

[Page de garde]

HEC MONTRÉAL

**Le rôle du sentiment d'appartenance et des émotions dans la prédiction des intentions
philanthropiques: le cas des fondations universitaires**

par Hafedh Zaghbib

Sciences de la gestion

(Option Expérience utilisateur dans un contexte d'affaires)

Sous la codirection de

Pierre-Majorique Léger, Ph.D. et Sylvain Sénécal, Ph.D.

Mémoire présenté en vue de l'obtention

du grade de maîtrise ès sciences en gestion (M. Sc.)

Mars 2021

© Hafedh Zaghbib, 2021

Résumé

Cet article vise à explorer la manière dont le sentiment d'appartenance influence l'intention de faire un don. Malgré son influence dans d'autres contextes, il y a peu d'études scientifiques qui ont observé l'effet du sentiment d'appartenance dans un environnement philanthropique d'un contexte universitaire. Ainsi, la présente étude a pour objectif d'élargir le peu de travaux existants en s'intéressant à l'influence de l'appartenance sur les dons dans le contexte d'une fondation universitaire.

Fondamentalement, les objectifs de cette recherche sont triples; (i) vérifier si le sentiment d'appartenance peut influencer directement les intentions de don et la préférence publicitaire, (ii) vérifier si les émotions perçues interviennent dans la relation entre le sentiment d'appartenance et les intentions de faire un don et la préférence publicitaire; et (iii) vérifier si les émotions vécues interviennent dans la relation entre le sentiment d'appartenance et les intentions de faire un don et la préférence publicitaire.

Dix-huit étudiants d'une université canadienne ont été invités à participer à une expérience en laboratoire. Les résultats indiquent que le sentiment d'appartenance influence directement les intentions de faire un don. De plus, les résultats indiquent également que les émotions perçues ont un effet médiateur partiel dans cette relation, mais pas les émotions vécues. Les résultats montrent également que le sentiment d'appartenance influence les préférences publicitaires des consommateurs.

Les résultats apportent une contribution théorique à la littérature déjà existante et offrent également un certain nombre d'implications managériales.

Mots clés : *advertisement, alumni, belongingness, donation, emotions, philanthropy, sense of belonging, ad_preference*

Table des matières

Résumé	4
Table des matières	5
Liste des tableaux	7
Liste des figures	8
Avant-propos	9
Remerciements	10
1 Introduction	12
1.1 Contexte	12
1.2 Questions de recherche.....	13
1.3 Contributions théoriques et implications pratiques	14
1.4 Article 1.....	15
<i>Récapitulatif</i>	15
1.5 Article 2.....	15
<i>Récapitulatif</i>	16
1.6 Structure du mémoire	16
1.7 Contributions.....	16
2 Article 1: The Role of Sense of Belonging and Emotions in Predicting Philanthropic Intentions: A Case of University Foundations	19
2.1 Abstract.....	19
2.2 Introduction.....	19
2.3 Literature Review and Hypotheses.....	21
<i>Sense of Community Theory</i>	22
<i>Belongingness</i>	24
<i>Belongingness and Philanthropic Intentions</i>	25
<i>Emotions and Belonging</i>	28
<i>Belongingness and Ad Preference</i>	29

2.4	Theoretical Framework.....	31
2.5	Hypotheses Development	32
2.6	Methods	34
	<i>Sample Selection</i>	34
	<i>Experimental Design</i>	35
	<i>Procedure</i>	36
	<i>Operationalization of Research Variables</i>	38
2.7	Analysis	40
	<i>Statistical Analysis</i>	40
2.8	Results	42
2.9	Discussion.....	47
2.10	Conclusion.....	49
	References.....	50
	Appendices.....	59
3	Article 2: How Sense of Belonging Influences Intentions to Donate.....	60
3.1	Introduction	60
3.2	Methods	61
3.3	Key Insights.....	62
3.4	Conclusion.....	61
4	Conclusion.....	63
4.1	<i>Résumé des résultats de recherche...</i>	63
4.2	<i>Implications managériales</i>	64
4.3	<i>Limitations et orientations futures...</i>	65
4.4	<i>Dernières réflexions...</i>	66
	References.....	67

Liste des tableaux

Table 1: Contributions et responsabilités personnelles	19
Table 2: Research Variables	43
Table 3: Descriptive data (<i>Belonging signal</i> =1)	46
Table 4: Descriptive data (<i>Belonging signal</i> =0)	46
Table 5: Correlations between the Variables	47
Table 6: Baron <i>et al.</i> Kenny (1986) Test Analysis Results.....	49
Table 7: Summary of Study Results	50

List of Figures

Figure 1: Sense of Community Theory.....	20
Figure 2: Conceptual Framework	31
Figure 3: Example of Banner Used in this Research (Alumni)	32
Figure 4: Example of Banner Used in this Research (Current student).....	32
Figure 5: Example of Banner Used in this Research (Anonymous student).....	33
Figure 6: The Poster with All Banners.....	34
Figure 7: Methodological Toolbox	58

Avant-propos

Ce mémoire est composé de deux articles. Il a été rédigé après l'obtention de l'approbation de la direction du programme de la (M. Sc.) de HEC Montréal. Aussi, l'accord des coauteurs a été obtenu pour que les deux articles puissent être inclus dans ce mémoire. Enfin et concernant le certificat d'approbation éthique, le comité d'éthique à la recherche de HEC Montréal a approuvé ce travail en février 2019, projet # : 2019-3445 – 155.

Remerciements

Je n'aurais pu réaliser ce travail de recherche tout seul. Tout au long de celui-ci de nombreuses personnes m'ont apporté leur aide, leurs conseils et leurs encouragements. C'est grâce à elles que j'ai réussi à donner forme et sens à ce mémoire. Je souhaite maintenant leur témoigner toute ma reconnaissance.

Je voudrais tout d'abord remercier mes co-encadrants Sylvain Sénécal et Pierre-Majorique Léger pour leur disponibilité et la qualité de leur suivi. On ne souligne jamais assez l'importance d'un bon environnement de travail, et c'est grâce à votre encadrement que j'ai pu profiter d'un tel environnement. Je suis très honoré d'avoir pu collaborer avec vous.

Dans le même esprit, je ne dois pas oublier toute l'équipe du laboratoire qui a toujours été présente quand j'en avais besoin. Ils m'ont été d'une aide inestimable, et en particulier Frédérique et David qui ont toute ma gratitude. Mon expérience au sein de ce laboratoire a été particulièrement formatrice pour moi, et cet apprentissage m'a permis d'acquérir une nouvelle maturité.

Mon projet d'entreprendre une (M. Sc.) à HEC Montréal tout en travaillant à temps plein était ambitieux. Et cela s'est effectivement révélé être un défi de taille. Je n'aurais pas réussi à aller au bout de ce chemin fantastique sans l'aide et l'appui de mes gestionnaires qui ont fait preuve de beaucoup de flexibilité et de compréhension. Natalie, Geneviève et Alexandra, votre soutien m'a été infiniment précieux. Merci beaucoup.

Je dois aussi dire que je n'aurais pu effectuer ce travail sans l'appui infailible de Mouna. Sa présence m'a donné la force de persévérer face à toutes les difficultés. Merci d'avoir été là pour moi.

Pour finir, je souhaite dédier ce travail de recherche à la mémoire de mon père. Toute sa vie il n'a eu de cesse que de m'encourager à étudier et à apprendre. Sans lui, et sans l'éducation qu'il m'a donnée, je n'en serais pas là aujourd'hui. Aujourd'hui, c'est autant sa réussite que la mienne.

1 Introduction

1.1 Contexte

Les fondations philanthropiques jouent un rôle essentiel dans l'enseignement supérieur, en particulier depuis la seconde moitié du XX^e Siècle (Bacchetti & Ehrlich, 2007). Reconnaissant ce rôle vital, Hall (1992) fait valoir qu'aucune force n'est plus responsable de l'émergence d'institutions modernes d'enseignement supérieur que les dons des individus et des fondations.

De même, Dodgson et Gann (2018) ont affirmé que la philanthropie a contribué à la longévité des établissements d'enseignement supérieur, et que si ces derniers continuent à jouer leur rôle à la pointe des transformations économiques, technologiques et sociales de la quatrième révolution industrielle, la philanthropie deviendra plus importante que jamais.

L'ambition de ces institutions de créer de nouvelles connaissances et de nouveaux talents pour un avenir meilleur dépasse la capacité des gouvernements à assurer le financement de ces projets.

C'est pourquoi, un financement alternatif et complémentaire est nécessaire et les intentions philanthropiques pour soutenir les fondations universitaires deviennent une contribution de plus en plus vitale. En raison de l'importance des fondations philanthropiques dans le financement des universités, Bacchetti (2007) a conclu qu'« il n'est pas nécessaire de lire loin dans la petite mais éclairante littérature pour comprendre que de nombreux changements consécutifs dans l'enseignement supérieur ont eu leur origine dans les initiatives des fondations» (p. 255).

En ce qui concerne la littérature existante, certains chercheurs ont abordé le sujet des dons aux organisations à but non lucratif. D'une part, ils ont étudié les motifs de dons et s'il existe une interdépendance entre ces motifs (Marie & Hyanek, 2015), et d'autre part, ils se sont intéressés aux facteurs influençant les montants des dons (Ki & Oh, 2017). Plus précisément, dans leur étude, les chercheurs ont examiné les facteurs influençant les montants des dons versés aux organisations à but non lucratif comme le sexe, la durée de l'adhésion et la motivation intrinsèque des individus. Similairement, d'autres recherches (Mittal *et al.* 2009) se sont focalisées sur le rôle du genre et de l'identité morale dans le comportement des donateurs envers les groupes internes et externes.

Dans le contexte collégial et universitaire, des travaux ont été menés afin d'explicitier le sentiment d'appartenance. On peut citer, par exemple, les travaux d'Ingram (2012) qui identifie les différentes dimensions du sentiment d'appartenance. Les analyses menées lors de ses recherches ont permis de définir trois mesures indépendantes de l'appartenance à savoir : l'appartenance sociale, l'appartenance académique et le soutien institutionnel perçu par les étudiants. Prenant ce même contexte, Stephenson (2013) a examiné les effets de l'identification de la marque sur les comportements de soutien des anciens. Les résultats de sa recherche ont montré qu'il existe une corrélation significative entre l'identification de la marque des universités et le choix de faire un don, l'augmentation du montant des dons et le nombre de dons.

Cependant, peu de recherches dans le domaine s'intéressent à la façon dont un sentiment d'appartenance peut jouer un rôle vital pour influencer les intentions de don à des fondations universitaires. Ainsi, le but principal de cette recherche est d'examiner l'impact du sentiment d'appartenance dans la prédiction des intentions de don. Plus précisément, cette recherche étudie dans quelle mesure le sentiment de communauté ou d'appartenance influence l'intention de faire des dons à des fondations universitaires.

La présente étude vise avant tout à combler la lacune existante dans le panel de recherches disponibles, ainsi qu'à étoffer la littérature concernant l'impact du sentiment d'appartenance sur les intentions de don, dans le cadre d'un contexte universitaire. L'objectif de cette étude est triple : (i) déterminer si le sentiment d'appartenance peut avoir une influence directe sur les intentions de dons et la préférence publicitaire; (ii) tenter de déterminer si les émotions perçues peuvent médiatiser la relation entre le sentiment d'appartenance, les intentions de don, et la préférence publicitaire et (iii) voir si les émotions ressenties peuvent se poser en intermédiaire entre le sentiment d'appartenance, les intentions de don et la préférence publicitaire.

1.2 Questions de recherche

Cette étude répond à quatre questions de recherche :

- a. Le sentiment d'appartenance peut-il influencer les intentions de don à des fondations universitaires ?
- b. Le sentiment d'appartenance peut-il avoir un impact direct sur la préférence des bannières publicitaires ?
- c. Les émotions perçues ou vécues peuvent-elles servir d'intermédiaire dans la relation entre le sentiment d'appartenance et les intentions de don ?
- d. Les émotions perçues ou vécues peuvent-elles médier la relation entre le sentiment d'appartenance et la préférence des bannières publicitaires ?

1.3 Contributions théoriques et implications pratiques

Les résultats présentés dans cette recherche permettent de mieux comprendre et fournissent des explications nouvelles et convaincantes sur la façon dont un sentiment d'appartenance peut influencer les intentions philanthropiques. Ainsi, l'étude étend la théorie existante du sentiment d'appartenance et de communauté aux domaines de l'éducation et du don. Cette étude montre qu'il existe des facteurs médiateurs importants qui influencent l'intention d'une personne de faire un don. Globalement, cette étude met en évidence le rôle direct du sentiment d'appartenance pour influencer la décision d'une personne de faire un don à des fondations auxquelles elle se sent affiliée ou auxquelles elle appartient. Dans les études de marketing, ces preuves démontrent également l'importance d'utiliser un contenu publicitaire avec lequel les personnes peuvent avoir une connexion personnelle afin d'influencer leurs actions d'achat ou de participation. Cependant, les résultats suggèrent également qu'il existe une différence entre les émotions perçues et vécues et la manière dont elles médiatisent les intentions de faire un don ou les préférences de certaines publicités.

Cette étude ainsi que les ressources présentées ici sur le sentiment d'appartenance soulignent l'importance de ce dernier pour les fondations universitaires. Les nombreuses preuves présentées ici concernant le sentiment d'appartenance parmi les groupes d'étudiants soulignent le rôle important que les établissements doivent jouer pour créer un sentiment d'appartenance chez les étudiants. Un sentiment d'appartenance ne signifie pas seulement l'intégration sociale. Il s'agit d'un facteur psychologique qui se concentre sur le sentiment subjectif de connexion des personnes avec des institutions, et qui influence considérablement leurs intentions de faire un don aux fondations établies dans lesdites institutions. Les résultats présentés dans cette étude étendent le sentiment d'appartenance des liens étudiants-pairs aux liens psychologiques étudiants-universités (ou étudiants-institutions). Pour les gestionnaires des fondations universitaires et d'autres secteurs, comprendre la manière dont un sentiment d'appartenance peut inciter les personnes à faire un don (ou à participer) à des activités auxquelles elles adhèrent ou appartiennent peut être essentiel pour leur succès. Par exemple, l'utilisation de bannières publicitaires qui suscitent un sentiment d'appartenance peut inciter davantage d'étudiants à participer aux projets de fondations universitaires, ce qui peut avoir un impact direct sur le succès de ces projets. Cela peut être réalisé en utilisant des canaux publicitaires et des éléments qui créent ce sentiment d'appartenance, puisque, comme démontré dans cette étude; cela peut influencer directement à la fois la participation et la préférence de ces publicités.

1.4 Article premier

Le premier article de cette étude présente l'essentiel de la recherche, faisant état des résultats de l'enquête menée auprès de dix-huit étudiants d'une université canadienne. L'expérimentation se déroulait en deux phases. Pour commencer, les participants répondaient à des questions sociodémographiques et générales concernant leurs intentions de faire un don à la fondation de leur université. Par la suite, ces derniers ont été exposés à des bannières comportant des stimuli manipulant le sentiment d'appartenance. Lors de l'exposition de chaque bannière, d'autres questions concernant la qualité et l'intensité de leurs émotions ainsi que leurs préférences pour les bannières publicitaires ont également été posées et mesurées.

Récapitulatif

L'objectif principal du premier article était de tester si le sentiment d'appartenance pouvait avoir une influence directe sur les intentions philanthropiques des personnes. Les résultats de l'étude confirment cette hypothèse en montrant que le sentiment d'appartenance peut influencer les intentions de don. Cependant, alors qu'il est démontré que les émotions perçues ont des effets de médiation partiels dans cette relation, les émotions vécues ne médiatisent pas la relation entre le sentiment d'appartenance et les intentions de don. Pour les fondations universitaires, cette étude démontre que créer un sentiment d'appartenance et l'utiliser dans des initiatives publicitaires peut les aider à atteindre leurs objectifs. De plus, les résultats de cette étude indiquent que le sentiment d'appartenance a un impact direct sur la préférence des participants. Les résultats indiquent également que les émotions perçues peuvent jouer un rôle partiel en influençant la variable de préférence, tandis que les émotions vécues ne servent pas d'intermédiaire à sa relation. Les résultats de cette étude suggèrent donc que le sentiment d'appartenance est un facteur important à prendre en compte lors de la création de bannières publicitaires. Les recommandations managériales formulées suite à cette étude peuvent être appliquées à d'autres secteurs tels que les partis politiques, et d'autres groupes.

1.5 Article 2

Le deuxième article présente les résultats et les conclusions de l'article 1 sur l'influence du sentiment d'appartenance dans la prédiction des intentions philanthropiques dans un contexte universitaire. Il s'agit d'un article managérial. Nous pensons que cette étude pourrait fournir des conseils efficaces pour des campagnes de financement réussies non seulement aux fondations universitaires, mais aussi à d'autres projets de donation où le sentiment d'appartenance et d'autres aspects sociaux peuvent inciter les prospects à faire un don.

Récapitulatif

Cet article managérial présente les résultats de l'enquête sur l'influence du sentiment d'appartenance dans la prédiction des intentions philanthropiques. Trois points y sont à retenir: premièrement, il est confirmé que lorsque les étudiants ressentent une appartenance à leur université, ils sont plus enclins à faire un don ou à participer à des initiatives qui pourraient être bénéfiques pour leur université. Cela confirme l'hypothèse selon laquelle un sentiment d'appartenance peut influencer directement sur l'intention de faire un don aux fondations universitaires. Cet article suggère également que l'utilisation d'une photo des étudiants actuels plutôt que des diplômés peut influencer davantage la décision de faire un don. En effet, les donateurs semblent associer la personne apparaissant sur la bannière au destinataire du don. Enfin les émotions - agréables ou désagréables - jouent un rôle important dans la décision d'une personne de faire un don. Cet article indique que cette étude sur le sentiment d'appartenance peut avoir des implications managériales importantes pour les fondations universitaires et les événements caritatifs. Plus particulièrement pour les équipes qui gèrent les campagnes de dons et qui doivent prendre en compte le sentiment d'appartenance pour inciter les donateurs cibles à préférer des bannières publicitaires et à faire ensuite un don.

1.6 Structure du mémoire

Ce mémoire par articles présente le premier article (1) qui rend compte des résultats de l'enquête sur la manière dont le sentiment d'appartenance influence les intentions de faire un don aux fondations universitaires. Deux séries d'hypothèses sont abordées dans ce premier article, répondant essentiellement aux quatre questions de recherche présentées ici. L'article 2 ensuite présente une description managériale des constatations faites à l'article 1. Les principaux points à retenir tels que rapportés dans l'article scientifique sont présentés dans l'article deux, abordant ainsi les objectifs de recherche de ce mémoire.

1.7 Contributions

Le tableau ci-dessus présente les contributions dans les différentes étapes de recherche et de rédaction des deux articles. La contribution est présentée à l'aide du pourcentage.

Table 1. Contributions et responsabilités personnelles

Étape du processus	Contribution
Définition des besoins du partenaire et des questions de recherche	La définition des besoins du partenaire et le développement des questions de recherche ont été assurés à 100%.
Revue de la littérature	Le travail de revue de la littérature (détermination d'une théorie générale et le recensement des construits des études antérieures a été assuré à 100%.
Demande de certificat d'éthique de la recherche	Faire la demande au CER - 80% Le reste de l'équipe de recherche s'est assuré que les demandes au CER soient adéquates.
Conception du design expérimental	La conception du design expérimental - 70% Le reste de l'équipe de recherche a contribué au design expérimental à 30%. Préparation de la salle de collecte – 50% Le reste de l'équipe de recherche a contribué au design expérimental à 50%.
Le développement des stimuli pour l'expérimentation	Le développement des stimuli pour les expérimentations été assuré à 90% Le reste de l'équipe de recherche a contribué à 10%.
La gestion des participants	Élaborer le formulaire de recrutement -100% Recrutement des participants à l'étude – 100% Administration des compensations – 100%

Collecte des données	<p>Les tests et la préparation de l'équipement utilisé pour collecter les données - 60%.</p> <p>Les 40% restants appartiennent à des membres de l'équipe de recherche</p> <p>La conduite des expérimentations - 90%</p> <p>Les 10% restants appartiennent à des membres de l'équipe de recherche</p>
Extraction et transformation des données	L'extraction et le traitement des données après les expérimentations ont été assurés à 100%
Analyse des données	<p>Formatage et nettoyage des données - 100%</p> <p>Analyse statistique - 90%</p> <ul style="list-style-type: none"> ● Un membre de l'équipe de recherche m'avait aidé avec l'analyse statistique.
Rédaction des articles	<p>Contribution dans l'écriture des articles – 100 %</p> <ul style="list-style-type: none"> ● Grâce à leurs commentaires, les coauteurs ont permis l'amélioration de la rédaction des articles.

2. Article 1: The Roles of Sense of Belonging and Emotions in Predicting Philanthropic Intentions: The Case of University Foundations

2.1 Abstract

Colleges and universities worldwide increasingly view foundations and alumni associations as indispensable sources of financing. However, empirical evidence on motivational factors influencing donation behavior with respect to educational institutions is limited. In this regard, this study aims to obtain such evidence on the relationship between donation behavior and sense of belonging, in the academic context.

More specifically, we want to explore whether and to what extent the sense of belonging to the college or university influences students to donate to their school foundation.

Also investigated, is the effect of various variables, including the sense of belonging, on the effectiveness of philanthropic-banner advertisements promoting donations.

Study results suggest that the sense of belong can influence students to donate to their university foundations and also influences banner ad preferences. Perceived emotions -but not experienced emotions- were found to play a partial mediating role in influencing both intention to donate and ad preference.

***Keywords:** advertisement, alumni, belongingness, donation, emotions, philanthropy, sense of belonging, ad preference*

2.2 Introduction

In the 21st century, higher education plays a pivotal role in the success of a nation's efforts to boost productivity, increase competitiveness on a global scale, and promote economic growth (George 2006; Pastor *et al.* 2018). To successfully operate within a highly competitive environment, universities develop new courses, offer their students training designed to better adapt their skills to the needs of the job market, appoint qualified instructors, fund research, offer scholarships to students, and, in general, do what is necessary to educate the next generation of competent professionals.

To maximize revenues, colleges and universities do not rely solely on government grants and tuition fees but also depend heavily on alumni donations. Diversification of funding sources not only contributes to sustainability but offers avenues through which institutions can increase

academic efficacy, ensure equitable access to education, and orient themselves with the needs of the economy (Estermann & Pruvot 2011; Williams 1998). In this context, foundations and alumni associations have become indispensable financing sources (Gaier 2001).

To better mobilize donors and raise the funds needed to support their universities' projects, foundations employ a mixture of traditional and digital approaches to communicating with potential donors. For online communication, universities and colleges employ several advertising formats, the most frequently used of which are banner Ads, videos, newsletters, and keyword purchases (Ištvančić, Milić, & Krpić 2017; Schwarzl & Grabowska 2015).

As highlighted by Kulkarni and Rao (2018), the fundamental aim of any form of advertising is to influence buying behavior by creating associations in consumers' minds between the ad's content and the brand of product being advertised (Khan *and al.* 2012). Such associations then continually influence a potential buyer to consider, assess, and finally, it is hoped, purchase the product (Romaniuk & Sharp 2004). Marketers often adapt to changing business demands by creating ads that tend to more easily remain in consumers' minds as such ads are preferable to those that do not (Jayaprakash & Suvitha 2014). This interpretation of the mechanics of advertising also applies to those employed outside the business world to promote nonprofit-making initiatives and behaviors such as, *e.g.*, environmental responsibility, health promotion, and civic engagement. Effective ads are tailored to promotional campaigns designed to address the needs of the demographic being targeted.

Moreover, as the literature shows, effective advertising strategies should ideally focus on targeting major trait domains within the human personality, including agreeableness, openness to experience, emotional stability, and conscientiousness, among others (Stevens & Szmerekovsky, 2010). Therefore and importantly for this study, such trait domains as sense of belonging, interpersonal harmony, and compassion provide potential centers for advertising materials. In light of this description and as research such as that of Stevens and Szmerekovsky (2010) shows, an advert that showcases a sense of belonging is agreeable to people who feel they belong to the same group as that featured in the ad.

Aside from centering on belonging as the pivot of this study, the researcher also looks at banner ads and the various fundamental factors that influence the intention to donate. As defined by Li *et al.*, (2010), the 'banner Ads' are delivered to potential viewers online via World Wide Web servers and are characteristically image rather than text-oriented (Li *et al.*, 2010). Previous

researchers have extensively explored the effect of various emotions on donation (*e.g.*, Aknin, Mayraz, and Helliwell [2017] and Williams *et al.* [2018]). Relatedly, scholars such as Hladká and Hyánek (2015), Ingram (2012), Ki and Oh (2018), Kim and Walker (2013), Stephenson and Yerger (2014), and Winterich, Mittal and Ross (2009) have explored and reported various aspects related to this study's research topic, including the brand identification and alumni donation behaviors, student's sense of belonging, philanthropic behaviors amongst groups, as well as determinants of donation intentions. Therefore, the fundamental purpose of this study is to advance research in this area by investigating the influence of sense of belonging, a vital sociological factor, on current- students' intentions to donate to their universities' foundations.

Since there is ample empirical evidence that shows that sense of belongingness can play a key role in influencing other behaviors such as motivation, sense of fulfillment, support, engagement, and happiness (Drolet & Arcand, 2013; Hausmann *et al.*, 2007; Zumbrunn *et al.*, 2014), this research area is particularly interesting as it allows exploration of how sense of belongingness can influence other emotions, and ultimately, impact intentions to donate. We aim to extend literature in this area by introducing a combination of different variables, primarily belonging, in an attempt to examine their effectiveness in the context of philanthropic advertising. Its primary aim is to determine how sense of belonging influences students' intention to donate to their university foundations, including the critical role that other emotions can play in influencing this intention. Moreover, we theorize that students' emotions act to mediate the effect sense of belonging has on their intent to donate. Findings obtained from this study will enable university foundations to better focus their advertisements on the correct factors when creating advertisements and so benefit maximally from them.

2.3 Literature Review and Hypotheses

This section reviews the relevant literature related to our study. Various constructs vital to this study include sense of community, belonging, philanthropic intentions, emotions, and advertising preferences. This section discusses the presentations of these concepts by existing scholars with a close focus on their direct relationships.

In a detailed literature review, the first section discusses the fundamental theoretical foundation for the study, McMillan and Chavis' sense of community theory (1986) and then belongingness, a central concept in the context of this study. Last to be presented is the body of literature detailing the interconnection between belongingness and philanthropic intention as measured by the correlation between sense of belonging and advertising effectiveness.

Sense of Community Theory

The Sense of Community Theory, proposed by McMillan and Chavis in 1986, is considered the starting point for all scholarly explorations attempting to explore the link between sense of community and such variables as social support, engagement, happiness, sense of fulfillment, and, in this study's case, philanthropic intentions (Amaratunga & Haigh 2011). McMillan and Chavis (1986) define the construct *sense of community* as "a feeling that members have of belonging, a feeling that members [of the same group] matter to one another, and to the group, a shared faith that members' needs will be met through their commitment to being together" (p. 9). Like previous research grounded in the Sense of Community Theory, we centered our research around the four elements the theory mentions—membership, influence, integration and fulfillment of needs, and a shared emotional connection (see Figure 1).

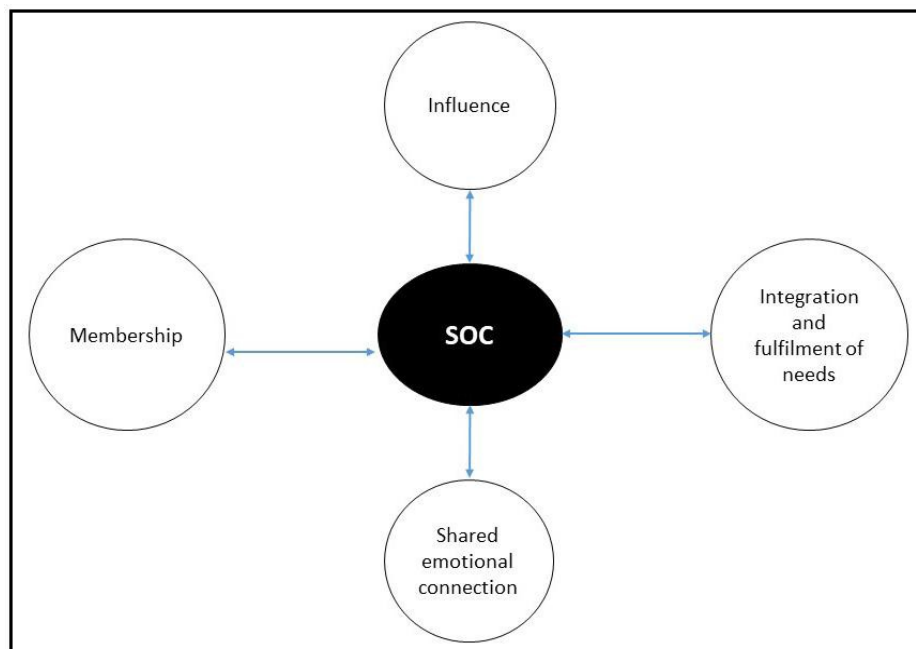


Figure 1: Sense of Community Theory

The first element in the theory, *membership*, entails a feeling of sharing or belonging—i.e., by definition, a feeling of personal relatedness. Under this element, McMillan and Chavis (1986) identify five attributes: boundaries, which are characterized by common rituals, dressing, and language and are therefore important factors in identifying those who belong and those who do not; emotional safety; a common symbol system; personal investment; and a sense of belonging and identification.

The theory's second element, *influence*, is a feeling that the group, whose members share a sense of personal relatedness, matters. This sense of mattering allows each member of the group to contribute to various initiatives as a means of gaining status within the group. McMillan

and Chavis (1986) argue that influence in SOC must be bidirectional in that community members have the capability and authority to influence group activities, policies, etc. If this relationship is not bidirectional, a member is not motivated to be part of the group.

The third element, *integration and fulfillment of needs*, reinforces the three elements discussed previously. It is a sense that group members' needs will be met through resources available to them through their group membership. Because the individual-group relationship must be rewarding to its members for group members to maintain a positive sense of belongingness, this fundamental pillar of the theory constituted the primary support of the hypotheses underlying our study. When translated into more ordinary terms, this element refers to reinforcement.

One of the key concepts related to a sense of community is shared values. Societies teach their members a set of personal values that indicate their emotional and intellectual needs and the order in which these needs are to be met (McMillan & Chavis 1986). When people who share such connections and values come together, in colleges and universities for example, they discover that they have similar needs, goals, and priorities and therefore may come to one another's aid in different situations, particularly in achieving shared goals or priorities.

The fourth and last element defined by the theory of McMillan and Chavis (1986), a *shared emotional connection*, refers to group members' belief and commitment that group members share similar experiences, spend time together, and occupy or spend time in the same places and that they and will share the same stories in the future. McMillan and Chavis (1986) mention seven other elements that correspond to this attribute: investment, a spiritual bond, the consequences of honor and humiliation, a shared valent-event hypothesis, event closure, quality of interactions, and the contact hypothesis.

As is apparent, several of the four elements defined in the Sense of Community Theory apply to the subject of our study, in particular the emotional connection shared by members of a group and, more specifically, its component, the shared-valent event hypothesis, so called by Dueber and Misanchuk (2001), who viewed the sharing of emotional events as essential to create a sense of bonding. As its name communicates, this hypothesis is based on the notion that the greater the importance a shared event holds for the persons involved in the event, the greater will be their shared (or valent) sense of connection. For instance, a group of military personnel who together survive a war may feel a greater sense of togetherness than members of a group who have not shared a similar situation or event. Similarly, people who have

undergone a crisis together share a sense of community (Myers, 1962, Wilson and Miller, 1961, Wright, 1943). Graduations, academic competitions, and exams are also particularly illustrative in this regard.

The constructs provided in the Sense of Community Theory are pivotal in the design of this study as they help in explaining the fundamental element of this study, which is belonging (membership). As highlighted in the subsequent section, that belongingness considerably influences a person's will or intentions to help other members of the same group, community, or society. As noted by Michalski et al. (2020) and Tartaglia (2006), a sense of community belonging describes the degree to which people are (or judge themselves to be) connected to their community (association) and their place within it. A greater sense of belonging is shown to translate into a higher likelihood of individuals (that feel they belong) to mobilize participatory processes for the solution of their problems. Additionally, Michalski et al. (2020) note that community belonging and engagement can contribute to the quality of life, resulting in a greater sense of confidence and identity while at the same time opposing anonymity and loneliness. The succeeding section delves deeper into this study's central construct of belongingness, analyzing existing literature on the same and setting the foundation for exploring how belonging influences philanthropic intentions.

Belongingness

In social psychology, the need to belong is an intrinsic motivation to associate with others and feel socially accepted by them (Osterman 2000; Pickett *et al.* 2004). This need plays a fundamental role in various social phenomena, such as social comparison and self-presentation. The politics and questions surrounding this phenomenon constitute some of the most complex and urgent issues in society, especially in this new era of cultural and political contestation (Youkhana 2015). As such, belongingness as a concept has drawn much interest and academic inquiry across multiple disciplines including, but not limited to, sociology, psychology, gender studies, religion, migration, philosophy, cultural studies, health, race relations, political science, social geography, and, most recently, consumer behavior (Halse, 2018). As suggested previously, belongingness is part of the broader concept of *sense of community*. In fact, Anthony *et al.* (2020) claim that belonging is a component of the theory of the meaning of community.

The need to belong has also been shown to lead to changes in attitudes, beliefs, and behaviors as individuals strive to conform to the norms and standards of the groups (communities) in which they find themselves (Leary & Cox 2008). Numerous scholars (Charuvastra & Cloitre

2008; Hall & Davis 2016; Hall, 2018; Lambert *et al.* 2013) have theorized that the human drive to engage in social relationships, including forming and maintaining social bonds, replicates an inherent tendency that is adaptive and vital for survival. Indeed, one body of literature argues that failure to form interpersonal relationships has mental and physical repercussions. Accordingly, the term *need to belong* has been used extensively to describe interpersonal attachments or belongingness (Lambert *et al.* 2013). However, what belonging constitutes is not straightforward, particularly in a world where aggregation frequently occurs along ethnic, religious, cultural, racial, and spoken-language lines within and among societies, nations, cities, and, in this paper, schools (Halse 2018).

Attempting to describe what constitutes belonging, Wright (2015) argues that it arises as a consequence of people's connectedness and thus is an active process within everyday life. Therefore, he asserts, connectedness must always necessarily be relational, or, in other words, is reproduced through co-constitutive interpersonal relationships with others within such institutions as schools, churches, workplaces, etc., and within other social-cultural contexts. Such relationships (i.e., how people belong), Wright (2015) argues, decide the groups to which an individual belongs and to which he or she does not belong.

Belongingness and Philanthropic Intentions

Principally, the belongingness proposition underlying this study is that human behavior encompasses a pervasive drive to form and maintain some minimum quantity of significant, lasting, and positive interpersonal bonds (Martin & Dowson 2009). Fulfilling this need must meet two criteria, according to Baumeister and Leary (1995). Firstly, it is critical that doing so includes regular and effectively satisfying relations for an individual group member with other members with whom the individual shares commonalities. As with civic engagement, what this entails is twofold: (1) working and co-existing together to significantly improve the civic life of the shared community and (2) the development of combined knowledge, motivations, values, and skills to achieve this improvement. Secondly, interactions between group members must take place in the context of a stable as well as an enduring framework of affective concern for one another's well-being. Congruently, Harris *et al.* (2015) assert that such a relationship is a crucial aspect of civic engagement, which traditionally has included participation in political activities, outreach, and, important for this project, volunteerism and donation.

Harris and Battle (2013) as well as Wilson (2012) add that the sense of social belongingness inherent in group or community membership allows members to participate in a wide range of

activities aimed at helping or building the community. Such activities may be cultural or social in nature, as these activities are directed specifically at addressing community issues and concerns. In this regard, volunteerism and activism are interwoven with the concept of social belongingness, since they place fundamental emphasis on the importance of connectedness (Putman 2001). Further, as hypothesized by Heath and Mulligan (2008), civic engagement is concerned with an individual's connection with and concern for the life and well-being of other members of the same group or community. According to these researchers, this involves community activism, civic engagement, and social and cultural participation. To this end, research has shown that a feeling of belongingness within a particular group or community may hold imperative implications for one's involvement in charity or volunteer activities.

Writing in the 19th century, Durkheim (1897) hypothesized that social bonds created in a spirit of belongingness play a major role in creating long-term commitments (Aldous, Durkheim, & Tonnies 1972; Chayko 2012) with respect to the welfare of others within a community or group and of society in general (Durkheim 1897). Moreover, such bonds also create a sense of social responsibility motivating participation in charitable events, even when assurance is lacking that such efforts will be fruitful. Durkheim (1897) further asserts that the stronger the interpersonal relations between community members, the greater will be the degree of social responsibility felt by them. In agreement with this perspective, church attendees, who presumably share a spirit of belongingness with their fellow congregationalists, tend to donate and volunteer with greater frequency than do nonattendees and, in particular, contribute greater amounts of time and money to the religious organizations to which they belong (*e.g.*, Bekkers & Schuyt 2004; Schuyt, Smit, & Bekkers 2004).

With respect to the link between philanthropy and giving, Den Hartog, De Hoogh, and Keegan (2007) argue that belongingness partially mediates the relationship between the charisma of helping (*i.e.*, philanthropy) and supporting others (*i.e.*, giving), meaning that such behaviors as interpersonal helping are strongly influenced by group-oriented motivations. Importantly, they note, a feeling of belonging increases an individual's willingness to help others within the collective and to comply with its norms. Den Hartog *et al.* (2007) also borrow from previous research (*e.g.*, Baumeister and Leary, 1995) that demonstrates the reluctance typically felt by those belonging to a particular social group to break their intra-group bonds and so explains their willingness to expend the effort to maintain such bonds in enduring relationships. In the same vein and as their research suggests, belongingness nurtures the motivation to comply, cooperate, and intend to proffer aid when called upon to do so. Congruently, De Cremer and

Van Knippenberg (2002) argue that belongingness is positively related to an increased willingness to be compliant and so may also influence group members to assign a relatively greater amount of weight to the group's interests than they would otherwise, thereby further stimulating such behaviors as helping, donating, and complying. The authors further hypothesize that the degree of belongingness a member feels to a collective and that member's commitment to the collective's initiatives, including being willing to comply with the collective's directives and norms and to help other collective members, are positively correlated.

Consistent with the ideas presented above and as proposed by previous researchers, people are assumed to experience increased happiness from prosocial spending, especially when this entails opportunities to connect with others. Akin *et al.* (2011) suggest that individuals feel happier when they spend money on people with whom they associate and coexist closely than with those whom they do not, the reason being that close relations have been shown to be critical in satisfying the need to belong. The concept of coexisting and connectedness plays a fundamental role in motivating prosocial spending because it most likely satisfies the human need to feel competent, which is bolstered by a group member's belief that his or her generous deeds in support of the group or society or of other group members have contributed positively to the group. Thus, academics such as Dunn *et al.* (2014) have argued that people experience greater happiness from donating to charitable initiatives that enable them to see the positive impacts their donations have made.

As Akin *et al.* (2011) point out, reciprocal altruism and the evolution of cooperation indicate that people ultimately benefit from behaving generously as well as cooperatively towards others with whom they are likely to regularly interact, currently or in the future. Moreover, the Akin *et al.* (2011) study demonstrates that an individual's increased feelings of happiness and belonging are strongly associated with his sharing resources with people to whom he has strong ties. While the past studies have demonstrated this relationship, the literature is still at its infancy, and further research [such as this current one] is necessary. This is particularly true because there is a need to explore why engaging in prosocial or philanthropic behavior directed towards people with mutually significant connections lead to greater happiness. Also, to what magnitude does this influence or motivation extend, and whether donating to people with whom one has weaker ties helps in building stronger relationships. Such investigations, especially in donating to the university context, are yet to be explored.

Emotions and Belonging

Emotions can be defined as subjective experiences involving cognitive appraisal and psychological arousal (Barret *et al.*, 2007). Characteristically, the word emotion indicates a subjective as well as an affective state that is often intense and occurs in response to a specific experience (Fellner *et al.*, 2012). A person's psychological appraisal of a situation is influenced by her past experiences, culture, background, and those with whom she associates. Different persons may have different emotional experiences even when placed in similar situations. Schachter and Singer (1962) define emotions as a "state of physiological arousal and cognition appropriate to this state of arousal" (p. 379). Although emotion is frequently categorized within the literature as purely cognitive, it has become increasingly clear that the mental representation of emotional experience should include visceral and motor components as well as a cognitive one (Cabanac, 2002).

Studies on the intersection between belonging and emotions such as happiness are limited, but the findings of those that have been conducted suggest a strong connection between the two. One of the earliest theories focusing on this connection (between happiness and its psychological trajectory) was the Hierarchy of Needs proposed by Maslow (Huitt, 2007). Borrowing inspiration from humanistic psychologists, Maslow hypothesized that the need for self-actualization, which is met most fully where an individual is happiest and most fulfilled, is significantly entrenched in the human psyche but only surfaces when more basic needs are met (Huitt, 2007). Thus, the need to belong immediately follows fulfillment of physiological needs (i.e., oxygen, food, water, sleep, sex, excretion, and homeostasis) and security needs (i.e., security of body, property, environment, health, family, morality, resources, and employment). Along with physiological and security needs, Maslow categorizes belonging as a deficiency need. Without fulfillment of such needs, an individual cannot be happy and is not motivated by other statuses within the hierarchy of needs.

Perhaps even more clearly, Wakefield *et al.* (2017) demonstrate the link between group identification (i.e., sense of belonging to one's social group) and high levels of satisfaction with life. Their study's findings showed that a person's relationship with those closest to him plays a significant role in his feelings of happiness. In a sample of 4000 participants from Italy and the United Kingdom, these researchers' focus was the extent to which study participants identified with others in the same family, local community, and such groups of their choice as hobby groups or sports teams. The researchers identified a strong connection between happiness and belonging, and, most notably, the effect of belonging was the same even when

factors such as nationality, employment status, gender, and age varied. In addition studies such as those reported in Cohen *et al.* (1997), Glass *et al.* (2006), and Wilson *et al.* (2007) also showed that people who are more socially integrated tend to live happier, healthier, and longer lives than those who lead less socially integrated lives. Proponents such as Cohen (2004) assert that social integration and feelings of belongingness promote well-being by affording a sense of meaning, purpose, and security to an individual's life, including acting as a source of support during times of crisis or stress.

When discussing the relationship between belonging and happiness, *Sense of Community (SOC)*, by McMillan and Chavis (1986) is also mentioned severally. For example, Diener and Oishi (2005) and Prezza *et al.* (2001) argue that individuals who have a strong connection with their community are happier. High sense of community, as described by scholars such as Diener and Oishi (2005), indicate a powerful connection and greater happiness. In relation to this, researchers such as Lyubomirsky, King, and Diener (2005) and Oishi *et al.* (2009) have argued that happy people are more connected to the communities in which they live. In their study, Perkins and Long (2002) argue that SOC contributes significantly to social capital growth and has shown to be the catalyst of other positive social behaviors such as neighboring and volunteering. The happiness that comes from the sense of belonging not only enhances a person's life but also affects how they feel about other members of the community (Lambert *et al.* 2013).

Belongingness and Ad Preference

The fundamental aim of any advertisement campaign is to create a positive attitude toward the brand being advertised in the minds of the consumers who view the ads, thereby evoking emotional responses in their minds that ultimately influence their purchase decisions. According to Mehta (2000), the concept of attitude-towards-the-ad is more significant in promotional programs with low-involvement conditions and for emotionally based advertisements. Other scholars who have investigated this, including Lichtlé (2007) and Rossiter and Bergkvist (2009), have viewed it as a predisposition to respond favorably or unfavorably to certain advertising stimuli but not to others. According to Lichtlé (2007), consumers' assessments of an ad provide a better measure of its impact on their brand attitudes and ad preferences than on the ad's ability to communicate information on brand attributes.

Investigating the relationship between brand benefits and consumer needs as predictors of ad preference, First and Gržinčić (2010) employed four ads for two branded products of different categories in a study where study participants were asked to complete an online survey to

determine their needs and created ad preferences. Study findings indicated a significant correlation between an emphasis on certain consumer-need types and brand benefits, which, expressed by brand appeal, were key predictors of ad preference. In other words, based on these results, practitioners should identify the key consumer needs that the brand being advertised is best at addressing, analyze how the brand does so, and then incorporate these two elements in the brand's advertising campaign in order to influence consumer preferences. Thus, not only do beliefs concerning the brand itself but also, to a significant degree, attitudes towards the brand's advertising impact consumer purchasing decisions.

One fundamental aspect of ad creation with which consumers can connect and have their emotions evoked and so by which, effectively, their purchase decisions can be influenced are a sense of belongingness and emotion. In fact, these factors have the ability to put the brand in the hands of users, thereby creating an opportunity for consumers to actually interact with it. According to Patel (2019), consumers today are genuinely interested in social connectedness, and brands that use this sense of community in their advertising campaigns achieve not only ad preference but also brand preference.

Brands that achieve competitive advantage in marketing seek to create connections with their customers rather than merely advertise their products or services. Similarly, Yaoyuneyong *et al.* (2016) argue that brands should focus on building consumer relationships through interactions with their marketing initiatives and, moreover, the emphasis of such relationship marketing edges should be on building long-term relationships and forming a series of interpersonal interactions with consumers. Li and Hairong (2011) term this *interactive advertising*, and emotions, immersion, interactivity, and a sense of belongingness are essential for its success.

Empirical evidence highlights the existence of a fundamental link between ads and consumer intentions. For instance, Arshad and Aslam (2015) investigated the consumer purchase intentions appropriate for a particular advertisement and for socioeconomic-related variables. Thus, their study enumerated the outcomes and impacts associated with consumers' choices of suitable advertising and with specific values of the socioeconomic variables that also influenced their buying intentions.

Done well, Kidwell *et al.* (2011) believe that emotional marketing can create a competitive advantage for firms in an increasingly challenging market landscape. Campaigns directed towards eliciting donations are thus prime candidates for this type of marketing because they

tend to be emotionally oriented. Factors that influence advertising preferences and recognition in such advertising campaigns include ad content, viewing mode, viewing duration, and context factors such as style of banner, background complexity, and text (Danaher & Mullarkey 2003). Quality of ads in terms of content displayed has been shown to influence purchasing behavior. In this regard, the more an ad depicts a sense of belonging, the greater will it resonate with its target audience. In addition, studies have shown that ads that appear minimally manipulative, are informative, and portray a sense of belongingness have increased effectiveness over those that do not have these characteristics, and consumers tend to spend a relatively greater amount of time viewing them (Gaucher *et al.*, 2011). As Vaughn *et al.* (2009) explain, banners and other advertising materials that include cues signaling disengagement (i.e., a lack of belongingness) can lead to domain or brand disengagement.

Other than the quality of the products or services being advertised, viewers tend to prefer ads, and hence the brands being advertised, that display care about their feelings, communicate a sense of belonging, and evoke emotion. In fact, Zorfas and Leemon (2016) argue that, on a lifetime value basis, emotionally connected consumers are more than twice as valuable as highly satisfied consumers and will buy more of your products and services and refer others.

2.4 Theoretical Framework

The theoretical framework for this research draws on the model postulated by Juvonen (2006) and based on an extensive review of the current empirical research on belongingness and sense of community. Juvonen argues that schools and classrooms are not only forums for academic work and learning but are also rich social arenas that can provide constant affiliation and interaction. Juvonen's theoretical model emphasizes school-based affiliations, i.e., student-to-student and teacher-to-student relationships. Moreover, it incorporates belongingness as a significant mediator variable explaining a variety of outcomes, including social support, academic success, involvement, and sense of community. According to it, social interplay is present in students' relationships with peers, teachers, and school, as well as behavioral adaptation. Essentially, the model suggests that school-based relationships are vital for students to form a feeling of belonging and sense of community, and Juvonen (2006) apparently saw such relationships as associated with peer acceptance, viewing a student's relationships with peers and the peer group's homogeneous liking or dislike of other individuals as either fostering or hindering, respectively, the student in establishing a sense of belongingness.

In most cases, Juvonen (2006) believes, successful experiences of acceptance often require a school climate that aids students in forming meaningful bonds with peers, fostering a feeling of social belonging not only in the classroom but also in the school community as a whole. Juvonen's (2006) sense of belonging model provides the fundamental basis on which this study was based. It allowed us to understand how a sense of belonging can affect associations between school-based relationships and student behaviors and also its influence on intention to donate to university foundations. Finally, it also revealed the fundamental role that school climate can play in facilitating students' experience of a sense of belonging and their behaviors towards such relationships in post-school life.

2.1 Hypotheses Development

The previous sub-sections within this section discuss the empirical results of relevant previous studies and the theoretical bases of the current research's key domains: belongingness, sense of community, emotion, ad preference, and philanthropic intention. As mentioned previously, this study was based on Juvonen's (2006) theoretical understanding of belongingness, social bonds, and school functioning. As such, its grounding was the Juvonen model's theoretical focus on education institution-based social relationships (i.e., student-student and student-school) as well as student adaptation. Thus, the model constructed for the current research adapted Juvonen's (2006) theoretical paradigm to highlight the psychological component of belongingness, including students' experiences of belonging and their feelings of social connectedness to their schools. The Juvonen paradigm also suggests fundamental similarities between a sense of belonging and school engagement, emphasizing the idea that students who feel a sense of belonging are more likely to donate to initiatives dedicated to benefiting their academic institutions following graduation (Juvonen, 2006). The concepts discussed thus form the basis of this study's hypotheses, as elaborated in this section.

The first series of hypotheses better explains the concept of mediating effect and highlights the mechanism through which emotions mediate the relation between the "Belonging signal" and intention to donate. Firstly, emotional valence is hypothesized to mediate the relationship between belongingness and intention to donate, where emotional valence describes the extent to which an emotion is positive or negative and specifies the intrinsic attractiveness of events, situations, and objects that are experienced (Citron *et al.*, 2014). In contrast, arousal describes emotional intensity, the strength of an associated emotional state.

This study postulated that emotions derived from an individual's feelings of belongingness to a certain group can positively or negatively influence her intentions to donate to benefit the

group. It was also hypothesized that happiness or sadness can moderate intention to donate. As noted by Briñol, Petty, and Barden (2007) and in contrast with other human emotions, happiness and sadness are key determinants of thought persuasion. The following hypotheses are the result of this reasoning:

H1a: *There is a direct positive relationship between the presence of belonging signals in a philanthropic ad and intentions to donate.*

H1b: *Perceived emotions mediate the relationship between presence of belonging signals and the intention to donate; stronger positive emotions serve to strengthen this relationship.*

H1c: *Experienced emotions mediate the relationship between presence of belonging signals and the intention to donate; stronger positive emotions serve to strengthen this relationship.*

Secondly, it is argued that the cognitive response of banner preferences positively influences the conative response of intention to donate (Park, Stoel, & Lennon 2008). In this regard, it is argued that adverts containing elements that consumers prefer are the most effective ones in advertisement programs or campaigns. As illustrated in the conceptual framework shown in Figure 2, we also tested the relationship between sense of belonging and the ad preference variable. In this regard, the following hypotheses were formulated:

H2a: *There is a direct positive relationship between the presence of belonging signals in a philanthropic ad and consumer ad preference.*

H2b: *Perceived emotions mediate the relationship between presence of belonging signals and consumer ad preference; stronger positive emotions serve to strengthen this relationship.*

H2c: *Experienced emotions mediate the relationship between presence of belonging signals and consumer ad preference; stronger positive emotions serve to strengthen this relationship.*

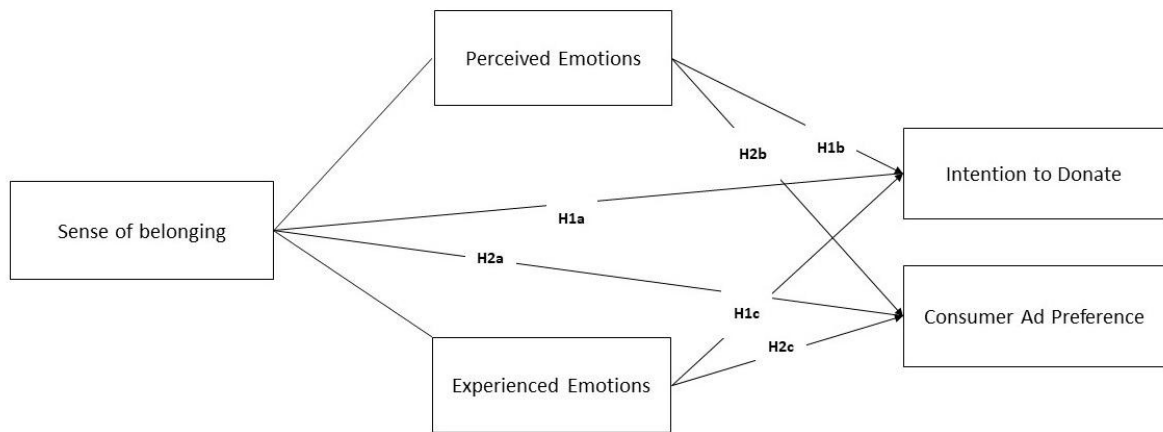


Figure 2: Conceptual Framework

2.2 Methods

This section describes the choice and characteristics of the studied sample, experimental design, questionnaire, and method of data analysis. Thus, it details the methods employed in conducting this research to fulfill its objectives and address the problem identified in the introduction.

Sample Selection

In order to test our research hypotheses, we recruited a sample of undergraduate and graduate students from a North American business school. First-year and second-year undergraduate students were disregarded in the selection process because junior students were assumed not to have been present in the institution for a sufficient length of time to develop a sense of belonging with respect to it. In total, eighteen students participated voluntarily in the study and were recruited through the panel of the university. Every respondent was asked to sign a consent form agreeing to participate in the research we described. This form highlighted our guarantees of participant privacy and security and informed participants that they could terminate their study participation at any time. By signing this consent, participants authorized the researcher to measure their physiological reactions and examine their responses based on the questionnaires employed in the study. The university's Research Ethics Committee (CER) had by that time verified and approved the conduct of the study.

Experimental Design

This research involved conducting a within-subject experiment. Sixty banner ads (1200 x 628 pixels, the most often used size in Facebook advertising) were created and acted as experimental stimuli. Banners were presented in French because all participants understood this language. We presented 60 different banners to each participant, and no banner was repeated. Each banner contained a slogan, a photo, and the logo of the university foundation. In this experiment, we manipulated one within-subject factor: sense of belonging. For this, we employed three experimental levels: 1) a photo of an alumnus or alumna with name, current employer, and graduation year included on the banner; 2) a photo of an anonymous student with no mention of name or program on the banner, and 3) a photo of a current student in the university with name and program included on the banner. To control for the gender, respondents were exposed to the same number of banners with both genders; 30 banners with men photos and 30 banners with women photos.



Figure 3: Example of Banner Used in this Research (alumnus)



Figure 4: Example of Banner Used in this Research (Current student)



Figure 5: Example of Banner Used in this Research (Anonymous student)

Procedure

In a laboratory room and prior to exposure to the banners and completion of questionnaires, participants were invited to first sign the study consent form, which included questions to collect demographic information and information concerning online behavior, social media consumption, intention to donate in general, and intention to donate to participants' university foundation in particular. After answering these initial questions, participants were required to carefully read the instructions related to the experiment. Subsequently, each participant then viewed the 60 banner ads in random order.

Instructions and banners were presented on a computer screen using Tobii Studio software (Tobii, Stockholm, Sweden). Each banner was exposed to participants for five seconds on a screen. After viewing each banner, participants were asked questions designed to measure their emotional valence and arousal, and their intention to donate. At the conclusion of the experiment, a poster containing the 60 banners was presented to each participant, who was then asked to indicate his or her five preferred banners (see Figure 6). The entire experiment was recorded on video.



Figure 6: The Poster Containing All Banners

Operationalization of Research Variables

Dependent variables

Two dependent variables were identified and tested in this research: intention to donate and ad preference. These are described below.

Intention to donate

This dependent variable measured the difference in intention to donate before and after viewing of the banner. To measure it, we used a Likert scale with five response options ranging from "extremely unlikely" to "very likely" (Likert 1932).

Ad preference

In this study, ad preference was termed the variable TOP5 and was binary (i.e., $TOP5 \in \{0,1\}$). The value of TOP5 for each participant was determined at the conclusion of the experiment when each was asked which of the 60 banners would appear in their five top choices; if included in their top-five group, variable TOP5 was assigned a value of 1 but was set to 0 otherwise.

Mediation variables

To test the hypotheses previously stated and validate the mediating role of emotions, the student participants' emotions were taken into consideration. So, during the experiment, we measured participants' emotional valence, i.e., its qualitative aspect (either pleasant or unpleasant) and arousal, which corresponds to emotional intensity (calm or excited). In addition, two measurement types were recorded—explicit (perceived) and implicit (experienced).

Perceived arousal and valence

Emotional valence and arousal perceived by participants were measured after they viewed each banner. Each of these two dimensions contains only one item, and measurements were made using the Self-Report Scale (SAM) proposed by Lang, Bradley, and Cuthbert (1997). This scale is based on a dimensional model of emotions and includes non-verbal scales that represent the two primary dimensions of emotion (i.e., valence and arousal) (see Appendix 1).

Experienced arousal and valence

For the purposes of our research, we captured and measured the implicit emotions and valence of each of the participants. To do this, we recorded the participants' faces during the experiment

using a webcam (Microsoft LifeCam HD-300; 30 frames per second). Subsequently and after extracting the videos, we used the FaceReader software (Noldus technology inc, Wageningen, Netherlands) to classify the expressions of the participants and measure them. We measured the following emotions: Neutral, Happy, Sad, Angry, Surprised, Scared, Disgusted and arousal in addition to calculating the valence. The valence is used to tell us whether the subject's emotional state is positive or negative. To calculate it, the Facereader software deduces the intensity of the most intense emotion from the following negative emotions ("Sad", "Angry", "Fear" and "Disgusted") from the only positive emotion Happy (Noldus, 2016).

Independent Variable

The independent variable measured was a representation of membership using the binary variable *Belonging Signal*. When the banner being shown to a participant included a current student at the institution, *Belonging Signal* assumed the value 1. However, when the banner contained an alumni or an anonymous student, it took on the value 0. Table 2 below summarizes the variable descriptions.

Table 2: Research Variables

Variable	Description	Type
Dependent variable	Preference variable (<i>TOP5</i>)	Binary
	Intention to Donate	Continuous
Mediation variable	Perceived Valence	Continuous
	Perceived Arousal	Continuous
	Experienced Valence	Continuous
	Experienced Arousal	Continuous
Independent variable	Belonging Signal	Binary

2.3 Analysis

This section discusses the method employed to statistically analyze the data collected as described in the previous section and presents the results of this analysis. To explore the effect of the sense of belonging, we employed two distinct models in our analysis. The first explores the effect on the dependent variable *Intent_to_Donate* while the second model explores its effect on the dependent advertising preference variable *TOP5*. Moreover, the estimation results of the Baron and Kenny (1986) model allowed us to validate the mediation of emotions in the two models.

Statistical Analysis

The necessary data transformations were carried out in several stages. For the implicit measurements, we began by extracting and then processing the videos of each participant using the FaceReader software (Noldus, Wageningen, Netherlands). After this software had extracted measurements from the video representations of participant faces, we tagged participant videos with participants' emotional valence and arousal values during their exposure to each banner. For the explicit measures, we extracted the data by participant name from each participant's questionnaire. Finally, we created a file containing the explicit and implicit valence and arousal measures tagged by participant and by banner.

An objective of this research was to test the mediating role of perceived and experienced emotions in the relationship between variable *Belonging_Signal* and intention to donate (H1a, H1b, and H1c). The second objective was to test the mediating role of perceived and experienced emotions on the relationship between variable *Belonging_Signal* and the ad preference variable *TOP5* (H2a, H2b, and H2c). To understand this, we employed the procedure of Baron and Kenny (1986) to check for the presence of a relationship between dependent and independent variables and for mediation by one or more other variables.

Here, note that the mediation analyzed in this method can be partial or total. In total mediation, the influence of variable X on variable Y disappears completely in the presence of the mediating variable. In partial mediation, however, the influence of X on Y is simply reduced but does not completely disappear (Kenny *et al.*, 1998).

In summary, we employed the algorithm below to process our study data:

Step 1: Show that independent variable X affects dependent variable Y and test whether the link between the two is statistically significant.

Step 2: Show that independent variable X affects mediating variable M .

Step 3: Show that mediating variable M affects dependent variable Y .

Step 4: To establish whether mediating variable M completely mediates the X - Y relation, the coefficient (c') linking X and Y should be null. Otherwise, the mediation is partial.

As mentioned previously, each study participant was exposed to 60 banners, and their explicit and implicit emotions were measured for each banner. Since the two measures of emotion for the same respondent were most likely correlated, we faced an intra-respondent correlation problem. To address this issue, we fitted a linear mixed regression model to our repeated measures data using the statistical software SAS 9.4.

2.4 Results

Descriptive Analysis

Participants' demographic statistics:

Our study sample included 11 men and 7 women aged 21 to 42 at the time of the experiment. Seven participants were under 25 years old, nine were between 25 and 29 years old, and two were aged 30 or more years old. Twelve out of the 18 participants were in a graduate program. At the start of our data analysis and prior to deriving the mediation model, we calculated descriptive statistics of our independent variables: perceived arousal, experienced arousal, perceived valence, and experienced valence. These analyses revealed the trends that are discussed below. Table 3, which follow presents the mean, standard deviation, minimum, and maximum of the variables measured for respondents when viewing a banner containing a belonging signal (the photo of a current student at the university). On the other side, Table 4 presents the variables measured for respondents when viewing the banner not containing a signal belonging (the photo of someone not a current student, i.e., it is of an anonymous student, an alumnus or an alumna), respectively.

Tableau 3: Descriptive Data (*Belonging_Signal =1*)

	Perceived Valence	Perceived Arousal	Experienced Valence	Experienced Arousal
Mean	5	3.17	-0.21	0.28
Standard deviation	1.03	1.78	0.33	0.098
Min	2	1	-0.99	0
Max	8	8	0.80	0.68

Tableau 4: Descriptive Data (*Belonging_Signal =0*)

	Perceived Valence	Perceived Arousal	Experienced Valence	Experienced Arousal
Mean	4.6	2.94	-0.19	0.27
Standard deviation	1,01	1,54	0.35	0.108
Min	1	1	-0.96	0.02
Max	8	8	0.93	0.61

From both Tables 3 and 4, we see that participants appeared to experience more positive and stronger emotions when viewing a banner having a belonging-related signal (i.e., Belonging Signal = 1). The Baron and Kenny method (1986) was used to test this result as well as the hypotheses listed previously.

Intercorrelation verification

As shown in Table 5, which contains all correlation relationships between variables, most of the study's variables were significantly correlated. However, they were also distinct enough to permit us to assume no multicollinearity problems were present (Foucart 2006). Moreover, the correlation coefficients did not reach the .8 threshold for any pair of variables.

Table 5: Correlations between Variables

Pearson correlation coefficients, N-48631					
Proba> r sous H0 : Rho=0					
	Perceived Valence	Perceived arousal	Experienced valence	Experienced arousal	Belonging signal
Perceived Valence	1.0000				
Perceived arousal	-0.22 <0.001	1.0000			
Experienced valence	-0.02 0.4573	-0.0534 0.07	1.0000		
Experienced arousal	-0.07 0.0186	-0.11269 <0.001	-0.103 <0.001	1.0000	
Belonging signal	-0.1 <0.001	0.06 0.04	0.0254 0.4	0.01 0.77	1.0000

Hypothesis Testing

Recall that two models were constructed for our study, each employing a different dependent variable, *Intent_to_Donate* and *TOP5*, with the latter measuring ad preference.

For the first model, we tested for Hypothesis **H1a**, which postulated the existence of a direct positive relationship between banner elements signaling the presence of belongingness and intention to donate. This hypothesis was validated ($a = 0.6, p \leq 0.001$). Thus, when a participant was exposed to a banner containing elements signaling belongingness, his or her intention to donate increased by an average of 0.6.

Table 6 presents the results of Baron and Kenny's tests (1986). In the second step, as stipulated in the Baron and Kenny procedure, we tested Hypothesis **H1b**, which postulated that perceived emotions (valence and arousal) mediated the relationship between the presence of a belongingness signal in the ad (i.e., *Belonging_Signal* = 1) and *Intent_to_Donate* and that stronger perceived emotions served to strengthen this relationship. This hypothesis was also validated: coefficient[*valence*] = 0.97 ($p \leq 0.001$) and coefficient[*arousal*] = 0.78 ($p \leq 0.001$). However, the effect of experienced emotions was not statistically significant, and so Hypothesis **H1c** failed to be validated. This hypothesis stated that experienced emotions mediated the relationship between the presence of belonging-related signals in banners and intention to donate.

For the second model, Hypothesis **H2a**, which postulated a direct, positive relationship between the presence of belonging-related signals in an advertisement and participant advertising preference, was validated ($a = 0.46, p .001$). Hypothesis **H2b**, which stated that perceived emotions partially mediated the relationship between the presence of belonging-related signals and participant advertising preference, was also validated: coefficient[*valence*] = 1.27 ($p \leq 0.001$) and coefficient[*arousal*] = 0.94 ($p \leq .001$). However, as in the first model, Hypothesis **H2c** concerning emotions experienced was not validated.

Lastly, we calculated coefficient c' for both models. For the first model, with *Intent to Donate* as the variable of interest, $c' = 0.32$, whereas for the second model, $c' = 0.31$. Since the two values differ from 0, mediation of emotions for both models was concluded to be partial. In summary, perceived emotions partially mediated the relationship between belonging-related signaling and intention to donate and belonging-related signaling and ad preference. In the case of a full mediation, the value of c' would have equaled 0. However, in the study, measures were repeated, with several variables intervening simultaneously to explain the variation in *Intent_to_Donate*. According to the mediating results obtained, the effect (c') was less than the initial effect (c) obtained in the absence of the mediating variable, causing us to conclude that mediation was partial (**Hypotheses H1b, H2b**).

Table 6: Baron and Kenny (1986) Test Analysis Results

Variable X	Variable Y	Variable M	Coefficient
<i>Belonging_Signal</i>	<i>Intent_to_Donate</i>	Perceived Valence	0,97***
<i>Belonging_Signal</i>	<i>Intent_to_Donate</i>	Perceived Arousal	0,78***
<i>Belonging_Signal</i>	<i>Intent_to_Donate</i>	Experienced Valence	0,018
<i>Belonging_Signal</i>	<i>TOP5</i>	Perceived Valence	1,27***
<i>Belonging_Signal</i>	<i>TOP5</i>	Perceived Arousal	0,94***
<i>Belonging_Signal</i>	<i>TOP5</i>	Experienced Valence	-0.0006

* $p < 0.10$, ** $p < 0.01$, *** $p < 0.001$

Table 7: Summary of Study Results

Hypotheses	Description	Results
H1a:	Sense of belonging affects intention to give.	Supported
H1b :	Perceived emotions play a mediating role in the relationship between sense of belonging and intent to donate.	Partially supported
H1c :	Experienced emotions play a mediating role in the relationship between sense of belonging and intent to donate.	Not supported
H2a	Sense of belonging affects ad preference.	Supported
H2b	Perceived emotions play a mediating role in the relationship between sense of belonging and intent to donate.	Partially supported
H2c	Experienced emotions play a mediating role in the relationship between sense of belonging and intent to donate.	Not supported

2.5 Discussion

The study's primary objective was to explore the mediating effect, if any, of emotions in the relationship between signal of belonging and intention to give (**H1b,c**) and also between feeling of belonging and ad preference variable *Top 5* (**H2b,c**). The results of our analysis partially validated the mediation hypotheses cited above. Indeed, the results showed that perceived valence and arousal had significant partial effects in mediating these relationships, and that, in fact, a higher perceived valence was associated with an increased intention to give. This finding was consistent with those reported in the literature regarding the

effectiveness of positive emotions (Huitt 2007; Wilson *et al.* 2007). In addition, increases in emotional arousal were also found to be associated with increases in intention to donate. However, the effect of experienced emotions was not statistically significant. In summary, study results support the role of positive emotions in cause-related marketing within an academic context.

As shown in Table 7, sense of belonging was found to have a direct, positive relationship with intention to donate, indicating that students who feel that they belong within their education institutions are more likely to participate in philanthropic intentions aimed at helping other students in the same institution. In the literature review, according to Baumeister and Leary (1995), Curtin *et al.* (2002), and others, the sense-of-belongingness proposition is that human behavior includes a persuasive drive to form and maintain a minimum quality of strong, long-lasting, and positive interpersonal bonds. Our study results indicate that such personal bonds may have a direct impact on intent to donate. Harris *et al.* (2015) agree that the sense of community or belongingness is a vital aspect of civic engagement. Generally, civic engagement is shown to motivate people to participate in political activities, outreach, and, as highlighted in this study, donation and volunteerism.

Akin *et al.* (2011) provide further support for the hypothesis that reciprocal and the evolution of cooperation indicate that people ultimately benefit from behaving generously and cooperatively towards others with whom they feel they belong. Similarly, the study findings suggest the presence of a strong correlation between sense of belonging and ad preference, indicating that, when students recognize the person pictured in an advertisement, they are more likely to prefer that advertisement. In the concept termed “attitude-towards-the-ad” (Mehta 2000), the literature supported our findings with respect to this relationship, as our study participants’ attitudes appeared to vary depending on whether they felt emotionally connected with the individuals shown in the banner ads they were shown or not and were more positive when they perceived such a connection than when they did not. The findings of the Gaucher *et al.* (2011) study further support our finding that people prefer advertisements that foster a sense of belongingness.

Our study findings also suggest that perceived emotions partially mediate the relationship between belongingness and intent to donate, and the same partial mediating effect was observed between sense of belongingness and ad preference. However, experienced emotions did not exhibit any mediating effect between sense of belonging and intent to donate or between sense of belonging and banner ad preference. Although this study found

experienced emotions to have had no mediating effect in connection with sense of belonging (**H1c** & **H2c**), Marcu (2012), in the book *Emotions on the Move*, suggests that experienced emotions can play a large mediating role the relationship between belonging and other variables such as interactions. Also, in this study, we controlled feeling of belonging in a general way—the presence (or lack of) sense of belonging. However, as suggested in the work of Ingram (2012), the sense of belonging (for, in the context of the Ingram study, students) can have three reliable and independent measures: social belonging, academic membership, and perceived institutional support. We believe we could have had better results if we had thought to segment our measurements when analyzing students' sense of belonging.

2.6 Conclusion

The fundamental objective of the study described here was to explore the extent to which sense of belonging influences intention to donate to university foundations. Stated more precisely, the study examined the direct influence that sense of belonging has on intent to donate and on advertising preference in this context and, further, it explored to what extent perceived or experienced emotions mediates the relationship between sense of belonging and intent to donate and between sense of belonging and ad preference. A study sample of 11 men and seven women was recruited and participated in our study. Key findings indicate a direct, positive correlation between sense of belonging and intention to donate, implying that individuals who 'feel' that they belong to or are connected with their universities are more likely to donate to their respective institutions' foundations. A direct, positive correlation between sense of belonging and ad preference was also found, implying that individuals who feel increased connection with the contents of a specific ad are more likely to prefer it in advertisement campaigns. Statistical analyses demonstrated the significant mediating role that perceived emotions play in such relationships, whereas they failed to show the same for experienced emotions.

Theoretically, the study findings extend existing theory on sense of belonging and community in the areas of education, donation, and advertisement. Managerially, the evidence presented here highlights the key role that institutions need to play in creating a sense of belonging among their students, as this sense can then be leveraged to create effective advertising campaigns to influence students to donate to their university foundations following their graduation.

A key limitation of this study involved the use of Facereader to measure emotional arousal. While considered fairly reliable, this methodology is commonly criticized for giving biased information. To read and measure emotions, future studies should instead employ EDA (electrodermal activity), which has been shown to yield better results. Future studies should also endeavor to explore this research topic including other covariates, such as ethnicity or field of study. Another limitation was that the current study only tested for correlation between sense of belonging and intent to donate using a sample of current/existing students. In the future, studies having the same objectives could look for the presence of this correlation using a sample of alumni to see if similar results were obtained. Lastly, this study also lacked Manipulation Checks, meaning that we were not able to determine whether or how research participants perceived the manipulation of the variables that occurred in this study. Future studies in this area should focus on administering such manipulation checks and pretest the stimuli before conducting experiments of this nature.

References

- Aknin, L. B., Mayraz, G., & Helliwell, J. F. (2017). The emotional consequences of donation opportunities. *The Journal of Positive Psychology, 12*(2), 169-177.
- Aldous, J., Durkheim, E., & Tonnies, F. (1972). An exchange between Durkheim and Tonnies on the nature of social relations, with an introduction by Joan Aldous. *American Journal of Sociology, 77*(6), 1191-1200.
- Amaratunga, D., & Haigh, R. (2011). *Post-disaster reconstruction of the built environment: Rebuilding for resilience*. Hoboken, NJ: John Wiley & Sons.
- Anthony, K. E., Reif-Stice, C. E., Iverson, J. O., & Venette, S. J. (2020). Belonging in practice: using communities of practice theory to understand support groups. *The Handbook of Applied Communication Research, 765-779*.
- Arshad, M., & Aslam, T. (2015). The impact of advertisement on consumer's purchase intentions. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2636927
- Bacchetti, R. (2007). Many motives, mixed reviews: Foundations and higher education as a relationship richer in possibilities than results. In R. Bacchetti & T. Ehrlich (Eds.), *Reconnecting education and foundations* (pp. 249–281). San Francisco, CA: Jossey-Bass.
- Barrett, L. F., Mesquita, B., Ochsner, K. N., & Gross, J. J. (2007). The experience of emotion. *Annual Review of Psychology, 58*, 373-403.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*(3), 497-519.
- Briñol, P., Petty, R. E., & Barden, J. (2007). Happiness versus sadness as a determinant of thought confidence in persuasion: A self-validation analysis. *Journal of Personality and Social Psychology, 93*(5), 711-727.
- Cabanac, M. (2002). What is emotion? *Behavioural Processes, 60*(2), 69-83.
- Charuvastra, A., & Cloitre, M. (2008). Social bonds and posttraumatic stress disorder. *Annual Review of Psychology, 59*, 301-328.
- Chayko, M. (2012). *Connecting: How we form social bonds and communities in the Internet age*. Albany, NY: Suny Press.

- Citron, F. M., Gray, M. A., Critchley, H. D., Weekes, B. S., & Ferstl, E. C. (2014). Emotional valence and arousal affect reading in an interactive way: Neuroimaging evidence for an approach-withdrawal framework. *Neuropsychologia*, *56*, 79-89.
- Cohen, S. (2004). Social relationships and health. *American Psychologist*, *59*(8), 676-684.
- Cohen, S., Doyle, W. J., Skoner, D. P., Rabin, B. S., & Gwaltney, J. M. (1997). Social ties and susceptibility to the common cold. *Journal of the American Medical Association*, *277*(24), 1940-1944.
- Curtin, D., Mapes, B. F., Pettillo, R., & Oberly, T. (2002). Abraham Maslow's Hierarchy of Needs. *The Nursing Needs and Skills*, *5*(4), 22-28.
- De Cremer, D., & Van Knippenberg, D. (2002). How do leaders promote cooperation? The effects of charisma and procedural fairness. *Journal of Applied Psychology*, *87*(5), 858-866.
- Den Hartog, D. N., De Hoogh, A. H., & Keegan, A. E. (2007). The interactive effects of belongingness and charisma on helping and compliance. *Journal of Applied Psychology*, *92*(4), 1131-1139.
- Diener, E., & Oishi, S. (2005). The nonobvious social psychology of happiness. *Psychological Inquiry*, *16*(4), 162-167.
- Dodgson, M., & Gann, D. (2018). *Universities need philanthropy but must resist hidden agendas*. Cologny, Switzerland: World Economic Forum.
- Drolet, M., & Arcand, I. (2013). Positive development, sense of belonging, and support of peers among early adolescents: Perspectives of different actors. *International Education Studies*, *6*(4), 29-38.
- Dueber, B., & Misanchuk, M. (2001, April). Sense of community in a distance education course. Proceedings of the *Mid-South Instructional Technology Conference* (pp. 8-10). Murfreesboro, TN: Middle Tennessee State University.
- Dunn, E. W., Aknin, L. B., & Norton, M. I. (2014). Prosocial spending and happiness: Using money to benefit others pays off. *Current Directions in Psychological Science*, *23*(1), 41-47.
- Durkheim, E. (1897). *Le suicide: Étude de sociologie*. Paris, France: Presses universitaires de France_[KS2].
- Estermann, T., & Pruvot, E. B. (2011). *European universities diversifying income streams*. Brussels, Belgium: European University Association.

- FaceReader Output Visualization. (n.d.). Retrieved from <http://www.vicarvision.nl/products/facereader/#outputvisualization>
- Fellner, A. N., Matthews, G., Shockley, K. D., Warm, J. S., Zeidner, M., Karlov, L., & Roberts, R. D. (2012). Using emotional cues in a discrimination learning task: Effects of trait emotional intelligence and affective state. *Journal of Research in Personality, 46*(3), 239-247.
- First, I., & Gržinčić, F. (2010, January). Relationship between consumer needs and brand benefits as predictor of ad preference. In *3rd EuroMed Conference of the EuroMed Academy of Business: Business developments across Countries and Cultures* (p. 373).
- Gaier, S. E. (2001). *Increasing alumni involvement and alumni financial support through a Student Alumni Association*. Retrieved from <https://files.eric.ed.gov/fulltext/ED451767.pdf>
- Gaucher, D., Friesen, J., & Kay, A. C. (2011). Evidence that gendered wording in job advertisements exists and sustains gender inequality. *Journal of Personality and Social Psychology, 101*(1), 109-128.
- George, E. S. (2006). Positioning higher education for the knowledge based economy. *Higher Education, 52*(4), 589-610.
- Glass, T. A., De Leon, C. F. M., Bassuk, S. S., & Berkman, L. F. (2006). Social engagement and depressive symptoms in late life: Longitudinal findings. *Journal of Aging and Health, 18*(4), 604-628.
- Hall, J. A. (2018). Energy, episode, and relationship: A test of communicate bond belong theory. *Communication Quarterly, 66*(4), 380-402.
- Hall, J. A., & Davis, D. C. (2016). Proposing the communicate bond belong theory: Evolutionary intersections with episodic interpersonal communication. *Communication Theory, 27*(1), 21-47.
- Hall, P. D. (1992). Teaching and research on philanthropy, voluntarism, and nonprofit organizations: A case study of academic innovation. *Teachers College Record, 93*(3), 403-436.
- Halse, C. (2018). *Theories and theorising of belonging*. In C. Halse (Ed.), *Interrogating belonging for young people in schools* (pp. 1-28). New York, NY: Palgrave Macmillan, Cham.
- Halse, C. (Ed.). (2018). *Interrogating belonging for young people in schools*. New York, NY: Springer.

- Harris, A., & Battle, J. (2013). Unpacking civic engagement: The sociopolitical involvement of same-gender loving Black women. *Journal of Lesbian Studies*, 17(2), 195-207.
- Harris, A., Battle, J., Pastrana, A., & Daniels, J. (2015). Feelings of belonging: An exploratory analysis of the sociopolitical involvement of Black, Latina, and Asian/Pacific Islander sexual minority women. *Journal of Homosexuality*, 62(10), 1374-1397.
- Hausmann, L. R., Schofield, J. W., & Woods, R. L. (2007). Sense of belonging as a predictor of intentions to persist among African American and White first-year college students. *Research in Higher Education*, 48(7), 803-839.
- Heath, M., & Mulligan, E. (2008). "Shiny happy same-sex attracted woman seeking same": How communities contribute to bisexual and lesbian women's well-being. *Health Sociology Review*, 17, 290–302.
- Hladká, M., & Hyánek, V. (2015). Motives for Donating: What Inspires Our Decisions to Make a Donation to Non-profit Organisations? Review of economic Perspectives, 15(4), 357-382.
- Huitt, W. (2007). Maslow's hierarchy of needs. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. From, <http://www.edpsycinteractive.org/topics/regsys/maslow.html>
- Ingram, D. (2012). College students' sense of belonging: dimensions and correlates. Stanford University.
- Jayaprakash, M., & Suvitha, S. (2014). The impact of celebrity advertisement in erode district: A study. *Indian Journal of Information Science and Services*, 15.
- Juvonen, J. (2006). Sense of belonging, social relationships, and school functioning. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (pp. 655–674). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Kidwell, B., Hardesty, D. M., Murtha, B. R., & Sheng, S. (2011). Emotional intelligence in marketing exchanges. *Journal of Marketing*, 75(1), 78-95.
- Ki, E. J., & Oh, J. (2018). Determinants of donation amount in nonprofit membership associations. *International Journal of Nonprofit and Voluntary Sector Marketing*, 23(3), e1609.
- Kim, M., & Walker, M. (2013). The influence of professional athlete philanthropy on donation intentions. *European sport management quarterly*, 13(5), 579-601.

- Kulkarni, N., & Rao, V. (2018). Analyzing the impact of TV advertisements on buying behavior of cosmetics in Nagpur City. *TRANS Asian Journal of Marketing & Management Research*, 7(2), 16-27.
- Lambert, N. M., Stillman, T. F., Hicks, J. A., Kamble, S., Baumeister, R. F., & Fincham, F. D. (2013). To belong is to matter: Sense of belonging enhances meaning in life. *Personality and Social Psychology Bulletin*, 39(11), 1418-1427.
- Leary, M. R., & Cox, C. B. (2008). Belongingness motivation: A mainspring of social action. In J. Y. Shah & W. L. Gardner (Eds.), *Handbook of motivation science* (p. 27–40). New York, NY: The Guilford Press.
- Lewinski, P., den Uyl, T. M., & Butler, C. (2014). Automated facial coding: Validation of basic emotions and FACS AUs in FaceReader. *Journal of Neuroscience, Psychology, and Economics*, 7, 227-236.
- Li, H. (2011). The interactive Web: Toward a new discipline. *Journal of Advertising Research*, 51, 13-34.
- Li, L., Mei, T., Niu, X., & Ngo, C. W. (2010, April). PageSense: Style-wise web page advertising. In *Proceedings of the 19th international conference on World Wide Web* (pp. 1273-1276). New York, NY: Association for Computing Machinery.
- Lichtlé, M. C. (2007). The effect of an advertisement's colour on emotions evoked by attitude towards the ad: The moderating role of the optimal stimulation level. *International Journal of Advertising*, 26(1), 37-62.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 140, 1–55.
- Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131(6), 803-855.
- Marcu, S. (2012). Emotions on the move: belonging, sense of place and feelings identities among young Romanian immigrants in Spain. *Journal of Youth Studies*, 15(2), 207-223.
- Martin, A. J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. *Review of Educational Research*, 79(1), 327-365.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.
- McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6-23.

- Mehta, A. (2000). Advertising attitudes and advertising effectiveness. *Journal of Advertising Research*, 40(3), 67-72.
- Michalski, C. A., Diemert, L. M., Helliwell, J. F., Goel, V., & Rosella, L. C. (2020). Relationship between sense of community belonging and self-rated health across life stages. *SSM-population health*, 12, 100676.
- Oishi, S., Diener, E., & Lucas, R. E. (2009). The optimum level of well-being: Can people be too happy? In F. Huppert, N. Baylis, & B. Keverne (Eds.), *The science of well-being* (pp. 175-200). Dordrecht, Germany: Springer.
- Osterman, K. F. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 70(3), 323-367.
- Park, J., Stoel, L., & Lennon, S. J. (2008). Cognitive, affective and conative responses to visual simulation: The effects of rotation in online product presentation. *Journal of Consumer Behaviour: An International Research Review*, 7(1), 72-87.
- Pastor, J. M., Peraita, C., Serrano, L., & Soler, Á. (2018). Higher education institutions, economic growth and GDP per capita in European Union countries. *European Planning Studies*, 26(8), 1616-1637.
- Patel, R. (2019). Brand belonging: How brands are taking advantage of the next big social trend. *Advertising Week*. Retrieved from <https://www.advertisingweek360.com/brand-belonging-how-brands-are-taking-advantage-of-the-next-big-social-trend/>
- Perkins, D. D., & Long, D. A. (2002). *Neighborhood sense of community and social capital*. In A. T. Fisher, C. C. Sonn, & B. J. Bishop (Eds.), *Psychological sense of community* (pp. 291-318). Boston, MA: Springer.
- Pickett, C. L., Gardner, W. L., & Knowles, M. (2004). Getting a cue: The need to belong and enhanced sensitivity to social cues. *Personality and Social Psychology Bulletin*, 30(9), 1095-1107.
- Prezza, M., Amici, M., Roberti, T., & Tedeschi, G. (2001). Sense of community referred to the whole town: Its relations with neighboring, loneliness, life satisfaction, and area of residence. *Journal of Community Psychology*, 29(1), 29-52.
- Putnam, R. D. (2001). *Bowling alone: The collapse and revival of American community*. New York, NY: Simon and Schuster.
- Romaniuk, J., & Sharp, B. (2004). Conceptualizing and measuring brand salience. *Marketing Theory*, 4 (4), 327-342
- Rossiter, J. R., & Bergkvist, L. (2009). The importance of choosing one good item for

- single- item measures of attitude towards the ad and attitude towards the brand and its generalization to all measures. *Transfer: Werbeforschung & Praxis*, 55(2), 8-18.
- Schachter S., & Singer J. E. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychology Review*, 69, 379-399.
- Schuyt, T., Smit, J., & Bekkers, R. (2004). Constructing a philanthropy-scale: Social responsibility and philanthropy. *Order*, 501, 5704.
- Skiendziel, T., Rösch, A. G., & Schultheiss, O. C. (2019). Assessing the convergent validity between the automated emotion recognition software Noldus FaceReader 7 and facial action coding system scoring. *PLoS ONE*, 14(10), Article e0223905.
- Stevens, C. D., & Szmerekovsky, J. G. (2010). Attraction to employment advertisements: Advertisement wording and personality characteristics. *Journal of Managerial Issues*, 22(1), 107-126.
- Stephenson, A. L., & Yerger, D. B. (2014). Optimizing engagement: brand identification and alumni donation behaviors. *International Journal of Educational Management*.
- Tartaglia, S. (2006). A preliminary study for a new model of sense of community. *Journal of community psychology*, 34(1), 25-36.
- Vaughn, L. A., Hesse, S. J., Petkova, Z., & Trudeau, L. (2009). “This story is right on”: The impact of regulatory fit on narrative engagement and persuasion. *European Journal of Social Psychology*, 39(3), 447-456.
- Wakefield, J. R. H., Sani, F., Madhok, V., Norbury, M., Dugard, P., Gabbanelli, C., & Paoli, P. (2017). The relationship between group identification and satisfaction with life in a cross-cultural community sample. *Journal of Happiness Studies*, 18(3), 785-807.
- Williams, G. (1998). Advantages and disadvantages of diversified funding in universities. *Tertiary Education & Management*, 4(2), 85-93.
- Williams, L. A., Masser, B., van Dongen, A., Thijsen, A., & Davison, T. (2018). The emotional psychology of blood donors: A time-course approach. *ISBT Science Series*, 13(1), 93-100.
- Wilson, L. (2012). *Civic engagement and the baby boomer generation: Research, policy, and practice perspectives*. New York, NY: Routledge.
- Wilson, R. S., Krueger, K. R., Arnold, S. E., Schneider, J. A., Kelly, J. F., Barnes, L. L., ... & Bennett, D. A. (2007). Loneliness and risk of Alzheimer disease. *Archives of General Psychiatry*, 64(2), 234-240

- Winterich, K. P., Mittal, V., & Ross Jr, W. T. (2009). Donation behavior toward in-groups and out-groups: The role of gender and moral identity. *Journal of Consumer Research*, 36(2), 199-214.
- Wright, S. (2015). More-than-human, emergent belongings: A weak theory approach, *Progress in Human Geography*, 39(4), 391-411.
- Yaoyuneyong, G., Foster, J., Johnson, E., & Johnson, D. (2016). Augmented reality marketing: Consumer preferences and attitudes toward hypermedia print ads. *Journal of Interactive Advertising*, 16(1), 16-30.
- Youkhana, E. (2015). A conceptual shift in studies of belonging and the politics of belonging. *Social Inclusion*, 3(4), 10-24.
- Zorfas, A., & Leemon, D. (2016). An emotional connection matters more than customer satisfaction. *Harvard Business Review*. Retrieved from <https://hbr.org/2016/08/an-emotional-connection-matters-more-than-customer-satisfaction>
- Zumbrunn, S., McKim, C., Buhs, E., & Hawley, L. R. (2014). Support, belonging, motivation, and engagement in the college classroom: A mixed method study. *Instructional Science*, 42(5), 661-684.

Appendices

Annexe 1: Pre-experimentation questionnaire:

Questions posées :

- « Comment décririez-vous votre intention à faire des dons pour des organisations (en général) ? »
- « Comment décririez-vous votre intention à faire des dons à la fondation HEC Montréal à la fin de vos études ? »

Extrêmement improbable	Peu probable	Ni probable, ni improbable	Plutôt probable	Très probable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Annexe3: Questions asked during the experiment after viewing each banner:

Est-ce que cette image vous incite à faire un don ? Merci de donner une note allant de 1 à 5.

Extrêmement improbable	Peu probable	Ni probable, ni improbable	Plutôt probable	Très probable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Après visualisation de la bannière, vous vous sentez?

HEUREUX

MALHEUREUX

CALME

EXCITÉ

3 Article 2: How Sense of Belonging Influences Intentions to Donate

3.1 Introduction

With respect to charitable giving, we typically seek causes that resonate with us and motivate us to effect change through the act of donating. A variety of factors influence an individual's decision to give, including trust in the charitable organization, the moral obligation to donate, empathy or sympathy with the cause of the donation initiative, and more. We recently explored the question of whether a sense of belonging is a key factor influencing donation.

Our research was designed to determine whether the presence of a strong sense of belonging can predict increased intention to donate.

We hypothesized that a student who attends a particular university or college would have a sense of obligation to donate to that institution's foundation as a way of showing a sense of belongingness with and support for the institution.

Our investigation was based on the concept of sense of belonging to allow us to explore how this sense can influence a student's intent to donate to his university foundation. We believe that the findings of our investigation provide information that can be used to increase the success of fundraising campaigns, not only to benefit university foundations but also other donor initiatives where sense of belonging (social aspects) can be employed to influence targeted campaign recipients to donate or participate. The study also gave us the opportunity to explore the use of banner Ads and the content that has the highest level of effectiveness in mobilizing donors to give to their university foundations. To develop effective advertising materials (in our study, advertising banners), we believe that a variety of these materials' aspects need to be considered, including, for example, their shape (*e.g.*, square, rectangular), size, aesthetics (*e.g.*, animated, still image), and host site. Another important element also deserving consideration is, of course, the content of banners. Our study focused on this element of banner advertising, which we employed to manipulate sense of belonging of study participants. To obtain the best results, we asked ourselves the following questions:

- What type of content would work best?
- What content would have the highest likelihood of evoking the optimal emotional response necessary to promote donation intent?
- What content would best represent the sense of belongingness that would create such emotional responses?

3.2 Methods

For our investigation, we recruited 18 students from a Canadian university, considering them as having attended the university long enough to have developed a sense of belongingness with respect to it. For the photos to be employed in banner Ads, we used images featuring the likenesses of current students, images featuring alumni, and images featuring anonymous students. After answering initial questions, participants were required to carefully read the instructions for the experiment. Each participant then subsequently viewed the 60 banner Ads (with 30 male and 30 female photos) in random order.

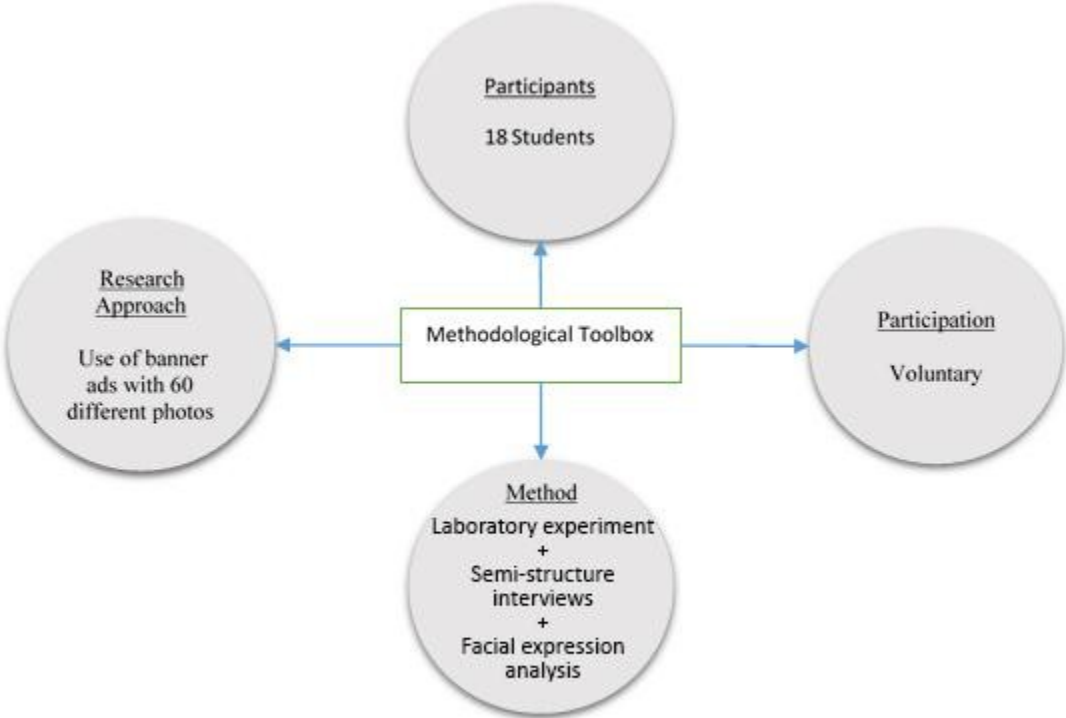


Figure 7: Methodological Toolbox

Our primary objective was to measure the emotions of study participants in relation to intention to donate and sense of belongingness. We, therefore, measured perceived emotions using a questionnaire responses and experienced emotions using analysis software FaceReader (Noldus technology inc, Wageningen, Netherlands) for each banner exposure.

3.3 Key Insights

Our study findings suggest three key insights with respect to sense of belonging and advertising designed to elicit future donations. The first is that a sense of belongingness can influence intention to donate. The second suggests that featuring current students in banner Ads can influence intention to donate to a greater extent than could featuring former students (alumni). The third key insight suggests that emotions play a fundamental role in influencing intention to donate. These key insights are discussed individually in the following sections.

a A feeling of belongingness positively influences intention to donate.

The fundamental findings of this study show that a sense of belongingness directly influences student intention to donate, agreeing with previous research that feeling a sense of belongingness or community increases willingness to donate to charitable organizations associated with the group belonged to. These findings indicate that, when students feel they belong to their school, they are more likely to contribute to it and participate in initiatives that benefit it than if such feelings do not exist. These conclusions have two managerial implications. First, to attract donors to contribute to university foundations, a sense of belongingness and community must be created at the school to influence current students to contribute to it in the future. Second, when advertising in support of these initiatives, the marketing team should use photos of actual students, has been shown to influence intention to donate to a greater extent than photos of alumni.

b Using current students and not alumni increases intention to donate

Our study demonstrated that creating a banner Ads necessitates consideration of its content and how it might influence action. For instance, survey results indicated that a banner Ads directed at current university students that featured alumni would not promote intention to donate. Indeed, the students seemed to associate the person whose photo appeared on the banner and the potential recipient of their future, hypothesized donations. Thus, if an alumnus were featured on the banner, current students would perceive their donations as intended for alumni and not for current students. So, if the intent of advertising is to collect donations, use of a photo featuring a current student from the same university would be best.

c. Emotions play a critical role in influencing decision to donate

Our study revealed that emotions play a fundamental role in influencing intention to donate. For instance, being shown banners featuring current students aroused stronger positive emotions in study participants than did banners featuring anonymous students. Moreover, participant willingness to donate increased as increasingly positive emotions were evoked, implying that generating pleasant emotions can, to a great extent, influence students' decisions to donate to their institutions' foundations post-graduation.

Based on the results of our research, valence (positive emotion) affects the relationship between feeling of belonging and intention to give. Among study participants, the greater the intensity of the positive emotions, the stronger became the intention to give. Thus, study results supported the effectiveness of positive emotions in influencing intention to donate and emphasized the important role they can play in optimizing it.

3.4 Conclusion

In donation initiatives, managing and advertising teams should consider featuring elements of a sense of belonging so as to influence the decision to donate. For instance, during the time spent attending their university, students pass through a variety of phases that enhance their feeling of belongingness to the institution. They first enroll, becoming students attending it, and then, after several years, they graduate and enter the job market, becoming potential donors to the institution.

To increase their willingness to donate to university foundations, it is critical to strengthen feeling of belongingness among students during their stays at the institution. To do so, the college or university must set up activities that promote development of common interests among students—for example, sponsoring a wide variety of student activities, conducting academic competitions, promoting an associative life, helping with post-graduation job placement, and more. After graduation, universities can continue activities intended to extend graduates' sense of belonging with the school by offering such after-graduation activities as reunions or back-to-school events as well as other opportunities for involvement in the university community (*e.g.*, offering alumni opportunities to be speakers, coaches, or lecturers in the university). All these activities should be directed towards strengthening alumni's sense of belongingness.

Essentially, for ads to work, they must generate emotion, and, in the context of donations, one way to increase emotion is to tap feelings of belongingness in members of its target audience by incorporating content that highlights a sense of belonging. However, using photos of current students is vital for ad campaigns targeted at current students rather than alumni, as doing so will evoke emotions that are relatively more positive. Creation of banner Ads that resonate with the target audience is vital to influence its members to participate in donation programs.

So, to answer the three questions stated in this article's introductory section, the content best suited to increase effectiveness of university foundation advertising campaigns would feature current students in banner Ads rather than alumni, as such content will easily evoke the optimal emotional responses needed to maximize intention to donate. Content featuring current students would also embody the sense of belongingness necessary to provoke positive emotional responses amongst target donors.

4 Conclusion

4.1 Résumé des résultats de recherche

On trouve dans la littérature des éléments qui suggèrent que le sentiment d'appartenance se rapporte à l'« enracinement» associé au «sentiment de communauté». Dans un contexte éducatif, le sentiment d'être aimé et considéré comme un membre à part entière d'une institution est lié au sentiment d'appartenance des étudiants. Mais il y a peu d'études qui permettent de déterminer si ce sentiment d'appartenance contribue à l'intention des étudiants de faire un don aux fondations des établissements auxquels ils sont affiliés. Notre étude a tenté de trouver cette interrelation auprès d'un échantillon de 18 étudiants. Premièrement, nous avons testé deux propositions en examinant la manière dont les concepts étudiés interagissent pour influencer l'intention de l'étudiant de faire un don. Les résultats de cette étude suggèrent que le sentiment d'appartenance influence les intentions de don des étudiants, mais divers facteurs tels que les émotions jouent un rôle essentiel dans l'influence d'une telle décision.

Plus précisément, cette étude a soutenu l'hypothèse **H1a** selon laquelle un sentiment d'appartenance a un impact direct sur les intentions de don des étudiants à leur fondation universitaire. Cette constatation indique que lorsque les étudiants ont un sentiment d'appartenance vis-à-vis de leur institution, ils sont plus enclins à contribuer et à prendre part à des initiatives qui peuvent être bénéfiques à l'école que lorsque ce sentiment est inexistant. Deuxièmement, cette étude a également partiellement confirmé l'hypothèse **H1b**, qui stipule que les émotions perçues jouent un rôle médiateur entre le sentiment d'appartenance des étudiants et les intentions de don. En d'autres termes, lorsqu'il y a présence d'une émotion cela peut influencer en partie la décision des étudiants de faire un don à leurs fondations institutionnelles. Troisièmement, cette étude a réfuté l'hypothèse **H1c**. L'impact des émotions vécues n'était pas significatif. Sur le deuxième ensemble de propositions, les résultats indiquent qu'il existe une relation directe entre le sentiment d'appartenance et la variable de préférence publicitaire (*TOP 5*), **H2a**. Cela signifie que lorsque les étudiants ont un sentiment d'appartenance, ils sont plus à même de préférer les bannières publicitaires contenant des étudiants de la même université. Les résultats indiquent également que les émotions perçues peuvent jouer un rôle partiel en influençant la variable de préférence, validant ainsi l'hypothèse **H2b**. Enfin, comme indiqué en **H2c**, les résultats ont également montré que l'effet de médiation des émotions vécues dans la relation entre le sentiment d'appartenance et la préférence des bannières publicitaires n'est pas significatif.

4.2 Implications managériales

Les résultats de nos recherches peuvent avoir des implications managériales importantes pour les fondations universitaires et les événements caritatifs. Au cours d'initiatives pour récolter des dons, les équipes de gestion et de publicité devront présenter des éléments qui suscitent un sentiment d'appartenance pour influencer la décision de don. Par exemple, pendant les années passées à l'université, les étudiants passent par différentes phases qui renforcent leur sentiment d'appartenance à l'institution. Ils s'inscrivent d'abord et deviennent étudiants. Après plusieurs années, ils obtiennent leur diplôme et entrent sur le marché du travail, ce qui en fait des donateurs potentiels pour l'institution.

Pour accroître leur volonté de faire un don à des fondations universitaires, il est essentiel de renforcer leur sentiment d'appartenance pendant le parcours universitaire. Pour cela, il devient nécessaire pour les universités de mettre en place des activités favorisant le développement de l'intérêt commun des étudiants. Cela peut se faire à travers différentes activités étudiantes: concours académiques, vie associative, placement sur le marché du travail, etc. Les universités peuvent prolonger cette dynamique après l'obtention du diplôme en proposant des activités comme des réunions ou des événements de rentrée, ou d'autres possibilités d'implication dans la communauté universitaire, comme offrir aux anciens étudiants la possibilité d'être des coaches ou des conférenciers à l'Université. Toutes ces activités ont pour objectif de renforcer le sentiment d'appartenance.

Pour maximiser l'efficacité des publicités, ces dernières doivent générer des émotions. Pour cela, il faut impérativement utiliser un contenu capable de mettre en évidence un sentiment d'appartenance. Cependant, il est essentiel d'utiliser des photos d'étudiants actuels si la campagne cible les étudiants actuels plutôt que les anciens, car cela crée des émotions plus positives. Il est primordial de créer des bannières publicitaires qui résonnent avec le public cible pour les inciter à participer à des programmes de dons.

4.3 Limitations et orientations futures

Bien que cette recherche nous ait permis de mettre en lumière l'impact du sentiment d'appartenance sur l'intention de don, elle présente néanmoins certaines limites.

En premier lieu, notre échantillon était composé exclusivement d'étudiants de HEC Montréal. C.-à-d. que nous avons testé uniquement la corrélation entre le sentiment d'appartenance et les intentions de don à une fondation universitaire en utilisant un échantillon d'étudiants actuels de l'université. Mais, les fondations universitaires ont un éventail de donateurs potentiel plus large et notre échantillon ne reflète pas les données démographiques de la population cible. Nous proposons donc qu'à l'avenir, des études ayant les mêmes objectifs puissent tenter de trouver la même corrélation en utilisant un échantillon d'anciens étudiants. Ainsi, il serait possible de valider les études si les mêmes résultats seront obtenus.

Deuxièmement, et concernant les mesures, l'une des principales limites de cette étude est que le logiciel Facereader a été utilisé pour mesurer l'excitation. En effet, cette méthodologie ne nous a pas donné de résultats. Les études futures devront plutôt utiliser l'EDA (Activité électrodermale), car il s'agit d'une méthode plus éprouvée.

Troisièmement, il serait aussi pertinent d'explorer ce sujet de recherche en utilisant manipulant d'autres paramètres, tels que des variables ethniques dans le cas de don pour des fondations universitaires. Il s'agira de vérifier si la dimension ethnique peut impacter l'intention de don.

Quatrièmement, pour cette étude, nous n'avons pas effectué de « contrôle de manipulation ». C.-à-d. que les tests pré-expérimentation déterminant l'efficacité de nos manipulations n'ont pas été effectués. Pour les études futures, on devrait être en mesure de déterminer, avant l'expérimentation, si ou comment les participants à la recherche percevaient la manipulation des variables ou de stimuli.

Pour finir, rappelons que pendant notre expérimentation, nous nous sommes intéressés uniquement à l'aspect contenu de la bannière en manipulant le signal d'appartenance. À ce niveau, plusieurs questionnements peuvent être posés. Des aspects comme la forme, l'animation, le contexte (site hôte) ou le canal de communication peuvent-ils avoir un impact sur l'intention de don? En fait, plusieurs chercheurs se sont intéressés à ces aspects par le passé. Par exemple (Fethi Calisira et Demet Karaali, 2008) se sont intéressés à l'aspect forme pendant que (Yoo & Kim 2005; ou Kang Li, Guanxiong Huang & Gary Bente, 2015) se sont attardé sur l'aspect dimension. Simplement, nous notons que rares sont les travaux effectués dans un contexte philanthropique universitaire. Il serait, donc, pertinent d'explorer ces avenues.

4.4 Dernières réflexions

Les fondations universitaires, ainsi que les autres fondations caritatives, ont de plus en plus de mal à attirer les donations. Compte tenu de la baisse du nombre de donateurs et du besoin croissant des fondations caritatives, il est de plus en plus nécessaire d'étudier les moyens d'inciter les donateurs potentiels à participer davantage à ces initiatives. Cet article fait met en lumière de ce besoin tout en soulignant le rôle que joue le sentiment d'appartenance pour inciter les étudiants diplômés à faire un don à leurs fondations universitaires. Cet article aborde trois points à retenir sont rapportés dans cet article. Premièrement, un sentiment d'appartenance peut influencer les intentions de don, ce qui signifie que pour que les personnes fassent un don, elles doivent ressentir une sorte de sentiment d'appartenance ou de communauté. Deuxièmement, il est essentiel d'utiliser les étudiants actuels dans les canaux publicitaires pour inciter les groupes d'anciens à faire un don. Troisièmement, les émotions jouent un rôle fondamental pour influencer les intentions de don. Plus on a suscité d'émotions positives, plus les participants étaient disposés à faire un don. En se basant sur ces résultats, nous suggérons la mise en œuvre d'implications managériales clés et nous ouvrons la voie à de nouvelles de recherches sur la façon dont un sentiment d'appartenance et des émotions peuvent influencer les intentions de don à des fondations universitaires et à d'autres organisations caritatives.

References

- Aknin, L. B., Mayraz, G., & Helliwell, J. F. (2017). The emotional consequences of donation opportunities. *The Journal of Positive Psychology, 12*(2), 169-177.
- Aldous, J., Durkheim, E., & Tonnies, F. (1972). An exchange between Durkheim and Tonnies on the nature of social relations, with an introduction by Joan Aldous. *American Journal of Sociology, 77*(6), 1191-1200.
- Amaratunga, D., & Haigh, R. (2011). *Post-disaster reconstruction of the built environment: Rebuilding for resilience*. Hoboken, NJ: John Wiley & Sons.
- Arshad, M., & Aslam, T. (2015). The impact of advertisement on consumer's purchase intentions. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2636927
- Bacchetti, R. (2007). Many motives, mixed reviews: Foundations and higher education as a relationship richer in possibilities than results. In R. Bacchetti & T. Ehrlich (Eds.), *Reconnecting education and foundations* (pp. 249–281). San Francisco, CA: Jossey-Bass.
- Barrett, L. F., Mesquita, B., Ochsner, K. N., & Gross, J. J. (2007). The experience of emotion. *Annual Review of Psychology, 58*, 373-403.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*(3), 497-519.
- Briñol, P., Petty, R. E., & Barden, J. (2007). Happiness versus sadness as a determinant of thought confidence in persuasion: A self-validation analysis. *Journal of Personality and Social Psychology, 93*(5), 711-727.
- Cabanac, M. (2002). What is emotion? *Behavioural Processes, 60*(2), 69-83.
- Calsir, F., & Karaali, D. [KS1] (2008). The impacts of banner location, banner content and navigation style on banner recognition. *Computers in Human Behavior, 24*(2), 535-543.
- Charuvastra, A., & Cloitre, M. (2008). Social bonds and posttraumatic stress disorder. *Annual Review of Psychology, 59*, 301-328.
- Chayko, M. (2012). *Connecting: How we form social bonds and communities in the Internet age*. Albany, NY: Suny Press.
- Citron, F. M., Gray, M. A., Critchley, H. D., Weekes, B. S., & Ferstl, E. C. (2014). Emotional valence and arousal affect reading in an interactive way:

- Neuroimaging evidence for an approach-withdrawal framework. *Neuropsychologia*, 56, 79-89.
- Cohen, S. (2004). Social relationships and health. *American Psychologist*, 59(8), 676-684.
- Cohen, S., Doyle, W. J., Skoner, D. P., Rabin, B. S., & Gwaltney, J. M. (1997). Social ties and susceptibility to the common cold. *Journal of the American Medical Association*, 277(24), 1940-1944.
- Curtin, D., Mapes, B. F., Pettillo, R., & Oberly, T. (2002). Abraham Maslow's Hierarchy of Needs. *The Nursing Needs and Skills*, 5(4), 22-28.
- De Cremer, D., & Van Knippenberg, D. (2002). How do leaders promote cooperation? The effects of charisma and procedural fairness. *Journal of Applied Psychology*, 87(5), 858-866.
- Den Hartog, D. N., De Hoogh, A. H., & Keegan, A. E. (2007). The interactive effects of belongingness and charisma on helping and compliance. *Journal of Applied Psychology*, 92(4), 1131-1139.
- Diener, E., & Oishi, S. (2005). The nonobvious social psychology of happiness. *Psychological Inquiry*, 16(4), 162-167.
- Dodgson, M., & Gann, D. (2018). *Universities need philanthropy but must resist hidden agendas*. Cologny, Switzerland: World Economic Forum.
- Drolet, M., & Arcand, I. (2013). Positive development, sense of belonging, and support of peers among early adolescents: Perspectives of different actors. *International Education Studies*, 6(4), 29-38.
- Dueber, B., & Misanchuk, M. (2001, April). Sense of community in a distance education course. Proceedings of the *Mid-South Instructional Technology Conference* (pp. 8-10). Murfreesboro, TN: Middle Tennessee State University.
- Dunn, E. W., Aknin, L. B., & Norton, M. I. (2014). Prosocial spending and happiness: Using money to benefit others pays off. *Current Directions in Psychological Science*, 23(1), 41-47.
- Durkheim, E. (1897). *Le suicide: Étude de sociologie*. Paris, France: Presses universitaires de France[KS2].
- Estermann, T., & Pruvot, E. B. (2011). *European universities diversifying income streams*. Brussels, Belgium: European University Association.
- FaceReader Output Visualization. (n.d.). Retrieved from <http://www.vicarvision.nl/products/facereader/#outputvisualization>

- Fellner, A. N., Matthews, G., Shockley, K. D., Warm, J. S., Zeidner, M., Karlov, L., & Roberts, R. D. (2012). Using emotional cues in a discrimination learning task: Effects of trait emotional intelligence and affective state. *Journal of Research in Personality, 46*(3), 239-247.
- First, I., & Gržinčić, F. (2010, January). Relationship between consumer needs and brand benefits as predictor of ad preference. In *3rd EuroMed Conference of the EuroMed Academy of Business: Business developments across Countries and Cultures* (p. 373).
- Gaier, S. E. (2001). *Increasing alumni involvement and alumni financial support through a Student Alumni Association*. Retrieved from <https://files.eric.ed.gov/fulltext/ED451767.pdf>
- Gaucher, D., Friesen, J., & Kay, A. C. (2011). Evidence that gendered wording in job advertisements exists and sustains gender inequality. *Journal of Personality and Social Psychology, 101*(1), 109-128.
- George, E. S. (2006). Positioning higher education for the knowledge based economy. *Higher Education, 52*(4), 589-610.
- Glass, T. A., De Leon, C. F. M., Bassuk, S. S., & Berkman, L. F. (2006). Social engagement and depressive symptoms in late life: Longitudinal findings. *Journal of Aging and Health, 18*(4), 604-628.
- Hall, J. A. (2018). Energy, episode, and relationship: A test of communicate bond belong theory. *Communication Quarterly, 66*(4), 380-402.
- Hall, J. A., & Davis, D. C. (2016). Proposing the communicate bond belong theory: Evolutionary intersections with episodic interpersonal communication. *Communication Theory, 27*(1), 21-47.
- Hall, P. D. (1992). Teaching and research on philanthropy, voluntarism, and nonprofit organizations: A case study of academic innovation. *Teachers College Record, 93*(3), 403-436.
- Halse, C. (2018). *Theories and theorising of belonging*. In C. Halse (Ed.), *Interrogating belonging for young people in schools* (pp. 1-28). New York, NY: Palgrave Macmillan, Cham.
- Halse, C. (Ed.). (2018). *Interrogating belonging for young people in schools*. New York, NY: Springer.
- Harris, A., & Battle, J. (2013). Unpacking civic engagement: The sociopolitical involvement of same-gender loving Black women. *Journal of Lesbian Studies, 17*(2), 195-207.

- Harris, A., Battle, J., Pastrana, A., & Daniels, J. (2015). Feelings of belonging: An exploratory analysis of the sociopolitical involvement of Black, Latina, and Asian/Pacific Islander sexual minority women. *Journal of Homosexuality*, 62(10), 1374-1397.
- Hausmann, L. R., Schofield, J. W., & Woods, R. L. (2007). Sense of belonging as a predictor of intentions to persist among African American and White first-year college students. *Research in Higher Education*, 48(7), 803-839.
- Heath, M., & Mulligan, E. (2008). "Shiny happy same-sex attracted woman seeking same": How communities contribute to bisexual and lesbian women's well-being. *Health Sociology Review*, 17, 290-302.
- Huitt, W. (2007). Maslow's hierarchy of needs. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. From, <http://www.edpsycinteractive.org/topics/regsyst/maslow.html>
- Jayaprakash, M., & Suvitha, S. (2014). The impact of celebrity advertisement in erode district: A study. *Indian Journal of Information Science and Services*, 15.
- Juvonen, J. (2006). Sense of belonging, social relationships, and school functioning. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (pp. 655-674). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Ki, E. J., & Oh, J. (2018). Determinants of donation amount in nonprofit membership associations. *International Journal of Nonprofit and Voluntary Sector Marketing*, 23(3), e1609.
- Kidwell, B., Hardesty, D. M., Murtha, B. R., & Sheng, S. (2011). Emotional intelligence in marketing exchanges. *Journal of Marketing*, 75(1), 78-95.
- Kim, M., & Walker, M. (2013). The influence of professional athlete philanthropy on donation intentions. *European sport management quarterly*, 13(5), 579-601.
- Kulkarni, N., & Rao, V. (2018). Analyzing the impact of TV advertisements on buying behavior of cosmetics in Nagpur City. *TRANS Asian Journal of Marketing & Management Research*, 7(2), 16-27.
- Lambert, N. M., Stillman, T. F., Hicks, J. A., Kamble, S., Baumeister, R. F., & Fincham, F. D. (2013). To belong is to matter: Sense of belonging enhances meaning in life. *Personality and Social Psychology Bulletin*, 39(11), 1418-1427.
- LaVoi, N. M., & Clark Power, F. (2006). Pathways to fostering civic engagement in collegiate female athletes: An exploratory study. *Journal of College and Character*, 7(3).

- Leary, M. R., & Cox, C. B. (2008). Belongingness motivation: A mainspring of social action. In J. Y. Shah & W. L. Gardner (Eds.), *Handbook of motivation science* (p. 27–40). New York, NY: The Guilford Press.
- Lewinski, P., den Uyl, T. M., & Butler, C. (2014). Automated facial coding: Validation of basic emotions and FACS AUs in FaceReader. *Journal of Neuroscience, Psychology, and Economics*, 7, 227-236.
- Li, H. (2011). The interactive Web: Toward a new discipline. *Journal of Advertising Research*, 51, 13-34.
- Li, K., Huang, G., & Bente, G. (2015). The impacts of banner format and animation speed on banner effectiveness: Evidence from eye movements. *Computers in Human Behaviour*, 54(2016), 522-530.
- Li, L., Mei, T., Niu, X., & Ngo, C. W. (2010, April). PageSense: Style-wise web page advertising. In *Proceedings of the 19th international conference on World Wide Web* (pp. 1273-1276). New York, NY: Association for Computing Machinery.
- Lichtlé, M. C. (2007). The effect of an advertisement's colour on emotions evoked by attitude towards the ad: The moderating role of the optimal stimulation level. *International Journal of Advertising*, 26(1), 37-62.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology*, 140, 1–55.
- Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131(6), 803-855.
- Marcu, S. (2012). Emotions on the move: belonging, sense of place and feelings identities among young Romanian immigrants in Spain. *Journal of Youth Studies*, 15(2), 207-223.
- Martin, A. J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. *Review of Educational Research*, 79(1), 327-365.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.
- McMillan, D. W., & Chavis, D. M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14(1), 6-23.
- Mehta, A. (2000). Advertising attitudes and advertising effectiveness. *Journal of Advertising Research*, 40(3), 67-72.

- Michalski, C. A., Diemert, L. M., Helliwell, J. F., Goel, V., & Rosella, L. C. (2020). Relationship between sense of community belonging and self-rated health across life stages. *SSM-population health*, 12, 100676.
- Oishi, S., Diener, E., & Lucas, R. E. (2009). The optimum level of well-being: Can people be too happy? In F. Huppert, N. Baylis, & B. Keverne (Eds.), *The science of well-being* (pp. 175-200). Dordrecht, Germany: Springer.
- Osterman, K. F. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 70(3), 323-367.
- Park, J., Stoel, L., & Lennon, S. J. (2008). Cognitive, affective and conative responses to visual simulation: The effects of rotation in online product presentation. *Journal of Consumer Behaviour: An International Research Review*, 7(1), 72-87.
- Pastor, J. M., Peraita, C., Serrano, L., & Soler, Á. (2018). Higher education institutions, economic growth and GDP per capita in European Union countries. *European Planning Studies*, 26(8), 1616-1637.
- Patel, R. (2019). Brand belonging: How brands are taking advantage of the next big social trend. *Advertising Week*. Retrieved from <https://www.advertisingweek360.com/brand-belonging-how-brands-are-taking-advantage-of-the-next-big-social-trend/>
- Perkins, D. D., & Long, D. A. (2002). *Neighborhood sense of community and social capital*. In A. T. Fisher, C. C. Sonn, & B. J. Bishop (Eds.), *Psychological sense of community* (pp. 291-318). Boston, MA: Springer.
- Pickett, C. L., Gardner, W. L., & Knowles, M. (2004). Getting a cue: The need to belong and enhanced sensitivity to social cues. *Personality and Social Psychology Bulletin*, 30(9), 1095-1107.
- Prezza, M., Amici, M., Roberti, T., & Tedeschi, G. (2001). Sense of community referred to the whole town: Its relations with neighboring, loneliness, life satisfaction, and area of residence. *Journal of Community Psychology*, 29(1), 29-52.
- Putnam, R. D. (2001). *Bowling alone: The collapse and revival of American community*. New York, NY: Simon and Schuster.
- Romaniuk, J., & Sharp, B. (2004). Conceptualizing and measuring brand salience. *Marketing Theory*, 4 (4), 327-342
- Rossiter, J. R., & Bergkvist, L. (2009). The importance of choosing one good item for single-item measures of attitude towards the ad and attitude towards the brand and its generalization to all measures. *Transfer: Werbeforschung & Praxis*, 55(2),

8-18.

- Schachter S., & Singer J. E. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychology Review*, *69*, 379-399.
- Schuyt, T., Smit, J., & Bekkers, R. (2004). Constructing a philanthropy-scale: Social responsibility and philanthropy. *Order*, *501*, 5704.
- Skiendziel, T., Rösch, A. G., & Schultheiss, O. C. (2019). Assessing the convergent validity between the automated emotion recognition software Noldus FaceReader 7 and facial action coding system scoring. *PLoS ONE*, *14*(10), Article e0223905.
- Stevens, C. D., & Szmerekovsky, J. G. (2010). Attraction to employment advertisements: Advertisement wording and personality characteristics. *Journal of Managerial Issues*, *22*(1), 107-126.
- Stephenson, A. L., & Yerger, D. B. (2014). Optimizing engagement: brand identification and alumni donation behaviors. *International Journal of Educational Management*.
- Tartaglia, S. (2006). A preliminary study for a new model of sense of community. *Journal of community psychology*, *34*(1), 25-36.
- Vaughn S, Fletcher JM, Francis DJ, Denton CA, Wanzek J, Wexler J, Romain MA. Response to intervention with older students with reading difficulties. *Learning and Individual Differences*. 2008;18(3):338–345.
- Wakefield, J. R. H., Sani, F., Madhok, V., Norbury, M., Dugard, P., Gabbanelli, C., & Paoli, P. (2017). The relationship between group identification and satisfaction with life in a cross-cultural community sample. *Journal of Happiness Studies*, *18*(3), 785-807.
- Williams, G. (1998). Advantages and disadvantages of diversified funding in universities. *Tertiary Education & Management*, *4*(2), 85-93.
- Williams, L. A., Masser, B., van Dongen, A., Thijsen, A., & Davison, T. (2018). The emotional psychology of blood donors: A time-course approach. *ISBT Science Series*, *13*(1), 93-100.
- Wilson, L. (2012). *Civic engagement and the baby boomer generation: Research, policy, and practice perspectives*. New York, NY: Routledge.
- Wilson, R. S., Krueger, K. R., Arnold, S. E., Schneider, J. A., Kelly, J. F., Barnes, L. L., ... & Bennett, D. A. (2007). Loneliness and risk of Alzheimer disease. *Archives of General Psychiatry*, *64*(2), 234-240.

- Winterich, K. P., Mittal, V., & Ross Jr, W. T. (2009). Donation behavior toward in-groups and out-groups: The role of gender and moral identity. *Journal of Consumer Research*, 36(2), 199-214.
- Yaoyuneyong, G., Foster, J., Johnson, E., & Johnson, D. (2016). Augmented reality marketing: Consumer preferences and attitudes toward hypermedia print ads. *Journal of Interactive Advertising*, 16(1), 16-30.
- Wright, S. (2015). More-than-human, emergent belongings: A weak theory approach. *Progress in Human Geography*, 39(4), 391-411.
- Yoo, C. Y., & Kim, K. (2005). Processing of animation in online banner advertising: The roles of cognitive and emotional responses. *Journal of Interactive Marketing*, 19(4), 18-34.
- Youkhana, E. (2015). A conceptual shift in studies of belonging and the politics of belonging. *Social Inclusion*, 3(4), 10-24.
- Zorfas, A., & Leemon, D. (2016). An emotional connection matters more than customer satisfaction. *Harvard Business Review*. Retrieved from <https://hbr.org/2016/08/an-emotional-connection-matters-more-than-customer-satisfaction>
- Zumbrunn, S., McKim, C., Buhs, E., & Hawley, L. R. (2014). Support, belonging, motivation, and engagement in the college classroom: A mixed method study. *Instructional Science*, 42(5), 661-684.

