Exploring Graduates' Attitudes on the Learning Environment and Institutional Development: A Case Study Based on Mixed Method

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Abstract

In the field of psychology, an attitude is commonly understood as a set of cognitive, emotional, and behavioral responses directed toward a specific object or situation. Guided by the fundamental principles of functional theory, this study aimed to explore graduates' perceptions of their institution's learning environment (LE) and institutional development (ID). The primary objective of this study was to assess graduates' views on these two aspects. To achieve the objective, the study employed an exploratory and descriptive research design. A case study approach was utilized for qualitative data collection and subsequently analyzed thematically. For the quantitative aspect, statistical techniques such as cross-tabulations and chi-square tests were applied. The research was conducted using a convergent parallel model, combining both qualitative and quantitative methods.

The findings revealed that graduates held generally unfavorable attitudes toward certain aspects of the learning environment, including library services, internship and placement opportunities, and teaching pedagogies. Notably, graduates from the BA program expressed more negative attitudes compared to those from other programs. Based on their feedback, graduates recommended that institutions should implement ICT-based teaching and learning activities, reduce external interference in educational

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processes, and invest in the capacity development of faculty members. Additionally, they suggested that the institution should provide ICT equipment to foster a technology-friendly environment, enhance library services by acquiring more books, and offer training in banking, insurance, and cooperative sectors to benefit students. The study's conclusions provide valuable insights into graduates' attitudes toward the learning environment and institutional development, providing clearer guidance for the management committee and administration of the CJMC. Furthermore, the findings offer important context for understanding the graduates' suggestions and willingness to support institutional improvements.

Keywords: *Graduates' Attitude, Learning environment, Institutional development, Functional Theory*

Introduction

A sound learning environment (LE) is essential for efficient teaching and learning activities. It is vital to minimize behavior difficulties of student and encourage them to think and behave positively. Positive LE enhances and encourages learning of student habits (Guo et al., 2022). It best prepares students for their future professional careers while promoting personal, psychological and social well-being. A variety of elements greatly influence how graduates perceive and experience their education and its environment (Divaris et al., 2008).

Attitude is a multifaceted word that has a stronger influence on human psychology. According to Zimbardo and Leippe (1991), as cited in Vandecandelaere et al. (2012), attitude is an evaluative disposition towards some object based upon cognitions, affective reactions, behavioral intentions, and past behavior that can influence cognitions, affective responses, and future intentions and behaviors. It also substantially impacts student learning achievement and the development of positive attitudes.

Learning enables communities and individuals to move forward in the future. People's developments, from learning to cleverness, contribute to future generations' discoveries and creations. It is the acquisition and modification of knowledge, skills, strategies, beliefs, attitudes, and behaviors. The learning environment has a significant influence on generating positive thoughts among the learners

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(Tasgin & Coskun, 2018). It consists of various components such as classrooms, libraries, reading rooms, canteens, washrooms, playgrounds, and workplaces; a free and fearless environment; warm relations with superiors, juniors, and colleagues; teachers' performance; an evaluation system; equity and equality; virtual space such as digital platform and an inclusive system. Students can collect benefits and successes to plan through the institution's best learning platform. In many nations, the form and function of what defines an effective learning environment to satisfy rising educational imperatives is a vital and topical subject (Byers et al., 2018).

Institutional development (ID) involves improving the quality and effectiveness of institutions by integrating ideas and concepts from various areas to address different aspects of growth and change within the institution (Ashwin & Case, 2018). This includes libraries, sports centers, schools, healthcare facilities, educational and professional training, career counseling and other support services for the learning environment. Graduates have been crucial in the development and progress of institutions. They can offer recommendations and help improve all development metrics. The institution benefits significantly from its suggestions of graduates student, criticisms and ideas, as do the community and the next generation (Jusoh et al., 2011). The positive attitude of the graduates serves as fuel for the speedier growth of institution.

Literature Review

Theoretical Foundation of the Study

Attitudes function as knowledge structures that help organize and simplify information in memory. Like a schema or mental structure, attitudes allow us to organize information about the world (Pratkanis, 2014). Daniel Katz propounded the functional theory of attitudes. The theory believes that the human mind is directly affected by what is seen moving in and around it. The human mind develops positive or negative perspectives of the situation around it and holds onto them either briefly or not for an extended period (Katz, 1960).

Attitude is a general and enduring liking or disliking of something. It functions as a knowledge device and organizes the details we have in our cognitive system by providing mental structures that

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help us understand everything around us. According to the theory, people develop understanding in conjunction with various functions. The theory also posits that attitudes are a primary determinant of behavior, and the individual has conscious cognitive access to their attitudes; therefore, it is sometimes referred to as the motivated reasoning perspective on attitude (Argyriou & Melewar, 2011). From a theoretical standpoint, attitudes may develop to perform specific functions, and these functions can impact aspects of, e.g., attitude change or the link between an attitude and behavior. Attitudes of employees, perceptions, and emotions at the workplace can be positive or negative. Whether positive or negative, the result will have a long-term effect on institution development. The functional theory of attitude is predicated on the idea that an organization should evaluate its attitudes of employees regularly and work to encourage positive ones in support of this goal (Abun et al., 2021). In this paper, graduates' attitudes are analyzed based on the assumptions and values of functional theory.

Learning Environment

LE involves physical, mental, social, emotional and technological management of academic institutions. It addresses a safe and conducive space for learners, good human relationships, skilled and talented faculties, learning resources, a friendly environment, and a variety of career development opportunities (Hanaysha et al., 2023). Students' attitudes toward the institution's learning environment, such as innovative instruction, task orientation, equity, teacher-student relationships, and peer relationships, are all related to their academic achievement. Physical management and the surrounding climate also play a crucial role in students' academic success (Wang & Degol, 2016). Institutions should be open, positive and receptive to the discussion and disagreements of all students. When students explain and teach one another, cooperative learning promotes intrinsic motivation and aids in the development of critical thinking skills in the student (Harianto, 2024).

Educating students about institutional standards is critical to sustaining a pleasant academic atmosphere. Teachers have an important role in helping students to follow both classroom ethics and out-of-class morals, which contributes to feelings of safety and security of student (Sulaiman et al., 2023). The learning environment significantly impacts student learning outcomes. Factors such as

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narrow spaces and noise within the institution, ineffective teaching strategies, inadequate use of information technology during teaching periods and library facilities, an unfair evaluation and reward system and a traditional teaching style can all interfere with student concentration and satisfaction. That can support unfavorable attitudes towards the institution. The academic environments have a significant impact on the development and modification of intellectual ability (Mumtaz, 2000). Modern facilities and technology enable students to feel comfortable in their studies, leading to higher academic performance and a better attitude toward the institution. The theory assumes that a positive learning environment in the institution fosters a favorable attitude among learners.

Graduates' Role in ID

A graduate is an individual who has obtained a degree or diploma after finishing a study program at a university or college. According to Erika Mae P. Asoy et al. (2024), the term can also refer to a student pursuing an advanced degree after having previously obtained a bachelor's or first professional degree. By serving as investors, advisors and community leaders, promoting institutional brands, mentoring and assisting with internships, career possibilities and job placements, graduates can both directly and indirectly support the growth of their institutions (Hanaysha et al., 2023). They are sought to support institutions by donating earnings, offering financial assistance during financial crises, organizing extracurricular and sports events, and motivating students to develop proper game skills (Borden et al., 2014). Institutions should appraise the view of students as lifelong learners, involving faculty and staff in the learning process beyond program completion. Graduates in higher education institutions can establish mutually beneficial relationships and work systematically that preparing time plans over various activities for institutional development. They may plan to provide intellectual, physical and financial support to their alma maters, continuing past activities and implementing a comprehensive plan for alumni support. Alumni are encouraged to conduct intellectual activities, facilitate workshops, and develop infrastructure capacities (Borden et al., 2014). They are also encouraged to support financially weak students and provide financial support for marginalized students. Alumni can also award certificates, medals, and trophies to students who excel in sports

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events and academic activities, with funds contributed by the alumni.

Graduates' Contribution to Institutional Development

Graduates can contribute valuable support to different aspects of the institution, benefiting students, graduates, alumni, the institution, and the community (Hanaysha et al., 2023). They can provide insights into navigating career challenges, exploring new opportunities, and achieving personal growth (Erika Mae P. Asoy et al., 2024). This sense of community and shared experience is instrumental in helping institutions reach their goals and supporting the professional journey of their graduates. Graduates play a vital role in fostering a sense of community and engagement among former and current students. Through events, newsletters, and online platforms, students can stay connected and benefit from the experiences of those who have come before them(Borden et al., 2014).

Chaturbhujeshwar Janata Multiple Campus (CJMC)

CJMC is one of the HEIs in the center of Madhesh Pradesh, Nepal. The institution has three major programs at the Bachelor's, and one is at the master's level. Similarly, the institution is also accredited by the University Grants Commission in 2022. Many students have graduated since the inception of the Bachelor's degree program. The graduates' recommendations and contributions play a guiding role in the institution's overall development (Jusoh et al., 2011). However, the institution has not yet taken any action to evaluate the attitudes of the graduates towards learning about the environment and institution development. Keeping this point in mind, the study is centered on assessing the prevalence perception of the graduates towards a learning environment and institution development as a case study of CJMC. The study regarding graduates' attitudes toward the learning environment and institution development aspects at community campuses has not been conducted and is not widely available in the literature. Thus, this study aims to close this knowledge gap and offer insightful information that can be applied to community campuses in the Pradesh, keeping these two significant research questions.

Research Questions

Q1. What attitudes do the graduates have about the institution's LE?

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Q2: What suggestions and contributions do graduates want to make for the ID?

Research Methods

Case and Selection Method

The CJMC was conveniently selected as a case institution for the study. The reason for selecting this institution as a case is that the institution is situated at the center of Madhesh Pradesh. The HEIs situated in this Pradesh share similar characteristics in terms of the conducted educational program, teaching-learning activities, qualification of the tutors,   highest affiliated level of program, community, ethnicity, religion, geographical, and other cultural aspects. Therefore, the study assumes the findings can be applied to all community campuses in this province.

Research Design

The research was based on a descriptive cum exploratory research design. The data was collected from five batches of CJMC graduates. The following batches were taken as sample batches: 2018th, 2019th, 2020th, 2021th, and 2022th. The information was assembled from January 2018 to December 2022.

The research employed a mixed-method research design. Data were collected through open and closed types of questionnaires. Mixed research helped to overcome the limitations of using questionnaires and interviews individually as data collection tools (Khoo-Lattimore et al., 2019). The study followed a convergent parallel design. The researcher examined the quantitative data separately before presenting the qualitative and quantitative data. Statistical methods like chi-square and crosstab were used to analyze the quantitative data, which were then shown in a table. Likewise, a thematic presentation of the qualitative data was made. Lastly, the study's comparison findings were determined.

Population, Sampling Technique and Sample Size

The study population includes 105 graduates who completed their Bachelor's degrees from CJMC from the 2018 to 2022 batches. The graduates were divided into three strata based on their program: BBS, BEd, and BA. The 65-sample size was selected through a disproportionate sampling technique. The required information was collected simultaneously using a cross-sectional method.

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Institutional Consent for the Study

Institutional consent was obtained prior to the study's execution. The data were presented methodically, and the research's ethical implications were carefully considered.

Analysis of the Results

Quantitative Analysis

The institution fosters a supportive learning environment in which students feel acknowledged, appreciated, and respected; this increases their likelihood of persisting in courses, majors, and overall activities. A positive and purposeful learning environment can boost enjoyment and engagement. It can also enhance pedagogy and learning outcomes, hence augmenting academic performance. Consequently, institutions endeavor to guarantee that they are offering their students the optimal learning experience (Sulaiman et al., 2023)**.**

The survey gathered opinions from graduates and presented them according to gender and program-wise graduates' perspectives, as illustrated in the subsequent tables.

Gender Attitudes towards Learning Environment

Gender attitudes play a crucial role in determining the power, privilege, and opportunities available to individuals within a certain context. It has a significant impact on efforts to achieve equality and eliminate discrimination. Gender norms and stereotypes can negatively affect students in educational settings, influencing everything from classroom interactions to academic decisions (Tabassum & Nayak, 2021). By embracing a gender-responsive approach, institutions can remove barriers and cultivate an inclusive environment where all students have similar attitudes.

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Table-1

Analysis of the Graduates' Gender-Based Attitudes on the Learning Environment of the Institution

Statements	Gender	f	Very poor	Poor	Neutral	Good	Very Good	Total	Chi-Square 2 sided
Graduates' attitudes' on ECA	Male	N	0	12	4	6	9	31	82.609[a]
		%	0.0	38.7	12.9	19.4	29.0	100.0	
	Female	N	0	4	1	15	14	34	0.000
		%	0.0	11.8	2.9	44.1	41.2	100.0	
Institutions' programs relevant to the job	Male	N	4	6	6	11	4	31	76.435[a]
		%	12.9	19.4	19.4	35.5	12.9	100.0	
	Female	N	3	9	12	5	5	34	0.000
		%	8.8	26.5	35.3	14.7	14.7	100.0	
Problem Solving Abilities of the graduates	Male	N	0	9	3	9	10	31	75.907[a]
		%	0.0	29.0	9.7	29.0	32.3	100.0	
	Female	N	0	3	4	14	13	34	0.000
		%	0.0	8.8	11.8	41.2	38.2	100.0	
Placement and Internship practices	Male	N	12	7	5	3	4	31	73.322[a]
		%	38.7	22.6	16.1	9.7	12.9	100.0	
	Female	N	9	6	9	5	5	34	0.000
		%	26.5	17.6	26.5	14.7	14.7	100.0	
Teaching Learning Activities	Male	N	17	2	5	0	7	31	78.535[a]
		%	54.8	6.5	16.1	0.0	22.6	100.0	
	Female	N	18	1	12	1	2	34	0.000
		%	52.9	2.9	35.3	2.9	5.9	100.0	
Quality in Delivered Education	Male	N	0	16	3	8	4	31	71.125[a]
		%	0.0	51.6	9.7	25.8	12.9	100.0	
	Female	N	0	17	3	10	4	34	0.000
		%	0.0	50.0	8.8	29.4	11.8	100.0	
Teacher - Students Relationship	Male	N	10	3	2	8	8	31	84.617[a]
		%	32.3	9.7	6.5	25.8	25.8	100.0	
	Female	N	10	1	10	12	1	34	0.000
		%	29.4	2.9	29.4	35.3	2.9	100.0	

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Library Facilities	Male	N	0	9	4	13	5	31	76.618[a]
		%	0.0	29.0	12.9	41.9	16.1	100.0	
	Female	N	0	17	3	13	1	34	0.000
		%	0.0	50.0	8.8	38.2	2.9	100.0	
Sports facilities	Male	N	11	8	9	2	1	31	73.359[a]
		%	35.5	25.8	29.0	6.5	3.2	100.0	
	Female	N	13	7	13	1	0	34	0.000
		%	38.2	20.6	38.2	2.9	0.0	100.0	
Facilities for gender-neutral and accessible toilets and canteens.	Male	N	6	12	9	4	0	31	79.449[a]
		%	19.4	38.7	29.0	12.9	0.0	100.0	
	Female	N	12	9	12	0	1	34	0.000
		%	35.3	26.5	35.3	0.0	2.9	100.0	

The perception of graduates plays a crucial role in the overall development of the institution. The table presents gender perspectives on institutional activities. According to the table, females perceive canteen and toilet facilities poorly, with a majority (61.8 percent) expressing this view. Male opinions also indicated poor facilities in the canteen and toilet, with 58.1 percent expressing this perception. Similarly, the female graduates expressed that existing toilet and canteen facilities are insufficient and not gender-friendly. Library facilities are also found to be weak, with 50 percent of females expressing this perspective. In contrast, 58 percent of male graduates positively perceived the library facilities.

The positive relationship between teachers and students contributes to a favorable environment for teaching and learning activities. However, this relationship was found to be insufficient according to female perspectives. Although male graduates had positive perspectives on it, only a small majority shared this view. It is also notable that the majority of male and female perspectives are almost similar regarding the quality of education, teaching-learning activities, placement, and internship practices, all of which are deemed insufficient.

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The majority of female graduates (85.3 percent) have a positive perception of the extracurricular activities conducted by the institution, but male perceptions are lacking. The programs conducted by the institution are not perceived as job-oriented because the majority of both genders do not perceive them as such. However, the programs have been found to increase the problem-solving abilities of the graduates. The data shows that 61.3 percent of males and 79.4 percent of females agree with these findings.

Program based Graduates' Attitudes on Learning Environment

The institution has three major programs: Education, Management, and Humanities. The study has accumulated graduates' attitudes from each program and presented comparatively in the table below.

Table -2

Program-based Graduates Attitude Analysis on the Institutional Learning Environment

Statements	Program	f	Very Poor	Poor	Neutral	Good	Very Good	Total	Chi-square Sig. 2 sided
Relevance of the program to the job	BBS	N	7	11	15	9	6	48	80.360[a]
		%	14.6	22.9	31.3	18.8	12.5	100.0	
	B. Ed	N	0	2	2	5	3	12	
		%	0.0	16.7	16.7	41.7	25.0	100.0	0.000
	BA	N	0	2	1	2	0	5	
		%	0.0	40.0	20.0	40.0	0.0	100.0	
Graduates' attitudes on extracurricular activities of the institution	BBS	N	0	10	3	16	19	48	76.002[a]
		%	0.0	20.8	6.3	33.3	39.6	100.0	
	B. Ed	N	0		1	3	4	12	
		%	0.0	33.3	8.3	25.0	33.3	100.0	0.000
	BA	N	0	2	1	2	0	5	
		%	0.0	40.0	20.0	40.0	0.0	100.0	
Problem Solving ability of the graduates'	BBS	N	0	10	6	18	14	48	75.79[a]
		%	0.0	20.8	12.5	37.5	29.2	100.0	
	B. Ed	N	0		1	3	6	12	
		%	0.0	16.7	8.3	25.0	50.0	100.0	0.000
	BA	N	0	0	0	2	3	5	
		%	0.0	0.0	0.0	40.0	60.0	100.0	

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Placement and internship practices	BBS	N	0.0	0.0	0.0	0.0	0.0	8.5	84.791[a]
		%	12	11	12	7	6	48	
	B. Ed	N	8	1	2	0	1	12	0.000
		%	66.7	8.3	16.7	0.0	8.3	100.0	
	BA	N	1	1	0	1	2	5	
		%	20.0	20.0	0.0	20.0	40.0	100.0	
Teaching learning activities	BBS	N	28	0	14	1	5	48	91.95[a]
		%	58.3	0.0	29.2	2.1	10.4	100.0	
	B. Ed	N	4	3	3	0	2	12	0.000
		%	33.3	25.0	25.3	0.0	16.7	100.0	
	BA	N	3	0	0	0	2	5	
		%	60	0.0	0.0	0.0	40.0	100.0	
Quality of delivered education	BBS	N	0	25	5	11	7	48	77.264
		%	0.0	52.1	10.4	22.9	14.6	100.0	
	B. Ed	N	0	5	0	6	1	12	0.000
		%	0.0	41.7	0.0	50.0	8.3	100.0	
	BA	N	0	3	1	1	0	5	
		%	0.0	60.0	20.0	20.0	0.0	100.0	
Teacher students' relationship	BBS	N	17	3	7	17	4	48	88.931
		%	35.4	6.3	14.6	35.4	8.3	100.0	
	B. Ed	N	0	1	5	2	4	12	0.000
		%	0.0	8.3	41.7	16.7	33.3	100.0	
	BA	N	3	0	0	1	1	5	
		%	60.0	0.0	0.0	20.0	20.0	100.0	
Library facilities	BBS	N	0	24	5	17	2	48	89.840
		%	0.0	50.0	10.4	35.4	4.2	100.0	
	B. Ed	N	0	1	2	5	4	12	0.000
		%	0.0	8.3	16.7	41.7	33.3	100.0	
	BA	N	0	1	0	4	0	5	
Sports facilities	BBS	N	20	9	16	3	0	48	91.873
		%	41.7	18.8	33.3	6.3	0.0	100.0	
	B. Ed	N	4	3	5	0	0	12	0.000
		%	33.3	25.0	41.7	0.0	0.0	100.0	
	BA	N	0	3	1	0	1	5	
		%	0.0	60.0	20.0	0.0	20.0	100.0	

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Facilities for gender-neutral and accessible toilets and canteen	BBS	N	12	15	17	3	1	48	
		%	25.0	31.3	35.4	6.3	2.1	100.0	73.164
	B. Ed	N	4	4	3	1	0	12	
		%	33.3	33.3	25.0	8.3	0.0	100.0	0.000
	BA	N	2	2	1	0	0	5	
		%	40.0	40.0	20.0	0.0	0.0	100.0	

The attitudes of graduates from different faculties towards the institution's learning environment vary significantly. The BBS and BA graduates find the courses offered by the institution to be poor and not relevant to current market requirements. Therefore, the majority of the opinions represented in the table disagree. Interestingly, 66.7 percent of BEd graduates believe the existing curriculum is relevant to market requirements.

The institution's extracurricular activities received positive feedback from 72.9 percent of BBS program respondents and 58.3 percent of BEd program respondents. However, graduates from the BA program had a less favorable perspective on the activities. After graduation, the majority of graduates from each program felt capable of handling problems and had developed problem-solving abilities. The placement and internship opportunities provided by the institution were seen as inadequate by BBS and BEd Graduates, but BA graduates argued that the institution does provide such opportunities.

The institution's teaching and learning activities are considered the institution's backbone, but they were identified as poor. The data shows that 58 percent of graduates from BBS and BEd programs and 60 percent of the BA program prefer traditional practices. Similarly, the education delivered was also identified as insufficient, as 52.1 percent of BBS graduates and 60 percent of BA graduates expressed this opinion.

In terms of the relationship between teachers and students, 50 percent of BEd Graduates reported a good relationship, while 60 percent of BA graduates shared different opinions than the BEd program. BA graduates found the library facilities sufficient, but BBS graduates strongly disagreed with this view. Sports, canteen, and toilet facilities were found to be poorly managed,

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with the majority of graduates from all programs agreeing on this point.

Qualitative Analysis

The study collected graduates' suggestions as pieces of qualitative information for institutional development. The accumulated graduates' suggestions for the betterment of the institution were themed and presented in this manner.

A. Educational Aspects

Teaching Technology

The graduates' suggestions on the educational aspect of the institution are found to be significant. The classical model is the graduates' suggestion on the teaching-learning pedagogy that the institution has been adopting. These teaching models do not address the needs of students of the technology era. Hence, it should be transformed into an ICT-based model. Graduates who need to work while pursuing higher education are unable to attend classes regularly. As a result, they wish to utilize online or blended modes of classes to harness the benefits of technology.

Many participants (n = 9) highlighted the suggestions to the institution as follows: " *Students who cannot attend classes regularly due to having to work to pay tuition fees, geographical barriers, or other reasons are at a higher risk of being excluded from higher education. If institutions implement online and blended teaching models, students are less likely to drop out of higher education.*"

The passage implies that the institution should consider incorporating blended and online teaching methods to address students' mindsets. It is suggested that adopting these methods could potentially increase enrollment and reduce the dropout rate. The online and blended teaching model accommodates all students, whether they attend regularly or irregularly (Dodero et al., 2003).

From elementary to higher levels, having basic computer skills is vital. Students utilize computers to do homework, write papers, and conduct research. Educators and teachers use basic computer skills to manage student data, develop lesson plans and presentations of classes,

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and allow students access to online resources (Schultheiss et al., 2023). However, the institution has weak provision of such opportunities to all programs and levels of students and teachers. The practices of the institution disabled graduates from employment opportunities. Therefore, they suggested that the institution should make a provision for learning computer skills for all categories of students. Students pursue higher education to get involved in the job market. Employers are looking for skilled and competent professionals in technical fields (Schultheiss et al., 2023).

The institution has not yet offered technology-friendly, market-demanded, and job-oriented programs. As a result, graduates have a higher chance of being unemployed and negative attitudes. Therefore, they suggest adding these types of programs to the institution. Several participants (n=7) suggest, *"Institutions should conduct those programs which can fulfill the market necessity, and the teaching-learning strategy should emphasize the development of the learner's proficiency."* The statement emphasizes that institutions should affiliate with market-driven courses and should also be more conscious about developing ICT skills for all categories of students. ICT skills increase the likelihood of advancing to new job opportunities with a high salary in the global market (Atasoy, 2011).

Most participants said: *"Now institutional teaching-learning activities should be ICT-based because it fosters curiosity and encourages students to think logically to solve problems."* The narration justifies that the teaching-learning activities that the institution has applied are outdated. These techniques don't give satisfaction to the students or foster the students' logical thinking and explanation capacity. Nowadays, many people spend a lot of time on the Internet, making it a vital part of their lives. Institutions cannot survive without embracing technology, so they should integrate technology into their teaching and learning activities. ICT enhances concentration and comprehension. Using ICT tools helps boost student concentration, leading to quicker assimilation of concepts and improved learning abilities (Zweekhorst & Maas, 2015).

Learning Environment

Attending classes regularly fosters a feeling of responsibility. If students do not get regular

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classes, they might start lagging in their assignments or fail to study enough, which can harm their attitudes towards the institution (Lin & Chen, 2006). Regular classes motivate students to learn and improve their study habits, ensuring that courses are completed on time and increasing the success ratio. However, graduates realized these practices were insufficient in the institution. They suggest to the institution in this method:

As many participants (n = 10) suggest, *"To maintain a conducive learning environment, institutions should work to minimize political and other non-academic activities. The extracurricular activities should be scheduled in a way that does not interfere with regular classes."*

The narration concludes that extracurricular activities enhance students' creativity and should be linked to academic performance. These activities should be scheduled rather than random. Currently, the institution organizes these activities randomly and does not consider the preferences of different genders, which has negatively affected students' attitudes. Additionally, political activities harm students' learning attitudes, so the graduates suggest limiting these activities. Excessive political interference and its activities can hamper the conducive teaching environment of the institution (Aars & Christensen, 2020).

Teacher absenteeism significantly impacts educational institutions, hindering education delivery in many developing countries (Segrott, 2016). In this phenomenon, the majority of participants (n=8) wish to make suggestions to the institution based on this*: "The irregularity of the teachers in the classroom does not satisfy the students. Techno-friendly classroom environment incorporated with modern teaching pedagogies is essential for a fruitful learning environment."*

Teachers' regularity is a key motivator for students during their learning activities. Therefore, the narration suggests to the institution that the irregularity ratio of the teachers in the classroom should be minimized. Additionally, the physical environment of the classroom should be enhanced, and it should be converted into a technology-friendly one. The teaching method applied by the

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institution does not address the student's needs and motives. Therefore, they suggest that modern teaching pedagogies are essential.

Exposure to diverse reading materials fosters critical thinking, expands vocabulary, and enhances comprehension, improving students' communication skills. They are crucial for research projects and academic pursuits (Abrami et al., 2015). Therefore, library facilities at higher education levels are essential.

Here are the suggestions from 10 graduates regarding library services and facilities-

"The library facilities are inadequate. Separate reading stations for students and teachers are needed. Insufficient recent published text and reference books, unskilled librarians, and insufficient internet facilities have negatively impacted the students' attitudes."

The suggestions from the above narrative indicate that institutions should be reformed by enhancing library facilities. The institution should consider acquiring recently published and relevant books for the library. Online library resources are necessary to meet students' needs. It can offer users a wide range of current and relevant information sources to support their learning and research requirements (Francis, 2024).

Teachers' Professionalism

Interpersonal communication skills, research and publication, participation in seminars as a conductor or presenter, critical thinking, classroom management, facilitation and engagement, organization, and planning are essential competencies for professional teachers because the professionalism of a teacher is enhanced by these skills (Southern de Oro Philippines College, Cagayan de Oro City, Philippines, et al., 2024). Teachers' competence positively impacts students' academic development and skills and helps teachers improve their teaching techniques (Canuto et al., 2024). As a result, graduates recommend that institutions should invest in enhancing these skills for the teachers. In this context, participants (n=7) have similar recommendations –

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"The institution must prioritize the professional development of the teachers. To inspire students, classroom instruction should be constructive and project-based. Teachers must undergo the same transformation."

The passage demonstrates that the teachers' professionalism plays a significant role in motivating the students in the classroom. Therefore, teachers at an institution must be updated as per the technological progress, and they should be able to apply it in teaching-learning activities. The students in the classroom are not inspired to learn something if teachers have insufficient professionalism. Therefore, the narration recommends that the institution should be eager to invest in the development of the professionalism of the teachers.

Regarding the professional qualities of the teachers, the participants (n=5) suggest that *"Sometimes we feel bored in the classroom because the teachers are often focused on their books and class notes. Therefore, a lack of class preparation can be easily assumed before attending the classroom."*

Encouraging students to strive for excellence, upholding ethical principles in teaching, demonstrating patience and honesty, serving as a role model for ethical behavior in their specific field, staying up to date, and fulfilling their responsibilities are all essential aspects of a teacher's professionalism (Wei, 2023). This aspect of the institution needs to improve.

Important soft skills for teachers include strong time management, research ability, leadership, work ethic, problem-solving abilities, high emotional intelligence, and adaptability to employ various teaching modern teaching pedagogies. In this situation, participants (n=8) say, *"Since our admission to this institution for higher education, we have been learning primarily through classical teaching methods, such as lectures and question-answer."* The above passage finds that teachers mainly use the lecture and question-answer methods in the classroom. These traditional teaching methods are not effective in today's modern era. It has raised the question of why teachers are not using more modern pedagogies during their lessons. One possible reason could be a lack of knowledge about technology or a non-conducive environment for utilizing

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technology in the institution.

This message indicates that the students' selection practices for the scholarship were deemed insignificant and need improvement to be more competitive.

Similarly, the next group of participants (n = 3) suggested this to the institution: "*The scholarship practices implemented by the institution differ from the government policies. Therefore, we suggest following the government scholarship distribution policies.*"

Some graduates have suggested that the institution adhere to government policies while distributing scholarships. The government distributes scholarships to students based on criteria such as intelligence, gender, caste, geographical area, economic status, and physical ability. Therefore, the institution should also pursue the same practices.

Graduates' Contribution to Institutional Betterment

The graduates have enough experience in institutional activities that they have collected during their study period. After graduation, they can reflect on institutional behavioral change. The graduates' contribution is essential to the institution's improvement. The graduates' favorable attitudes toward the institution play a vital role in development. In this sense, the institution's graduates wish to make the following contributions for the institutional betterment.

Supports on Knowledge and Skills Development

Skill development helps students prepare for jobs in the global market. To gain the skills, the students should invest money and extra time. However, some graduates work as entrepreneurs, while other organizations employ others. In this sense, graduates (n = 8) say, "*We have some experience in banking and cooperatives.*" *Thus, if an institution provides a platform to share gained experience, we support it.*" The report indicates that graduates are keen on sharing their experiences in banking, insurance, and cooperatives. It also provides guidance to students regarding future career prospects in these fields and the requirements to succeed in the competitive job market.

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On the other hand, some graduates (n = 5) are found entrepreneurs and want to support the institution in the following ways: *"Among us, some are beauticians, auditors, musicologists, and sports coaches." Therefore, we can support the institution by sharing our experiences."* The passage indicates that some graduates are entrepreneurs and wish to support the students and institutions by sharing their experiences. Now, the institution should take steps to understand the graduates' attitudes and maximize the utilization of institutional support.

The small group of graduates (n = 5) are involved in public service. They are excited to support the institution in this manner: *"The students who want to job in public service and teacher services commission. We can guide them by our experience."*

The passage emphasizes that students interested in joining the Teacher Service Commission have great opportunities because graduates in the teaching profession are eager to provide support and guidance. Students curious about the Public Service Commission can also benefit from learning from these graduates.

Based on their level of engagement, the graduates wish to assist the organization that provides students with training in banking, collaboration, and accounting. They wish to encourage pupils to take advantage of the opportunities presented by the market through training. A few graduates became hair stylists, beauticians, musicologists, and sports instructors. They became even more enthusiastic about providing voluntary support to students who aspired to become future hair stylists, beauticians, musicians, or sports coaches.

Graduates have firsthand knowledge of the institution's dearth of instructional resources, including books in the library, desktop computers for students to practice computer skills and study materials related to sports. Therefore, if the institution establishes a favorable environment, they are encouraged to support these supplies and equipment.

Educational, Sports, and Material Support

Graduates have firsthand knowledge of the institution's dearth of instructional resources, including books in the library, desktop computers for students to practice computer skills and

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study materials related to sports. Therefore, if the institution establishes a favorable environment, they are encouraged to support these supplies and equipment.

Graduates (n = 7) say – *"Reference books are essential for expanding students' minds. During the study period, we did not have enough reference books in the library, so we want to contribute some books for the library."* The narration attempts to justify that graduates show interest in supporting the institution by providing teaching materials such as textbooks, journals, reference books, and other necessary materials.

Graduates (n = 3) pronounce "*To create a technology-friendly learning environment, we can provide some computers and technical instruments".* Students are eager to learn new things by leveraging technology. While they were still studying, the students noticed a lack of e-learning resources in the institution. As a result, they are now keen on supporting the integration of ICT-related materials to make the institution more technology-friendly.

Graduates (n = 17) *expressed their willingness to support institutions by providing sports materials and sharing coaching skills.* Similarly, the majority of the graduates found willingness to support institutions by providing sports materials. Students who want to be involved in games and sports fields are highly encouraged.

Discussion and Conclusion

The study found that canteen and washroom sanitation practices, library services and facilities, teaching-learning activities, internship and job placement opportunities, and offered courses by the institution have an insufficient and unfavorable attitude of the graduates. These findings of the study are contradicted by the findings of (Valantinaitė & Sederevičiūtė-Pačiauskienė, 2020 & Namjildagva et al., 2024). The issue may have its origins in disparate educational cultures and institution sizes. The administration and management of the community colleges should now be aware of the graduates' discontent. Students' and graduates' discontent can be resolved by enhancing library services and implementing blended learning strategies.

However, the relationship between teachers and students appeared poor in female

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graduates' view. The graduates from the BA program have poor positive attitudes toward the current program, extracurricular activities, teaching-learning activities, library services, and facilities, as well as the quality of education delivered in the classroom. The findings are similar to those of the (Vez-López & Jiménez-Velásquez, 2019). However, they have a positive perspective on placement and internship practices adopted by the institution.

The graduates from the BBS program have positive attitudes only towards ECA and the library services. Beyond placement, internship opportunities, and learning activities, all have a positive perspective from the BEd Graduates in the institution. The abstract of the findings matches those of Hanaysha et al. (2023). The conclusion demonstrated that the BBS and B. Ed programs have comparable learning management and other resources. However, it raises important questions about the management and administration of the colleges as to why BA graduates do not feel the same as other graduates from the same institution.

The findings of the study provide graduates' insight into institutional activities, especially the learning environment. The graduates suggest improving library facilities and starting job placement and internship practices for all program's students. Students are seeking Internship and placement opportunities during the study period. Therefore, the institution should be actively engaged in improvement in placement and counseling cells and library cells. Through these practices, the institution can win the students' feelings and make their attitudes positive.

The institution conducted three programs. Graduates from the BA program mostly have no positive attitudes toward library facilities, teaching-learning pedagogies, and the quality of education delivered in the classroom. Now, the respective department and administration of the institution should be aware of graduates' attitudes and address them as per the study's need-based suggestions. The study's findings on certain variables related to graduates' attitudes toward learning environments align with those of Segrott (2016), while some findings contradict those of Jusoh et al. (2011), Tasgin et al. (2018), and Guo et al. (2022).

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Graduates' Suggestions for ID

To conduct online and mixed mode of classes, affiliate market-driven courses, connect teaching-learning activities connected with ICT and project-based, minimize the flame of politicization, conduct ECA based on schedule, convert the general classroom into a technology-friendly classroom, apply modern teaching pedagogies, manage a separate reading room for students in the library, enhance modern pedagogical techniques of the teachers and teachers' professionalism is essentially a common suggestion from the graduates for institutional betterment.

Graduates' Contribution to ID

The findings indicate that the graduates aspire to enhance ID by providing ICT-based equipment for fostering a teaching-learning environment techno-friendly, contributing books for library facilities enhancement, supplying sports materials, and offering pre-service training for banking, insurance, cooperatives, and sports coaching. They also aim to guide the students about the Public Service Commission and Teacher Services Commission. The majority of the graduates want to share positive experiences with the local community.

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Compliance with ethical standards

We authors declared that the study has no conflict of interest.

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