

Building Bridges: Exploring the Triadic Relationship between Students, Faculty, and Alumni in Co-Creation in Higher Education

Heena Kauser* and Shovona Choudhury

ICFAI University Jharkhand

Abstract: Higher education is increasingly shifting toward collaborative and participatory learning models in which multiple stakeholders contribute to the design, delivery, and continual improvement of academic experiences. While previous research has primarily examined student–faculty partnership models, the inclusion of alumni as active co-creators has remained significantly underexplored. This study addresses this gap by investigating the triadic relationship among students, faculty, and alumni, and how their collective engagement influences learning effectiveness, curriculum relevance, and overall institutional development. Grounded in Students-as-Partners Theory, Value Co-Creation Theory, and Social Capital Theory, the research positions co-creation as a shared, relational, and network-driven process essential for modern higher education ecosystems. The primary objectives were to examine the extent of co-creation practices across the three stakeholder groups, analyse their respective contributions, assess the influence of interaction quality and institutional support, and identify strategies for strengthening triadic collaboration. A quantitative, descriptive–correlational approach was employed, using a structured Likert-scale questionnaire distributed to students, faculty, and alumni. A total of 100 valid responses were analysed through descriptive statistics, reliability testing, Pearson correlations, multiple regression, mediation analysis, and ANOVA. Key findings reveal strong overall agreement that students, faculty, and alumni play meaningful roles in co-creation. Students and alumni emerged as the strongest predictors of positive learning and institutional outcomes, while faculty contributions—despite strong correlations—showed overlapping effects due to multicollinearity. Interaction quality and institutional support were perceived as important but did not significantly mediate stakeholder involvement and outcomes. No significant differences were observed in perceptions across respondent groups, indicating a shared understanding of co-creation benefits. Overall, the study highlights that a triadic co-creation model enhances learning relevance, strengthens academic–professional linkages, and supports institutional growth.

Keywords: Co-creation, Triadic Relationship, Higher Education, Faculty Engagement, Alumni Networks, Student Learning Outcomes

* Research scholar and corresponding author. Email: emailtonc27@gmail.com
This author is also affiliated as Assistant Professor, Nizam College.