

A Study on the Learning Pattern of Generation- Z (Gen-Z) & their Perception on Curriculum, Course Deliverance and Infrastructure

Dr. R. Nandhakumar

(Research Assistant, National Institute of Fashion Technology, Chennai, India)

Abstract

Teaching the current generation, the Gen-Z (born between 1997-2010) is a challenging task. This is because the level of intellectual possess by the current younger generation is better than the Millennial and Generation X. This is majorly due to the abundant resources available around them to enrich their knowledge base. The Smart Phone with 24/7 internet, Social Media like Facebook, WhatsApp, Phone, Instagram, and Twitter & so forth have been making them occupied. Gen- Z learners spent almost 10 to 12 hours in a day in online, compared with Millennial who was at 25 hours/week. Gen-Z believes their experience with technology will help them achieve their life goals and 24 hours/day is not at all sufficient for them.

The traditional methods of teaching like theoretical lecturers, power point presentation and etc. no longer have been considered as valuables by them and it is deemed that the contents are just downloaded from Google and put in a layout. Hence, the educationists have to explore 360 degrees to acquire strong subject contents to teach the current generation. The purpose of any course curriculum is to develop intellectuals in the respective field which could lead to achieving further new milestones in that filed.

The aim of this article is to understand the expectations of Generation Z from the teaching fraternity/educational institutions. This article focuses on what are the methods or kind of input or tools, the Gen-X expects from the current educationist. A set of the questionnaire has been developed for the same and analyzed. The result would be helpful to the Institute / Teaching fraternity to equip them to meet & address the expectations.

Keywords: *Generation Z, Expectations, Innovation, Education, Technology, Academic Development, and Infrastructure.*

Introduction:

It seems that the current generation learners are more skeptics and they accept the concepts/theories only if the deliverance fits a real-life situation or something which they can relate or verify instantaneously. Availability of abundant online resources for any topic leads to having reduced the dependence of faculty members, one to one interaction and even searching in the library. We could also say that it has diluted the degree of respect which was there with the previous generation on the faculty members. The faculty members teaching the particular topic should be well versed in that area & capable of answering the questions open-mindedly. No educational institution or a teaching member can ignore the current reality. This situation leads to finding the learning pattern of the current generation (Gen-Z) learners and their expectations.

Literature Review:

(Mackinnon M M, 2001) Effective course deliverance is the base for learners to understand the concept taught & create curiosity to explore further. It could be fine-tuned by implementing “Observational based feedback system”. (Tim Elmore, 2010) The success of students in the academic process is based on their degree of involvement particularly for experience and transformation in the learning process. Learning increases when we increase the interaction in the educational process. Students success strengthened when they expose internationally, transforming the experiences into form. Active involvement, Social Integration, and Self-reflection are the key factors for real learning. (Heidi Hayes Jacobs, 2010) A real challenge to an educator is to match the needs of the current generation learners. The educator must be a strategic learner himself by deliberately expanding his perspectives and also updating the approaches. (Ian Jukes, 2010) It is not a wise way to try to fit the current generation into a traditional model of education. The author is of the opinion that the educator should understand the digital learners and digital world; otherwise it will intensity the disconnect between the educator and learner. The educator has to keep aside all his personal preferences and adapt to the demand of the current generation for making the teaching environment more conducive. (TCS GenZ Survey, 2016) The current generation

learners want to move away from the theory based learning and focus on participated learning and also collaborative learning methods. (Sieva Kozinsky, 2017) The current generation students are no more passive learners. They want to be a part of the learning process and fully engaged in the process. They are the driving force for the new learning tools, defining teaching styles and demand for the learner-centric teaching environment. As per the study conducted by Barnes Noble College, it is quite obvious that the Gen-Z expects engaging and interactive learning experience. A study suggested that 51% of Gen Z learns through doing, 38% by seeing and the remaining 12% by listening. (Philip Preville, 2018) Generation Z has the mindset that they just can't wait for anything and they need everything whether it is about learning, personal life etc. within no time. They have become impatient and thinking that everything should be readily available for them. It could be termed as the straight-laced character. Their social life is happening digitally. (Dr. Albert P Rayan, 2018) The current generation is technology dependent and relies on audio, visual & digital contents and willing to work on challenging assignments. They are not much inclined towards the teachers. They need freedom and wanting to explore new things and they want to be taught creatively and innovatively.

Objectives:

Based on the review of the literature, In a global perspective, one can understand that the Gen Z are more technology savvy, open-minded, moving away from boundaries, exploring, against the theory based lectures etc. India is going to be the youngest nation with an average age of 29 by 2020. At this juncture, it is very necessary,

- To know the learning pattern of current generation learners
- To understand the perception of curriculum, deliverance, and infrastructure

Research Methodology:

The sample for the study consisted of 100 students currently studying towards under graduation programme in a college. As per the review of the literature, the target respondents were chosen the year of birth between 1997 to 2001. In order to meet the objectives, a questionnaire was framed with 15 questions to know their pattern of study, internet usages, how do they spend their time and covered under part A (quantitative analysis). The questions in part B covered the course content, course deliverance, availability infrastructures etc. to assess their expectations (qualitative analysis). Respondents were asked to select the

appropriate factor in which 1 means “strongly agree” and 5 means “strongly disagree”. The collected data were analyzed using the SPSS.

Ho 1 – There is no significant relation between Course Curriculum, Deliverance & Infrastructure available with the student’s expectations.

Descriptive Statistics					
Description	N	Minimum	Maximum	Mean	Std. Deviation
The curriculum is inspiring you to study	100	1.00	5.00	2.5200	.89307
The content is more focused and designed appropriately	100	1.00	4.00	2.6000	.69631
The content has scope for more exploration	100	1.00	4.00	1.9300	.70000
Evaluation system followed is student friendly.	100	1.00	5.00	2.6600	1.03690
Classes are logically structured & delivered	100	1.00	5.00	2.6300	.88369
The method of teaching helps you to understand the contents clearly	100	1.00	5.00	2.7500	.94682
Getting dynamic & Interactive learning in the class	100	1.00	5.00	2.4300	.75552
Faculty are your major source of inspiration	100	1.00	5.00	2.9000	.94815
Gained knowledge empowering you to face new challenges	100	1.00	4.00	2.2500	.82112
Infrastructure available are sufficient and fulfilling the course requirements	100	1.00	5.00	2.4400	.94623
Availability of latest teaching AIDS	100	1.00	5.00	2.5100	.84680
The adequate support system is in place to address your requirements	100	1.00	5.00	2.6200	.85019

Table 1.1 Descriptive analysis

Source: Primary data

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.718
Bartlett's Test of Sphericity	Approx. Chi-Square	342.940
	df	66
	Sig.	0.000

Table 1.2 KMO and Bartlett's Test

Source: Primary data

From the above (Table 1.1), the Standard Deviation values are within the limit. **KMO value of 0.718** (from the table 1.2) and **Significant at 1% (Value .000)** showed that there is a

significant relationship between Course Curriculum, Deliverance and Infrastructure available with the student's expectations, Hence, the Null Hypothesis is rejected.

Analysis & Interpretation

The extracts of the analysis of the collected data from 100 respondents are furnished below. It was found that 62% and 27% of the students were at the age of 18 and 19 respectively.

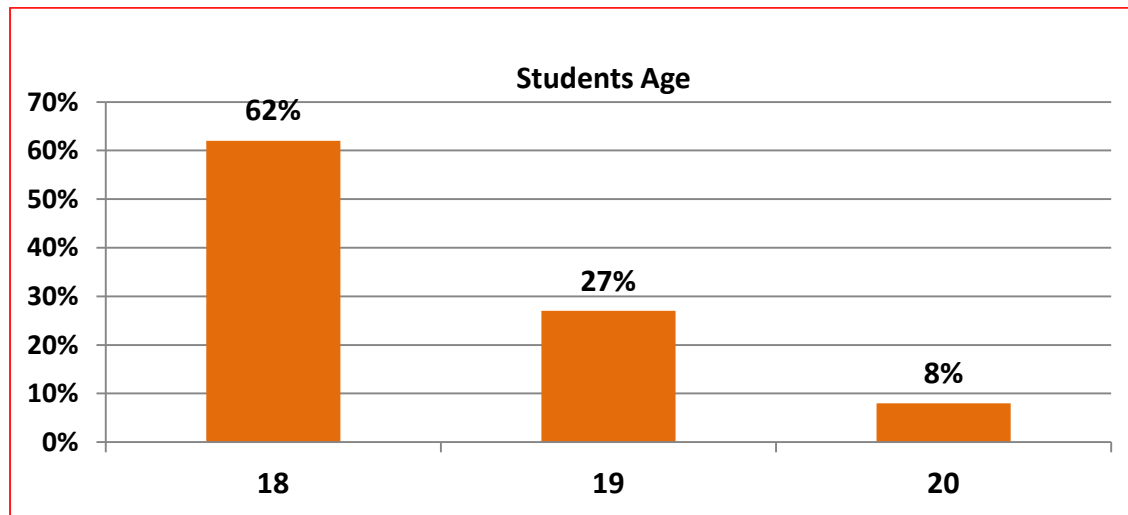


Figure: 1.1 Sources: Primary Data

From figure 1.2, Majority of the students (60%) think that the course deliverance is most important followed by Course Content (34%) and infrastructure (4%).

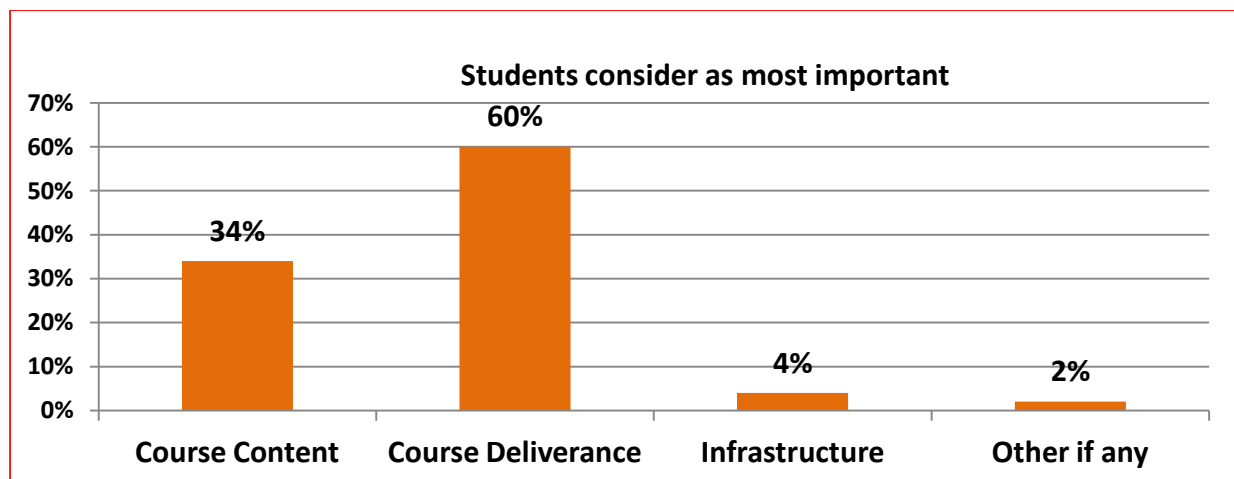


Figure: 1.2 Sources: Primary Data

92% of the respondents agreed the knowledge gained through the course is useful for employability. (Figure 1.3).

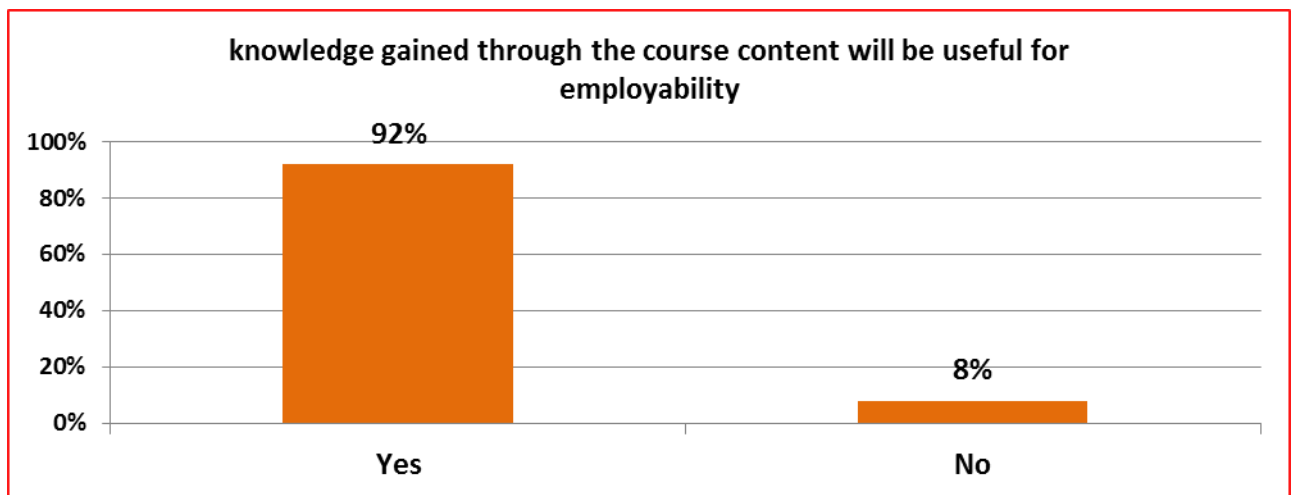


Figure: 1.3 Sources: Primary Data

Majority of the respondents (92%) are comfortable in exploring their own if they get the keywords of the course.

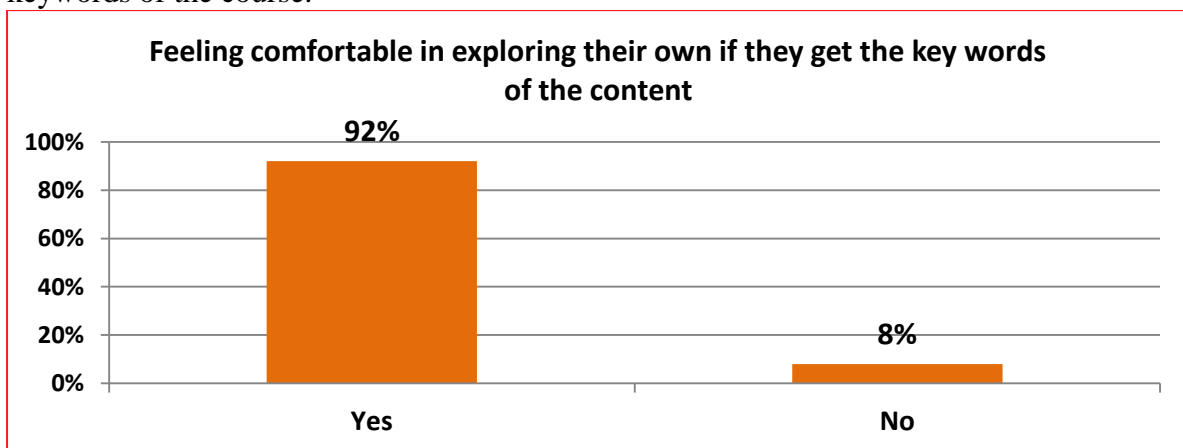


Figure: 1.4 Sources: Primary Data

The study revealed that 52% of the respondents get their doubts clarified by searching online.

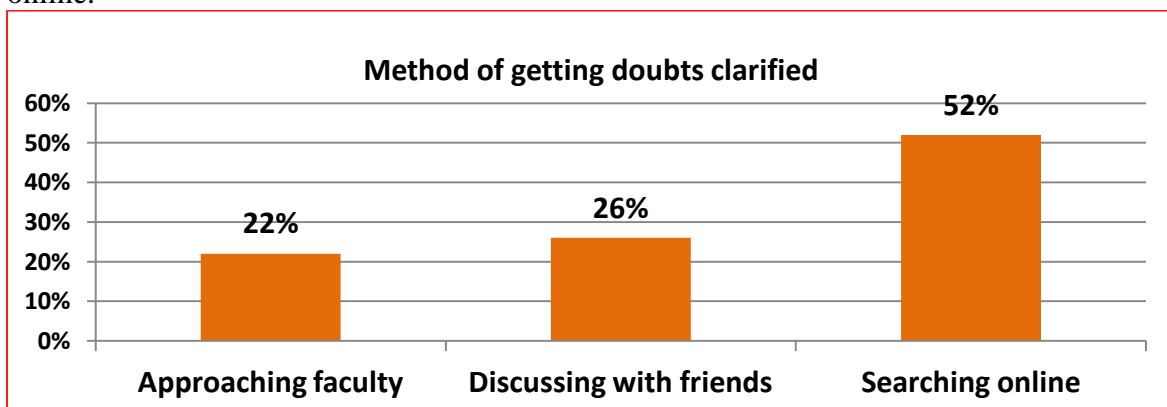


Figure: 1.5 Sources: Primary Data

75% of the respondents preferred to study independently and only 25% showed that they prepare through group discussion. (Figure 1.6)

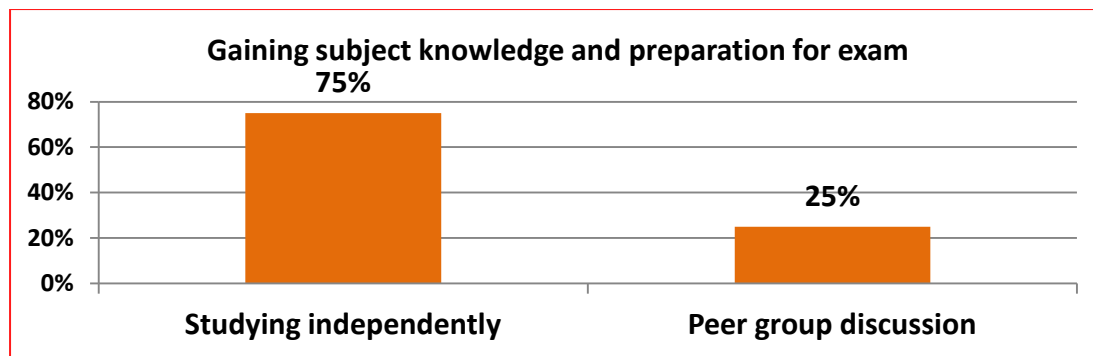


Figure: 1.6 Sources: Primary Data

It was noted from the figure 1.7 that, **55 % of the respondents prepare/read-only before the exams.** (Figure 1.7)

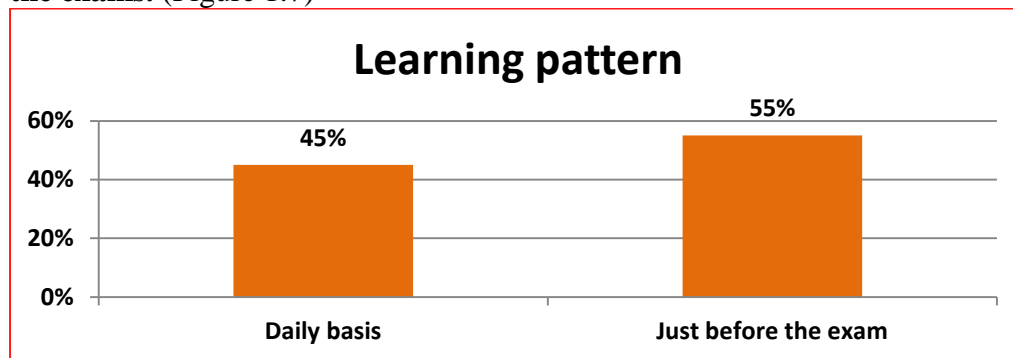


Figure: 1.7 Sources: Primary Data

It was observed that **35% of the respondents spent upto 1 hour only for academic purpose** after college hours. (Figure 1.8)

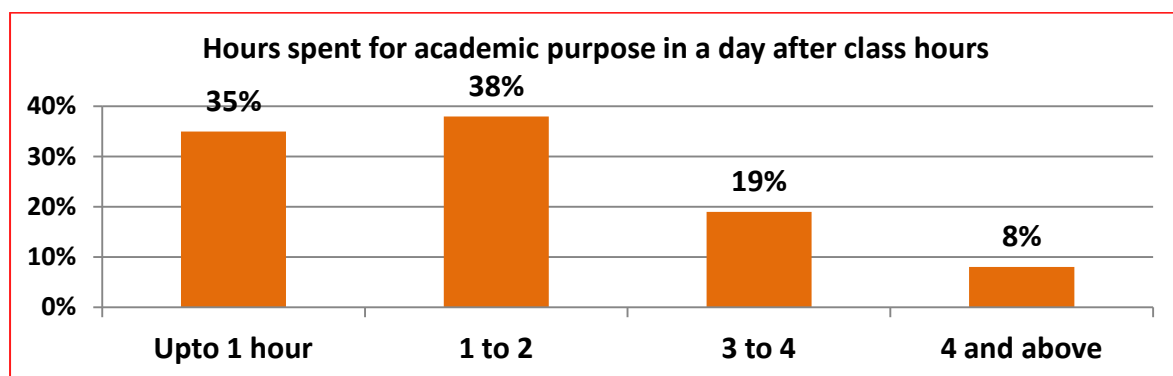


Figure: 1.8 Sources: Primary Data

50 % of students are visiting library 1 or 2 times a week and 21 % are visiting 3 to 4 times a week. (Figure (1.9)

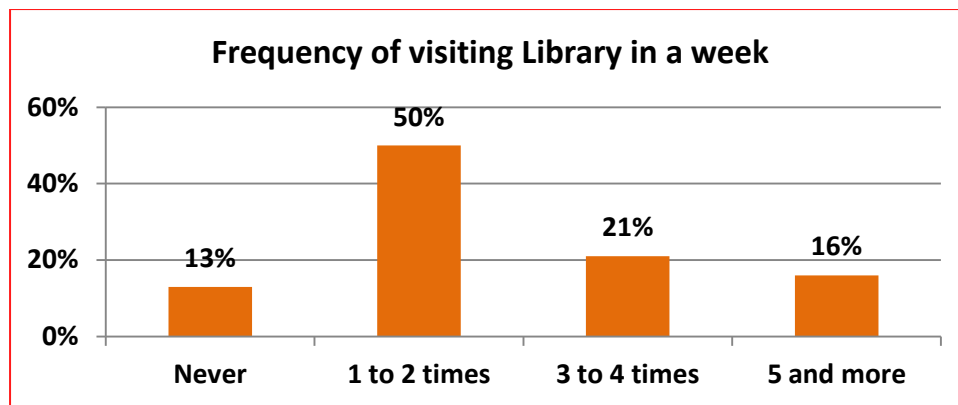


Figure: 1.9 Sources: Primary Data

From table 1.10, **49% of the respondents are using the internet for social media** and 33% are for general awareness. Only 11% are using internet for Academic Purposes.

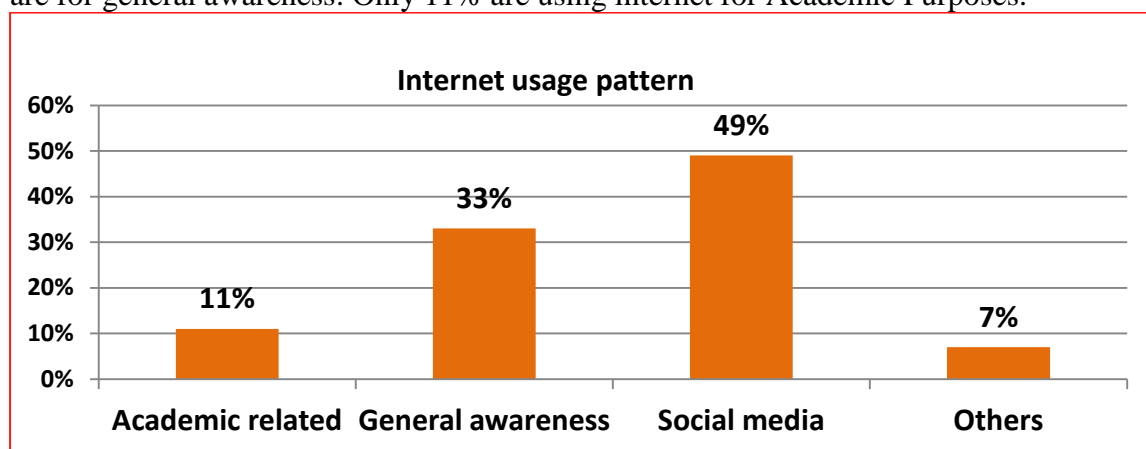


Figure: 1. 10 Sources: Primary Data

60% of the respondents agreed that they are **not utilizing the time properly** and only 40% have said that they are utilizing properly.

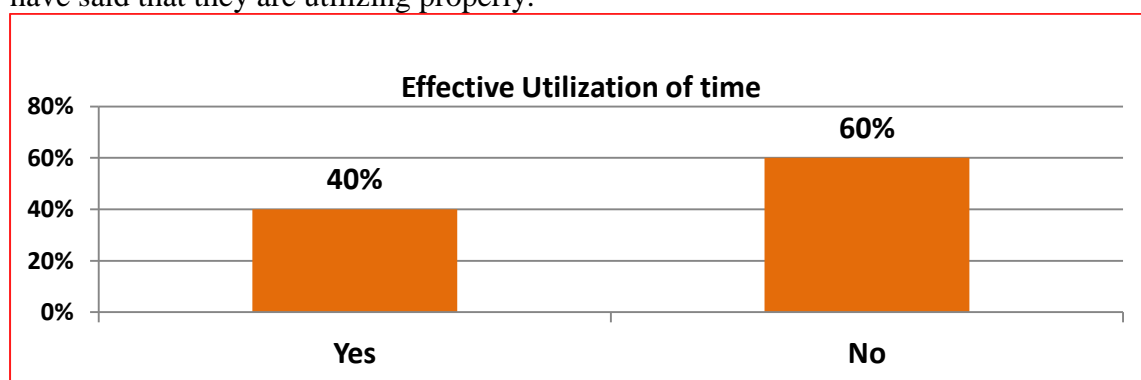


Figure: 1. 11 Sources: Primary Data

Findings & Conclusion:

This study has revealed some interesting facts about the current generation on their priorities, learning pattern and how they are gaining academic base and their perception of curriculum, deliverance, and infrastructure.

The majority (60%) of the respondents are of the opinion that the course deliverance is more important than the course content. 92% are capable of learning the course if they get the keyword and it shows that they are intellectually proficient, but the majority (55%) of the respondents are preparing only just before the exam.

While analyzing the frequency of visit to the library (50% of the respondents only 1 or 2 times in a week), hours spent in internet in a day (49% of the respondents in social media) and hours spent for academic purpose every day (only 11% of the respondents for academic purpose), it is noted that the current generation could do better if they spent more time on strengthening subject knowledge.

The respondents value the course deliverance, curriculum, and the infrastructure. If they are guided well & the deliverance is planned in such way (learning by participation/involvement) accompanied with immediate feedback, we could improve their degree of involvement which will surely help the current generation to reach new heights.

Implications and limitations of the study

The study could help the teaching fraternity to understand the learning pattern of the current generation (Gen-Z) and their expectations. The curriculum and course deliverance may be framed by keeping the above facts in mind.

The limitation is the minimal sample size. Further studies may consider significantly larger samples with improved questionnaire.

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