5-point Likert scale and then a purposive online survey among 400 different levels of educational entrepreneurs in Bangladesh was conducted. For developing the final 'Educational Philanthropic Scale (EPS)', an exploratory factor analysis was conducted from the usable 317 responses; finally, a 27-item scale was prepared based on the Eigenvalue of more than 1 and the highest factor loading. The Cronbach Alpha has been tested to verify the reliability of the questionnaire and the Kaiser-Meyer-Olkin (KMO) test for sampling adequacy has been proceed. To assess the philanthropic level of Danobir Dr. Syed Ragib Ali, a personal interview was conducted with him based on this 27-item 'Educational Philanthropic Scale (EPS)'. The total score is calculated by summing up the individual item score, this process has been implemented in other scales (Nickell, 1998).

### **Motivations of Philanthropy**

There are differences of opinion on the motivation behind the philanthropy. On the one hand, researchers (Batson 1990; Dovidio et al., 1990) believed that altruism, referring to the concern for the well-being of the less fortunate drives philanthropy and on the other hand, Cialdini et al. (1997), explains it derives from the self-serving motives commonly coerce the philanthropy. People are motivated to contribute to philanthropy for the concern of the well-being of others. The other-oriented motives of philanthropy include awareness of need (knowing donations are needed), altruism (concern about the wellbeing of the less fortunate), efficacy (whether or not the donation will make a difference), and empathy (the ability to understand what other people are thinking or feeling), etc. (Bekkers & Wiepking, 2011; Konrath & Handy, 2017; Sargeant & Woodliffe, 2007). Chapman et al., (2020) use a thematic analysis of global donors through a survey to explore the self- and other-oriented identity motives for charity and found that in self-orientation, people go for philanthropy for social identities, values, beliefs, benefits, suffering, and shared identity where other-oriented motives are beneficiary identities, power, importance, and neediness were more common than self-oriented motives. Earlier studies also support that identity motives affect

donation behavior (Aaker & Akutsu, 2009; Reed, Aquino, & Levy, 2007; Kessler & Milkman, 2018). Degasperi and Mainardes (2017) identified eight factors that motivate philanthropic contribution which are individual money donation: Trust, Reward, Leadership influences, Characteristics of the organization, Environmental influences, Personal benefits, Characteristics of beneficiaries, and Future Interests. Holmes et al., (2002) explained that the self-benefit is important to the donor and they are sometimes uncertain to donate unless they can justify their self-interest. This self-benefit occurs in different forms, like egoistic reasons including enhancement of reputation or to be admired (Tulloch, 1966), to obtain financial benefit like tax rebate (Bergstrom et al., 1986; Roberts 1984, 1987; Warr 1982, 1983), or to obtain significant values (Bekkers & Wiepking, 2011; Konrath & Handy, 2017; Lehman & James, 2019; Sargeant & Woodliffe, 2007) and even to signal of the donors wealth (Glazer & Konrad, 1996) and social prestige (Harbaugh, 1998) as well as to present themselves in a positive light (Goffman 1959; Leary and Kowalski 1990; Schlenker 1980). Not only the self-benefit, the researchers (Nadler, 2016; Nadler & Chernyak, 2014; Nadler et al., 2009; van Leeuwen, 2007, 2017; van Leeuwen & Harinck, 2016) thought that group benefits like restoration of group image, to create the new look of the group and even to exercise power over the group beneficiaries also are the drivers of philanthropy. Many other scholars also explored the causes of philanthropic giving—from a political perspective (Singer, 2018), redressing poverty (Abraham, 2018), disproportion in reasons for giving (Khader & Siddiqui, 2018), the securitization of giving (Benthall, 2018), concern for orphans (Benthall, 2019), religious orientation and to develop to social infrastructure (Clark, 2004; Wiktorowicz, 2003), philanthropic governance (Olmedo, 2014), philanthro-policymaking (Rogers, 2011), and philanthro-capitalism (Bishop and Green, 2010).

Despite the general discussion on the motives for philanthropy, very few researches focused on the issue of educational philanthropy. Chapman et al, (2021) explained that philanthropist contributes to the education sector for different motives, among them, 43% contribute for others-oriented motives, 24% for self & others oriented motives, 20% for self-motives only, and 13% for none of these. Chao (2020) investigated the motivations of major donors in higher education by surveying and exploring that the donors are motivated by personal asks, a sense of blessing, joy and legacy, religious-connectedness vision and trust & in-depth relationships are the motives driving them to contribute in the education sector. Abbasov & Drezner (2018) studied the Azerbaijani alumni's attitudes toward philanthropic giving through the lens of the organizational identification theory and found that the alumnus with higher satisfaction with the institution donates more money. The Muhammadiyah education philanthropy in the Bajo Community

was observed through in-depth interviews, observation, and documentation, and found that the intention of developing quality human resources drives to promote educational philanthropy (Alifuddin et al., 2021). Lehman (2021) evident that personal characteristics like education, and religious practice are the mediators in donating to an educational organization.

### **Nexus between Philanthropy and Education**

Philanthropic contributions to education have become more publicly visible in recent years all over the world. For example in Scotland, funding from the state, from individual students, or non-philanthropic commercial contracts remains far larger than any charitable donation (Paterson, 2018). In Malaysia, the Waqf plays a significant role in forming action of formal organizations at the state and federal levels and rearranging the Malaysian educational budget and policy to support the better quality of Higher Education Institutions (HEI) (Harun et al 2016). In both Germany and the United States, philanthropic foundations and their grantees play an increasingly prominent, powerful, and visible role in the education context (Czerwanski 2000; Carr 2012; Reckhow 2013). Some of these even aspire to change the whole public school system, or at least large and important parts of it. The Bertelsmann Foundation, for example, embarked on a broad campaign to fundamentally reform and reposition the German educational system (Stiftung, 2013). In the United States, the Bill & Melinda Gates Foundation wants to “dramatically improve education so that all young people have the opportunity to reach their full potential” (Gates Foundation 2011). In Germany, for instance, researchers have claimed that foundations succeeded in gaining major influence on educational policy, aiming at a neo-liberal transformation of the national educational system (Schöller 2006). The Middle East and North Africa (MENA) region has also gathered interest in educational philanthropy due to the large population and increasing governmental influence on improving higher education in general in the region and creating partnerships with organizations to better match higher educational options and employment (Alphin et al., 2016). In India, social sector funding continues to increase contributions; total social sector funds have grown at a rate of 11% over the past five years. While the government continues to be the largest contributor to social sector funding in India, hovering at about 6% of GDP, private philanthropy is expanding and has outpaced public funding growth (Anant et al., 2019).

From the discussion, it is evident that philanthropy has a great impact on the education sector all over the world in a dynamic way by creating, developing, and promoting the educational sector; its reform, and sustainability.

## Revisiting the Philanthropic Scales

The researchers (Rushton et al., 1981; Schuyt, et al., 2004; Schuyt & Bekkers, 2010; Konrath&Handy, 2017) designed good numbers of the philanthropic scale to measure the individual's level of philanthropy in different times and cultures perspectives using numerous items. Some of these scales categorized the items into different behavioral and psychological characteristics and some of these put the items in a continuous form as a single trait. However, the major philanthropic scales found so far in the literature are reviewed in Table 1

**Table 1. Revisiting the Philanthropic Scales**

Name of the Scale	Properties	Strength	Limitation
1	2	3	4
The Self Report Altruism Scale, Rushton et al. (1981)	A 20 items of altruistic behaviors has been considered with a five point Likert scale.	The items were administered among two groups, internal consistency, discriminant validity was tested, and the scale is significant.	The Scale was implemented among the university students, real philanthropist are not surveyed.
The Helping Orientation Questionnaire-HOQ, Romer et al. (1986)	23 real life situations describing the helping behavior of individuals are considered including altruistic, receptive-giving, inner-sustaining, and selfish behavior	The reliability tests conducted through Cronbach alpha and validity of the questionnaire was assessed with Social Responsibility Scale-SRS [Berkowitz, & Lutterman 1968] and other index.	HOQ scale is that this scale was designed administering on the undergraduate students, did not considered the real philanthropists.
The Helping Attitude Scale- HAS Nickell (1998)	A 20-item measure of individual's beliefs, feelings, and behaviors associated with helping with a 5 point Likert scale.	The reliability of the scale has been tested with the statistical tools like Cronbach alpha.	Items 1, 5, 8, 11, 18, 19 are reverse scored which may arises confusion among the respondents.
Attitudes toward Helping Others- (AHO) and Attitudes toward Charitable Organizations- (ACO), Webb et al., (2000)	A cross-disciplinary literature review has been conducted and a 7 item AHO scale and another 7 item ACO was designed for rating individuals behavior is helping others and toward charitable organizations.	The scale reliability was assessed through Cronbach alpha and validity tests were done through discriminant validity	This scale did not incorporate financial incentives or other private benefits. Besides, in ACO items, there have reverse scale which creates complexity in calculating the scores.

**Continuation of the table 1**

1	2	3	4
The Philanthropy Scale, Schuyt et al. (2004)	An 8 item scale to measure philanthropy based on 5 point Likert scale	Tested the reliability and validity of the scale, two separate sets of sample was surveyed in interval of two years, the scale is stronger than other attitude scales.	4 items (2, 4, 6 and 8) are reverse, these items can create confusion to the respondents and difficult in time of calculating scores.
The Philanthropy Scale in Sociological Perspective, Schuyt, & Bekkers (2010).	Reviewed a good number of literatures and designed a 10 item scale based on five point Likert scale dividing them into attitudes of cohesion in society, intergenerational solidarity and personal responsibility versus institutional responsibility.	This scale explained philanthropic behavior, distribution and consistency are considered.	Authors suggested that the scale is applicable to western industrialized countries. Besides, among the 10 items, 6 items (item number 1, 2, 4, 6, 7 and 10) indicates reverse meaning, i.e. agreeing with these statements indicates a lack of a philanthropic attitude.
Mechanisms of Charitable Giving, Bekkers, & Wiepking (2011)	An extensive literature survey on more than 500 articles published on reasons of individual finance to charitable organizations and found that eight mechanisms as the most important forces for charitable giving which are: awareness of need; solicitation; costs and benefits; altruism; reputation; psychological benefits; values and efficacy.	The study considered the papers with empirical analyses of charitable giving by the individuals.	Included children and students as participants identified the motives of philanthropic contribution but not suggested the way to measure the philanthropic level of individuals.
Effects of Learning by Giving Scale, Olberding (2012).	The researcher designed a 17 items scale based on literature review and used a five-point scale	The validity of the scale was measured.	This scale is limited on the alumni only.



End of table 1

1	2	3	4
Factors Associated with Philanthropic Giving, Indianapolis Zoo, the Indianapolis Zoo Institutional Advancement Department (2015)	Designed a questionnaire of 15 questions to assess the individual donors' philanthropic level	The strength of this scale is, it identified the level of contribution, frequency of contribution and way of donating to the beneficiaries.	There have not sufficient statistical validity of the scales.
Motives to Donate Scale, Konrath and Handy (2017)	Initially administered 54 items scale and later finalized 18 items scales in six factors of motives to donate which are: Trust, Altruism, Social, Tax benefits, Egoism, and Constraints, they renamed these items as TASTE for Charity taking.	This scale is more comprehensive among existing scales and reliability as well as validity has been tested empirically.	Donation context, religious perspective are not considered, concentrates on the Americans only and large number of students were included in the sample which in some extend does not reflects the actual situation.
Development of Philanthropy Scale, Öztürk and Ersanli (2018)	25 items scales which are included in 3 factors namely: disinterestedness and sincerity, love and unconditional acceptance and honesty.	This scale was verified through the validity and reliability tests and other statistical tools like Chi Square test, GFI, AGFI, RMSEA, CFI, NNFI and IFI.	Only university students were considered as sample, no real philanthropist of philanthropic organizations were not taken,
The Forbes Philanthropic Scale, Forbes, 2020	Distribution of funds by the donor on the basis of total resources of the donor, categorized 1 to 5.	Donors are labeled bases on the donation proportion to their total resources.	There have not any statistical validity.

Source: Author, Based on the review of the scales

The above table shows that most of the scales used a five-point Likert scale (Rushton et al., 1981; Olberding, 2012; Schuyt et al., 2004; Schuyt&Bekkers, 2010; Nickell, 1998) in designing the instrument. In assessing the reliability of some of the scales tested the Cronbach alpha (Romer et al, 1986; Webb et al., 2000), some of them use other statistical tools like the Chi-Square test, GFI, AGFI, RMSEA, CFI, NNFI, and IFI (Öztürk and Ersanli, 2018) and some use other empirical methods. Though some of these scales proved statistically significant, there are problems also. For example, in assessing

the reliability, these scales use nonprofessional philanthropists, more specifically the students as their samples (Rushton et al., 1981; Romer et al., 1986; Bekkers&Wiepking, 2011; Konrath& Handy, 2017; Öztürk and Ersanli, 2018), one of them considered the alumni as sample (Olberding, 2012). At the same time, a few items of these scales used reverse scores (Nickell, 1998; Schuyt et al., 2004; Schuyt&Bekkers, 2010) which derives confusion among the respondents and causes problems in calculating the total scores. Besides, none of these scales are intended to measure educational philanthropy; these are used to measure the overall philanthropic behaviors of an individual.

### **Designing Educational Philanthropy Scale and Measuring the Educational Philanthropic Level of Danobir Dr. Syed Ragib Ali**

Considering the limitations of the existing scales and importance philanthropy in the education sector; this study designed an instrument named ‘Educational Philanthropy Scale (EPS)’ based on the literature review to determine the level of educational philanthropy within an individual, which is presented in Table 2.

**Table 2. Constructs of the Educational Philanthropic Scale**

No.	Educational Philanthropy Constructs	Adopted and Modified from
1	2	3
EPS1	I find it is important to make an effort to ensure educations for others	Bennett (2003); Webb et al. (2000), Konrath, & Handy (2017)
EPS2	My image to the educational organizations is positive	Bekkers et al., (2016); Konrath, & Handy (2017)
EPS3	My friends donate to educational institutions	Bekkers, & Wiepking, (2011); Konrath, & Handy, (2017)
EPS4	Others with whom I am close place a high value on donating to educational institutions	Bekkers, & Wiepking, (2011); Konrath, & Handy (2017)
EPS5	I think helping people to be educated is very important	Webb et al. (2000); Bekkers, & Wiepking, (2011); Konrath, & Handy (2017)
EPS6	I believe every people are part of my community	Schuyt, & Bekkers (2010); Konrath, & Handy, (2017)
EPS7	My money donated to educational institutes are not wasted	Bennett (2003); Webb et al. (2000); Konrath, & Handy (2017)
EPS8	I do not receive a tax credit for contributing in education	Konrath, & Handy (2017); Green, & Webb (1997); Furnham (1995)
EPS9	I contribute in education as I feel compassion toward education	Schuyt, & Bekkers (2010), Bekkers et al. (2013); Bekkers, & Wiepking (2011)

## Continuation of the table 2

1	2	3
EPS10	People should be more charitable in education sector	Rushton et al. (1981); Schuyt et al. (2004); Schuyt, & Bekkers (2010)
EPS11	Donations in education do not helps me save on my income taxes	Furnham (1995); Konrath, & Handy (2017)
EPS12	My educational organizations perform a useful function for society	Webb et al. (2000); Konrath, & Handy (2017)
EPS13	Donating money to educational development would not interfere with me meeting my own financial obligations	Green, & Webb (1997); Konrath, & Handy (2017)
EPS14	I feel responsible for educational well-being of the society	Schuyt et al. (2004); Schuyt, & Bekkers (2010); Bekkers, & Wiepking (2011)
EPS15	Giving money to education development enables me to reduce my income taxes but I do not enjoy it	Green, & Webb (1997); Furnham (1995); Konrath, & Handy (2017)
EPS16	I find it is important to share what I have with others	Bekkers, & Wiepking (2011); Konrath, & Handy (2017)
EPS17	My educational organizations are honest	Furnham (1995); Webb et al. (2000); Konrath, & Handy (2017)
EPS18	Educated people should give back to the community	Clary, & Synder (1999); Webb et al. (2000); Konrath, & Handy (2017)
EPS19	The world needs more education centric responsible citizens	Schuyt et al. (2004); Schuyt, & Bekkers (2010); Bekkers, & Wiepking (2011)
EPS20	Educated people should be willing to help others who are not educated	Bekkers et al. (2016); Webb et al. (2000)
EPS21	The money I give to educational institutions goes for good causes	Bekkers et al. (2016); Bekkers, & Wiepking (2011); Konrath, & Handy (2017)
EPS22	We should have to make better education opportunities for the next generation	Rushton et al. (1981); Schuyt et al. (2004); Schuyt, & Bekkers, (2010)
EPS23	People I know share an interest in financially supporting educational institutions	Clary, & Synder (1999); Bekkers, & Wiepking (2011); Konrath, & Handy (2017)
EPS24	I strive to work for the educational well-being of society	Clary, & Synder (1999); Webb et al. (2000); Konrath, & Handy (2017)
EPS25	I like spending my time on the job related to education development	Clary, & Synder (1999); Furnham (1995); Bekkers, & Wiepking (2011); Konrath, & Handy (2017)
EPS26	Establishing educational institutions makes me feel powerful	Grace, & Griffin (2009); Konrath, & Handy (2017)
EPS27	I have given money to the persons who needed it for education purpose	Green, & Webb (1997); Bekkers, & Wiepking (2011), Konrath, & Handy (2017)

**End of table 2**

1	2	3
EPS28	Contributing money to educational development enables me to obtain recognition	Sargeant et al. (2006); Green, & Webb (1997); Grace, & Griffin (2009); Konrath, & Handy (2017)
EPS29	Donating money to educational institutions do not provides too much of a financial strain on me	Green, & Webb (1997); Konrath, & Handy (2017)
EPS30	I believe my educational organizations have been quite successful in spreading educations	Bennett, (2003); Webb et al., (2000); Konrath, & Handy (2017)
EPS31	If have more money, I would have spent those for the education development of my country	Green, & Webb (1997); Konrath, & Handy (2017)
EPS32	I donate money to educational institutions as they need me	Clary, & Synder (1999); Green, & Webb (1997); Konrath, & Handy (2017)
EPS33	I donate to education because not helping others who are in need for education makes me feels bad.	Green, & Webb (1997); Bekkers, & Wiepking (2011); Konrath, & Handy (2017)
EPS34	I donate for education as it is a religious obligation	Clark (2004); Wiktorowicz (2003)
EPS35	I feel pious in donating for educational development	Clark (2004); Wiktorowicz (2003)

*Source: Author, based on literature review*

The Educational Philanthropy Scale (EPS) has been designed considering the five-point Likert scale with the response categories 1 – completely disagree; 2 – disagree; 3 – neither disagree nor agree; 4 – agree; 5 – agree completely. In table-1 we found in designing the philanthropic scale authors used the five-point Likert scale (Rushton et al., 1981; Olberding, 2012; Schuyt et al., 2004; Schuyt & Bekkers, 2010; Nickell, 1998). Initially, 35 items along with some demographic information, a questionnaire was prepared and this questionnaire was sent to 400 respondents online (email and through other social media) who are involved with educational philanthropic activities at a different level and a total of 317 responses were found usable, then for reliability and validity of the scale, the study conducted the Cronbach Alpha test. The demographic characteristics of the respondents are presented in table-3.

Table 3 shows that among the respondents 274 were male and 43 female who were involved with educational philanthropic activities in the capacity of Chairman/Members of BoT, Chairman of GB of colleges, Donor member of GB of colleges, President of MC of high schools and Donor member of MC of high

**Table-3. Demographic Characteristics of the Respondent**

Characteristics	Description	Frequency		Total
Gender	Male	274	-	317
	Female	-	43	
Age	25-34	15	2	317
	35-44	31	5	
	45-54	36	10	
	55-64	84	7	
	65-74	65	10	
	75-above	43	9	
Capacity of Involvement	Chairman/Members of BoT	13	3	317
	Chairman of GB of colleges	42	9	
	Donor member of GB of colleges	62	16	
	President of MC of high schools	89	8	
	Donor member of MC of high schools	68	7	
Education	PhD	29	7	317
	Masters	115	10	
	Bachelor	87	17	
	HSC	60	6	
	SSC	13	3	
Profession	Professor	56	4	317
	Doctor	35	7	
	Government Officials	28	7	
	Businessmen	44	4	
	Banker	19	4	
	Social Elites	92	17	

*Source: Primary Data*

schools. The educational background shows that among the respondents 36 have a PhD degree, 125 have a Master's degree, 104 have a bachelor's degree, 66 are HSC passed and 16 are SSC passed.

However, for the final constructs of the questionnaire, Exploratory Factor Analysis (EFA) has been conducted with varimax rotation. The result of EFA shows that, total 29 items were retained which needed to be categorized into six factors as the scree plot (Fig. 1) shows perfect elbow shaped [Dmitrienko et al. 2007] in 6th component.

The following 27 items in Table-4 are retained in the final scale and the initial item number EPS1, EPS7, EPS13, EPS29, EPS31, EPS32, EPS33, EPS34 and EPS35 are dropped as they shows high correlations, cross loadings and factor loading score less than 0.5. Cronbach's Alpha value is 0.892 which is acceptable for the reliability of the questionnaire [Nunnally, & Bernstein

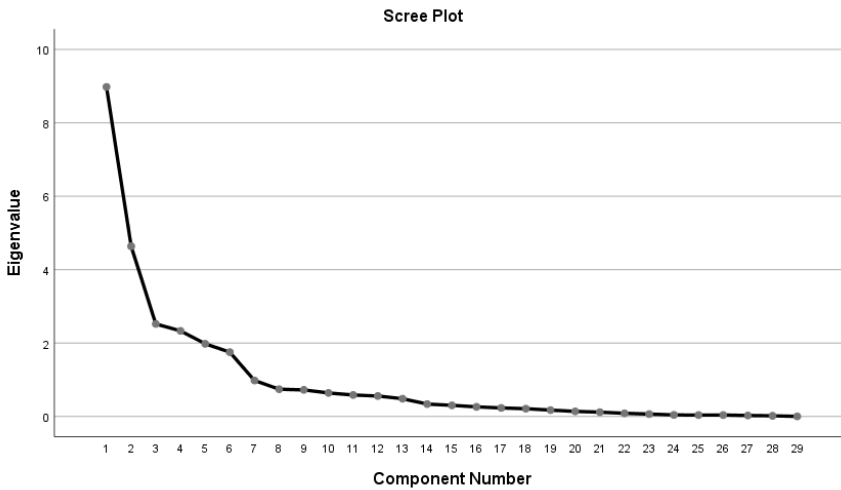


Fig. 1. Scree Plot

1994] and KMO value greater than 0.5 is considered to be adequate [Kaiser, & Rice 1974] and the table shows that the value is 0.638. So the scale is fair enough.

This final Educational philanthropic Scale was presented to Danobir Dr. Syed Ragib Ali on September 17, 2022 at his residence and he marked the following responses.

The total score is calculated by summing up the individual item score and then dividing the score by the number of items. This process is also done in other scales (Rushton et al., 1981; Nickell, 1998). Additionally, the score found after the dividing process is categorized as the scores range 1.00-1.25 indicating Not Educational Philanthropist, 1.26-2.50 indicating Somewhat Educational Philanthropist, 2.51-3.75 indicating Educational Philanthropist, and 3.76-5.00 indicating Exceptionally Educational Philanthropist. There is evidence for using a similar process in interpreting the results (Hills & Argyle, 2002).

The responses of Danobir Dr. Syed Ragib Ali shows that Dr. Ali strongly agreed with 24 items and agreed with 3 items (EPS4, EPS23 and EPS26) . Then, the total score of Danobir Dr. Syed Ragib Ali according to the responses is  $(24 \times 5) + (3 \times 4) = 120 + 12 = 132$ . To find out the level of educational philanthropy of Danobir Dr. Syed Ragib Ali, this total score was divided by the total number of items (27) and the result stands 4.888 which includes the ranges 3.76-5.00 indicating Exceptionally Educational Philanthropist. Thus, Danobir Dr. Syed Ragib Ali is an Exceptionally Educational Philanthropist.

**Table 4. Final constructs of Educational Philanthropic Scale (EPS) and Danobir Dr. Syed Ragib Ali response**

Construct items and relevant statistics				Danobir Dr. Syed Ragib Ali response to each Item				
Items	Label	Communalities	Factor Loading	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1	2	3	4	5	6	7	8	9
EPS 9	I contribute in education as I feel compassion toward education	.943	.950	✓				
EPS 14	I feel responsible for educational well-being of the society	.925	.939	✓				
EPS 5	I think helping people to be educated is very important	.935	.935	✓				
EPS 25	I like spending my time on the job related to education development	.830	.867	✓				
EPS 1	I find it important to make an effort to ensure educations for others	.889	.859	✓				
EPS 24	I strive to work for the educational well-being of society	.636	.760	✓				
EPS 16	I find it important to share what I have with others	.614	.725	✓				
EPS 6	I believe every people are part of my community	.814	.715	✓				
EPS 20	Educated people should be willing to help others who are not educated	.812	.883	✓				
EPS 19	The world needs more education centric responsible citizens	.818	.864	✓				
EPS 18	Educated people should give back to the community	.877	.854	✓				
EPS 10	People should be more charitable in education sector	.746	.838	✓				
EPS 22	We should have to make better education opportunities for the next generation	.618	.739	✓				
EPS 21	The money we give to educational institutions goes for good causes	.635	.668	✓				

Continuation of the table 4

1	2	3	4	5	6	7	8	9
EPS 2	My image to the my friends are positive as I donate educational organizations	.867	.889	✓				
EPS 4	Others with whom I am close place a high value on donating to educational institutions	.838	.801		✓			
EPS 23	People I know share an interest in financially supporting educational institutions	.785	.688		✓			
EPS 3	My friends donate to educational institutions	.506	.588	✓				
EPS 26	Establishing educational institutions makes me feel powerful	.829	.889		✓			
EPS 28	Contributing money to educational development enables me to obtain recognition	.837	.889	✓				
EPS 27	I have given money to the persons who needed it for education purpose	.859	.840	✓				
EPS 17	My educational organizations are honest	.690	.826	✓				
EPS 12	My educational organizations perform a useful function for society	.736	.798	✓				
EPS 30	I believe my educational organizations have been quite successful in spreading educations	.742	.648	✓				
EPS 8	I do not receive a tax credit for contributing in education	.737	.843	✓				
EPS 11	Donations in education do not helps me save on my income taxes	.794	.723	✓				
EPS 15	Giving money to education development enables me to reduce my income taxes but I do not enjoy it	.706	.712	✓				
Cumulative Variance Explained (%)			76.546					
Kaiser-Meyer-Olkin Measure of Sampling Adequacy			.638					
Cronbach's Alpha			.892					

Source: Primary Data



### Managerial Implication of the Study

The present study has managerial implications which are stated below:

- a. The study critically revisits the existing philanthropic scales so far and found some of these scales used nonprofessional philanthropists for reliability analysis, and a few of these scales used reverse scores which derives confusion among the respondents and causes problems in calculating the total scores. The present study addresses all these issues and contributes significantly to the existing resources on philanthropy studies.
- b. This study designed an educational philanthropy scale which is new in the philanthropic literature. Previously, researchers introduced different scales to measure the level of philanthropy. Since philanthropy plays a very significant role in developing and promoting the education sector all over the world contributing through the trusts, foundations, and personal donations, this scale definitely will help in measuring the level of educational philanthropy within the philanthropists.
- c. Several studies revealed the philanthropic contribution of Danobir Dr. Syed Ragib Ali but none focused on his level of educational philanthropy. The present study has measured the level of educational philanthropy of Dr. Ali with the newly designed scale which will help to form a clear perception of the educational philanthropy of Dr. Ali.
- d. The present study can help Danobir Dr. Syed Ragib Ali in promoting his image and can be used as a tool for personal branding of Danobir Dr. Ali.
- e. Future researchers will have a new dimension of educational philanthropic research through the study as it gives a tool to assess the educational philanthropic level of any individual or organization. They can also improve the newly designed 'Educational Philanthropic Scale' by considering the large sample and making it more inclusive taking samples from different countries.

### Conclusion

Philanthropy is willingness to help someone without expecting to get a benefit. Philanthropy is practices all over the world in its dynamic nature including promoting health, education and poverty alleviation. The concept of philanthropy in Bangladesh is rooted in custom, tradition and religion. Philanthropic contributions to education have become more publicly visible in recent years over the world. The motives of philanthropy have been explored by the researchers in different contexts and the researchers designed the philanthropic scale to measure the individual's level of philanthropy but there have no scale to measure the level of educational philanthropy. Danobir Dr. Ragib Ali is a renowned industrialist in Bangladesh. He is the founder

Chairman of Leading University, Jalalabad Ragib Rabeya Medical College, was the Chairman of Board of Trustees of North South University, and was also the Founder Chairman of University of Asia Pacific Dhaka. Besides he has established more than 200 educational institutions across the country from tertiary education to primary level. This study critically revisits the philanthropic scale, designed an educational philanthropic scale and assessed the level of educational philanthropy of Danobir Dr. Syed Ragib Ali using the newly formed educational philanthropic scale and found that Danobir Dr. Syed Ragib is exceptionally educational philanthropist. As this study addresses the limitations of the existing philanthropic scales so far, designed educational philanthropic scale and significantly contributes to the existing resources on the philanthropy studies. Moreover, since the study designed the scale based on the Bangladeshi educational entrepreneurs, the future researchers has the scope to make it more inclusive.

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### **Джахангір Алам. Розробка та впровадження освітньої шкали філантропії**

Філантропія відіграє значну роль у розвитку та просуванні освіти в усьому світі. Мотиви філантропії досліджувалися шляхом розробки різних шкал, більшість з яких базуються на поведінці нефілантропів, деякі шкали навіть містять зворотні відповіді, для яких виникає складність підрахунку балів, також є деякі дослідження освітньої філантропічної шкали. Доктор Сайєд Рагіб Алі є одним із відомих філантропів у Бангладеш, існує велика кількість досліджень щодо його благодійного внеску, але дуже мало з них зосереджено на рівні освітньої філантропії доктора Алі. Це дослідження має на меті критично переглянути існуючі шкали благодійності, щоб розробити освітню шкалу філантропії та оцінити рівень освітньої філантропії доктора Сайєда Рагіба Алі за новоствореною шкалою. Після ретельного перегляду літератури дослідники спочатку розробили «Шкалу освітньої філантропії (EPS)» із 35 пунктів і провели цілеспрямоване онлайн-опитування серед 400 освітніх підприємців різного рівня в Бангладеш. Потім було проведено дослідницький факторний аналіз із придатних для використання 317 відповідей і, нарешті, була підготовлена шкала з 27 пунктів. Альфа Кронбаха була протестована на надійність, а Кайзер-Майер-Олкін (КМО) розрахований на адекватність вибірки. Використовуючи цю шкалу, виявлено, що доктор Сайєд Рагіб Алі є винятково освітнім філантропом. Результати цього дослідження є суттєвим внеском у наявну літературу та можуть бути широко використані для оцінки освітніх рівнів філантропії

в окремих осіб та організацій. Майбутній дослідник може знайти новий горизонт для оновлення масштабу.

**Ключові слова:** освіта, мотиви, філантропія, перегляд, шкала.

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**Alam, Jahangir**, Dr. Md., Associate Professor to the Department of Business Administration, Leading University, Ragibnagar, Sylhet-3112 Bangladesh. He also served the Department as Head and Coordinator, MBA/EMBA Program for several years. He studied BBA and MBA in Marketing under the Department of Marketing in University of Dhaka, Bangladesh and achieved his PhD from the Department of Business Administration, Shahjalal University of Science and Technology, Bangladesh. Dr. Alam published and reviewed a good number of research articles, and book chapters in Bangladesh and abroad for renowned journals and publications. Research interests: consumer behavior, retailing, philanthropy, tourism and entrepreneurship development. Besides his professional life, Dr. Alam involved in many civil society organizations and movements.

E-mail: [jalam160@lus.ac.bd](mailto:jalam160@lus.ac.bd)

<https://orcid.org/0000-0001-8704-5073>

**Алам, Джахангір**, доктор медицини, доцент кафедри ділового адміністрування, Провідний університет, Рагібнагар, Силхет-3112, Бангладеш. Він також кілька років працював у Департаменті як керівник і координатор програми MBA/EMBA. Він отримав ступінь бакалавра бізнес-адміністрування та магістра ділового адміністрування в галузі маркетингу на факультеті маркетингу в Університеті Дакки, Бангладеш, і отримав ступінь доктора філософії на факультеті ділового адміністрування Науково-технологічного університету Шахджалал, Бангладеш. Доктор Алам опублікував і рецензував велику кількість наукових статей і розділів у книгах у Бангладеш та за кордоном для відомих журналів і публікацій. Наукові інтереси: споживча поведінка, роздрібна торгівля, філантропія, туризм та розвиток підприємництва. Окрім свого професійного життя, доктор Алам брав участь у багатьох громадських організаціях і рухах.

E-mail: [jalam160@lus.ac.bd](mailto:jalam160@lus.ac.bd)

<https://orcid.org/0000-0001-8704-5073>