

Exploring the Qualities of a Good Teacher as Perceived by Gen Z Students of Private Schools in District East Karachi

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Abstract

Generation Z—young people born roughly between 1997 and 2012—are showing up in academic institutions with fresh expectations and a new paradigm on learning. They are digital natives, emotionally aware, and more globally connected than any generation before them. But what about their teachers? Are they keeping up?

The study aimed to identify the qualities of a good teacher as perceived by Gen Z. The study becomes extremely important and relevant considering the generation gaps between educator (Gen X and Y) and the learner Gen Z. While qualities like subject knowledge and discipline are still appreciated, Gen Z also values empathy, openness, tech-savviness, and real-world relevance in their teachers. In Pakistan, where traditional teaching styles are still dominant at all levels of education, this shift is creating some friction.

The study conducted a quantitative correlation research and survey to investigate the perception of Gen Z of an ideal teacher. A 5- points Likert scale questionnaire was constructed to collect data from 302 respondents selected through stratified random sampling. Data were analyzed using SPSS Version 22. The study aimed to identify the factors which are given importance by the Gen Z while defining an ideal teacher. Through this study, we aim to explore how these students view their teachers, what they are hoping for in the classroom and how schools can better meet their expectations. The study will help educators, institutions curriculum designers and policy makers in understanding and incorporating the learning preferences of Gen Z in the teaching learning cycle for positive learning experiences of students, teachers and the institutions.

Key words: Generation Z, Perception, Good teacher. Tech-savy, Digital natives

Introduction

Generations grow up in different times, they have their own worlds, which shapes their learning, their values, their expectations from the people around them. The educational landscape of the world is buzzing with the term "Generation Z," a generation born between 1997–2012. This generation has unique qualities which differentiates it significantly from the preceding generations in terms of their learning experiences and preferences, motivations and aspirations,

expectations from teachers and institutions. For Generation Z, the world has been enormously fast, digitalized, unpredictable, and highly connected. They have seen a lot - from smartphones to social justice movements, from online classrooms during a pandemic to learning about AI before graduating, and they are still in their teens and twenties.

So what does this mean for education?

As mentioned by Binabise et al., (2024), Gen Z represents a cohort of population which have grown up in an era of digital dominance, hybrid technological changes, and strong moral values, and are often labelled as digital natives. Having distinct communication styles, learning preferences, and unique expectations from education and educators, their life landscape is based on social media platforms, visual content, and instantly available information—resulting in their preferences for engagement and interactive learning (Rothman, 2016; Twenge, 2017).

Things that impressed the parents and even older siblings of Gen Z students do not necessarily appeal them. They are not just looking for teachers who know their subject rather they prefer teachers who get them. Teachers who use tech well, show empathy, speak their language (sometimes literally), and make learning feel real and relevant.

But here comes the challenge: in many places—specially in Pakistan—most of the teachers’ fraternity belong to Gen X and Y. They grew up and taught in a completely different environments – an environment where chalk-and-talk methods were used, strict routines were followed, classrooms were quiet and students were obedient. This gap in the expectations of the educator and the taught can naturally can lead to frustration on both sides.

The previous generations, especially Generation X and Generation Y, born during the period 1965–1980 and 1981–1996, transitioned into the digital age. They are not natural, but Gen Z was born into it. They value learning experiences which are technology-driven, flexible, supportive, and socially inclusive (Binabise et al., Seemiller & Grace, 2016). There is a clear mismatch between Gen Z learners and educators belonging to Gen X, who find it difficult to adapt to the technology-driven classroom teaching (Prensky, 2019; Cook, 2020).

To understand Gen Z it’s imperative to understand as to why Generational classification are made. It is made to helps us understand where this divide comes from. People are grouped into generations because it is expected that the people born is a particular time will share the same historical and cultural experiences.

Generation Birth Years Key Characteristics

Baby Boomers	1946–1964	Loyal, disciplined, value hierarchy and structure
Generation X	1965–1980	Independent, skeptical, value work-life balance
Millennials	1981–1996	Tech-comfortable, collaborative, value flexibility
Generation Z	1997–2012	Digital natives, pragmatic, inclusive, value authenticity

The Generation Gap in the Classroom

In Pakistan, most teachers are from Generation X or older millennials who were raised in a more structured and disciplined way. Many of them were taught not to ask questions, and they expect the same from the present students. But Gen Z is different. They ask questions and challenge old ideas. They prefer informal communication and value honesty over formality. This gap in styles can sometimes lead to tension. Teachers may see Gen Z as "disrespectful" or “too casual,” while students may feel misunderstood or stifled. The following tables explains the existing generation gap between the taught and the teacher.

Institution Level	Typical Teacher Age Range	Likely Generation
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Schools (Grade 1–10)	30–60 years	Primarily Generation X and Older Millennials
Colleges (Intermediate / A-levels)	35–60 years	Mainly Gen X and Millennials
Universities (Undergrad/Postgrad)	35–65 years	Gen X, some Baby Boomers, and Millennials

This intergeneration disconnection between the educator and the learner mandates to explore the qualities of a good teacher as perceived by Gen Z (Barhate & Dirani, 2021; Schwieger & Ladwig, 2018) because these students are preparing for a complex and ever-changing dynamic world which requires them to be well prepared for which classrooms are the most suitable places where they can be prepared for upcoming challenges of life.

This research explores the perception of Gen Z students about the qualities of an educator which makes him a “good teacher” in today’s world. Our goal is to understand Gen Z’s voice and help bridge the gap between how they learn and how they are being taught. In simple words making learning journey simple and useful for both- students and teachers.

Research Objectives

- To identify the most valued teacher qualities across six key dimensions as perceived by Gen Z students.
- To examine how perceptions of overall teacher quality differ by gender and academic stream among Gen Z students.
- To assess the interrelationships among teacher quality dimensions by exploring the correlations between various qualities.

Research Questions

- Which teacher qualities are most valued by Generation Z students across the six key dimensions: Digital Skills, Flexibility, Transparency, Fairness, Communication Skills, and Passion and Enthusiasm?
- Do perceptions of overall teacher quality differ by gender and academic stream (e.g., Science vs. General Group) among Generation Z students?
- What are the relationships among different teacher quality dimensions based on how students rate them?

Hypotheses

H1: There is a statistically significant difference in the perception of overall teacher quality between male and female students.

H0: There is no statistically significant difference in the perception of overall teacher quality between male and female students.

H2: There are statistically significant differences in the perceptions of teacher qualities among students across different subject groups.

H0: There are no statistically significant differences in the perceptions of teacher qualities among students across different subject groups.

H3: There is a positive and statistically significant correlation between students’ ratings of teachers’ various qualities.

H0: There is no statistically significant correlation between students' ratings of teachers' various qualities.

Literature Review

Understanding Gen Z

The learning community comprising generation Z has bombarded classrooms with shifts in learning preferences, expectations from teachers and teacher-student relationships. They have grown up with the internet, social media, YouTube tutorials, and instant everything. They are conditioned to getting information fast, learning through visuals, and multitasking across apps. Globally, they are known for valuing diversity, mental health, and authenticity (EY, 2023).

In Pakistan, especially in cities like Karachi, Gen Z students live in a blend of two worlds. They might be watching Netflix one minute and attending a conservative family gathering the next moment. They regularly scroll through international trends online, but also deal with local issues like unstable internet, load shedding, or traditional school rules. This mix shapes how they learn and what they expect from teachers.

Gen Z is famous for multitasking, digital connectivity quick response to technological changes and their desire for personalized learning experiences. Barhate & Dirani, (2021) mentioned that Gen Z value application-based learning over abstract theories. They prefer real world application. They prefer scenario-based education learning to problem solving and simulation exercises instead of rote learning age old theories with no practical application to prove their worth. This Gen Z approach towards learning makes it mandatory for educators to move from traditional pedagogies to a more learner focused, inclusive and technology enriched learning model (Cook, 2020, Schwieger & Ladwig 2018).

What Makes a teacher “Good” Today?

The older generations – even Gen X and Y, will emphasize that a good teacher is one who knows his subject well, maintains discipline, and commands respect. Though it still matters but Gen Z adds a few more things to the list of a good teacher.

They want teachers who are easily accessible. Teachers who understand them, who listen and talk with them, who does not impose discipline on them. They appreciate teachers who bring technology into the classroom—not just PowerPoint slides, but videos, real-life examples, interactive activities, even tools like ChatGPT.

For Gen Z, a good teacher is someone who at least understands their world, connects the teaching to real life, and makes classroom question friendly. In short, they're looking for guides and facilitators not just instructors.

Technology Integration & Expectations from Educators

Gen Z has a multifaceted and deeply ingrained connection with technology which shapes various aspects of their life including socialization, learning, digital activism for social issues and promotion of causes and building online communities around shared interests. They prefer real time communication through social media or text messages. Majority of Gen Z are in ownership of smart phone and laptops. Since they are digital natives, they expect their learning environments to reflect their preferences. Hence, they are most engaged when educators use technology in classrooms including smartboards, videos, simulations, interactive online platforms (Cilliers, 2017; EY 2016).

Prensky's (2019) characterized Gen Z students as digital native and educators as digital immigrants. This differentiation is still relevant because Gen Z expects their teachers not only to be proficient with technology but also to be able to use it in classroom for increasing students' engagements and learning experiences. Teachers who are unable to meet the above expectations

level of Gen Z are at a high-level risk of facing students' disengagement and losing their credibility as a good teacher (Rotham, 2016; GoodCourse, 2023).

Gone are the days when use of technology in classroom was optional and professional development in use of technology in teaching was considered optional and a value addition. Today it is essential, rather mandatory - teacher must orient with the digital tools available to them like google classroom, kahoot, Flipgrid and even ChatGpt to meet Gen Z learning needs (Lopez & Watson 2021, Schukei 2023). However, it must be noted that Gen Z doesn't just want teachers who use technology. They want teachers who use it well.

Communication Preferences and feedback culture

Gen Z communication and feedback preferences from their teachers is governed by their real time transaction expectations. They believe in a two-way consistent and timely feedback. Unlike Gen X and Y, Gen Z "always on" and the "city never sleeps" philosophy nurture their expectation of a real time response and clear communication (Twenge, 2017; Schwieger & Ladwig, 2018).

Halisdemir (2014) mentions that teacher should develop reflective practices including listening to students' feedback to modify teaching content and methodology using feedback mechanism including online survey, open classroom-based discussions to frame personalized instructions. Such practices build trust in student community which assures students of teachers respecting and recognizing them which eventually act as the core motivators for Gen Z (Seemiller & Grace, 2016; Miller & Mills, 2019).

Inclusivity, equity and Cultural Responsiveness

Gen Z has inclusivity as a baseline expectation from their teachers. It is no longer a value addition to the teaching style which a teacher can feel proud of, rather, this has become a mandatory requirement every teacher is expected to meet.

Gen Z has grown up in a diversified yet digitally connected environment, with no barriers of race, culture, religion, geographical boundaries, and gender differences. Consequently, they expect their teachers to nurture and maintain cultural sensitivity, equitability, and social awareness in classrooms. Now, teachers must follow teaching practices which recognize cultural diversity and equity among students while maintaining high academic expectations (Gay, 1995; Ladson-Billings, 1995). They also appreciate teachers who initiate open discussions on social justice, meeting Gen Z's expectations of intellectual challenge and social inclusion (EY, 2016; Iorgulescu, 2016).

Flexibility, Autonomy, and Choice in Learning

A learning environment that offers flexibility in content delivery, adaptable pace of teaching and learning, and assessment methods is highly inspirable for Gen Z. They prefer teachers who follow a combo of learning and teaching options, given options of individual learning tracks, realizing that all students carry a separate identity and a separate learning style. Teachers who adjust to this need of Gen Z enjoy undaunting acceptance (Schukei, 2023; Lopez and Watson, 2021).

Unlike the preceding generations who preferred collaboration, Gen Z values autonomy besides accepting purposeful collaboration. Gen Z classrooms are lightened up and class participation increases manifold when teacher acts as a facilitator and encourages self-directed learning, leading to a sense of responsibility and empowerment among students.

Teacher's Connectivity with students

For Gen Z, connection is everything. A teacher who remembers their name, notices when they are having difficult and shows kindness and consideration can make a huge difference. This generation is growing up in a fast-paced world where anxiety, social pressures, and uncertainty about the future are their companion (Seemiller & Grace, 2016). This is the reason why they are not just looking for a teacher to teach but they want someone who understands them.

When a teacher builds trust, listens without being judgmental and treats his students as individuals, students start becoming engaged, not because they have to, but because they want to (McCrindle & Fell, 2021). Such a relationship lays the foundation for meaningful learning. Research shows that when students are emotionally supported, they are more likely to stay motivated, succeed academically, and enjoy learning (Osher et al., 2020; Chaudhuri, 2022).

The Karachi Context

Karachi is not only a diverse and fast-paced city, it is also full of contrasts. It has elite academic institutions, struggling government schools, and everything in between. Generally speaking, the academic landscape still reflects on traditional teaching—rote learning, lectures, and rigid routines. At the same time, students are changing. Their exposure beyond the international boundaries through technology has instilled in them new ways of thinking. They want space to express themselves, ask questions, and learn in ways that feel modern and meaningful. Teachers who can adapt to the student's shifting horizon while maintaining a balance between local norms and the global trends tend to connect better with students.

What's Missing in the Research So Far?

Most studies talk about “effective teaching” in general terms. But there is a gap when we talk about Gen Z requirements from their teachers.

This study hopes to fill that gap by asking Gen Z students directly: What makes a teacher “good” in your eyes? And how can schools in places like Karachi evolve to better support the students of today and tomorrow?

Research Methodology

This study employed a quantitative descriptive-correlational design to examine Generation Z students' perceptions of effective teacher qualities in Karachi's private schools. Using stratified random sampling, 302 Class IX-X students (160 male, 142 female; 223 Science/79 General stream) completed a validated 5-point Likert-scale questionnaire ($\alpha = 0.911$) assessing seven dimensions: (1) digital skills, (2) flexibility, (3) transparency, (4) fairness/inclusion, (5) communication, and (6) passion, alongside demographic variables. Data were collected electronically via school administrators, enabling analysis of gender- and stream-based differences through cross-sectional survey methodology.

Data Analysis

A total of 302 students participated in the study. Independent samples t-tests were conducted, and results are reported with degrees of freedom ($df = 300$), based on the two-group comparison. Data was analyzed through **SPSS Version 22**. Descriptive statistics (means and standard deviations) were used to summarize student responses. **Independent samples t-tests** were conducted to compare perceptions based on gender and academic stream. To examine relationships among the six teacher quality dimensions, **Pearson product-moment correlation coefficients** were calculated.

A detailed description of data analysis is as under.

Table 1

Independent Samples t-Test Results Comparison between male and female across Six Variables

Variables	Male		Female		t	P
	M	S. D	M	S. D		
Digital Skills	20.3	3.37	20.51	2.78	-0.601	0.548
Flex Adj- Change	21.51	2.779	21.65	2.924	-0.42	0.674
Transparency	22.62	2.691	22.39	3.096	0.695	0.488
Fairness	21.91	3.177	21.94	3.351	-0.083	0.934
Communication Skills	21.81	3.249	21.9	3.243	-0.254	0.799
Passion Enthusiasm	22.67	2.869	22.76	3.468	-0.234	0.815

Table 1 An Independent Samples t-test was conducted to examine differences between two groups (male and female) across six variables including Digital Skills, Flexibility and Adaptability to Change, Transparency, Fairness, Communication Skills, and Passion and Enthusiasm. Result indicated that the assumption of equal variances was met for all variables ($p > .05$), which means that the t-test results could be interpreted using the assumption that both groups had similar variances.

The t-test results revealed that there is no statistically significant difference between the groups for any of the variables ie Digital Skills ($t(300) = -0.601$, $p = .548$), Flexibility and Adaptability to Change ($t(300) = -0.420$, $p = .674$), Transparency ($t(300) = 0.695$, $p = .488$), Fairness ($t(300) = -0.083$, $p = .934$), Communication Skills ($t(300) = -0.254$, $p = .799$), and Passion and Enthusiasm ($t(300) = -0.234$, $p = .815$).

Table 2

Independent Samples t-Test Results Comparison between Science and General Groups across Six Variables

Variables	Science		General		t	P
	M	S. D	M	S. D		
Digital Skills	20.05	3.605	20.52	2.87	-1.175	0.241
Flexibility to Adjustment and Change	21.53	2.947	21.596	2.936	-0.168	0.866
Transparency	22.25	3.66	22.601	2.56	-0.92	0.358
Fairness	21.47	3.895	22.089	2.988	-0.461	0.145

Communication Skills	21.91	3.577	21.829	3.121	0.192	0.848
Passion and Enthusiasm	22.58	3.575	22.762	3.006	-0.435	0.664

Table 2 An Independent Samples t-test was conducted to compare the means of two disciplines (Science and General) across six variables ie Digital Skills, Flexibility and Adaptability to Change, Transparency, Fairness, Communication Skills, and Passion and Enthusiasm. Results indicated that the assumption of equal variances was met for most variables ($p > .05$), except for Transparency ($F = 5.411$, $p = .021$) and Fairness ($F = 5.008$, $p = .026$), where variances were unequal.

The t-test results revealed that there is no statistically significant difference between the two groups (male and female) for any of the variables ie Digital Skills ($t(300) = -1.175$, $p = .241$), Flexibility and Adaptability to Change ($t(300) = -0.168$, $p = .866$), Transparency ($t(300) = -0.920$, $p = .358$), Fairness ($t(300) = -1.461$, $p = .145$), Communication Skills ($t(300) = 0.192$, $p = .848$), and Passion and Enthusiasm ($t(300) = -0.435$, $p = .664$). The 95% confidence intervals for the mean differences included zero in all cases, indicating that there is no significant differences between the groups on these variables. These findings suggest that the two groups are equivalent in terms of Digital Skills, Flexibility and Adaptability to Change, Transparency, Fairness, Communication Skills, and Passion and Enthusiasm.

Table 3
Descriptive Statistics and Correlation for Digital Skills

Variables	M.	S. D.	1	2	3	4	5	6
Digital Skills	20.4007	3.08383	---					
Flexibility and adjustment to Change	21.5795	2.93427	0.559**	---				
Transparency	22.5099	2.88625	0.389**	0.677**	---			
Fairness	21.9272	3.25464	0.506**	0.635**	0.681**	---		
Communication Skills	21.8510	3.24129	0.511**	0.709**	0.71**	0.747**	---	
Passion and Enthusiasm	22.7152	3.15992	0.42**	0.645**	0.718**	0.743**	0.806**	---

* $p < 0.05$ ** $p < 0.01$

Table 3 A Pearson correlation analysis was conducted to examine the relationships among six key variables: Digital Skills, Flexibility and Adaptability to Change, Transparency, Fairness, Communication Skills, and Passion and Enthusiasm, based on data from 302 participants. The

analysis revealed statistically significant positive correlations among all variable pairs at the 0.01 significance level (2-tailed), indicating robust associations within the dataset.

Digital Skills demonstrated moderate positive correlations with Flexibility and Adaptability to Change ($r = .559$, $p < .001$), Transparency ($r = .389$, $p < .001$), Fairness ($r = .506$, $p < .001$), Communication Skills ($r = .511$, $p < .001$), and Passion and Enthusiasm ($r = .420$, $p < .001$). These findings suggest that individuals with higher digital proficiency tend to exhibit greater adaptability, transparency, fairness, effective communication, and enthusiasm.

Flexibility and Adaptability to Change showed strong positive correlations with Transparency ($r = .677$, $p < .001$), Fairness ($r = .635$, $p < .001$), Communication Skills ($r = .709$, $p < .001$), and Passion and Enthusiasm ($r = .645$, $p < .001$). This indicates that individuals who are more adaptable and flexible are also more likely to be transparent, fair, communicative, and enthusiastic.

Transparency was positively correlated with Fairness ($r = .681$, $p < .001$), Communication Skills ($r = .710$, $p < .001$), and Passion and Enthusiasm ($r = .718$, $p < .001$), suggesting that transparent individuals are also perceived as fair, communicative, and enthusiastic.

Fairness exhibited strong positive relationships with Communication Skills ($r = .747$, $p < .001$) and Passion and Enthusiasm ($r = .743$, $p < .001$), implying that fairness is closely associated with effective communication and a passionate, enthusiastic behavior.

Communication Skills showed the strongest positive correlation with Passion and Enthusiasm ($r = .806$, $p < .001$), indicating that individuals who communicate effectively are also highly passionate and enthusiastic.

The analysis highlights significant positive relationships among all variables in the study. Communication Skills and Passion and Enthusiasm have the strongest correlation, identifying a close link between effective communication and enthusiasm. These findings highlight that the digital proficiency, adaptability, transparency, fairness, communication, and enthusiasm in professional settings are interconnected.

Discussion

This research provides crucial understanding about what Generation Z students look for in an effective teacher. According to Pearson correlation analysis, six teacher characteristics—namely Digital Skills, Flexibility and Adaptability to Change, Transparency, Fairness, Communication Skills, and Passion and Enthusiasm—display significant positive interconnections. The highest correlation exists between Communication Skills and Passion and Enthusiasm with a coefficient of ($r = .806$), which demonstrates that effective teacher communication relies on both clear expression and emotional connection. Gen Z acknowledges that digital skills contribute to teacher quality but do not alone determine what makes a good teacher.

Interestingly, the independent samples t-tests conducted across gender (male vs. female) and academic disciplines (science vs. general) showed no statistically significant differences in perceptions of teacher qualities. This suggests that Gen Z expectations are uniform across diverse subgroups—indicating that the generational perspective is shared that transcends subject area or gender showing a shift in educational values, from commanding and content focused teaching to inclusiveness, emotionally intelligent, tech-driven, and student-focussed teaching methodologies.

Conclusion

This study highlights a significant shift in expectations of Generation Z students from their teachers. They have grown up in an era of fast-changing technology, digital communication, and global awareness bringing a new set of expectations into teaching. Besides respecting traditional qualities like subject knowledge and discipline, they give strong weightage to emotional

understanding, use of technology, fairness, and real-world relevant education. This is especially important in the context of Pakistan, where many teachers belong to senior generations and still follow conventional teaching methodologies. The study showcases this generation gap and offers suggestions as to how to bridge it.

The findings show that irrespective of gender (male or female) or subject stream (science or general groups) Gen Z students have almost same expectations from teachers. This shows that Gen Z has a shared understanding of what makes a good teacher. These students prefer teachers who are easily approachable, tech-savvy, open to experiences and inclusive.

Another important takeaway is the strong connection between different teacher qualities. The statistical analysis showed that teachers with good communication skills are also often passionate and enthusiastic. Similarly, teachers who show flexibility are also viewed as fair and transparent. It means that one positive quality in a teacher often supports the presence of other good qualities. It also tells us that improving in one area, such as communication, can positively impact other areas like student engagement and trust.

Overall, this research offers a clear and simple message: if teachers want to keep Gen Z students engaged and motivated, teaching must evolve. Schools, curriculum designers, and educators should update their teaching approaches to meet Gen Z expectations. Teachers should use technology effectively. Classrooms should be a place where students feel emotionally supported and where flexibility and inclusiveness are part of daily teaching.

This does not mean that we should discard all traditional teaching values rather its about blending them with the emergent needs of a new generation. The old age definition of a good teacher has evolved into a new criterion. A good teacher today is not just a source of information but also a guide, a listener, and a connector. These findings can benefit educational institutions in creating more meaningful and effective learning journey by meeting the needs of today's learners while preparing them for future.

Recommendations

The findings of this study concludes that expectations of Generation Z students from their teachers are shared and consistent irrespective of gender or educational stream which shows a clear characteristic of a generation which values effective communication, meaningful integration of technology, emotional connection, fairness, and inclusive educational environments. It is now important for educational institutions, especially in Pakistan to take sustainable steps to align teaching strategies with the learning expectations of Gen Z.

The following three recommendations originates from the data of this study and is supported by current literature. Each recommendation is designed with the objective of not only improving the teaching quality but also to assist in bridging the gap between teachers, who are mostly from Generation X and Y, and Gen Z learners. The recommended actions are broken down into manageable steps making them practical for schools to implement and evaluate over a reasonable time period.

1. Improve Teachers' Digital Skills and Tech Use in Classrooms

Schools should focus on improving the digital skills of teachers. They may follow an action plan divided into phases, starting from conducting a digital literacy survey of faculty by the IT and academic teams to assess teachers' current position. Based on results, a series of training sessions on tools like Google Classroom, Canva, Kahoot, and ChatGPT should be conducted. The schools may introduce a peer mentoring system, where tech-strong teachers help their fellows. At the end of the training all participating teachers should be asked to provide evidence of at least one tool that they integrated into their classroom teaching. In the end students' feedback on their feelings

about the digital improvements in class should be taken. Schools should set a target percentage of a positive feedback from students to reflect reflect success.

2. Build Stronger Student-Teacher Emotional Connection and Real-Time Feedback

Gen Z highly value emotional support and communication. To orient teachers, school counselors and HR should organize training sessions on emotional intelligence before the start of the session and teachers should be encouraged and given confidence by the management to conduct anonymous surveys through Google Forms. On the basis of the survey results teachers should hold sessions with students for classroom improvements and maintain a log having details of session date, participants name, suggestions received and actions taken. This log should be consulted by the HR or the relevant authority at the time of annual appraisal for evaluating improvements in student connection and responsiveness.

3. Create Flexible, Inclusive, and Student-Centered Learning

For promoting autonomy and ensuring inclusivity academic coordinators should revise lesson plans to include different assessment options such as presentations, videos, essays, projects. The learning material should be evaluated to ensure that student diversity is properly addressed. Self-paced classrooms should be introduced in selected topics to support different learning speeds. Teachers should be assigned to monitor the pace and the learning of the students. Pilot programs using differentiated instructions should be tested in few classrooms. Alongside this, student community should be engaged through their representatives under the principal's office to meet monthly and give suggestions on teaching methods and inclusivity.

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