



## Bridging Generations: Lived Experiences of Seasoned Faculty Members in Adapting to Gen Z's Learning Behaviors

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Received : December 22, 2025

Revised : February 13, 2026

Accepted : March 11, 2026

Online : March 31, 2026

### Abstract

This transcendental phenomenological study explored the lived experiences of seasoned faculty members in adapting to the learning behaviors of Generation Z (Gen Z) students. Ten higher education instructors from one state university, each with at least ten years of continuous teaching experience, were purposively selected as participants. Data were gathered through semi-structured interviews designed to elicit in-depth reflections on their teaching encounters, challenges, and adaptive strategies in addressing the unique characteristics of Gen Z learners. Analysis of the interview data revealed three overarching themes: (a) *the evolving learning characteristics and challenges of Gen Z students*, (b) *adaptive and engaging teaching practices for Gen Z learners*, and (c) *the effectiveness and responsiveness of adaptive teaching strategies*. From these themes, the SAIL Metaphorical Framework was developed to conceptualize effective teaching for Gen Z learners, encompassing four key components: S – Student Characteristics, A – Adaptive Teaching, I – Instructional Effectiveness, and L – Learning Journey. The findings highlight that Gen Z learners' short attention spans, digital dependence, and varied social behaviors necessitate adaptive, technology-integrated, and student-centered instructional approaches. Seasoned faculty members play a crucial role in bridging generational learning gaps through continuous reflection, innovation, and responsiveness to learner diversity. Ultimately, adaptive teaching emerges as both a pedagogical approach and a transformative process of professional growth, enabling educators to create meaningful and lasting learning experiences that align with the evolving needs of Generation Z students.

**Keywords:** *Generation Z, Seasoned Faculty, Adaptive Teaching, Transcendental Phenomenology, Higher Education*

### INTRODUCTION

The emergence of Generation Z (Gen Z) learners in higher education has introduced new challenges for seasoned faculty members, who must modify their teaching strategies to align with the preferences of this tech-savvy and digitally native generation. Unlike previous generations, Gen Z students have grown up with constant internet access and digital technologies, shaping their unique learning characteristics (Alruthaya et al., 2021). These students demonstrate preferences for freedom, personalization, and innovation in their learning experiences (Shtepura, 2022). They also favor a blend of online and in-person learning models, highlighting the need for faculty to incorporate flexible and interactive approaches (Huss, 2023). However, stereotypes of Gen Z learners, such as short attention spans and internet dependency, present additional challenges for educators, who must address these behaviors with engaging and adaptive teaching strategies (Shtepura, 2022).

Generational diversity in classrooms presents both opportunities and challenges for educators. With multiple generations (Baby Boomers, Gen X, Y, and Z) coexisting in higher

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education, faculty members must adopt versatile teaching practices to accommodate diverse learning preferences (Schnell-Peskin et al., 2023). This diversity also extends to the teaching staff, influencing professional relationships and identity development (Ruiz et al., 2021). To foster inclusivity and collaboration, institutions must implement strategies that promote intergenerational learning and mentorship (Malik & Shahid, 2023). For Gen Z specifically, factors such as classroom environment, self-motivation, institutional support, and social connection significantly influence their learning behavior (Septian & Wibisono, 2021).

Studies reveal that Gen Z learners favor interactive e-learning, just-in-time learning, and collaborative approaches (Khan & Al-Shibami, 2019). They also tend to prefer multimodal learning styles, particularly favoring kinesthetic and experiential methods (Ishak et al., 2022). Interestingly, contrary to common stereotypes, Gen Z students often demonstrate assimilative learning styles, combining abstract conceptualization with reflective observation (Manzoni et al., 2020). In workplace settings, Gen Z employees prioritize continuous learning, technological solutions, informal learning, and consistent feedback, highlighting their preference for dynamic and flexible learning environments (Naim, 2021).

In contrast, in the Philippines, the seasoned faculty members, with years of teaching experience, must continually adapt their methods to stay relevant in the rapidly evolving educational landscape. The professional development of veteran educators is vital for maintaining teaching effectiveness, particularly in online and hybrid environments. Mentoring programs have proven effective in supporting new faculty while fostering a compassionate and professional academic community (Shepherd et al., 2007). For experienced educators, remote work opportunities offer flexibility while preserving traditional teaching roles (Wood, 2016). Faculty members in teacher education colleges view their roles as multifaceted, encompassing research, teaching, and service (Grobgeid et al., 2016). This diverse role demands continuous professional growth and the ability to adopt new teaching strategies (Karimbux, 2015).

The role of seasoned faculty in knowledge transmission is also evolving. Beyond delivering theoretical knowledge, they now play mentoring and facilitative roles, fostering student-centered learning (Eflova et al., 2023). Knowledge-sharing through face-to-face interactions, online platforms, and mentorship programs is essential in the digital age (Enakrire, 2021). Peer-to-peer knowledge exchange, influenced by technological availability and social networks, enhances the learning process (Jesuthasan et al., 2022). Additionally, the emerging concept of faculty distillation, where students select the most relevant insights from multiple educators, demonstrates the changing nature of knowledge dissemination (Lu et al., 2022).

Despite the wealth of research on student-centered learning and technological integration, a specific research gap remains in understanding the lived experiences of seasoned faculty members as they adapt to Gen Z learners. While existing literature highlights student preferences and technological trends, it overlooks the emotional and professional challenges faced by seasoned faculty. This study aims to fill this gap by exploring the adaptation strategies, coping mechanisms, and insights of seasoned faculty members. Anchored in SDG 4: Quality Education and SDG 8: Decent Work and Economic Growth, this research promotes inclusive and responsive teaching practices while advocating for lifelong learning and faculty development. Ultimately, it seeks to enhance educational quality and the resilience of the academic workforce.

## LITERATURE REVIEW

### Theoretical Framework

This study is anchored on three complementary theories that explain how seasoned faculty members adapt their teaching practices to meet the needs of Gen Z learners.

**Constructivist Learning Theory**

(Piaget, 1970; Vygotsky, 1978) posits that learners actively construct knowledge through their experiences and social interactions. Within the context of this study, Gen Z students demonstrate deeper engagement when teaching strategies are interactive, collaborative, and adaptive. Teachers serve as facilitators, designing learning activities that encourage exploration, discussion, and the practical application of concepts. Activities such as group sessions and idea-sharing exercises promote active participation, turning learning into a dynamic, shared process.

**Andragogy or Adult Learning Theory**

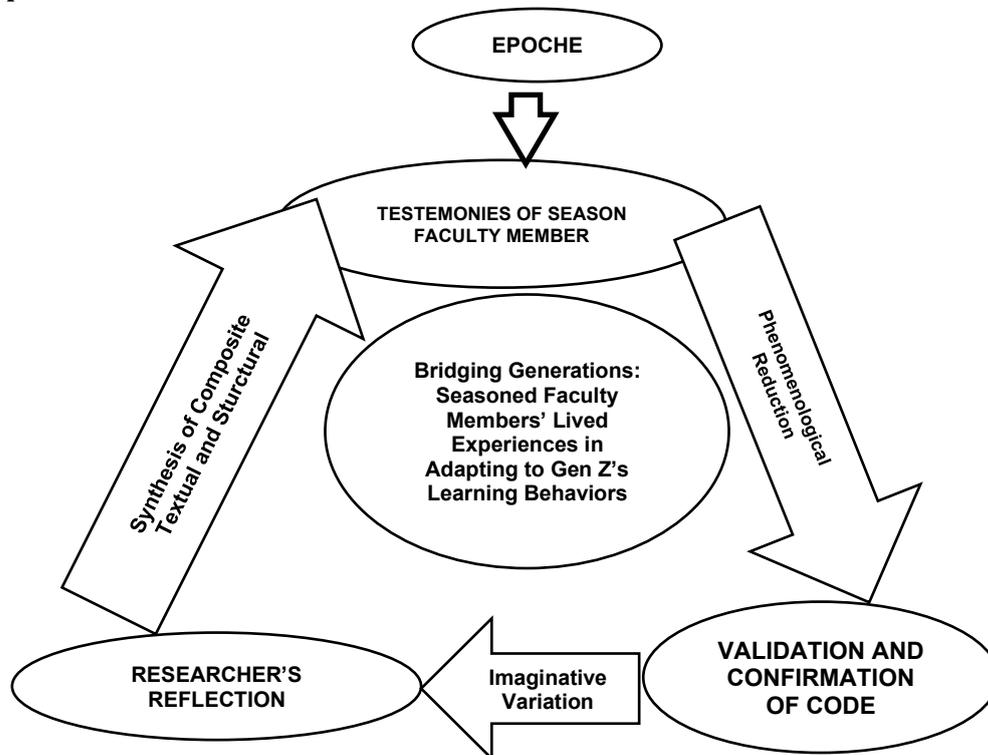
(Knowles, 1980) emphasizes principles of adult learning, including self-directed learning, relevance, and practical application. Although originally intended for adult learners, these principles are applicable to Gen Z students in higher education, who value autonomy, personalized learning experiences, and digital integration. Faculty members’ adaptive strategies, such as incorporating social media examples or gamified learning platforms, demonstrate responsiveness to students’ preferences and enhance engagement by connecting learning to real-life contexts.

**Multiple Intelligences Theory**

(Gardner, 1983) asserts that learners possess diverse types of intelligences, such as visual-spatial, linguistic, interpersonal, among others. This theory underscores the importance of adapting teaching strategies to accommodate varied learning styles. By employing multimedia, role-playing, interactive games, and technology, faculty can tailor instruction to students’ strengths and interests, fostering greater attention, motivation, and meaningful learning experiences.

Together, these theories provide a framework for understanding how seasoned faculty bridge generational gaps, create responsive learning environments, and cultivate engagement among Gen Z learners.

**Conceptual Framework**



**Figure 1. Research Framework**

Figure 1 presents the research framework of this study, which utilizes transcendental phenomenology to explore the Seasoned Faculty Members' Lived Experiences in Adapting to Gen Z's Learning Behaviors. Transcendence, in this context, refers to approaching the phenomenon with an open mind and a fresh perspective, allowing the researcher to gain new insights from the essence of the participants' experiences. To begin, the researcher employed epoché to suspend personal feelings and preconceived notions, ensuring impartiality and minimizing biases throughout the research process. The essences of the phenomenon were defined using transcendental-phenomenological reduction, where the faculty members' perceptions, thoughts, and reflections on their experiences with Gen Z learners were systematically compiled. Lastly, creative variation was employed to uncover the structural nature of their interactions, capturing the underlying factors influencing their adaptive strategies (Moustakas, 1994). Through these measures, the research revealed the noema (the phenomenon of adapting to Gen Z learners) and the noesis (the subjective meanings and interpretations of this experience). This phenomenological approach allowed for a comprehensive and in-depth analysis of the faculty members' lived experiences, highlighting their challenges, coping mechanisms, and the evolving nature of intergenerational teaching dynamics.

**Statement of the Problem**

This study explored the lived experiences of seasoned faculty members in adapting to Generation Z's (Gen Z) learning behaviors.

**Central Question**

What is the essence of the lived experiences of seasoned faculty members in adapting to Generation Z's (Gen Z) learning behaviors?

**Corollary Questions**

1. What are the common challenges faced by seasoned faculty in adapting to Gen Z's learning behaviors?
2. What strategies do they employ to bridge generational gaps in the classroom?
3. How do seasoned faculty members perceive the effectiveness of their adaptive strategies?
4. What themes will emerge based on the testimonies of the participants of the study?
5. What metaphorical framework can be developed based on the testimonies of the participants of the study?

**METHODOLOGY****Research Design**

This study will utilize a qualitative research design grounded in transcendental phenomenology to explore the lived experiences of seasoned faculty members in adapting to Generation Z's learning behaviors. This approach aims to uncover and describe the fundamental structures of human experiences by examining how individuals perceive and interpret their realities. Transcendental phenomenology focuses on identifying the universal elements that shape human consciousness, perception, and subjectivity. By bracketing preconceived notions and prioritizing the participants' firsthand accounts, this method offers a deeper and more authentic understanding of their personal and professional adaptation. This makes it an effective framework for capturing the complexities of intergenerational teaching dynamics in higher education.

### **Participants and Sampling**

This study utilized purposive sampling to select ten seasoned faculty members who can meaningfully share their lived experiences of adapting to the learning behaviors of Generation Z students. The participants will be higher education instructors at a state university with at least ten years of continuous teaching experience across various academic disciplines and institutions. To be included, they must have direct and ongoing engagement with Gen Z learners—those typically born between 1997 and 2012—and have made deliberate efforts to adjust their teaching practices, communication styles, and classroom interactions to meet the unique characteristics of this generation. Selecting participants who have personally navigated these shifts in teaching and learning will allow the study to capture rich, authentic insights into how experienced educators understand, respond to, and find meaning in the evolving landscape of student behavior and engagement.

Prior to data collection, the researcher will clearly explain the interview procedures, and all participants will provide informed consent. To maintain confidentiality, pseudonyms will be used to protect their identities. The interviews will be conducted virtually, allowing participants to share their experiences from their respective locations. Following qualitative research best practices (Englander, 2012), this study will utilize semi-structured interviews with open-ended questions to encourage detailed, reflective responses. All participants will confirm their willingness to engage in the research process, ensuring the reliability and depth of the collected data.

### **Data Collection Methods**

This study will utilize interviews as the primary method of data collection, a widely accepted approach in qualitative research. Specifically, it will employ semi-structured interviews, a technique commonly used in educational and social sciences research (Myers & Newman, 2007). This method follows a flexible framework, combining pre-determined questions with the freedom to explore emerging themes through follow-up inquiries.

The participants will be seasoned faculty members with extensive teaching experience, sharing their firsthand encounters with Generation Z (Gen Z) learners. The structured yet open-ended format of the interviews will enable the researcher to gather in-depth and meaningful responses, allowing participants to elaborate on their experiences, challenges, and adaptation strategies when teaching Gen Z students. This approach will ensure a richer understanding of their lived realities while providing the flexibility to uncover new insights as they naturally arise during the discussions.

### **Data Analysis Procedures**

This study will employ data triangulation to ensure the credibility of findings, using semi-structured interviews as the primary method of data collection, supplemented by observational insights. All interviews were conducted face-to-face, with recordings used for transcription and analysis (Gray et al., 2020).

To maintain objectivity, the researcher will apply epoché, setting aside personal biases to focus solely on participants' perspectives (Moustakas, 1994). This will ensure that the analysis remains faithful to the Seasoned Faculty Members' Lived Experiences in Adapting to Gen Z's Learning Behaviors

Next, phenomenological reduction will be applied, systematically analyzing participants' narratives to uncover key themes (Moustakas, 1994). The researcher categorized significant statements, eliminating redundancies and grouping them into meaning units to extract patterns in their experiences.

Following this, a Composite Textural Description will be developed by integrating individual accounts into a collective representation of shared experiences (Moustakas, 1994). If needed, follow-up interviews will be conducted to verify the accuracy of transcriptions and interpretations.

## **FINDINGS AND DISCUSSIONS**

This study explored how seasoned faculty members navigate the evolving learning behaviors of Gen Z students, highlighting the challenges, adaptive strategies, and responsiveness required to achieve effective teaching outcomes. Three key themes emerged from faculty reflections.

### **Theme 1: Evolving Learning Characteristics and Challenges of Gen Z Students**

The experiences shared by seasoned faculty members reveal that Gen Z learners exhibit distinct traits that significantly shape teaching and learning dynamics in contemporary classrooms. One of the most prominent characteristics is their shorter attention span and limited patience, which directly impacts engagement. Several participants highlighted that learners struggle to maintain focus when lessons fail to immediately capture their interest. As Participant 1 noted, “Students easily get bored or irritated if the lesson is not engaging,” and Participant 4 reinforced this by observing that students may “doze off or react negatively when called out.” These statements reflect a generational shift where conventional, lecture-based teaching methods often fall short of sustaining student attention, a concern echoed by Participant 2, who emphasized that maintaining focus in traditional lesson formats has become increasingly difficult.

Closely tied to attention challenges is the heavy reliance of Gen Z students on digital technology and multimedia. While digital tools and AI applications provide rapid access to information, they can sometimes encourage surface-level engagement rather than deep understanding. Participant 10 observed, “Students often prefer to use their gadgets to quickly find answers rather than reflect deeply on the topic,” highlighting the need for deliberate integration of digital resources in teaching. Faculty have responded by adopting visual aids, videos, and interactive learning platforms to align with students’ digital habits. Participant 3 shared, “When lessons include videos or interactive content, students are more focused and engaged, and they grasp concepts faster,” while Participant 9 emphasized that these tools are essential to maintain attention in a technology-driven learning environment.

The unique learning traits of Gen Z also influence classroom behavior and social dynamics. Teachers reported a shift in respect for authority and the emergence of peer-centered interactions that sometimes complicate traditional classroom management. Participant 5 remarked, “Some students are less obedient now; you really need to adjust how you approach discipline,” and Participant 7 added, “Building rapport is harder because they tend to focus on peers rather than the teacher.” These behavioral patterns suggest that educators must balance authority with relational approaches, fostering engagement while accommodating independent social tendencies. Furthermore, faculty noted the importance of adaptive strategies to include learners with special needs, ensuring an inclusive classroom environment (Participant 4).

Another critical challenge lies in skill gaps, particularly in handwriting, composition, critical thinking, and perseverance. These deficiencies, often exacerbated by extended online learning during the pandemic, impede students’ ability to engage deeply with academic content. Participant 8 remarked, “Some students struggle to write clearly or organize their thoughts in writing,” while Participant 4 observed that cultivating focus and critical thinking requires extra effort, especially for lessons demanding higher-order understanding. Participant 2 highlighted that learners

frequently prioritize entertainment over academics, reinforcing the need for instructional strategies that balance engagement with skill development.

In synthesis, the combination of short attention spans, digital dependence, evolving classroom behaviors, and skill gaps presents both challenges and opportunities for educators. To navigate these complexities, teaching must be adaptive, interactive, and technology-enhanced, complemented by flexible classroom management and personalized support. Faculty reflections underscore that meaningful learning outcomes for Gen Z students are best achieved when instructional approaches are responsive to their unique characteristics, leveraging engagement and scaffolding to develop both skills and deeper understanding.

### **Theme 2: Adaptive and Engaging Teaching Practices for Gen Z Learners**

The insights shared by faculty members underscore the critical role of adaptive and interactive teaching in engaging Gen Z learners. Participants consistently emphasized that participatory and collaborative strategies, such as group activities, role-playing, gamification, and idea-sharing, effectively capture students' attention and foster active involvement. As Participant 1 explained, "One effective way is to use grouping sessions, which allow students to participate actively...Sharing of knowledge is also important. By sharing ideas, the performance of the class as a whole becomes stronger." Similarly, Participant 5 highlighted that role-playing requires students to listen and engage attentively: "When I tell them that they need to listen, they really pay attention because they won't be able to perform the play if they don't listen." These reflections indicate that when students are actively involved in constructing knowledge, learning becomes more meaningful and memorable.

Faculty also emphasized the importance of connecting lessons to students' interests and contemporary trends. Integrating references from social media, popular vloggers, or relatable situations helps bridge academic content with learners' daily experiences. Participant 2 noted, "I include their names or situations [from vloggers or YouTubers] in the problem examples...Using their interests as a bridge makes the teaching and learning process more effective," while Participant 7 added, "Make it funny and interesting, and go along with what they like." This approach reinforces the notion that relevance and personalization are key drivers of engagement for Gen Z learners.

Aligned with participatory strategies, teachers leverage technology and digital platforms to enhance learning. Recognizing that Gen Z students are digital natives, faculty integrate multimedia presentations, gamified applications, and online tools to maintain focus and facilitate understanding. Participant 3 remarked, "When colorful visuals or presentations are used on electronic devices, students can focus more quickly and grasp the ideas faster." Participant 6 described using Kahoot for interactive assessments, while Participant 8 highlighted Google Classroom as a platform that supports independent learning and digital responsibility. Participant 10 further added that tools like PowerPoint, TV, and video-sharing activities foster both engagement and technological competence. Collectively, these insights demonstrate that technology, when thoughtfully integrated, can complement active learning strategies and respond to students' learning preferences.

Beyond engagement, participants stressed the value of personalized and morally grounded instruction. Storytelling and the sharing of real-life experiences were identified as powerful methods to instill life lessons, ethical reasoning, and personal motivation. Participant 9 reflected, "I always tell them...my encouragement to them is that being poor is not an excuse...Sometimes, I even assess them once, and a student said, 'Just tell stories from your life...it's encouraging.'" Additionally, lessons were framed to promote responsibility and appreciation of personal and family values,

connecting academic content to ethical and character development. These practices highlight that fostering deeper engagement for Gen Z learners involves integrating both intellectual and emotional dimensions into teaching.

Finally, teacher adaptability and continuous learning emerged as central to sustaining effective instruction. Faculty noted that monitoring students' responses and adjusting pedagogical approaches are essential to maintaining engagement. Participant 1 emphasized the need for observational skills: "Once you notice that the students are no longer engaged, you need to adjust your approach." Participant 9 further stressed the importance of technological fluency: "You have to be digital, you have to be tech-savvy; otherwise, you're not 'in,' and that's what's trending now." These statements underscore the necessity of ongoing professional growth and flexibility, enabling teachers to respond to evolving learner needs and preferences.

In summary, the discussion reveals that engaging Gen Z learners requires a multifaceted approach. Effective teaching integrates participatory learning, technological tools, personalized instruction, and reflective adaptability. Such strategies not only enhance attention and engagement but also cultivate critical thinking, values, and life skills, while encouraging educators to remain responsive and innovative in their professional practice.

### **Theme 3: Effectiveness and Responsiveness of Adaptive Teaching Strategies**

Seasoned faculty members recognize that the effectiveness of adaptive teaching strategies is closely tied to observable student learning outcomes and engagement. For many participants, student performance serves as a tangible measure of success. As Participant 1 explained, "You can actually see the effectiveness of your strategy when your students' performance is evaluated...If 80% of the class can grasp the lessons, then we can put in extra effort to help push toward the 100%." Similarly, Participant 5 emphasized that active participation and positive student reactions reflect the success of adaptive methods: "About 70% of my students are participating...They become more excited and happy with the activity." Participant 4 further highlighted the value of individualized attention, noting, "When I ask them individually, they actually have answers." These insights collectively suggest that adaptive strategies are considered effective not only when students achieve academically but also when they demonstrate attentiveness, engagement, and cognitive presence during lessons.

Faculty also emphasized tailoring strategies to address the diverse learning needs of Gen Z students. Recognizing that learners differ in modality preferences, teachers incorporate visual, auditory, and kinesthetic approaches to optimize comprehension and participation. Participant 8 explained, "Adaptive strategy...I know my learners are visual, so I use visuals in my materials, like in PowerPoints. It really works because...[it] tailors learning to the students' needs." Participant 9 added that balancing individual and group work is essential: "Some group members can be irresponsible...That's why I prefer individual work...Everyone participates." These statements illustrate that responsiveness to learner diversity enhances engagement and supports equitable learning opportunities within the classroom.

However, the effectiveness of adaptive strategies is also shaped by contextual and environmental challenges. Classroom discipline and student behavior were identified as key factors influencing teaching success. Participant 1 remarked, "Students today are very irritable and get upset easily...The effectiveness of a teacher is diminished if we fail to instill discipline." Resource constraints, including limited access to technology, unreliable internet, and electricity issues, further complicate the implementation of adaptive strategies. As Participant 2 pointed out, "Out of forty, we cannot assume that all of them have a cellphone...How can we meet the needs of both the Gen Z students and those who are not yet part of the Gen Z trend?" Participant 3 reinforced this

concern, citing infrastructure limitations. Beyond these, socio-economic factors and parental involvement also influence learning outcomes; Participant 8 noted, “Because parents are so occupied with work, the children often interact more with household helpers...without parental support, it’s even harder to motivate the child to study.” These reflections emphasize that effective adaptive teaching requires a holistic understanding of both classroom and home contexts.

Sustaining the effectiveness of adaptive strategies relies on continuous reflection, observation, and adjustment. Participant 6 explained, “I constantly change my methods for how students learn...Identifying the right or most effective strategies...ensures that the students are truly learning.” Participant 10 further stressed the need for ongoing innovation, stating, “There are many aspects that remain difficult to adapt to...think of and study techniques, methods, or strategies that will be suitable for the learning of Gen Z.” These insights underscore the importance of flexibility and lifelong learning among educators, ensuring that teaching strategies remain responsive, relevant, and impactful for contemporary learners.

In summary, the discussion highlights that adaptive teaching is effective when it combines careful observation of student learning, responsiveness to diverse needs, contextual awareness, and ongoing professional reflection. Faculty insights reveal that achieving meaningful engagement and mastery requires not only pedagogical creativity but also flexibility, resilience, and a commitment to continuous improvement.

From the themes identified in this study, the SAIL Metaphorical Framework was developed to conceptualize effective teaching for Gen Z learners. The acronym SAIL represents four key components: S – Student Characteristics, A – Adaptive Teaching, I – Instructional Effectiveness, and L – Learning Journey.

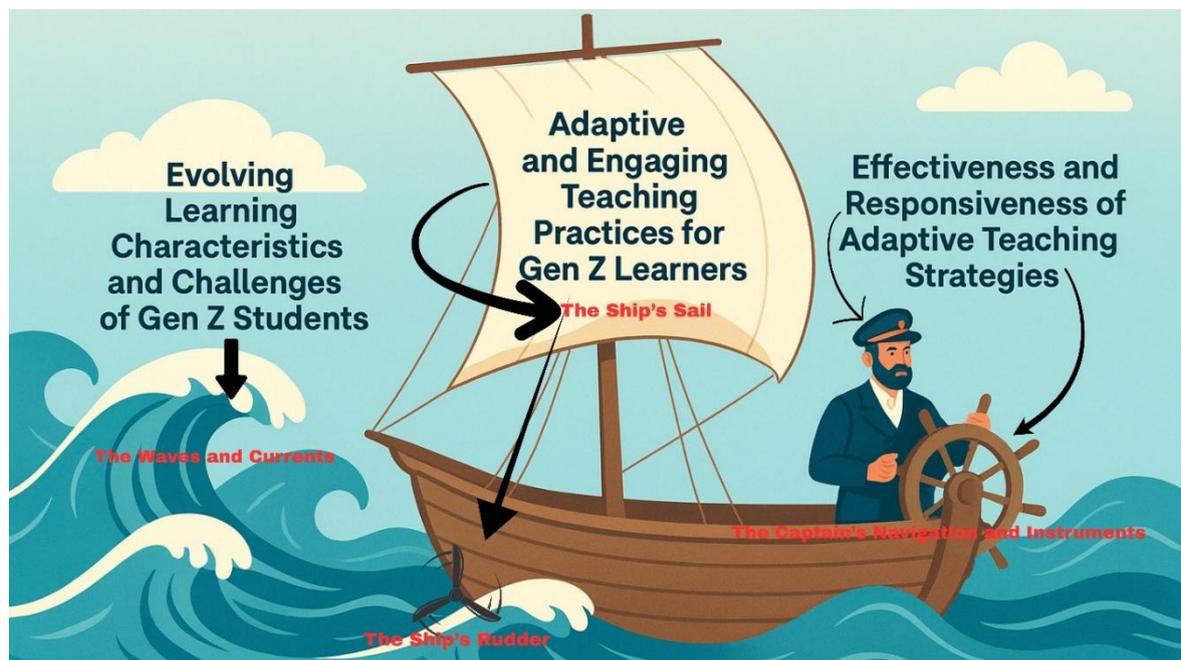


Figure 2. SAIL Model

As presented in Figure 2, the developed SAIL Model illustrates the themes that emerged from the *Seasoned Faculty Members' Lived Experiences in Adapting to Gen Z's Learning Behaviors*. This model encapsulates how teachers navigate, adjust, and sustain effective teaching amidst the

evolving traits of Gen Z learners. Each component of the model symbolizes a crucial aspect of this adaptive process.

The following section provides detailed explanations of each part of the SAIL Model, namely as follows:

- a. Evolving Learning Characteristics and Challenges of Gen Z Students → The Waves and Currents

Waves and currents represent the unique traits and challenges of Gen Z learners, such as short attention spans, digital dependency, classroom behavior shifts, and skill gaps. Just as waves can alter the ship's course, these learner characteristics influence how teaching strategies must be designed and delivered.

- b. Adaptive and Engaging Teaching Practices for Gen Z Learners → The Ship's Sail and Rudder
- The sail captures the energy and direction provided by interactive, technology-integrated, and personalized teaching, while the rudder represents teacher adaptability and continuous learning. Together, they allow the ship to harness opportunities and steer effectively through the challenges posed by the learners' characteristics.

1. Effectiveness and Responsiveness of Adaptive Teaching Strategies → The Captain's Navigation and Instruments

The captain and navigational instruments symbolize teachers' reflective practices, ongoing assessment, and strategic adjustments. By continuously monitoring progress and responding to contextual challenges, they ensure that learning outcomes remain optimal and the journey toward student engagement and mastery is successful.

## **CONCLUSION**

This study concludes that seasoned faculty members play a pivotal role in bridging generational learning gaps by continuously adapting to the evolving behaviors, preferences, and challenges of Gen Z students. The findings reveal that Gen Z learners' short attention spans, digital dependence, and shifting social behaviors require educators to employ adaptive, technology-integrated, and student-centered strategies. Effective teaching for this generation hinges on engagement through participatory and personalized approaches, supported by the teacher's capacity to innovate, reflect, and respond to diverse learning needs. Ultimately, adaptive teaching becomes not only a pedagogical approach but also a dynamic process of continuous learning and reflection, enabling educators to navigate the complexities of modern classrooms and foster meaningful, lasting learning experiences for Gen Z learners. Based on the conclusions, the recommendations are offered:

1. Institutions should provide continuous training programs that focus on digital pedagogy, classroom management for Gen Z learners, and the integration of emerging technologies to ensure faculty remain responsive and competent in modern teaching environments.
2. Faculty should design lessons that blend interactive, collaborative, and multimedia-based approaches to sustain engagement, encourage deep learning, and bridge academic content with students' real-life experiences.
3. Schools should establish policies and partnerships that address contextual challenges. Such as digital access, parental involvement, and inclusivity, to create an equitable and supportive learning environment for all Gen Z students.

## **LIMITATION & FURTHER RESEARCH**

This study was limited to the experiences of selected seasoned faculty members, which may not fully represent the broader teaching population or varying institutional contexts. The findings

are based on qualitative insights and self-reported experiences, which, while rich in depth, may be influenced by personal interpretations and situational factors. Additionally, the study focused primarily on faculty perspectives, without incorporating the viewpoints of Gen Z students themselves, which could provide a more comprehensive understanding of the teaching-learning dynamics.

For future research, it is recommended to include both faculty and student perspectives to explore reciprocal experiences and expectations in the learning process; conduct comparative studies across different educational levels or disciplines to examine variations in adaptive strategies and teaching effectiveness; and utilize mixed-method or longitudinal designs to assess how adaptive teaching strategies impact student performance, engagement, and skill development over time.

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