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Examining Social Influence in Alumni Engagement: A Pilot Study on Behavioural Intention and Digital Platform Usage

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Abstract
Engaging alumni has become a strategic focus for higher education institutions (HEIs) aiming to enhance their reputation, strengthen professional networks, and increase financial contributions. Digital platforms play a crucial role in facilitating alumni interaction; however, their success depends on how readily users adopt and consistently use these tools. Although the Technology Acceptance Model (TAM) has frequently been applied to examine *perceived usefulness* (PU) and *perceived ease of use* (PEOU), the influence of social factors on alumni engagement remains insufficiently explored. This study aims to assess how *social influence* affects both the *behavioural intention* to use and the *actual use* of alumni engagement platforms. A quantitative approach will be adopted, employing a structured survey targeting alumni from selected private universities in Malaysia. Participants will be selected using purposive sampling. The survey, adapted from validated TAM-related instruments, will utilize a five-point Likert scale to measure constructs including social influence, behavioural intention, and actual usage. Data will be analysed through SPSS (Statistical Package of Social Science) to examine the relationships among the variables. The results of this research are expected to contribute to the theoretical development of TAM by incorporating social influence as a significant predictor of digital engagement. In addition, the findings will offer practical guidance for HEIs especially to UiTM on influencing social dynamics such as peer encouragement and social validation to enhance alumni involvement. These insights will support the design of more effective digital strategies to cultivate enduring alumni relationships and institutional loyalty.

Keywords: Engaging Alumni, Social Influence, Behavioral Intention, Digital Platforms, Technology Acceptance Model (TAM), Higher Education Institution

Introduction

Digital alumni engagement platforms play a crucial role in connecting universities with their graduates by enabling communication, networking, and institutional support (Rubejes-Silva, 2024). These platforms are increasingly utilized by universities to maintain strong alumni relationships, recognizing their value in enhancing institutional prestige, attracting financial donations, and promoting knowledge sharing (Malhotra et al., 2023). Despite their growing adoption, many institutions face challenges in sustaining alumni engagement, with inconsistent levels of long-term participation (Hayt, 2023; Johnson, 2023). Research on technology adoption in alumni engagement primarily focuses on *perceived usefulness* (PU) and *perceived ease of use* (PEOU), as proposed by the Technology Acceptance Model (TAM). While these factors are important, they do not fully explain the variation in alumni engagement across different users and institutions (Politis et al., 2024; Malhotra et al., 2023). In broader studies on digital technology use, *social influence*—including peer behavior, institutional affiliation, and societal expectations—has became visble as a significant factor influencing user adoption (Leow et al., 2021). However, its specific impact on alumni engagement through digital platforms remains relatively underexplored. This study aims to fill that gap by examining how social influence directly and indirectly affects alumni behavioural intentions and actual use of engagement platforms. Understanding these relationships is crucial from both a theoretical and practical perspective. Theoretically, the study expands the TAM framework by introducing social influence as a key component, providing a more comprehensive model for understanding alumni engagement. Practically, the findings will guide higher education institutions in designing more effective digital engagement strategies. By leveraging social factors such as peer support, social validation, and community-based initiatives, universities can enhance alumni participation and build stronger, long-lasting relationships with their graduates.

Literature Review

Alumni Engagement

Alumni engagement plays a vital role in fostering enduring relationships between higher education institutions (HEIs) and their graduates. According to the Council for Advancement and Support of Education (CASE) Alumni Engagement Metrics Task Force (2018), alumni engagement encompasses activities designed to cultivate long-term, mutually beneficial connections between alumni and their alma mater. These initiatives aim to build loyalty, encourage financial contributions, and enhance the institution's reputation. Engagement strategies may include events, targeted messaging, and alumni-focused programs that encourage continued involvement and connection with the university. Traditionally, HEIs have relied on conventional methods such as reunions, alumni magazines, and newsletters to maintain contact with their graduates (Johnson, 2023). The objective has been to develop lasting, reciprocal relationships based on shared values and emotional ties (Johnson, 2024). Research indicates that effective engagement strategies emphasize strong communication channels, emotional bonds, and the active inclusion of alumni in institutional functions and decision-making processes (Veluvali & Surisetti, 2023; Nisar & Nasruddin, 2022). In recent years, universities have adopted more innovative approaches to alumni engagement, driven by advancements in technology and the need for personalized, scalable outreach. Digital platforms have emerged as a key tool for maintaining alumni networks. Johnson (2024) highlights the integration of modern technology—particularly web-based alumni information systems—as a strategic opportunity for institutions seeking to strengthen ties with their graduates. These systems allow alumni to stay informed about university news, events, and employment opportunities, while maintaining engagement with their alma mater. Smith (2018) emphasized the significant role of such digital systems in streamlining the delivery of information related to reunions, networking events, and career development. His findings demonstrated that these platforms positively influence alumni engagement by facilitating sustained connections with the institution. Similarly, Anthony (2021) identified alumni information systems as valuable tools that support institutional planning and decision-making, with data collected through these platforms informing strategic resource allocation and human capital management.

The literature further suggests that digital alumni engagement systems enhance communication and offer services that support graduates' transition into professional life. For instance, interactive online learning platforms encourage alumni collaboration and peer-to-peer support (Malhotra et al., 2023), while user-centric alumni portals promote professional development and networking opportunities, thereby increasing participation rates (Lacasandile et al., 2023). Engaged alumni often become brand ambassadors for their institutions, elevating visibility and reputation, and providing financial support through donations—key to institutional sustainability (Johnson, 2023). Additionally, such platforms enable professional networking, benefiting both recent graduates and long-standing alumni by creating a supportive, interconnected community (Smith, 2018). Recognizing these advantages, HEIs have increasingly turned to devoted digital platforms to enhance alumni engagement. Moving beyond traditional face-to-face gatherings, many institutions now organize virtual reunions to reach geographically dispersed alumni. For example, Lamar University introduced its "Digital Alumni and Friends Gatherings" in 2020, while INSEAD launched the "Digital Alumni Reunion" in 2021, incorporating faculty talks and virtual networking rooms (Gunes, 2024). These virtual initiatives have demonstrated to be both cost-effective and practical, making them a sustainable model for long-term alumni engagement.

Social influence, as visualized in the Theory of Planned Behaviour (TPB) and the Unified Theory of Acceptance and Use of Technology (UTAUT), refers to the extent to which individuals perceive that significant others expect them to use a particular technology (Venkatesh, 2003). It illustrates the impact of others' opinions, behaviours, and actions on an individual's decision to adopt new technologies. This influence can be conveyed through several mechanisms, including:

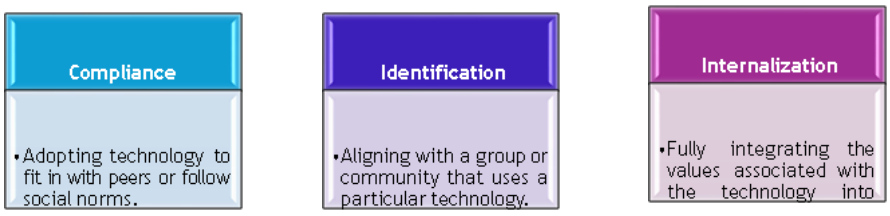


Figure 1.
Mechanisms of Social Influence (Sibtain et al., 2024)

Research has shown that social influence is a significant factor in the adoption of technology, sometimes exerting a stronger impact than individual preferences or perceptions of usefulness. Despite its importance, much of the existing literature has emphasized compliance-based perspectives, often overlooking more complex forms of influence such as identification and internalization (Fraf-Vlachy & Buhtz, 2017). Previous studies suggest that individuals are more inclined to adopt and engage with technological platforms when they perceive positive attitudes and behaviors from their peers or influential figures (Answer, Zaigham, Imran Rasheed, Pitafi, Iqbal & Luqman, 2020). For instance, research has identified that social factors like peer recommendations and the perceived reputation of the institution significantly shape alumni intentions to engage with their alma mater through digital platforms (Johnson, 2023). When alumni sense strong social endorsement or encouragement from their networks, their likelihood of participating in institutional initiatives increases substantially. Additionally, studies have found that alumni with positive undergraduate experiences tend to maintain stronger connections with their institutions post-graduation (Smith & Tinto, 2024; Drezner & Pizmony-Levy, 2021). Social influence continues to be a key driver of alumni engagement behaviors. Alumni are more likely to remain involved with their alma mater when they observe that their peers place value on such engagement and actively participate in related activities (Johnson, 2023). This influence is evident in various forms, including attendance at alumni events, contributions to fundraising efforts, and participation in mentorship or volunteer programs (Delisa, 2022; Mullen, 2020). Strong alumni networks cultivate a sense of belonging and institutional loyalty, which in turn promotes consistent involvement in alumni-related initiatives (Drezner et al., 2021). Moreover, social media has become a powerful tool in boosting social influence and enhancing alumni engagement. Institutions that effectively leverage social media platforms can build dynamic online communities where alumni interact, celebrate achievements, and support institutional goals (Pringle & Fritz, 2019; Hall, 2016). These platforms not only increase the visibility of alumni initiatives but also help to create and support social norms that encourage ongoing participation and commitment to the university.

Impacts of Social Influence on Alumni Engagement Platforms

Research has shown that social media platforms play a vital role in developing a sense of belonging among alumni. Platforms such as Facebook enable alumni to communicate with their university communities, thereby strengthening their emotional connection and sense of institutional support. This sense of connection is particularly important for sustaining long-term alumni engagement, especially during disruptive events like the COVID-19 pandemic (White & Caccamo, 2023). Furthermore, alumni's past academic experiences considerably shape their current levels of engagement. Studies unveil that those who recall negative academic or social experiences during their university years are less likely to develop positive attitudes toward lifelong learning and continued involvement with their alma mater. These findings underscore the importance for institutions to consider past student experiences into account when developing alumni engagement strategies (Qi et al., 2024). Peer influence also plays important role in fostering alumni engagement. The presence of both emotional and informational support from peers can strengthen an individual's intention to participate in alumni activities. Alumni are more inclined to engage when they observe that their peers are actively involved, creating a positive feedback loop driven by social influence (Qin et al., 2022). In this context, social media becomes a powerful facilitator of engagement, offering interactive spaces for alumni to communicate, share accomplishments, and stay informed about institutional events (Gani et al., 2022). The intersection of social influence and the use of digital alumni engagement platforms has appeared as a key focus in the domains of information systems and technology management. Gaining a deeper understanding of how social dynamics drive technology adoption can provide valuable insights into user behavior, enhance engagement strategies, and support innovation. The following discussion will further explore the impact of social influence on alumni engagement in digital contexts.

Interaction in Alumni Engagement Digital Platforms

1. **Perceived Usefulness and Social Validation**

Alumni are more inclined to use digital platforms when they recognize substantial benefits for career growth and personal advancement. The visibility of peer endorsement such as colleagues actively using and promoting the platform increases this perception, motivating others to adopt it as well (Almansoori, Al-Khateeri & Al-kfairy, 2024).

2. **User Engagement Shaped by Social Dynamics**

Active involvement within alumni networks plays a crucial role in driving user involvement. Seeing fellow alumni interact and benefit from the platform strengthens individual willingness to engage. This upholds the Technology Acceptance Model (TAM), which emphasizes that perceived usefulness increases when users observe value in others' experiences (Hardianto, 2023).

3. **Influence of Feedback Loops**

Many digital platforms use feedback systems where users share their stories and experiences. These contributions act as social proof, shaping how potential users assess the platform's value. Positive peer reviews help build trust and motivate engagement, showing the impact of social influence and aligning with TAM concepts (Sarder & Mustaqeem, 2024; Yin, 2024).

4. **Fostering Alumni Networks via Social Media**

Social media platforms like LinkedIn show how digital tools can develop alumni communities. By enabling reconnections with former peers and facilitating career-related discussions, these platforms create a sense of community and increase their perceived usefulness (Brugliera, 2024; Velasco, 2024).

5. **Barriers to User Engagement**

While peer influence can enchance participation, issues like unfavorable feedback or low activity among users may discourage others from joining or remaining active on the platform. Recognizing these challenges is crucial for developers seeking to enhance user satisfaction and long-term engagement (Almansoori et al., 2024; Sarder & Mustaqeem, 2024).

Technology Acceptance Model

The Technology Acceptance Model (TAM), introduced by Fred Davis in 1989, is a widely adopted theoretical model in the field of information systems research that seeks to explain and predict user acceptance of new technologies. It posits those two primary beliefs - Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) - directly influence a user's Attitude Towards Using (ATU) a particular technology, which in turn influences their Behavioural Intention to Use (BI), and ultimately their actual Use Behaviour (UB) (Legramante, Azevedo & Azevedo, 2023). According to TAM, technology acceptance is a three-stage process, whereby external factors (system design features) trigger cognitive responses (perceived ease of use (PEOU) and perceived usefulness (PU)), which in turn, form an effective response (attitude toward using technology/intention), influencing use behaviour (Davis, 1993; Davis, 1989). TAM remains a fundamental framework for understanding the adoption of new technologies, particularly in educational and professional environments. By emphasizing key determinants such as perceived usefulness (PU) and perceived ease of use (PEOU), TAM offers valuable insights into users' behavioural intentions and actual technology usage. Its extensive application across various contexts has highlighted diverse factors influencing technology adoption and associated outcomes (Dwivedi, Ismagilova, Rana & Raman, 2023; Singh, Sahni & Kovid, 2020).

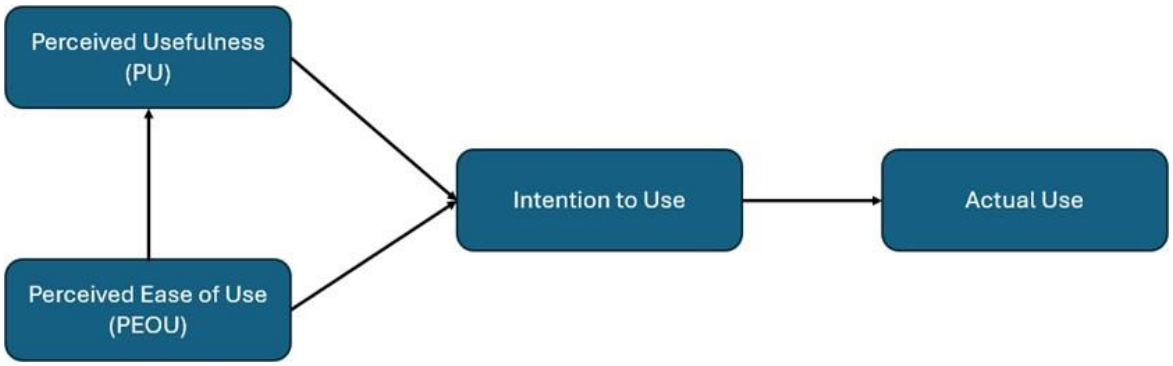


Figure 1 Technology Acceptance Model (Davis, 1989)

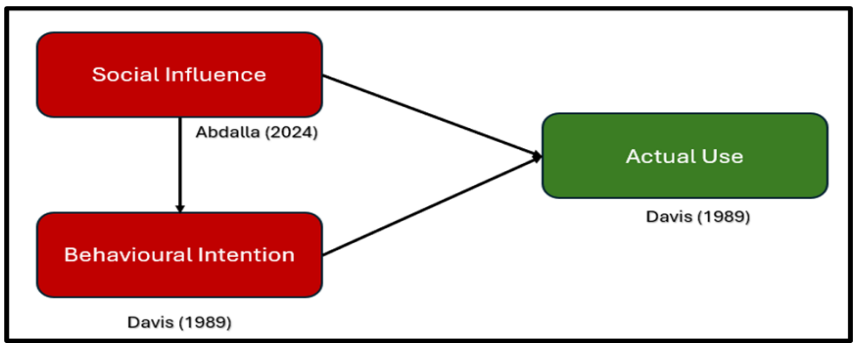
Behavioural Intention and Actual Use

In the Technology Acceptance Model (TAM), behavioural intention refers to the strength of an individual's intent to engage in a specific behaviour, particularly the use of a given technology (Davis, 1989). It represents the likelihood that a person will adopt or utilize the technology based on their prior beliefs and attitudes (Liao, Hong, Wen & Pan, 2018; Davis, 1989). Serving as an intermediary between users' attitudes and their actual behaviour, behavioural intention reflects the extent to which individuals are inclined to act upon their perceptions of usefulness and ease of use (To & Trinh, 2021; Davis, 1989). TAM posits that behavioural intention is the primary determinant of actual system usage (Davis, 1989). Once a strong intention to use a technology is established, it is likely to

translate into actual adoption (Putra, 2018). This assumption is grounded in the notion that intention signifies an individual's readiness to perform a behaviour and has been widely validated through empirical research (Wandira, Fauzi & Nurahim, 2024; Papakostas, Troussas, Krouska & Sgouropoulou, 2023; Humida, Al Mamun & Keikhosrokiani, 2022; Martín-García, Redolat & Pinazo-Hernandis, 2022; Mailizar, Burg & Maulina, 2021). Understanding behavioural intention in TAM is critical for designing technology solutions that enhance user acceptance. Organizations can improve user adoption by leveraging social influence by encouraging key influencers or peers to endorse the technology (Abdalla, 2024; Ngubelanga & Duffett, 2021), and focusing on user engagement to ensure that positive behavioural intentions are translated into sustained actual usage (Ngubelanga & Duffett, 2021). While the Technology Acceptance Model (TAM) posits that behavioural intention strongly predicts actual system use, this relationship does not always hold in practice. Users may intend to adopt a technology but encounter external constraints such as time limitations, technical challenges, or organizational barriers, which can hinder actual usage (Kouhizadeh, Saberi & Sarkis, 2021; Al-Adwan, 2020; Choi, Chung, Seyha & Young, 2020; Chouki, Talea, Okar & Chroqui, 2020). Acknowledging these gaps is essential for enhancing the adoption process. Furthermore, initial technology adoption does not necessarily ensure sustained usage (Alshurideh, Al Kurdi, Salloum, Arpaci & Al-Emran, 2023; Yan, Filieri & Gorton, 2021). Users may engage with a system initially, but if they fail to perceive ongoing benefits or encounter usability challenges, their engagement may decline over time (Pozón-López, Higueras-Castillo, Muñoz-Leiva & Liébana-Cabanillas, 2021). Additionally, conventional metrics such as usage frequency or duration may not fully capture the quality of engagement (Alshurideh et al., 2023). For example, a user may interact with the system extensively but experience frustration due to interface complexities. Therefore, incorporating user satisfaction as a complementary measure to actual use provides a more comprehensive understanding of technology adoption (Kar, 2021; Pozón-López et al., 2021).

Conceptual Framework and Hypotheses Development

Figure 2 Proposed Conceptual Framework



The study proposes the following hypothesis:

- **H1:** Social influence has a positive impact on behavioural intention to use alumni engagement digital platforms.
- **H2:** Behavioural intention has a positive impact on the actual use of alumni engagement digital platforms.
- **H3:** Social influence has a direct positive impact on the actual use of alumni engagement digital platforms.

The conceptual framework integrates social influence as a key determinant, along with behavioural intention, to examine their effects on actual use.

Research Methodology

This study will adopt a quantitative research approach to examine the role of social influence in alumni engagement with digital platforms. By employing a structured survey method, the research will ensure the systematic collection of data, allowing for statistical analysis to validate the proposed relationships among key constructs. The methodology will be structured into three main components: research design, measurement of constructs, and data collection and analysis.

Research Design and Approach

This study will employ a survey-based quantitative approach, which is appropriate for testing relationships between constructs within the Technology Acceptance Model (TAM). The research will follow a cross-sectional design, collecting data at a single point in time to assess behavioural intentions and actual use of alumni engagement digital platforms. To ensure the quality and reliability of findings, established measurement scales will be adopted, and a pilot test will be conducted before full data collection.

Measurement of Constructs

The study's key constructs—social influence, behavioural intention, and actual use—will be measured using validated scales from prior research. All items will be rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to capture respondents' perceptions accurately.

- **Social Influence (SI):** Adapted from Venkatesh et al. (2003), this construct will measure the extent to which alumni feel influenced by their peers, institutional networks, and social norms regarding the use of digital engagement platforms.
- **Behavioural Intention (BI):** Adapted from Davis (1989), this construct will assess alumni's willingness and intention to engage with digital platforms.
- **Actual Use (AU):** Measured using self-reported frequency and duration of platform usage, based on previous studies on technology adoption (Venkatesh & Davis, 2000).

To ensure content validity, the survey items will be reviewed by academic experts in technology adoption and alumni engagement. A pilot study with 30 respondents will be conducted to test reliability using Cronbach's alpha, ensuring internal consistency across constructs.

Data Collection and Analysis

The descriptive analysis of the dataset reveals that most variables include 30 entries, ensuring sufficient representation for preliminary statistical insights. The distribution of values—particularly the mean, median, minimum, and maximum—indicates that several items are measured using a Likert scale ranging from 1 to 5. This is typical for attitudinal or perception-based survey instruments. Regarding gender distribution, coded as 1 for male and 2 for female, the average value of approximately 1.63 suggests that male respondents slightly outnumber female participants. In terms of education level, the data shows a concentration around values 3 to 4, implying that the majority of respondents hold at least a degree or a postgraduate qualification. Income level, with a mean value of roughly 2.13, indicates that respondents primarily fall within the lower income brackets, highlighting a potential area of socioeconomic concern. Additionally, responses to key constructs such as BPEOU (perceived ease of use), BPU (perceived usefulness), CSI (customer satisfaction index), DBI (digital brand interaction), and EAU (engagement in alumni usage) tend to cluster between 3 and 5 on the scale. This reflects generally positive perceptions and favorable attitudes toward the subject of the study, suggesting that participants found the platform or concept under evaluation to be both useful and satisfactory.

Variables	Number of Items	Cronbach's Alpha	Reliablity Interpretation
Perceived Ease of Use (PEOU) in Alumni Engagement Digital Platforms	5	0.855	Good
Perceived Usefulness (PU) in Alumni Engagement Digital Platforms	5	0.884	Good
Behavioral Intention (BI) in Alumni Engagement Digital Platforms	3	0.833	Good
Social Influence (CSI) in Alumni Engagement Digital Platforms	4	0.850	Good
Actual Use (AU) in Alumni Engagement Digital Platforms	5	0.801	Acceptable

Figure 3: Reliability Analysis

The reliability analysis was conducted to assess the internal consistency of the constructs used in the study on alumni engagement through digital platforms. Cronbach's Alpha values were computed for each variable, and the results demonstrate strong reliability across all constructs. The construct *Perceived Ease of Use (PEOU)*, which comprises 5

items, yielded a Cronbach's Alpha of 0.855, indicating good internal consistency. Similarly, *Perceived Usefulness (PU)*, also measured by 5 items, showed a high reliability score of 0.884, classified as good. *Behavioral Intention (BI)*, consisting of 3 items, had an alpha value of 0.833, again falling into the "good" category. *Social Influence (CSI)*, with 4 items, demonstrated strong reliability as well, with a Cronbach's Alpha of 0.850. Lastly, the construct *Actual Use (AU)*, assessed with 5 items, recorded a Cronbach's Alpha of 0.801, which, while slightly lower than the others, still meets the acceptable threshold for reliability. Overall, these results confirm that the measurement instruments used in the study are both consistent and reliable, supporting their appropriateness for further analysis.

Variables	Category	Frequency	Percent (%)
Gender	Male	11	36.7
	Female	19	63.3
Age	18 - 24 years old	17	56.7
	25 - 34 years old	6	20.0
	35 - 44 years old	6	20.0
	45 and above	1	3.3
Highest Education Level	Certificate	0	0
	Diploma	5	16.7
	Degree	17	56.7
	Postgraduate	8	26.7
Religion	Islam	22	73.3
	Christian	8	26.7
Marital Status	Married	6	20.0
	Single	24	80.0
	Divorce	0	0
Level of Income	RM2000 and below	17	56.7
	RM2001 - RM3000	3	10.0
	RM3001 - RM4000	4	13.3
	RM4001 - RM5000	1	3.3
	RM5001 and above	5	16.7
Alumni Engagement Platform	UiTM Alumni Portal	19	63.3
	UiTM Alumni Mobile App	2	6.7
	UiTM Linkedin Alumni Network	0	0
	UiTM Facebook Page	7	23.3

Figure 4: Respondents Profiles

The demographic analysis of the respondents reveals a diverse but predominantly female sample, with 63.3% identifying as female and 36.7% as male. In terms of age distribution, the majority of participants (56.7%) are between 18 to 24 years old, followed by equal proportions (20%) in the 25–34 and 35–44 age groups, while only a small fraction (3.3%) are aged 45 and above. Regarding educational background, most respondents hold a degree (56.7%), with postgraduate qualifications accounting for 26.7%, and diplomas at 16.7%. None of the participants reported holding only a certificate. In terms of religion, the sample is largely Muslim (73.3%), with 26.7% identifying as Christian. Marital status data indicates that a vast majority of the respondents are single (80%), while 20% are married, and none are divorced. Income distribution shows that over half of the participants (56.7%) earn RM2000 or less monthly, followed by smaller proportions earning RM2001–RM3000 (10%), RM3001–RM4000 (13.3%), RM4001–RM5000 (3.3%), and RM5001 and above (16.7%). As for the platforms used to engage with alumni activities, the majority (63.3%) utilize the UiTM Alumni Portal, followed by 23.3% who use the UiTM Facebook Page, and 6.7% who use the UiTM Alumni Mobile App. Notably, none reported using the UiTM LinkedIn Alumni Network. These findings provide essential context for interpreting user engagement behaviors in relation to alumni digital platforms.

Items	N	Mean	Std. Deviation
Perceived Ease of Use (PEOU) in Alumni Engagement Digital Platforms			
I would find it easy to get the alumni engagement digital platforms to do what I want it to do.	30	1.6333	0.49013
I would find my interaction with the alumni engagement digital platforms would be clear and understandable.	30	1.7000	0.91539
I would find the alumni engagement digital platforms to be flexible to interact with.	30	3.1000	0.67176
I would find it would be easy for me to become skillful at using the alumni engagement digital platforms.	30	1.2667	0.44978
I would find the alumni engagement digital platforms easy to use.	30	1.8000	0.40884
Perceived Usefulness (PU) in Alumni Engagement Digital Platforms			
Using the alumni engagement digital platforms would allow me to accomplish tasks more quickly.	30	3.6333	0.76489
Using the alumni engagement digital platforms would improve my learning performance.	30	3.8000	0.76112
Using the alumni engagement digital platforms would enhance my effectiveness in learning.	30	3.7667	0.81720
Using the alumni engagement digital platforms would contribute to my personal growth.	30	3.8000	0.80516
I would find the alumni engagement digital platforms useful in my learning	30	3.9000	0.75886

Items	N	Mean	Std. Deviation
Social Influence (SI) in Alumni Engagement Digital Platforms			
The recommendations of others influence my intention to use alumni engagement digital platforms.	30	4.0333	0.66868
The positive opinions of others influence my intention to use alumni engagement digital platforms.	30	4.1000	0.66176
I am more likely to use alumni engagement digital platforms if I see others around me using them.	30	5.5333	7.30957
The influential individuals in my network positively affect my intention to use alumni engagement digital platforms.	30	4.1000	7.30957
Behavioral Intention (BI) in Alumni Engagement Digital Platforms			
Assuming I had access to the alumni engagement digital platforms, I intend to use it.	30	4.1000	0.60743
Given that I had access to the alumni engagement digital platforms, I predict that I would use it.	30	3.9667	0.61495
I plan to use the alumni engagement digital platforms in the future.	30	4.0667	0.63968
Actual Use (AU) in Alumni Engagement Digital Platforms			
How often do you engage with the alumni engagement digital platforms?	30	2.9667	0.96431
How much time do you typically spend using the alumni dogital platforms during each session?	30	2.0000	0.69481
I use the alumni digital platforms to successfully complete the tasks or objectives I intend to achieve.	30	3.6667	0.84418
I regularly use the key features of the alumni digital paltforms (e.g., announcements, event registrations, networking tools).	30	3.5000	0.90019
The alumni digital platforms meet my expectations in terms of ease of use and functionality.	30	3.7333	0.69149

Overall, the data reveals a strong engagement to the role of Perceived Usefulness, Ease of Use and Social Influence on Behavioral Intention and Actual Use of Alumni Engagement Digital Platforms.

Significance of the Study

This study holds both theoretical and practical significance in understanding the role of social influence in alumni engagement through digital platforms. By integrating social influence into the Technology Acceptance Model (TAM), this research contributes to advancing knowledge in technology adoption, alumni relations, and digital engagement strategies.

Theoretical Significance

1. Extension of TAM – While TAM has been widely used to explain technology adoption behaviours, its application in alumni engagement platforms remains underexplored. This study extends the model by incorporating social influence as a key determinant of behavioural intention and actual use, offering a more comprehensive framework for understanding alumni engagement in the digital age.

2. Bridging the Research Gap – Previous studies on alumni engagement have predominantly focused on perceived usefulness (PU) and perceived ease of use (PEOU). By highlighting the direct and indirect effects of social influence, this study fills a critical gap in literature on digital engagement and social-driven technology adoption.

3. Empirical Validation – By employing Structural Equation Modeling (SEM), the study provides empirical evidence on the relationships between social influence, behavioural intention, and actual use, strengthening existing theoretical foundations in information systems and higher education management research.

Practical Significance

1. Enhancing Digital Alumni Engagement Strategies – Findings from this study will help higher education institutions (HEIs) design more effective alumni engagement strategies by leveraging peer influence, social validation, and community-driven participation to increase platform adoption and sustained use.
2. Informing University Policies – Universities can use the insights to develop data-driven policies that foster long-term alumni engagement, benefiting from alumni contributions in networking, mentorship, and financial support.
3. Technology Implementation in HEIs – The study's recommendations will assist universities in optimizing digital alumni platforms, ensuring they are user-friendly, socially engaging, and tailored to alumni needs, thereby improving overall institutional-alumni relations.

By addressing these theoretical and practical concerns, this study provides a valuable framework for both researchers and higher education practitioners in understanding and improving alumni engagement through digital technologies.

Conclusion

This study aims to bridge this gap by adopting a behaviour-centric approach grounded in the Technology Acceptance Model (TAM). By investigating the actual behaviour of UiTM alumni in engaging with the university through digital platforms, and examining the influence of factors such as perceived usefulness, perceived ease of use, and social influence, this research seeks to provide actionable insights for enhancing alumni engagement strategies.
The findings of this study will not only enrich the existing body of knowledge on alumni engagement but also equip HEI with the tools to cultivate a thriving and connected alumni community. By fostering stronger ties with its graduates, HEI especially UiTM can tap into a wellspring of support, expertise, and goodwill, ultimately contributing to the university's continued growth and success.

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