Are Gen Z Values the New Disruptor for Future Educational Institutions?

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Do educational organizations need to go beyond the self-imposed dichotomies of preparing students for either career or direct them towards their passions, guide them towards professional success or goad them towards a balance that will keep them happy? Whether models of teaching/learning would have to evolve through disruption or perish in future? That is the motivation for our study which seeks to understand in depth, the values of post-millennial higher education students and suggest consequently a broad contour of academic structure that might accommodate their preferences. We purposely select a sample cohort of brightest Generation Z students of an eminent technological university who can articulate freely their deepest feelings and perceptions about their hopes and fears. Through qualitative research tools we obtain their rich inputs to propose a model of teaching /learning based upon four superordinate Generation Z values (viz. instrumental – career & passions; terminal – success & happiness) in the context of higher education. Finally, we propose a framework for change of educational organizations in terms of their curriculum, pedagogy and culture.

Keywords: Generation Z, educational institutions, career, pedagogy, curriculum

INTRODUCTION

The new global knowledge economy which is driven by information and communication, has significantly changed the way organizations function. Universities and higher educational institutions that are complex, specialized forms of organizations have also been significantly impacted by this change, as well as the expectation of Generation Z (post-millennials) students who are learning focused, achievement driven and rely extensively on technology for their support. With diminishing geographical boundaries, increasing willingness of students to pay for quality education and, with various stakeholders keen on maximizing their returns, it is indeed a challenge for institutions of higher education to create value for Generation Z students.

In order to remain relevant in the future and keep pace with the changing values of Generation Z universities should go beyond their self-imposed dichotomies and prepare the students to balance their career and passions, thereby help them achieve professional success and personal happiness. Therefore, the

challenge of educating "crème de la crème" of Generation Z would require us to deeply understand their passions, values and career expectations.

The purpose of our study is to understand in depth, the values of Generation Z higher education students and suggest consequently a broad contour of an academic structure that might accommodate their preferences. We purposely select a sample cohort of brightest Generation Z students of an eminent technological university who have exhibited leadership potential, and who can articulate freely their deepest feelings and perceptions about their hopes and fears in an ethnographic setting to one of their peers. Through different qualitative research tools, we obtain their rich inputs to flesh out and propose a model of teaching /learning and four superordinate Generation Z values (viz. instrumental – career & passions; terminal – success & happiness) in the context of higher education.

According to our findings, a *career* was most often perceived as a means for survival, to earn a livelihood and rarely as something that gave purpose and identity to their lives. A *passion* was almost always perceived as something that one can indulge in for days together without expecting anything in return or minding its cost. While they had difficulty in pinning down the concept of *success* in definitive terms, it had varied meanings beyond just financial success. The terminal value of *happiness* meant a sense of contentment, feeling meaningful and having no regrets. Finally based on perceptions of Gen Z about their career, passions, success and happiness, we propose a framework for change of educational institutions in terms of their curriculum, pedagogy and culture.

LITERATURE REVIEW

Understanding Post-Millennials (Generation Z)

"A generation is a group of individuals who are born between a certain period, share common experiences as they move through time, life events, some common characteristics and influence or being influenced by certain critical factors" (Kupperschmidt, (2000). As per latest classification by the Pew Research Center (2019),individuals born between 1981 and 1996 (ages 23 to 38 in 2019) are considered as Millennial or Generation Y, and individuals born from 1997 onwards become a part of a new generation called post-millennial or Generation Z. Post-Millennials were born in the '90s and raised in the 2000s where tremendous change in technology related to web, internet, smartphones, laptops, networks and digital media occurred (Dolot, 2018; Dimmock, 2019). The chronological endpoint of this generation has not been set yet. Post-millennials are also commonly referred as Generation Z, Gen Tech, Digital Natives, Net Gen (Suderman, 2016) Gen Next or Gen I (Posnick-Goodwin, 2010; Ernst & Young Report, 2016), i-generation, online gen, switchers, Generation Alpha (McCrindle) but Generation Z is the most common way of referring to this cohort. As per Pew Research Center (2019) post-millennials are ones who are born from 1997 onwards. Since there are overlapping definitions, it is very difficult to distinguish between Post-Millennials and Millennials. For the purpose of this study we have considered post-millennials born in mid-1990s to mid-2000s and we refer to them as Generation Z.

Characteristics of Generation Z

As per the Ernst & Young Report (2016), it is the millennials & post-millennia's unique attitude and personality that makes them more distinguishing from other generations viz. they are digital native, persistent, realist, innovative, self-reliant, self-aware and entrepreneurial.

Stillman & Stillman (2017) have identified seven key traits of Generation Z - Phigital - prefer technological sophistication in a company; Hyper-custom - want to customize and write their own job descriptions; Realistic; FOMO - fear of missing out on anything; Weconomists - believers in a shared economy; DIY (Do It Yourself) - fierce and independent, and Driven. Research by Spohn (2017) indicates that this generation has a shorter attention span than millennials, but greater fear of missing out than the previous generations, and regard technology in the workplace a necessity. Few of their distinctive characteristics as presented by Oblinger and Oblinger (2005) are a) digitally literate i.e., techno literates explaining the technological capabilities (Taylor, 2005), b) social - always connected through social network, c) immediacy - in receiving responses and information, d) multitasking - switching back and forth

between various jobs, e) highly experiential and explorative - try to learn by reconnoitering by themselves or along with that of their peers, f) team learning - interested in collaborative learning techniques, g) structure - keen to know the procedures, rules, policies, parameters, and priorities, h) visual and kinesthetic - love to work in an image-rich environments than that of texts and i) things that matter - are more concerned about environmental and social problems.

Starlink (2004) has identified several millennial and post-millennial student attributes that include: computers are not technology- they are a part of their life, reality is no longer real- images can be easily changed using digital technology, doing is more important than knowing – results and actions are more important than the accumulation of facts, learning more closely resembles Nintendo than logic- trial and error method of learning, multitasking is a way of life- comfortable in engaging several activities at a time, there is zero-tolerance for delays- they expect everything just in time, and consumer and creator are blurring- if something is available in the digital space then it belongs to everyone. Alexander (2012) discusses the characteristics of the four generational cohorts based on their years they were born and their unique characteristics. Millennials and post-millennials treat technology as their "Sixth Sense". Kowske, Rasch, and Wiley (2010), describe them as optimists, team players, ready to accept authority, achievers, confident, rule-followers, being accountable and pressured to succeed. Pinder-Grove and Groscurth (2010), identified three prominent characteristics of present generation i.e., a penchant for collaborating with peers, connecting with each other and creating a social change. Richardson (2011) records that post-millennials think they are special, love technology, are less rebellious, love teamwork and are multitaskers and welcome change, innovation and accountability thereby corroborating the findings by others.

Educational Expectations of Generation Z

As per a study by Alkhatib (2019), technology has a great impact on education as it is constantly being affected due to various forms of pedagogical tools and resources, making the cognitive process of learning faster. Course work and student's engagement inside the class must be designed in such a way that it aids in knowledge building, stimulates problem-solving skills, encourages creativity and critical thinking.

Kahl (2014) explains that the present generation of students expect learning to happen anywhere where there is an exchange, discovery or, reflection of ideas, knowledge and opinions. They presume that through effective conversations and practical approaches, the core subject matter can be easily learned. The proven way of student engagement is through in-depth discussions. Students make their own decision where and when to learn with the help of technology and even the period of study is to be made highly flexible and customized. When it comes to learning experiences, students expect more of a practical approach to learning such as field trips, practical application of the concept learnt, hands-on training, virtual study environment, study space outside the classroom that has a 24/7 module for learning and they expect a wide range of online academic resources and software. According to Kumar and Bhandarker (2017), Generation Z favor innovation, trying and seeing, short term rewards, and trust in authenticity and substance, when compared with the earlier generations that trusted authority and favored sitting, and listening and tradition.

Roseberry-McKibbin, Pieretti, Haberstock et al. (2016), have described characteristics of present age learners as follows: a) value teamwork and collaboration b) motivated towards hands-on creative activities, which leads to active engagement in the classroom and c) love to use technology inside the classroom.

It is evident from the literature that Generation Z expect high degree of student engagement, active learning, curriculum that increases their ability for better employment, short and crisp lectures and practical approaches in learning. Universities have not significantly addressed the impact of the expectations of Generation Z on the changes required to the educational system. Bunch (2019) uses the metaphor of "perfect storm" in order to address the issues that would require a sweeping change for universities. Some of the important issues to be addressed are value of critical thinking in courses, improving student efficacy and awareness by providing developmental feedback and inculcating management competence through applied management knowledge, and soft skills in students. Proserpio and Gioia (2007) conclude from their research, that technological and social changes in the wider environment can have major implications for teaching and learning pedagogies. Optimal teaching and learning occur when teaching styles align with

learning styles. Kolb and Kolb (2005) as a part of their extensive and continual research on learning styles have highlighted the importance of experiential learning in the present-day context.

The above findings pertaining to the characteristics of Generation Z and their educational expectations give rise to the following research questions:

- Do universities need to go beyond the self-imposed dichotomies of preparing students for either career or direct them towards their passion, guide them towards professional success or goad them towards a balance that will keep them happy?
- Whether models of teaching/learning would have to evolve through disruption or perish in future?

In order to understand some important values pertaining to work and organization settings we subsequently explored significant literature in the domain of values.

Values' Research

One of the earliest researches on value orientations was in 1961 by Kluckhohn and Strodtbeck who proposed the rank-order of preference - from most to least and gave the society its cultural character that distinguished it from other cultures. They suggested alternate answers to five dimensions namely: human nature orientation, man nature orientation, time orientation, activity orientation, relational orientation. They developed culture-specific measures of each, and described the value orientation profiles for different cultural groups. Their theory has since been tested in many other cultures, and used to help negotiating ethnic groups understand one another (Hills, 2002).

The Rokeach Value Survey (RVS; Rokeach, 1979) is a thirty-six item questionnaire that was designed to measure specific belief systems or value orientations which relate to eighteen end states of existence (terminal values) followed by eighteen modes of conduct (instrumental values). Schwartz (1992, 1994, 2012) proposed the theory of basic human values where ten distinct type of values have been postulated as well as how these specifically relate to one another have also been specified. This model contains ten types of values, each corresponding to a unique motivational goal, which demonstrates a structural pattern. Those values that are pertinent to one's working life are referred to as work values (Lyon et al, 2009). While the above studies were about value systems in general, Elizur (1984) has studied three types of work values based on the modality of their outcomes. These were instrumental (health, physical and economic security, pay, and work conditions), cognitive (interesting life or work, achievement, responsibility, and independence) and affective (love, esteem from coworkers, fair supervisors)

While there is less consensus on other types of work values, researchers have suggested the following: Social work values, which pertain to relations with co-workers, supervisors, and other people (Elizur, 1984; Pryor, 1979; Ros et al., 1999; Schwartz, 1999; Super, 1970); altruistic or "humanity" work values which involve the desire to help others and make a contribution to society (Dawis & Lofquist, 1984; Pryor, 1987; Super, 1970); and prestige values which relate to status, influence, and power (Dawis & Lofquist, 1984; Pryor, 1979; Ros et al., 1999; Schwartz, 1999; Super, 1970).

Despite a vast classification of labels pertaining to values, most researchers have predominantly identified the same two or three types of work values: (1) intrinsic or self-actualization values, (2) extrinsic or security or material values, (3) social or relational values. In subsequent researches a fourth value namely prestige has been added to the above work values (Ros, Schwartz & Surkiss, 1999). Based on this critical review of the extant research, we have chosen the term 'passion' to reflect intrinsic value of self-actualization and the term 'career' to reflect security and material value. Further we have selected the term 'success' to reflect social or relational value but we further deem it to be a terminal value as viewed from outside. We expect a large overlap of this terminal value with value 'happiness' the ultimate terminal value as viewed from within.

THEORETICAL FRAMEWORK

Past research has revealed a relationship between happiness and success (Lyubomirsky et al., 2005). Researchers have often concluded that a person is happy because he or she is successful. But the evidence

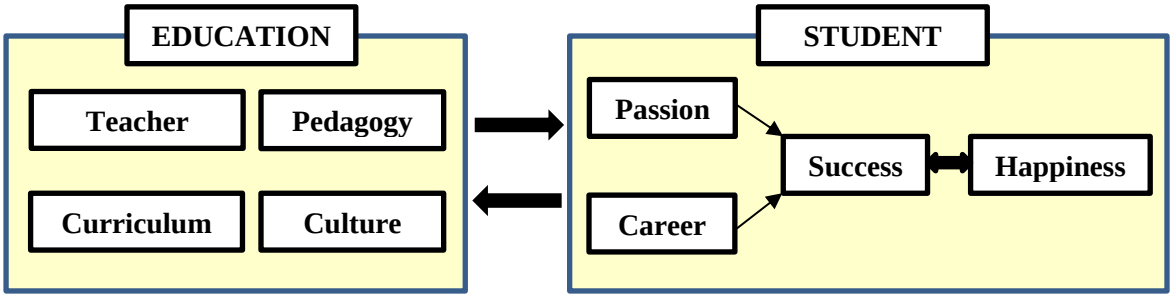
suggests that happiness is not only correlated with success but that happiness often precedes measures of success and that induction of positive affect leads to improved outcomes. Both happiness and success variables thus feed into each other and interact.

Vallerand et al. (2003) define passion as a strong inclination toward a self-defining activity that one likes (or even loves), finds important, and in which one invests time and energy on a regular basis. That would mean if the educational institutions have to impart confident identity to students it would need to inculcate into its curriculum flexibilities so that students pursue their passions.

Within the vast literature on the antecedents of career success, the success criterion has generally been operationalized in a manner in which both objective and subjective career success are identified. Educational institutions may need to exert greater sensitivity to the criteria that students in different contexts, may construe and judge their career success differently. Generation Z seem to be more varied in their concept of career success.

Thus it is important to examine the perception of Generation Z students on four important values that could have significant impact on the way an educational organization imparts learning. Two of these are instrumental values namely passion and career expectations, and the other two are terminal, namely success and happiness. The above values are depicted in Figure 1.

FIGURE 1
VALUE'S FRAMEWORK FOR GENERATION Z STUDENTS



Using an interpretative research methodology, the aim of the research was to get into the mind of Generation Z to find unique insights into their values. Schwartz–Shea and Yanow (2011) maintain that, 'in interpretive research design, meaning-making is a key to the scientific endeavor: its very purpose is to understand how specific human beings in particular times and locales make sense of their worlds'. This methodology ensured our analysis was holistic rather than being reductionist as our interpretations tend to focus on language and meanings from the perspective of the participants in contrast to statistical techniques employed in positivist research.

We selected a very bright student cohort in a prestigious university to extract their responses in an ethnographic study approach. They responded to a qualitative questionnaire using projective tests administered by one of their peers and articulated well about their intrinsic/extrinsic values as well as instrumental/terminal values considered in this research study **(**refer schema proposed in Figure1). We guided a student who was central to that network to collect responses from his peers through observation and contextual interviews, while avoiding author/teacher interaction.

Further projective tests in the field of psychology commonly employ ambiguous stimuli, notably inkblots (Rorschach test) and enigmatic pictures (Thematic Apperception Test) to evoke responses that may reveal facets of the subject's personality by projection of internal attitudes, traits, and behavior patterns upon the external stimuli. In this study however, word association test, sentence completion test, animal metaphor test, bubble drawing test and construction tests were used.

Content analysis is a widely used qualitative research technique. It is a research method that uses a set of procedures to make valid inferences from text. It is a powerful technique to reveal the cultural patterns of different groups (Hsieh & Shannon, 2005). The transcribed data was coded using the theoretical coding

methods based on the grounded theory. The first step began with *open coding*. Here the data was carefully read and broken into smaller chunks that depicted the real meaning of what was discussed. In this step, the comments that were given by the participants were arranged and rearranged in a manner that lead to a better insight into the topic. The second step of analysis included *axial coding*. In this step, we refined the transcribed data and categorized them based on their common themes. The data was integrated and analyzed based on the relationships that existed between them. The final step of *selective coding* was to identify the central theme or phenomena that matches with the literature and to identify the themes that are unique and out of the box. In this step the theme and concepts so identified were sequentially and systematically arranged to derive meaningful insights. (Strauss and Corbin, 1998; Bohme, 2004).

This study settled for an interpretive approach using techniques of projective tests and content analysis because it can provide much deeper insights than quantitative research, by tapping into intuitive and human interpretations of the accounts of the people being studied.

Sample

The purposive sample was selected from a reputed technology university in India that is known for its commitment to meritocracy, transparency and its stress on equal opportunity, and these definitely are a key contributing factor behind its emergence as an 'Institute of Eminence'. In addition to academics, the institute also focuses on providing students with opportunities for an all- round development. Its illustrious alumni have created more than 300 start-ups and it has been ranked consistently high, by both government and private ranking agencies. The university has one of the toughest and transparent merit- only based admissions system (The admission rate is only 1.1% compared to Harvard& Stanford's >10%). Every year more than twenty-five state board toppers are given a direct admission. Hence the students of this university represent the cream of Generation Z in India.

Twenty-three participants were interviewed with a questionnaire. These were students with a leadership potential as they were both academically bright and were also voluntarily members of one or more self-managed student clubs. They were excelling in both academics and in pursuit of their passion. The participants were all born from the years 1993 to 2000. For the purpose of this study, purposive sampling has been used in order to obtain rich information. The objective was to identify people who were opinion leaders and exemplars, part of an aspirational group and were articulate enough to convey their expectations clearly in a non-threatening manner to one of their peers.

A mix of students from various years and disciplines of study was selected ranging from first year to recently graduated students. These participants took an average of 2-4 days to complete the questionnaire. Their responses were 5-8 pages long. Most of the respondents seems to have answered the questions after a serious reflection. The respondents were asked the following questions:

1. The first question that was based on a word association test was to understand the student's perception about the selected work values. The respondents were asked to read and record their first thoughts on reading the following words: success, career, passion and happiness.
2. The next question was based on an animal metaphor test. Students were asked to describe 'education' by comparing it to an animal, person, fairy, hero/villain or any other fictitious character as per their imagination. This question attempted to understand their perception about the current state of education.
3. Next question was based on construction test. They were asked if they were to walk up and start a conversation with 'education' and relate a probable conversation between them. This question was posed in order to understand their expectations from education.
4. Subsequently they were asked to describe 'career' as a person and express their feelings about the same. This was asked in order to know their expectations from their future career(s).
5. The next question was a construction test asking them to write a conversation scenario when the characters of 'education' and 'career' met. This was asked in order to understand how the students expected education to contribute in preparing them for their careers.

6. The next question asked them to imagine a situation where they had to take a class for teachers on ‘How to Teach’. This question was asked to identify innovative measures in teaching and learning.
7. The final question asked them to imagine a situation where they could make three constrained changes to 'education' and list the changes they would implement. This was asked in order to understand the changes expected by them in terms of curriculum, techniques and pedagogy.

ANALYSIS AND FINDINGS

Based on the content analysis, the major findings of the study have been depicted using mind maps. Mind maps provide a clear picture of the focus group discussion helping us to analyze the discussion more efficiently and effectively. Whiting and Sines (2012) have made use of mind maps to analyze and interpret the data by coding the transcript of the interviews and discussions. They have highlighted that mind maps are very effective in identifying discrete parts, examining various categories and subcategories, and establishing the relationships between the data as a whole. Mindmaps were created using an application software ‘Edraw Mindmaster’ that allows users of the application to express their ideas, thoughts, and core concepts for better representation.

Response to Question 1: Word Association Success, Career, Passion, Happiness

Success

This was said to be a very difficult question to answer by most participants. Most decided to come back to this at a later point in time. Figures 2 and 3 depict their perception about the word success.

FIGURE 2
SYNONYMS FOR SUCCESS

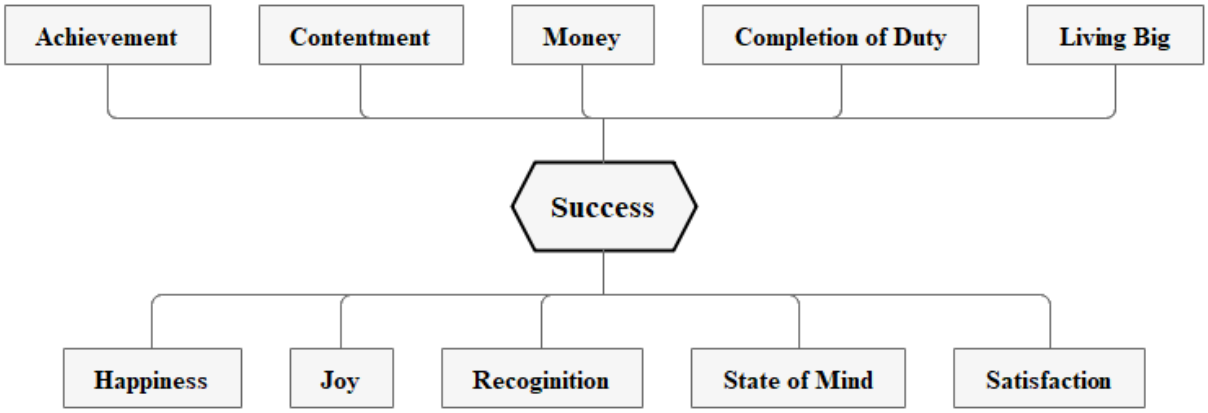
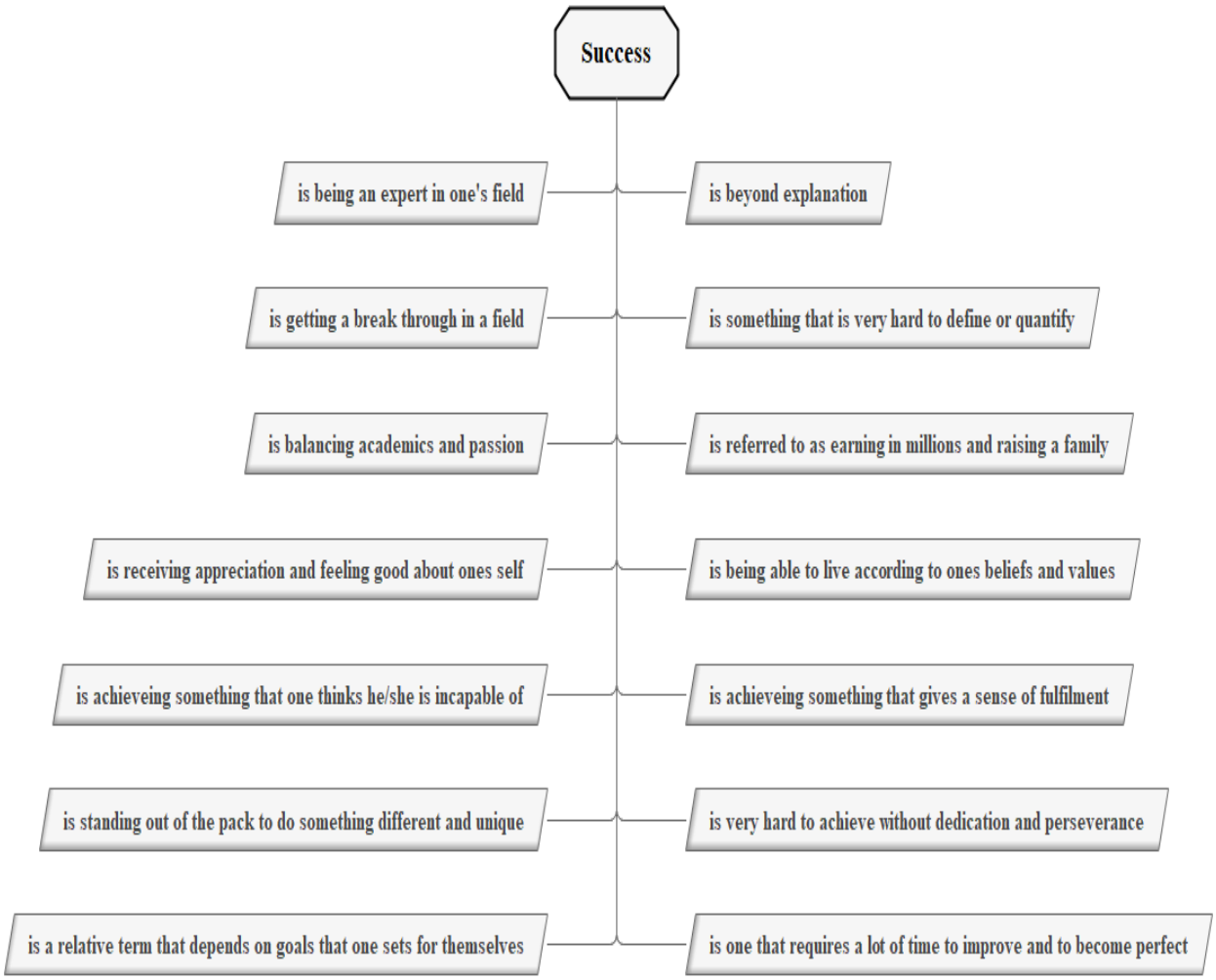


FIGURE 3
DESCRIPTION OF SUCCESS



Career

This had very varied responses painting career both in positive and negative light. Figures 4 and 5 depict their perception about the word career.

FIGURE 4
SYNONYMS FOR CAREER

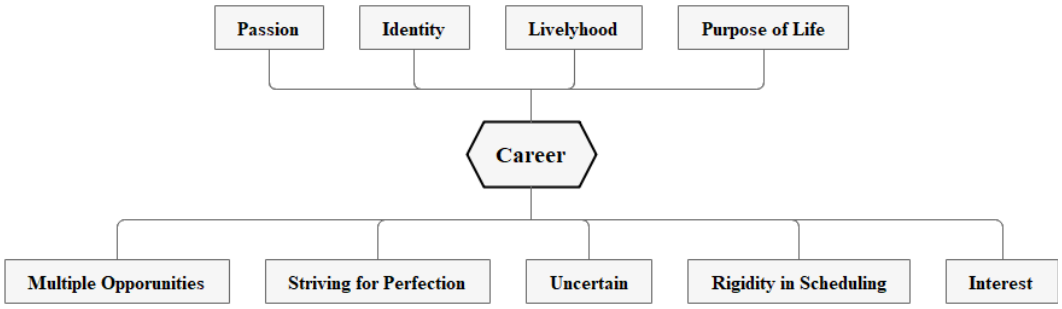
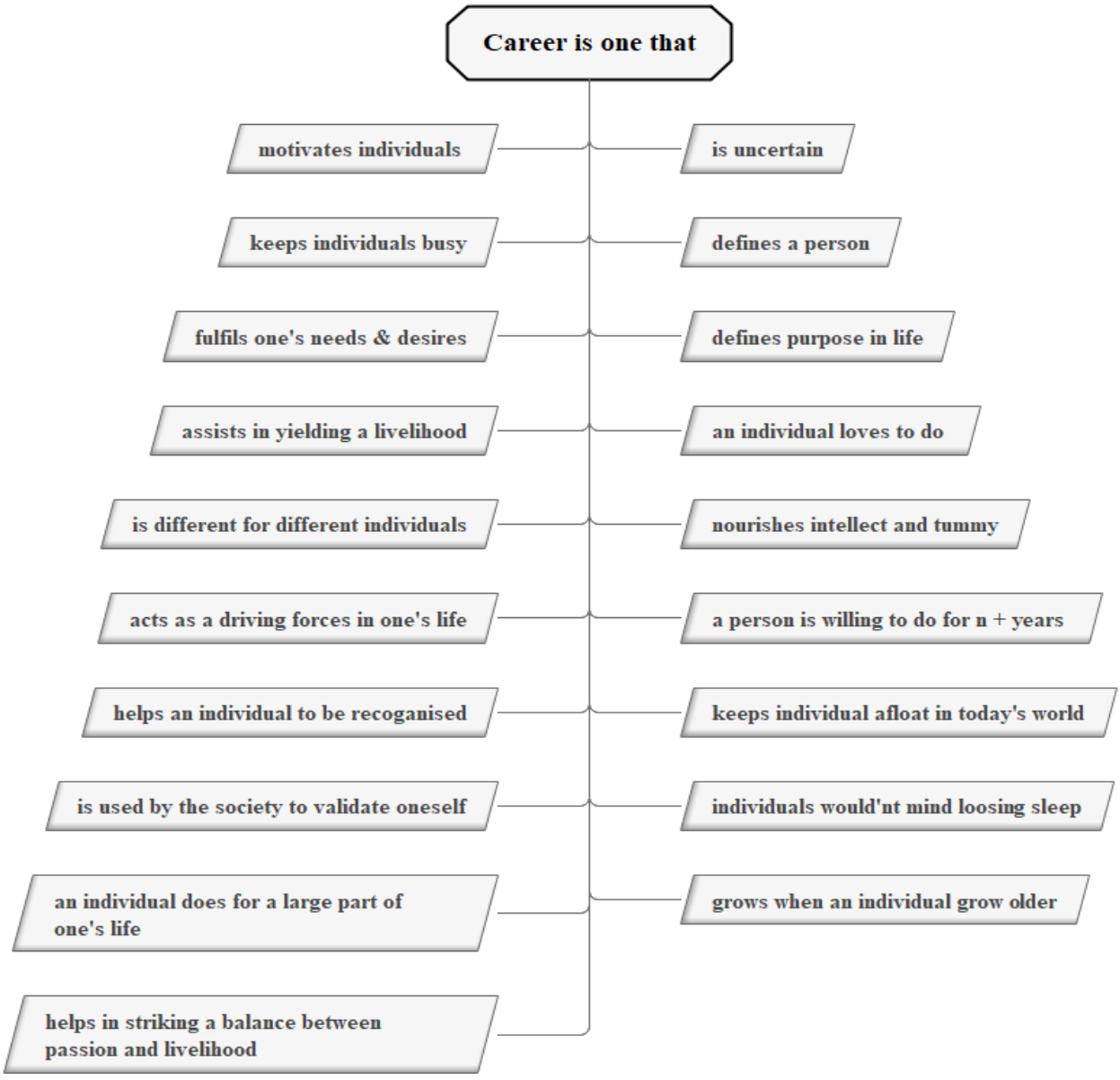


FIGURE 5
DESCRIPTION OF CAREER



Passion

This comprised of responses which glorified the concept and also those which warned against excess glorification of the notion. Figures 6 and 7 represent these responses.

FIGURE 6
SYNONYMS FOR PASSION

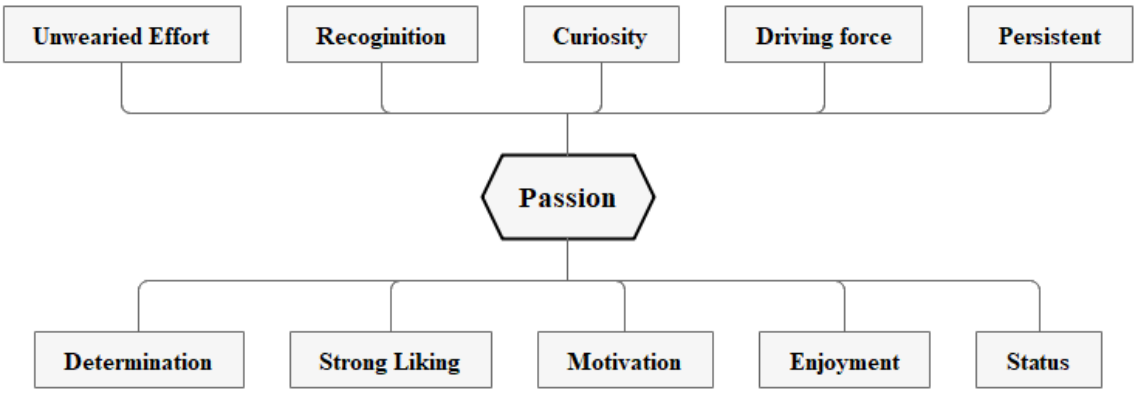
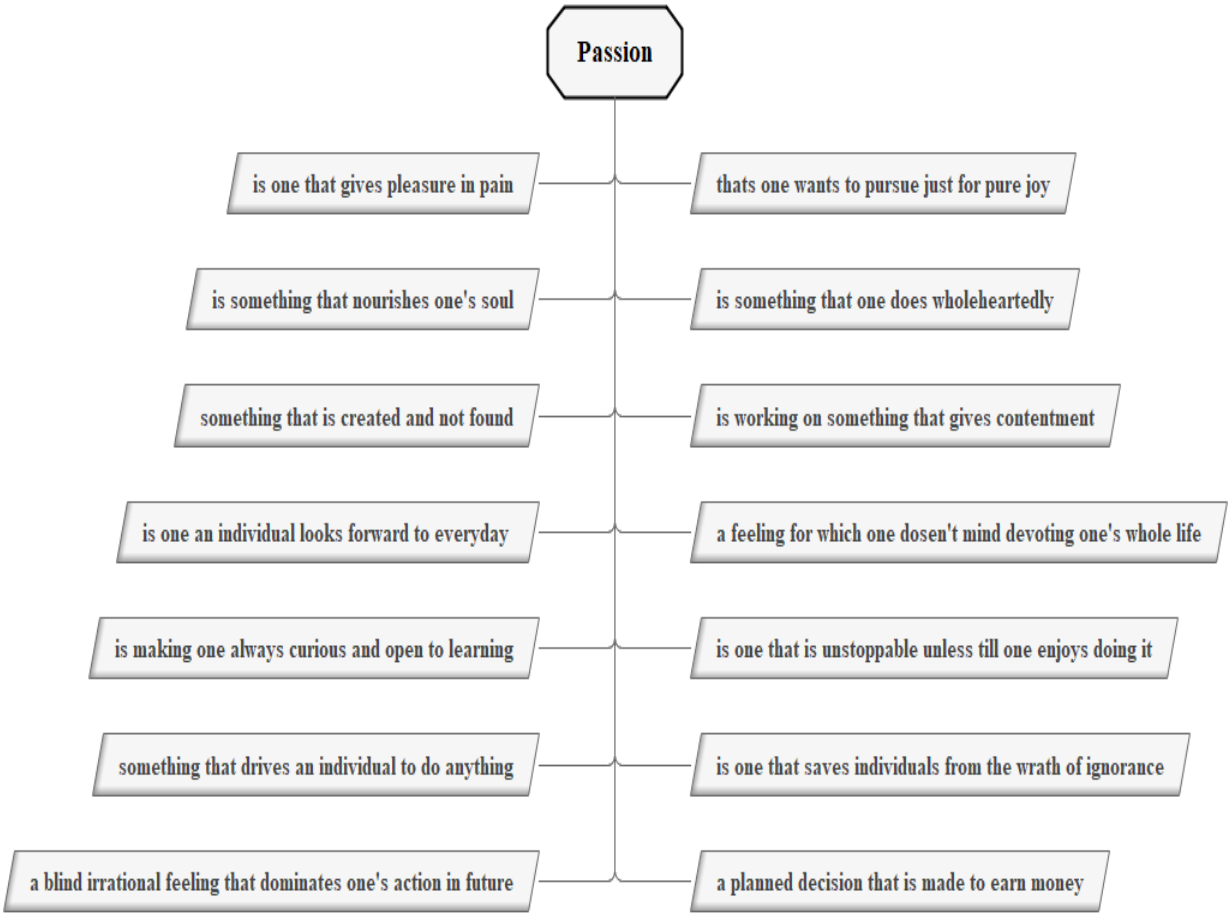


FIGURE 7
DESCRIPTION OF PASSION



Happiness

The responses to this word were repetitive and some were even skeptical about the concept. Figures 8 and 9 reflect the responses.

FIGURE 8
SYNONYMS FOR HAPPINESS

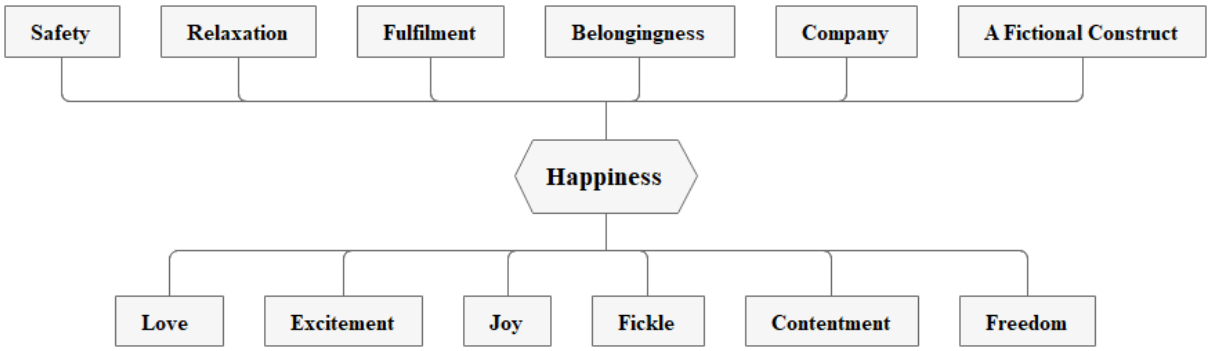
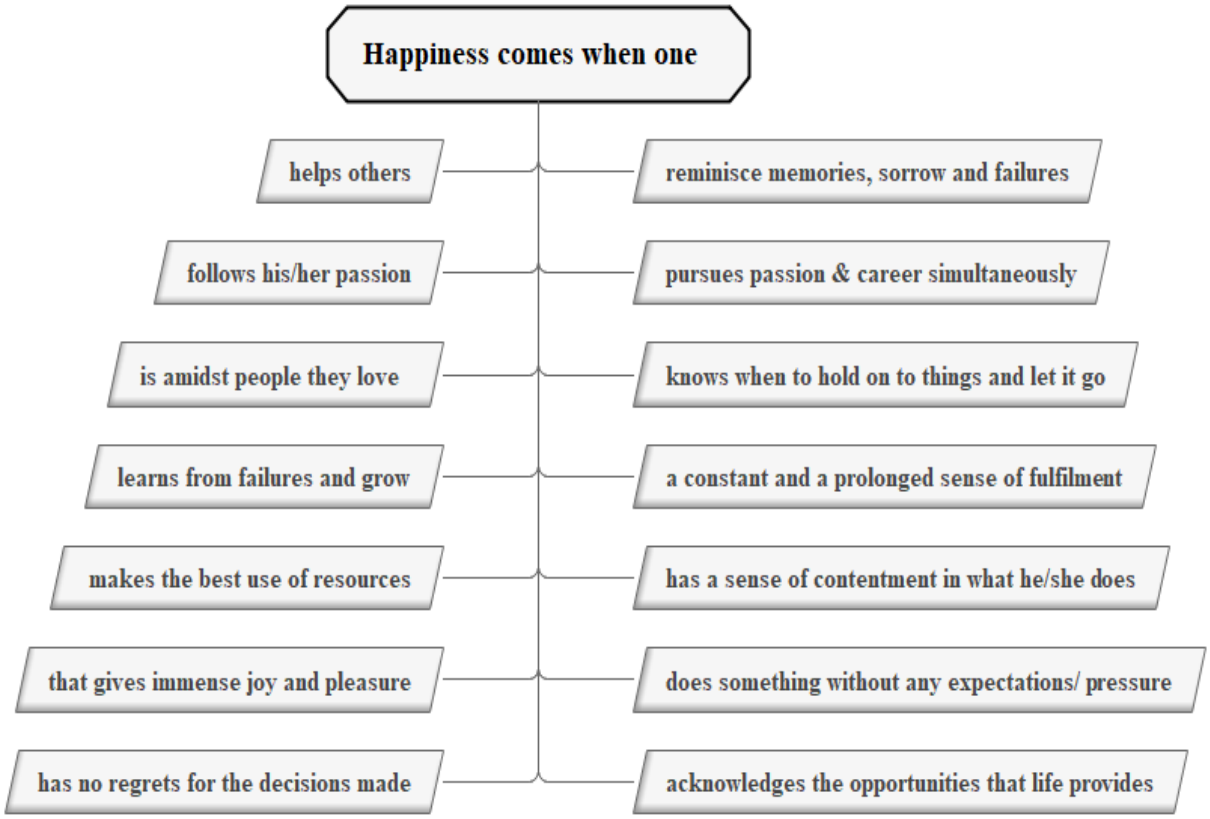


FIGURE 9
DESCRIPTION OF HAPPINESS



Responses to Question 2: Describe Education as a Person/Animal/Any Other Character

The responses to this question were very detailed, descriptive and varied. These responses are reflected in Figures 10 and 11.

FIGURE 10
PERSONIFICATION OF EDUCATION

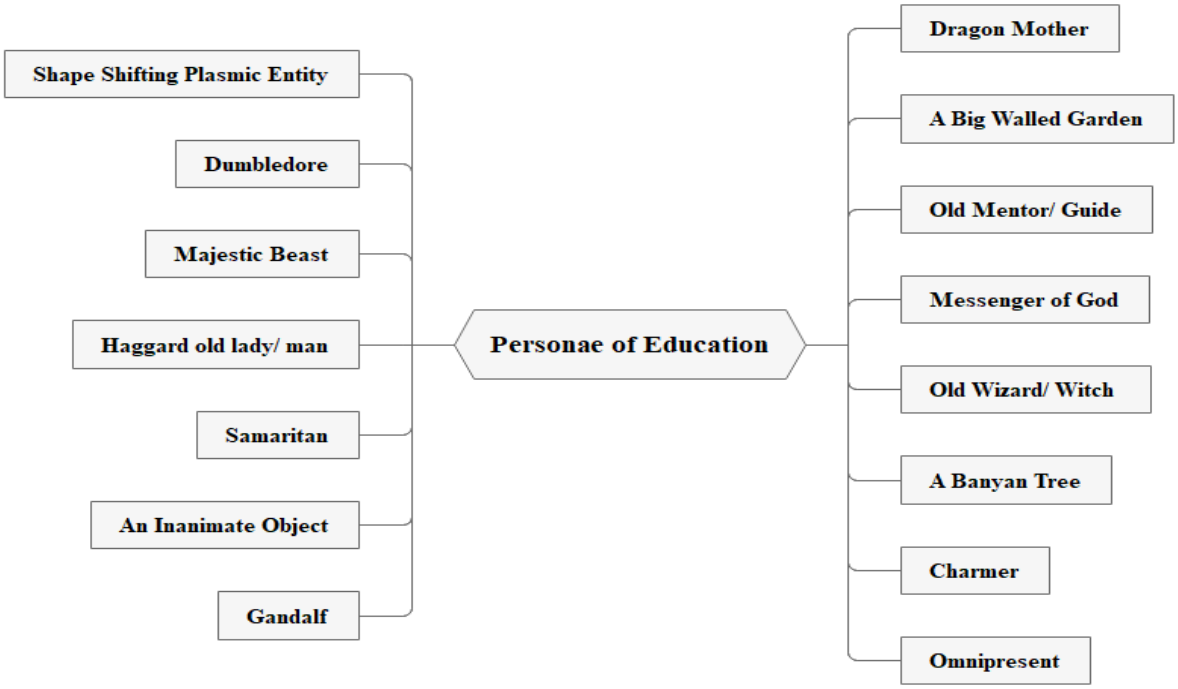
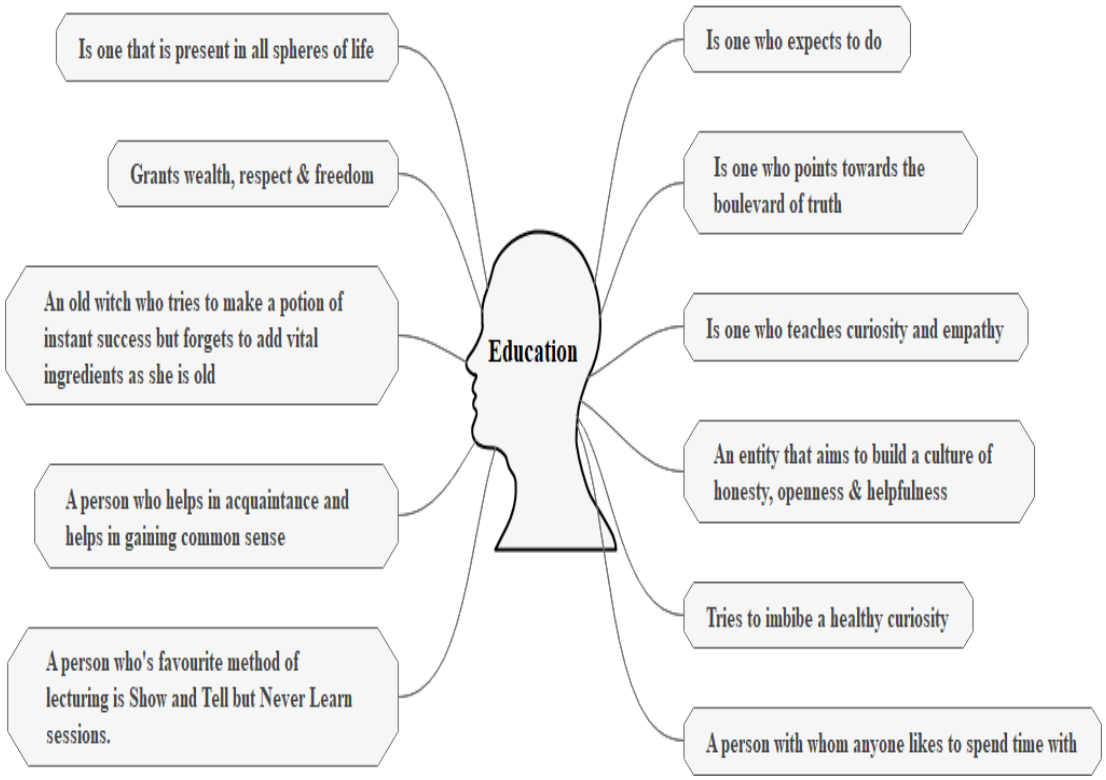


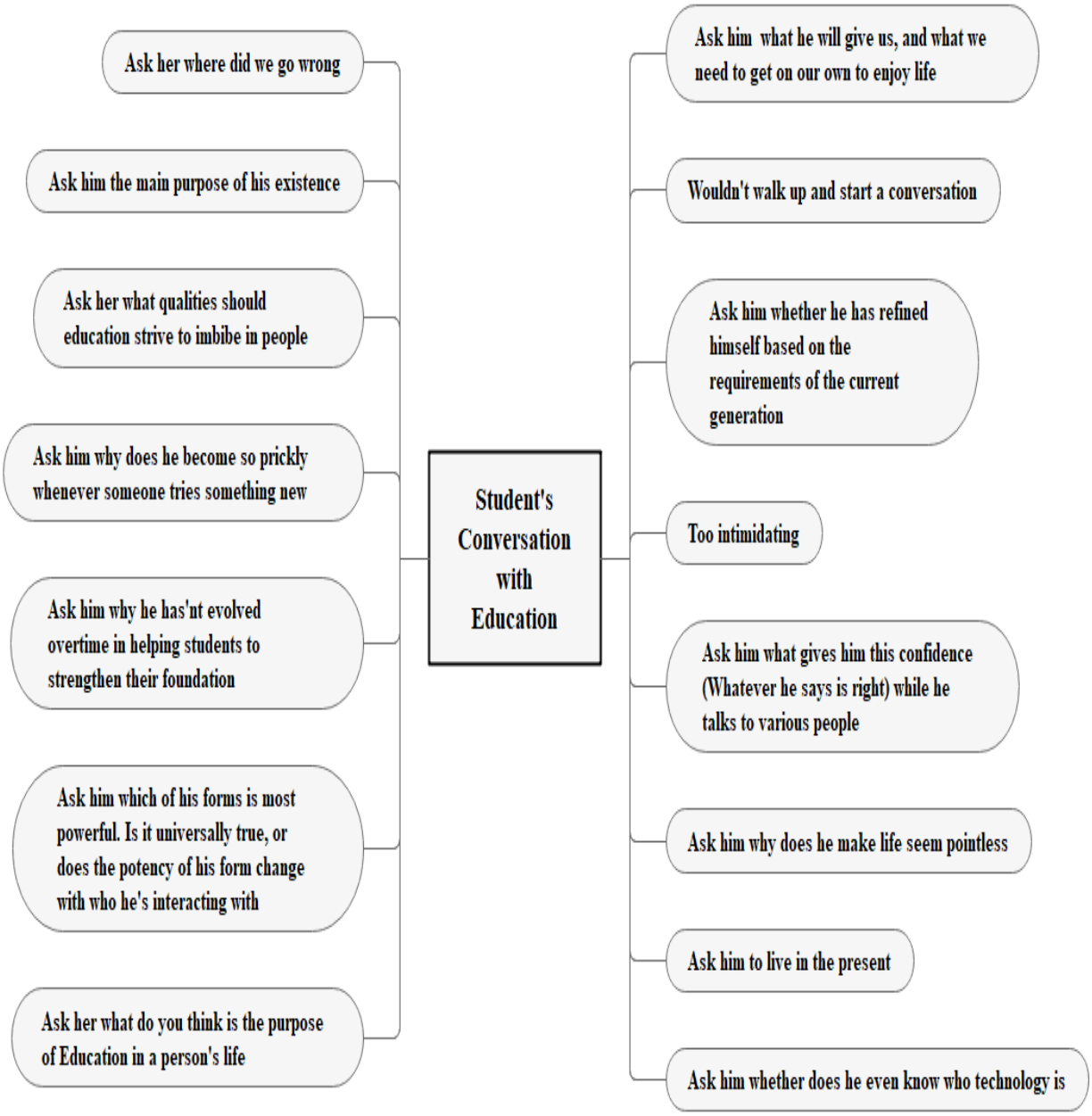
FIGURE 11
DESCRIPTION OF EDUCATION



Responses to Question 3: Conversation With Education

The responses to this question highlighted the concern the students had about the status of education. This is reflected in Figure 12.

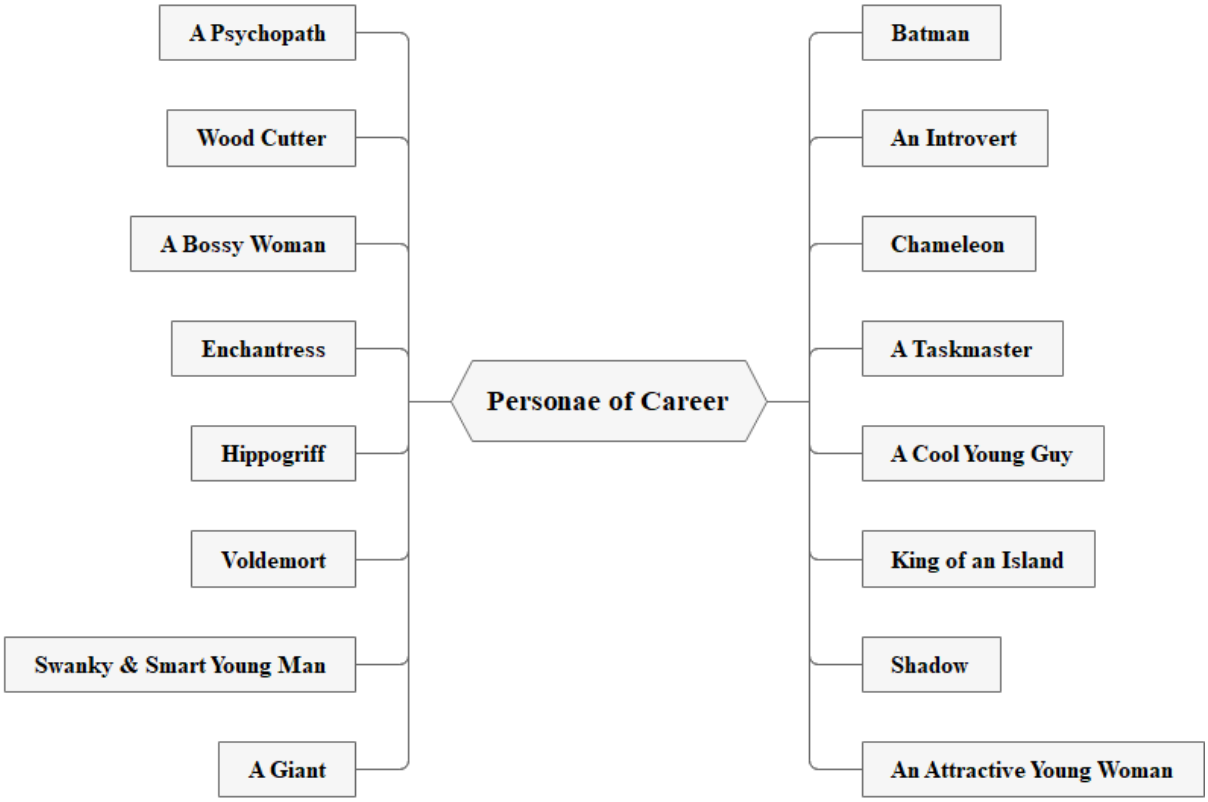
FIGURE 12
AN IMAGINARY CONVERSATION WITH EDUCATION



Responses to Question 4: Describe Career as a Person

The varied responses to this question like the earlier one pertaining to career, reflected the mixed opinion Generation Z had about career. These responses are depicted in Figures 13.

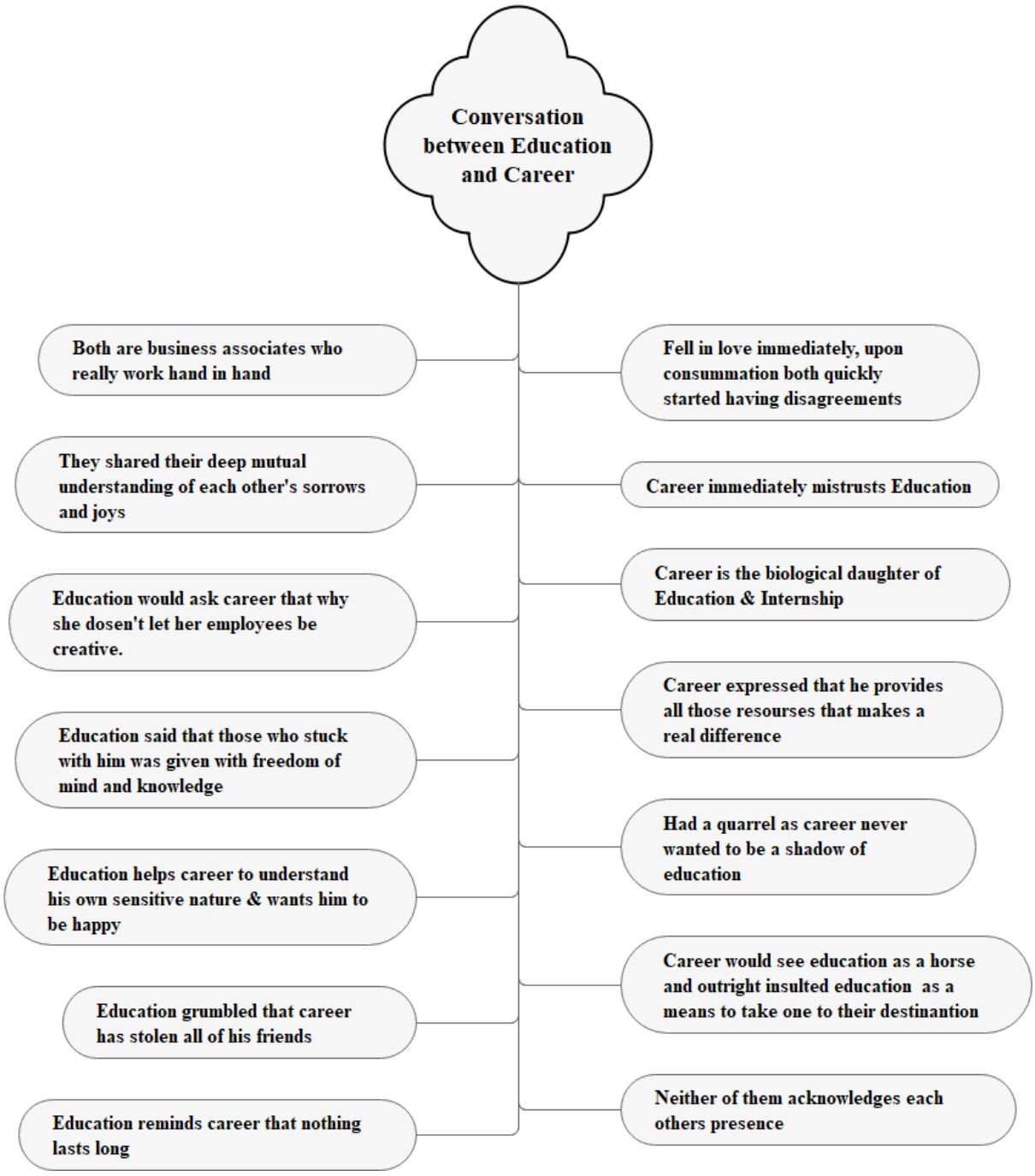
FIGURE 13
PERSONIFICATION OF CAREER



Responses to Question 5: Conversation Between Education and Career

The overall theme was that though education and career have common interests, somehow they do not get along well together. These ideas are reflected in Figure 14.

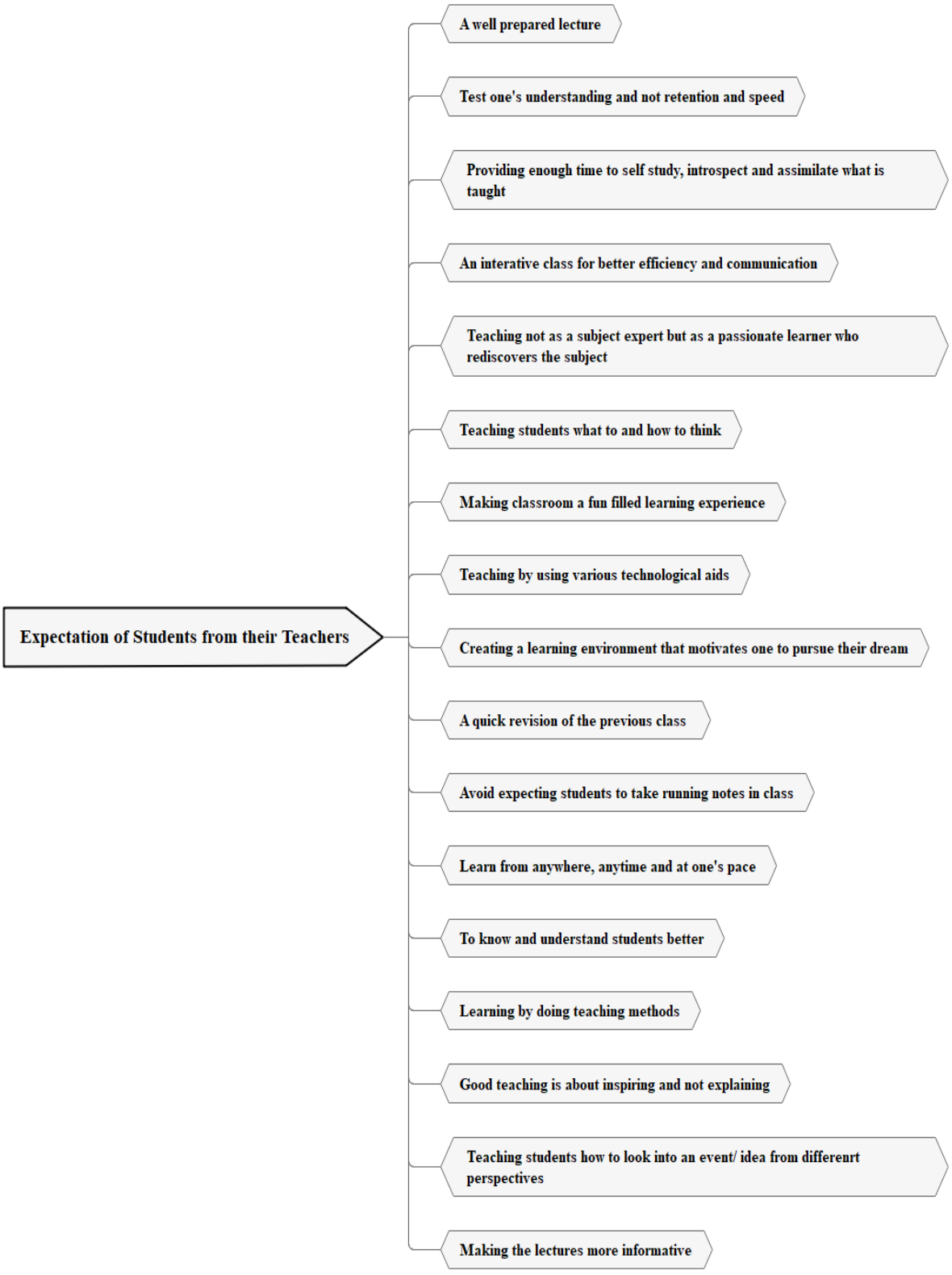
FIGURE 14
DIALOGUE BETWEEN EDUCATION AND CAREER



Responses to Question 6: Teaching Teachers How to Teach

The responses to this question reflect the high expectations the students have from teachers as well as teaching profession. This is depicted in Figure 15.

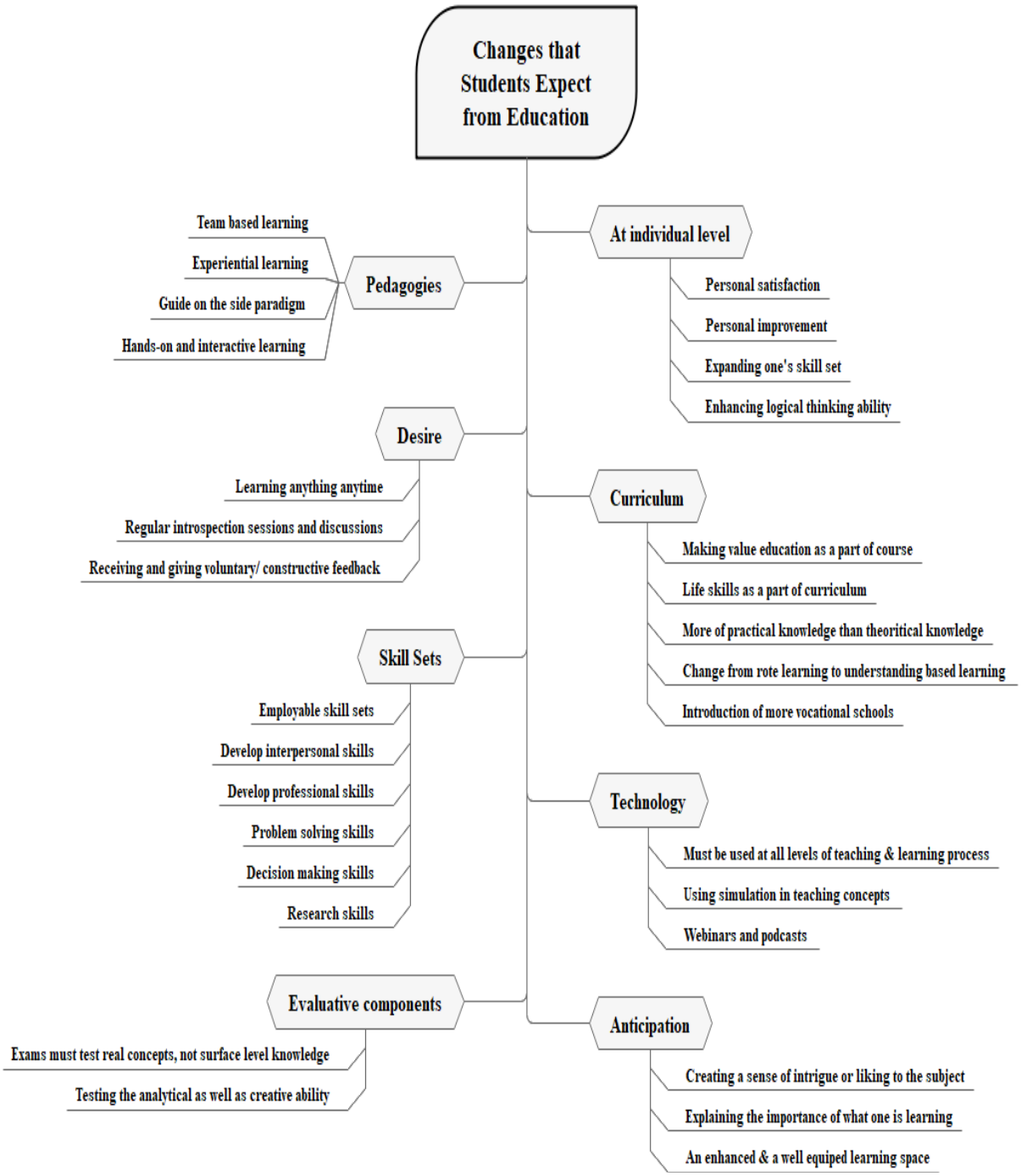
FIGURE 15
TEACHING TEACHERS HOW TO TEACH



Responses to Question 7: Three Changes to Education

This was the most direct question in the entire list of questions and asked the respondents directly about the changes they wish to see in the education system. These are depicted in Figure 16.

FIGURE 16
CHANGES STUDENTS EXPECT FROM EDUCATION



DISCUSSION

Based on an in-depth analysis of the mind maps the following inferences were derived. With reference to the extrinsic value 'success', it is revealed that the present generation does not relate success to monetary gain as in the case of baby boomers and earlier generations. Though in general they are positive about the idea of success, some responses criticized the notion of success and claimed to be subjective in nature.

The overall response related to 'career' were neither positive nor negative, but ambivalently defined it as just something to do to earn a livelihood, nothing good or bad about it. Some even spoke about how this is again just another societal expectation, and thus having a negative connotation This is consistent with literature review, which suggested that Generation Z value career much lesser than the earlier generations. Many people preferred pursuing multiple careers in order to cater to multiple opportunities and a wide range of talent.

Most of the responses related to 'passion' reflected this value with a great degree of idealism that reflected the importance of passion for the present generation. It was related to positive emotions and was considered to be very important.

The responses pertaining to 'happiness' were skeptical and referred to it as a fictional construct and an impermanent state that resulted a temporary peak in excitement followed by downfalls. This reflects that the concept of happiness is transient for the present generation.

Most of the responses related to personification of education, described education as an old, wise, likeable character especially an older woman. In most responses, this character has very good intentions but has ended up being misunderstood, misinterpreted. Another recurring idea was that because of the old age, the character has now become less effective, more evil, worse than before. The overall inference is that the present generation feels that education has become redundant or not changed with the changing times.

With respect to the question on striking a conversation with education, around half of the responses mentioned that they would not go and strike up a conversation either because they were intimidated, because the character would be critical of them or because they don't want to disturb the notion of education they already have. Many of those who were interested in having a conversation said they would ask what went wrong, what caused the deterioration and what they could do to help?

In summary, these two questions indicate the prevalent idea that education is glorified in their minds, but they also think it has become worse, there has been a mistake somewhere, and some even responsible in part, for this change. The responses also indicate the great concern about this change, and the willingness to offer help, to help restore education, rectify mistakes and make it better.

The responses to question pertaining to personification of career have been majorly critical, painting the character in a bad light. In many responses, that character has been described as being likeable initially until one gets to know them, and has been described as being short-lived – one response called it a shadow that disappears in the night. Overall, career is not portrayed as being good (evil, even), but rather as something that everyone likes because they don't know better. It is also described as having multiple personalities and as constantly changing, instead of being constant. This is again consistent with the literature review that suggests they don't value career much and are very open to switching careers, or having multiple careers.

On the question of conversation between education and career, large number of respondents said that the two characters would fall in love, some even said it would be love at first sight, because they are made for each other. Of these, many responses said that though they fall in love, they have a lot of troubles in the relationship and it will not be a fairy tale portrayal. There was also a significant number that said they would end up fighting, or at least have an altercation, with a few responses even writing down the dialogues. In these responses, career's character is portrayed as impatient, not willing to listen, evil, while education is angry at career for having not fulfilled its purpose, ruining all the work that education worked for, while career is shown as unapologetic. Education is disappointed with career. The overall theme has been that education and career do have common interests, and it is possible for these two to be working together, going hand in hand, but often problems start developing. Majority of the responses cite career as the

problem-maker, while education is disappointed and the person suffers. Overall, it is reflective of the notion that education does not prepare the students well for their careers ahead.

With reference to the question on teaching teachers how to teach, it is evident that the students look up to teachers and teaching profession in general, and have high expectations from them. They would like to look upon a teacher not as someone who only teaches them but is also a passionate learner. The teacher must be well prepared, customize learning according to the student's requirements, engage with them to help them understand and use multiple technological aids to make learning easier. They also feel that teachers must use measures both inside and outside the classroom to make students think innovatively.

The responses pertaining to the changes students wanted in the education system reflect that the students expect the education should change in way that is experiential, and keeps them engaged. The most common responses include ensuring that the students be offered the freedom to choose their subjects quite early and that this choice be expanded to include more than just the current science/arts dichotomy, and that education becomes affordable/free; allowing for a system where pursuing the arts is also a lucrative option. Some opined that it should increase learning by doing, have hands-on approach, lay more emphasis on practical than theoretical understanding and learning outside classrooms with field trips etc. The system should ensure that education helps them follow their passion and helps match each person with an ideal career. Other points were – to do away with rote learning, learn what is important, learn how to learn, learn essential life skills, encourage sports etc. This is largely in accordance with the findings in literature review which also emphasizes how post millennials are really worried about getting the right career at the end of education, experiential learning and favor unconventional teaching methods to black board, classroom teaching.

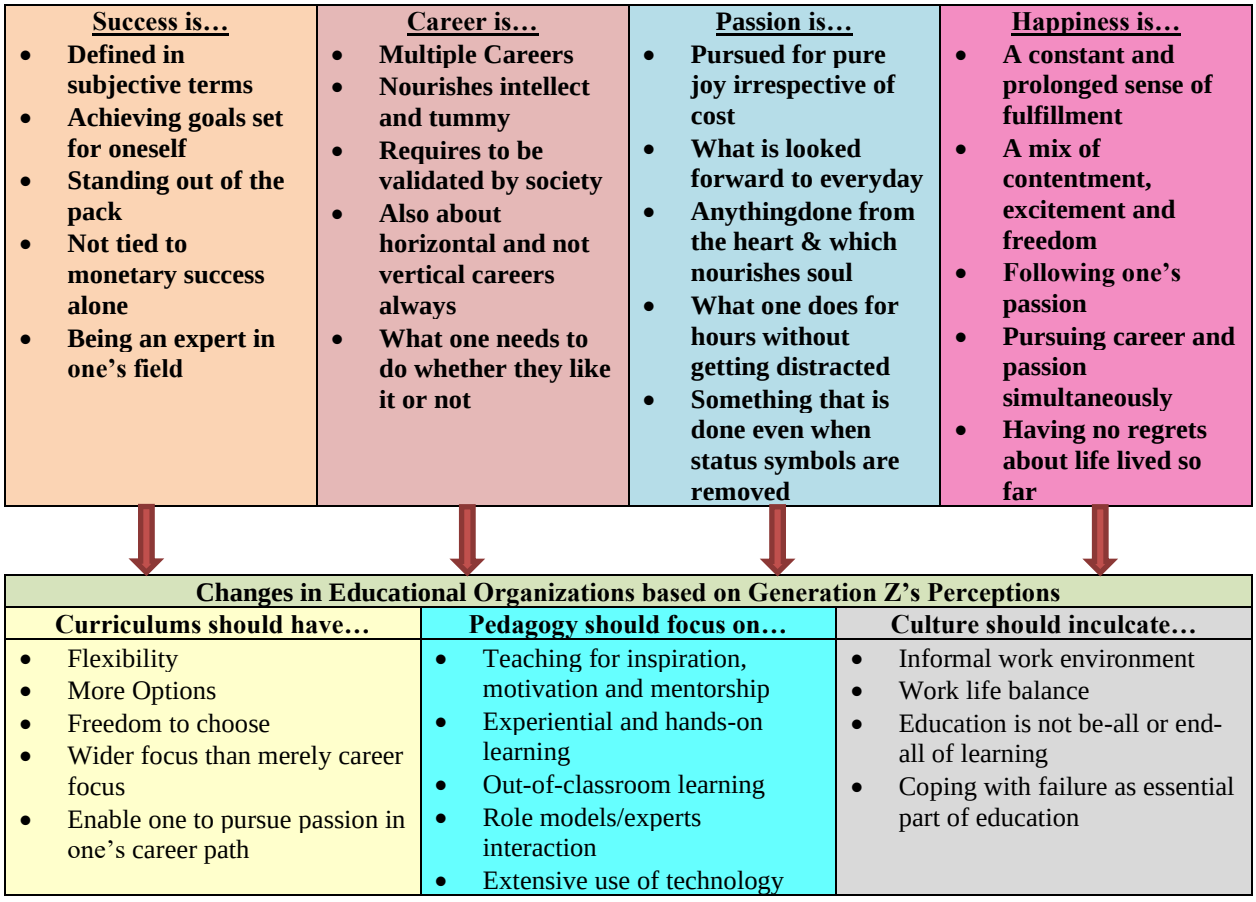
CONCLUSION

Based on the above insights derived through the interpretative research, the study also contributes in developing a framework for educational organizations with specific implications for curriculum, pedagogy and culture. Though lot of studies have been undertaken on Generation Z in recent times, our study takes an innovative qualitative approach (word association, animal metaphor, construction test etc.) to bring to light the expectations, concerns and fears the present generation have about education. This study contributes in enhancing our understanding of the description of Generation Z by making an array of mind maps. This study also reinforces through empirical evidence, the belief that our educational institutions need to change sooner rather than later to accommodate not only the skills required by the changing environment, but also by the changing expectations of Generation Z pertaining to professional, technical, social and other interpersonal skills. Earlier the education system was rigid and shaped student values, but in the future the student values will shape education, as the onus of learning-unlearning-relearning will rest entirely with students. Hence educational institutions should formally recognize what measures can be taken in order to make the current generation of students happy.

The limitations of the study are that it pertains to one cultural group – namely Indians and the findings might not be applicable to other nationalities. Another limitation is that the respondents of the survey are mostly science and engineering students from one of the top institutions of the country and thus, their expectations of education and their views on these matters cannot be grossly generalized and considered representative of the general Generation Z's collective consciousness. However, what the study lacks in breadth wise analysis, it tries to make up for, in the content-rich, depth-wise content analysis. The entire text of all the responses was very detailed and analysis was extremely challenging to do.

To conclude, the researchers propose a model of teaching /learning interacting with four superordinate Generation Z values (viz. instrumental – career & passions; terminal – success & happiness) in the context of higher education. This is depicted in Figure 17 - Framework for Changes in Educational Organization Characteristics.

FIGURE 17
FRAMEWORK FOR CHANGE FOR EDUCATIONAL ORGANIZATIONS BASED ON GENERATION Z'S PERCEPTIONS ABOUT SUCCESS, CAREER, PASSION AND HAPPINESS



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