

Exploring Graduate Perspectives on Institutional Betterment: A Thematic Analysis

Rajan Bilas Bajracharya¹ & Aithal P. S.²

¹ Head, Research Management Cell, Academia International College, Lalitpur, Nepal
Orchid ID: 0009-0004-8375-7443; E-mail: rajan_vj@hotmail.com

² Professor, Poornaprajna Institute of Management, Udupi - 576101, India,
Orchid ID: 0000-0002-4691-8736; E-mail: psaithal@gmail.com

Area/Section: Business Management.

Type of Paper: Review-Based Analysis.

Number of Peer Reviews: Two.

Type of Review: Peer Reviewed as per [C/O/P/E](#) guidance.

Indexed in: OpenAIRE.

DOI: <https://doi.org/10.5281/zenodo.19002396>

Google Scholar Citation: [PIJMESS](#)

How to Cite this Paper:

Bajracharya, R. B. & Aithal, P. S. (2026). Exploring Graduate Perspectives on Institutional Betterment: A Thematic Analysis. *Poornaprajna International Journal of Management, Education & Social Science (PIJMESS)*, 3(1), 68-76. DOI: <https://doi.org/10.5281/zenodo.19002396>

Poornaprajna International Journal of Management, Education & Social Science (PIJMESS)

A Refereed International Journal of Poornaprajna Publication, India.

ISSN: 3107-4626

Crossref DOI: <https://doi.org/10.64818/PIJMESS.3107.4626.0042>

Received on: 08/02/2026

Published on: 14/03/2026

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Rajan Bilas Bajracharya¹ & Aithal P. S.²

¹ Head, Research Management Cell, Academia International College, Lalitpur, Nepal

Orchid ID: 0009-0004-8375-7443; E-mail: rajan_vj@hotmail.com

² Professor, Poornaprajna Institute of Management, Udupi - 576101, India,

Orchid ID: 0000-0002-4691-8736; E-mail: psaithal@gmail.com

ABSTRACT

Purpose: *The study investigates how graduate students assess institutional improvement needs while determining how students and alumni support institutional development at People's Campus.*

Methodology: *The researchers used a qualitative exploratory research design to investigate their research question. Data were collected from 154 graduates from BBM, BBA, BBS, and MBS programs through two open-ended questions that asked for (i) institutional improvement suggestions and recommendations, and (ii) student and alumni potential contributions. The researchers analyzed the responses through inductive thematic analysis according to Braun and Clarke's 2006 analytical framework. The researchers identified and interpreted themes from academic programs to analyze how graduate perspectives differed between programs.*

Findings: *The study results show that undergraduate students who completed their Bachelor of Business Management and Bachelor of Business Administration programs at the university give priority to learning through real-world experiences and participating in extracurricular activities, and using technological resources, but they mainly contribute to the university through their roles as mentors and their ability to share knowledge. BBS graduates state that they need structured learning environments that support all students while providing academic assistance because their contributions stem from their dedication to volunteer work and peer mentoring, and their commitment to supporting institutional needs. The postgraduate graduates from MBS programs demonstrate their commitment to systemwide enhancements by showing dedication to improving governance and digitalization, career services, and research engagement while they actively participate in professional organizations and strategic planning. Cross-program evaluation shows that campus facilities, hygiene standards, and administrative response times create common problems that decrease student satisfaction and institutional effectiveness.*

Originality/Value: *The research delivers qualitative findings about graduate student expectations and alumni participation in Nepalese higher education, which has not yet been adequately studied by existing literature. The study presents solutions to enhance academic programs and university facilities through its examination of graduate experiences from various study programs, which contribute to institutional development through their structured alumni participation process.*

Paper Type: *Empirical Research-based Analysis.*

Keywords: Institutional Betterment, Graduate Perspectives, Thematic Analysis, Alumni Contribution.

1. INTRODUCTION :

Higher education institutions nowadays depend on stakeholder input to enhance their institutional processes, maintain quality standards, and carry out their strategic planning activities. Graduates hold a distinct role among stakeholders because they possess both past academic knowledge and future professional experience, which they acquired through their societal work (Syed, Singh, Agrawal, & Spicer, 2024) [1]. The research needs to investigate graduate student perspectives because their insights show institutional strengths and weaknesses and their potential for sustainable development. The study

defines institutional betterment as systematic advancements that improve academic standards and governance practices, infrastructure development, and student service provision, and stakeholder participation in contemporary higher education reform (Michel & Traifeh, 2024) [2].

The study uses the phrase exploring graduate perspectives because it demonstrates its research methods, which use qualitative and exploratory approaches. The research aims to understand how graduates perceive institutional improvement through their personal interpretations and value systems, which they developed during their studies. The study shows particular importance for environments that lack institutional feedback systems because they restrict graduate participation in both policymaking and planning activities (Hall & Liebenberg, 2024) [3].

1.1 Problem statement:

The institutions need to create better alignment between their curriculum and campus facilities and governance practices to meet graduate expectations. People's Campus graduates have identified three main gaps, which include insufficient leadership development and experiential learning opportunities, and failure to use alumni resources for institutional growth. The institution faces two major obstacles that impede its capability to develop students in a comprehensive manner and to use alumni involvement for institutional advancement. The institution needs to understand graduate perspectives, together with their proposed solutions, which will help develop evidence-based strategies for institutional improvement.

1.2 Significance of the study:

This research study establishes graduate expectations for multiple academic programs through its complete analysis, which shows program differences and common student issues. The study shows how students and alumni can help the institution grow while it establishes a program that improves mentorship and skills development, and professional networking. The results of the study will help the institution develop its policies and academic programs, physical resources, and governance changes to meet the requirements and expectations of its stakeholders. The research uses thematic analysis to extract qualitative data from Nepalese higher education graduates, which provides new insights to the academic field while offering evidence-based solutions that help institutions enhance their standards, student satisfaction, and alumni participation.

2. LITERATURE REVIEW :

Researchers who study institutional development have changed their focus from studying structural barriers to implementing new teaching methods that improve educational outcomes. Pigden and Jegede (2020) demonstrated through their initial research that students who appreciate academic diversity still face learning difficulties because "institutional friction" creates problems through incomplete support systems and departmental assessment methods that do not match actual learning requirements [4]. Wong and Chapman (2022) built upon this main issue of student satisfaction by identifying which human interactions most effectively improve student happiness. Their "fine-grained" analysis in Singapore showed that formal peer exchange helps achieve academic objectives while informal social bonding functions as the primary factor that determines overall life happiness, so universities need to create environments that support both functions [5].

The diagnostic method for "institutional health" assessment in 2024 started using graduate outcomes together with emotional well-being assessments. The researchers Mainali and Kumar (2024) employed a mixed-methods approach to demonstrate that students experience a disconnect between institutional objectives and their actual school experience, which includes their "negative attitude" toward standard teaching methods and job placement programs [6]. Droog et al. (2024) showed through their research that drawing activities prove to be an effective way to demonstrate that research work functions as an emotional "odyssey" instead of a straightforward process. They reached the conclusion that all technical problems in higher education become impossible to handle for students who do not receive complete social assistance [7].

The current research (2025-2026) establishes agency and leadership as critical components for examining institutional systems. Gilani and Thomas (2025) redefined "belonging" as a structural obligation of the university that directly drives retention and mental well-being [8]. Dzinoreva (2025) and Ali and Schwoerer (2025) present opposing viewpoints according to Dzinoreva who reports that

60% of students believe their voices are restricted in governance while Ali and Schwoerer demonstrate that current "Student Voice" programs function as superficial requirements in the context of neoliberal "managerialism." [9] [10].

The research from 2026 suggests leadership and teaching approaches to solve these systemic problems. The authors of Tokunaga et al. (2026) recommend using Intergroup Dialogue (IGD) to create social justice solutions that empower international students to develop their identities [11]. The application of Planned Behavior Theory by Yadav et al. (2026) shows that faculty members who practice transformational leadership will help students develop academic optimism and entrepreneurial skills [12].

Hasse et al. (2026) issued an essential warning that explained that specialized helping professionals create a deficit culture through their practice of establishing unrealistic performance standards. The research demonstrates that higher education will succeed through active development which all members of the institution work together to create [13].

3. OBJECTIVES OF THE PAPER :

The objectives of the study are to:

- (1) To analyze student suggestions and recommendations for institutional betterment across academic programs.
- (2) To identify perceived student and alumni contributions toward institutional development.

4. CONCEPTUAL FRAMEWORK :

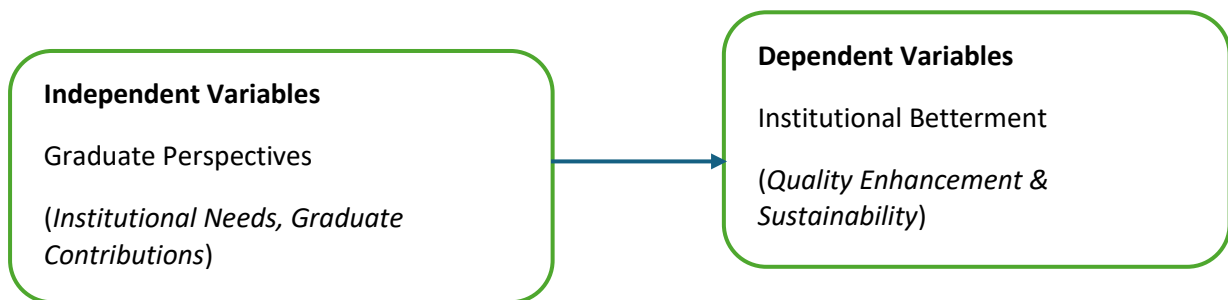


Fig. 1: Researcher Conceptual Framework

5. METHODOLOGY :

5.1 Research Design:

The research used a qualitative exploratory research design to study how graduates view institutional improvement. The researchers used a qualitative method because they wanted to explore how participants perceived institutional improvement and their actual experiences, suggestions for institutional improvement, and their ability to improve the institution. The exploratory design enables the research team to discover new research problems and stakeholder feedback, which provides them with fresh insights instead of using existing research hypotheses for validation.

Thematic analysis served as the main method used for analyzing the qualitative data. This method enables researchers to locate and understand all the recurring themes that exist within their written materials. The research team used Braun and Clarke's (2006) framework to code the responses, which they organized into various themes about institutional advancement and student participation [14]. The research approach provided researchers with a system that allowed them to discover multiple ways that study participants understood their research topic.

5.2 Sample and Target Group:

The research examined 154 graduates who completed BBM, BBA, BBS, and MBS programs at People Campus. The researchers selected graduates as study participants because their university academic background, together with their work experience after graduation, enables them to evaluate institutional strengths and weaknesses and required improvement areas. Students who participate in academic programs while using campus facilities and administrative services develop essential knowledge about how institutions evolve.

The selection of graduates from People’s Campus is particularly important because the institution offers diverse management programs and has a long history of contributing to management education in Nepal. The graduates who have experienced the institutional environment can provide academic quality assessments and infrastructure evaluations, governance assessments, and student services assessments. The alumni testimonials show potential methods that alumni can use to drive institutional development. Researchers used purposive sampling methods to choose participants who needed to demonstrate their academic proficiency and their understanding of the institutional environment. The research successfully obtained important research findings because participants shared their actual experiences of institutional development and their contributions to graduate research.

5.3 Data Collection:

Data collection occurred through two open-ended questions, which aimed to gather graduates’ views about institutional growth and their possible contributions

- The first question required respondents to provide their institutional improvement suggestions while they described their views about which parts of the institution needed development.
- The second question explored perceived contributions that students and alumni can provide, aiming to identify ways in which graduates could support the institution’s academic and organizational development.

The open-ended questions allowed respondents to express their personal experiences and thoughts, which produced valuable qualitative data that researchers used for thematic analysis.

5.4 Data Analysis:

The researchers used an inductive thematic analysis method to examine the received responses. The researchers organized the responses according to program categories of BBM, BBA, BBS, and MBS to analyze how different academic levels reacted to the material. The researchers conducted a detailed examination of the textual data, which they subsequently coded and divided into essential categories. The researchers advanced their analysis by refining the initial codes to discover primary themes that showed essential patterns from student recommendations and their expected academic impact.

5.5 Ethical Considerations:

The collected responses were analyzed using an inductive thematic analysis approach. The responses were first organized into program groups, which included BBM, BBA, BBS, and MBS, to show different academic levels. The researchers conducted a thorough examination of the textual data, which resulted in the creation of coded data that the researchers grouped into substantial categories. The researchers developed specific codes that they used to analyze the primary themes that emerged from graduate student feedback and their academic contributions.

6. DATA ANALYSIS AND INTERPRETATION :

The study analyzed graduate perspectives on institutional betterment and their perceived contributions across four programs (BBM, BBA, BBS, and MBS) of People’s Campus. The researchers used thematic analysis to process the collected responses through a three-step procedure, which involved grouping and coding the responses to identify main themes. The cross-program comparative table summarizes the key findings.

Table 1: Cross- Program Comparative Findings on Student suggestions and Alumni Contributions

Program	Key Themes 1 – Suggestions & Recommendations	Key Themes 2 – Alumni / Graduate Contributions	Notable Focus / Observations
BBM	Practical & Skill-Based Learning; ECA; Campus Facilities & Hygiene; Infrastructure & Smart Learning; Student Services & Management	Knowledge & Skill Contribution; Mentorship & Guidance; Institutional Promotion; Participation in Academic & ECA Activities	Emphasis on employability and holistic development; practical learning prioritized; contributions focus on mentorship and knowledge sharing

Program	Key Themes 1 – Suggestions & Recommendations	Key Themes 2 – Alumni / Graduate Contributions	Notable Focus / Observations
BBA	Experiential & Practical Exposure; Research & Academic Enrichment; Technology Integration; Cleanliness & Campus Environment; Student–Teacher Coordination	Skill-Based Training; Teaching Engagement; Innovation & Knowledge Sharing; Institutional Promotion & Networking; Social Responsibility & Campus Activities	Balanced academic-professional orientation; contributions are professionally driven and future-oriented
BBS	Teaching–Learning Environment; Practical Knowledge & Training; Extracurricular Participation; Leadership & Governance; Student Support & Equity	Volunteering & Service Orientation; Peer Mentoring & Academic Support; Institutional Advocacy; Teaching Support; Financial / Resource Support (limited)	Focus on structured learning, inclusivity, and community service; contributions are service- and community-centered
MBS	Advanced Practical Learning; Technology & Digital Services; Career Services & Counseling; Institutional Management & Governance; Quality Assurance Satisfaction	Academic & Research Contribution; Digitalization & Technology Support; Professional Representation; Institutional Promotion & Academic Advocacy; Volunteerism & Strategic Engagement	Strategic, system-level perspective; contributions focus on governance, research, digital transformation, and professional credibility

Note. Primary data 2026

Theme 1: Student Suggestions and Recommendations for Institutional Betterment:

The table shows that undergraduate students in BBM and BBA programs dedicate themselves to practical learning while they gain real-world experience and develop their complete abilities through extracurricular activities and research work and technology implementation. BBS students focus on discipline and inclusive behavior and they prefer organized educational environments, but MBS graduates allocate their main focus to improving system operations through better governance processes and accountable practices and technology implementation and development of their professional abilities. The student expectations pattern demonstrated through research indicates that student expectations change according to their academic progress with undergraduates dedicating themselves to learning new skills and active participation while postgraduates focus on institutional strategic planning and quality control measures.

Theme 2: Perceived student and Alumni Contributions to Institutional Betterment:

The Graduate programs show advancement through their student contributions. BBM graduates focus on mentorship, knowledge sharing, and ECA participation, while BBA alumni emphasize training, teaching, and applied knowledge transfer. BBS graduates show their commitment to the community through their service work, mentoring of fellow students, and efforts to support the institution. MBS graduates use a strategic perspective to implement their research activities and digitalization work and international research activities, and institutional development efforts. The existing evidence demonstrates how alumni participation in structured programs leads to institutional development through multiple organizational levels.

7. DISCUSSION :

The study results provide complete knowledge about graduate students' views on institutional improvement and their assessment of their academic work at People's Campus. The study used responses from BBM, BBA, BBS, and MBS programs to demonstrate how academic maturity affects the priorities and engagement methods of graduates.

The study shows that undergraduate students who study BBM and BBA programs dedicate their studies to practical learning and experiential education, while they also pursue complete development through their participation in extracurricular activities, research activities, and technology usage. The research

shows that undergraduate students who participate in skill development and real-world experiences and extracurricular activities experience higher satisfaction levels with their studies (Pigden & Jegede, 2020 [4]; Wong & Chapman, 2022 [5]). The BBM and BBA alumni show a strong willingness to support their peers through mentorship and skill-sharing and professional training, which demonstrates that early alumni engagement helps academic programs and experiential learning activities while it creates a culture of mutual assistance among students.

BBS students, on the other hand, prefer learning environments that provide them with both structure and discipline while creating spaces that everyone can access and which provide equal support to all users. Their community work focuses on three main areas, which include their volunteer activities, their peer mentoring work, and their efforts to support institutional development. The results of the research demonstrate a connection to previous research which studied how students develop their own academic goals and how their social networks operate in college environments (Gilani & Thomas, 2025 [8]; Mainali & Kumar, 2024 [6]) because the study shows that universities need to establish active student participation methods together with academic environments that provide student with necessary support to build better ties with their institutions.

MBS graduates demonstrate system-level and strategic thinking abilities as postgraduate students because they focus on governance, accountability, digitalization, career services, and professional representation. The team provides three types of contributions through their research work, technology assistance, and their efforts to support the institution, which demonstrates their advanced understanding of institutional requirements. The transition from practice-based undergraduate work to strategic postgraduate work at the institutional level demonstrates how academic development and professional experience shape alumni involvement according to research on transformational leadership and institutional co-creation (Tokunaga et al., 2026 [11]; Yadav et al., 2026 [12]).

Students showed different programs of study and their respective campus facilities, hygiene standards, and technology implementation across their study programs. The research demonstrates that academic outcomes and student perceptions of success are affected by both physical spaces and digital learning environments (Droog et al. 2024 [7]; Hasse et al. 2026 [13]).

The research results produce several important outcomes. The institution has the ability to use specific alumni engagement strategies from its programs to match the skills and experiences of its alumni with its institutional goals. The curriculum and teaching methods need to be developed to address different learning requirements, which include undergraduate practical training, postgraduate research, and digital and strategic skills development.

The development of campus facilities and maintenance of hygiene standards and technological infrastructure will improve student satisfaction and academic performance, while the establishment of structured mentorship programs, professional networking platforms, and volunteer programs will enable alumni to support the institution's long-term growth.

The discussion shows that graduate perspectives provide useful information that helps institutions to improve their educational programs and student outreach efforts. The People's Campus will achieve institutional improvement through its dual focus on specific program requirements and organization-wide needs, which will develop educational methods, campus facilities, student activities, and alumni collaboration.

8. SUGESIONS BASED ON FINDINGS :

The study's cross-program analysis shows that student expectations and graduate contributions differ between academic levels, which creates a requirement for institutional strategies that must be developed for each specific academic program. The institution needs to develop better practical learning programs for undergraduate students by increasing their access to skill-based learning and hands-on training, which includes internships, project-based learning, and industry exposure, and to develop better extracurricular activities and mentorship programs. The campus requires better facilities and hygiene standards, and advanced technology systems to create an environment that supports students both academically and personally.

The implementation of inclusive practices and the creation of leadership roles and student support systems should be advanced to help BBS students improve their engagement and receive equitable treatment. The institutional strategies for MBS postgraduate programs need to create complete system improvements, which will develop better governance and accountability systems and improve career

services and digitalization initiatives. The establishment of structured mentorship programs, research collaboration platforms, and professional networking opportunities on campus will enhance alumni contributions by connecting the knowledge and skills of graduates with the priorities of the institution. The recommendations propose a comprehensive approach that combines various elements to achieve sustainable institutional improvements through curriculum development, infrastructure enhancement, and student participation and alumni involvement.

9. CONCLUSION :

The research investigated how postgraduate students at People Campus viewed institutional development and their actual contributions to the school. Undergraduate students (BBM and BBA) prioritized practical, skill-based, and experiential learning, complemented by extracurricular activities and technology integration, and indicated that their contributions would primarily involve mentorship and knowledge sharing. BBS graduates demonstrated their dedication through volunteer work, peer mentoring, and institutional advocacy, which they combined with their structured learning programs, inclusive student support initiatives, and leadership training programs. The postgraduate students who attended MBS focused on creating strategic systems because they considered governance and accountability, digitalization, and career services to be essential.

The persistent issues in all programs relate to campus facilities and hygiene, technology integration, and administrative efficiency, which determine how satisfied students are with their programs and how much they participate in their studies. The study recommends that all program departments to develop engagement initiatives and improve their curriculum through practical learning, digital infrastructure, and their support systems and alumni programs, which help with mentorship, research, and institutional advocacy. The insights show that graduates help develop their institution through active program improvement and facility upgrades and alumni support, which enables People's Campus to achieve total institutional growth that meets educational standards, student needs, and professional requirements.

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