Meeting Generation Z Learning Expectations in Quest International University

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Abstract
Students currently studying in higher learning institutions are part of Generation Z known as the Gen Zers. Available literature on Gen Zers mostly focus on understanding and distinguishing them from previous generations by highlighting their personality traits, characteristics and learning preferences but lack information on the extent to which Gen Zers rate the different teach-learning methods as important and the extent to which they are satisfied with the approaches used by their lecturers. As such, the aim of this study is to verify the methods that literature presents as important for Gen Zers' learning and to check against the students' satisfaction level for those methods. Data were collected from final semester students in a private higher education institution in Malaysia. A survey questionnaire instrument with thirty items on importance and the same thirty items on satisfaction, as well as two open-ended questions were administered online. The Importance-Satisfaction Analysis and gap analysis for each of the items on teaching-learning methods were conducted on the quantitative data while thematic analysis was conducted on the qualitative data. Results from this study showed that all the teaching-learning methods identified received a high rating for both importance and satisfaction, hence meeting the students' expectations. This indicates that the lecturers have done a good job tailoring their approaches to engage with their students. Additionally, based on the findings from the gap analysis, recommendations are made on the teaching-learning methods that can be further improved to increase the Gen Z students' satisfaction levels.

Keywords: Generation-Z, Importance, Satisfaction, Teaching-Learning, Gap Analysis

1. Introduction

The current generation of students entering universities is known as the Gen Zers, iGen, or centennials. According to the Pew Research Center as cited by Dimock (2019), people in Gen Z are born after the year 1997. They are said to possess a unique set of characteristics and behaviour, that set them apart of the previous generations such as the Millennials (Gen Y), the Gen X, the Baby Boomers and the Silent Generation (Breman & Rao, 2017; Iberdrola, 2021; Nicholas, 2020; Parker & Igielnik, 2020). Tagged as "digital natives," Gen Z are tagged as consummate multitaskers, achievement oriented, and sheltered. They do not know a world without personal digital devices like smartphones and tablets. Because of that, most or all have had access to nearly any information or service around the clock (Seemiller, 2017).

First, it is important to clarify the differences between Generation Z and their preceding generation – the Millennials (Maloni et al., 2019). Compared to the Gen Zers, the Millennials are behind Generation Z in the use of technology. In fact, a substantial number of researches has been conducted on Gen Zers (Wondergem, 2017; Francis & Hoefel, 2018; Dell Technologies, 2019; Maloni, et al., 2019; Ng, et al., 2019; PricewaterhouseCoopers, 2020; Brandman University, 2020). It is foreseen that this generation can control technology better and they will make up a substantial percentage of the workforce (Knapp et al., 2017). For this generation, their mobile phone turned into their portable computer.

1.1 Problem Statement

Teaching-learning methods have evolved with time. Adapting to learner characteristics and preferences are now considered a very important element in achieving the desired learning outcomes. Where teachers were once considered the sage on the stage, they are now more than ever, increasingly moving on to the role of the guide by the side. Where role learning and didactic methods were once deemed THE methods to be used for quite a while many years back, the emergence of new tools and technologies has necessitated a change in the type of learning resources provided to students and the way teachers engage students in learning. In fact, online teaching and learning in higher education accelerated the discussion with issues related to online learners, instructors, and content development (Kebritchi, et al., 2017). While the teachers who teach Gen Zers are of a different generation and may not necessarily have the same inclination or the same characteristics as their students, they would still be expected to approach teaching-learning in a manner that is engaging and effective (Miranda, 2020).

1.2 Research Questions

Modern teaching and learning require constant adaptation with new generations. Higher education institutions need to stay keenly and promptly attuned to shifts in student expectations. Hence, the questions that arise are:

1. What teaching-learning methods do the Quest International University (QIU) Generation Z students consider as important for them to learn effectively?
2. What are the teaching-learning methods utilised by QIU lecturers that the students are satisfied with;
3. In the eyes of the students, to what extent do the university lecturers in QIU utilize the teaching-learning methods that satisfy the students preference to learn effectively.

1.3 Research Objectives

The research questions of this study therefore led to the following objectives:
1. Identify the teaching-learning methods deemed important to QIU Generation Z students to learn effectively;
2. Identify the teaching-learning methods utilised by QIU lecturers that the students are satisfied with; and
3. Examine the extent to which the teaching-learning methods utilised by QIU lecturers satisfy the preferences of their students.

2. Literature Review

The importance of teaching-learning methods used by educators to help them achieve the desired learning outcomes has been expounded by numerous researchers and educationists (Cruickshank, Jenkins & Metcalfe, 2011; Lile & Kelemen, 2014). Bourner (2008), studied different approaches to teaching-learning methods based on learning aims. The author agreed that enhanced access to the ever-growing technology in education is said to open up new possibilities to teach and learn. The next section provides a brief review of current teaching-learning tools and assessments; and learning resources available. Then, Gen Zers study preferences are discussed leading to the need of understanding the QIU Generation Z students' importance in teaching-learning methods and their satisfaction.

2.1 Learning Resources

According to Shengji et al. (2009), college and university lecturers need to establish new teaching philosophy and change their teaching methods as the education scenario changes. In fact, it is important for teachers to design learning that matches students' learning styles and their preferred learning resources, rather than those that reflect their preferences (Franzoni and Assar, 2009; Scott-Weber, 2012). In order to attract and gauge Gen Z attention as well as to address their academic, personal and career needs, educational institutions must be able to develop digital strategies both inside and outside the classroom (Fyfe, 2018).

2.2 Technology-mediated Learning

The rapid development of technology breathes new life into various teaching and learning tools (Hashim, 2018). With technology, the process of teaching and learning is not limited to the classroom. As part of the learning repertoire, visualizations, simulations, case analyses, and other methods of participatory learning such as fieldwork can be included to meet the needs of diverse learners.

Problem-based or active learning approach is learner-centred and marks a significant change in curriculum design and delivery. This kind of active learning experience is a powerful means of embedding new learning into the brain. The rationale is that when there is an associated emotional component, such as when multiple senses are engaged, the brain actually forms more neural connections, furthering retention (Rickes, 2016).

In fact, 'Game-Based Learning' can be effective tools for scaffolding concepts and simulating real world experience which enables learners to acquire knowledge and enhance learning through multiple intelligences (Iaremenko, 2017; Hashim, 2018). Kahoot, Quizlet,

Quizziz, and Socrative, among others are examples of the online applications or games that could be utilized.

Moreover, cloud computing, an Internet-based computing in which shared resources, software and information are delivered as a service that computers or mobile devices can access on-demand is used by learners and educators to support learning, social interaction, content creation, publishing and collaboration. Some examples of these would include; Massive Open Online Courses (MOOC), Open Educational Resources (OER), Google Apps, YouTube, Twitter and Dropbox (Hashim, 2018).

2.3 Learning for Generation Z

A review of the literature pertaining to Gen Zers' preferred learning resources indicate that this generation are in an age of instant gratification, prefer receiving information through visual imagery, for example in the form of videos like YouTube (Cameron & Pagnattaro, 2017; EHL Insights, 2020; Miranda, 2020). Proving this, Claveria (2017) indicated that Gen Zers are found to visit Youtube more often at 72% compared to Millennials at 52%.

Similarly, the Gen Zers are known to love social media, especially those that are rich in multimedia such as Instagram (World Economic Forum, 2019). They use social media frequently to connect with people, for information sharing and information usage (Yadav & Rai, 2017). They also communicate with each other in an arcane texting language laden with an ever-growing "vocabulary" of emojis and acronyms.

Lectures and printed books did not rate highly with Generation Z. They are more inclined to use e-books (Nicholas, 2020) as they can easily search for keywords that will help them read more effectively. Aptly concluded by Vinh (2020), the reading habits of generation Z are unique whereby they do not read less than previous generations, but they read different things and in different ways.

Gen Zers also prefer active learning activities and require quick feedback or response from their lecturers (Seemiller & Grace, 2016; Martin, 2017; Nicholas, 2020; Isaacs et al., 2020). Gen Zers want to be able to reach out to their lecturers quickly for extra help outside class time via online chat.

Both Seemiller and Grace (2016) and Nicholas (2020) found that Gen Zers preferred to learn practical knowledge for future work application and strongly favoured working with someone from the industry as part of their coursework. Seemiller and Grace (2016) in their in-depth study of over a thousand Generation Z college students found that 79% of Generation Z prefers to learn through examples of practical experiences such as projects and internships. The authors also noted that they prefer their teachers to be facilitators rather than lecturers. This way of learning benefits Gen Z where it allows them to apply their academic, teamwork and analytical skills (Gardner, et al., 2018).

Martin (2017) posited that Gen Zers have a competitive nature and therefore will enjoy gamification elements in the courses they enrol in. This view is supported by Schwartz (2019) who presented cases whereby gamification has been used to encourage student success. The next section discusses the suggestions and effort within the literature in meeting Gen Zers learning needs.

2.4 Meeting Generation Z Preferences

It is important to understand that this generation is wired to sophisticated, complex visual imagery which means that their visual abilities are far more developed than leading to learning more effectively in visual form (Rothman, 2016; 2018). They can in fact, watch a learning video and successfully complete an assigned task – highlighting the need for technology-mediated teaching resources.

Besides that, active learning activities, quick feedback and response time is the kind of support that resonates with the Gen Zers students' lifestyle (EHL Insights, 2020). Solving problems in class is a key strategy to get Gen Zers to learn course material (Nicholas, 2020). These kinaesthetic, experiential, hands-on learners like to see an example before attempting to do it by themselves. Thus, interactive games such as the 'Kahoot' game-based learning platform, collaborative projects, advance organizing and activities that require meeting challenges in Generation Z classroom experience are recommended to increase interactivity (Vinh, 2020).

Having shorter attention span which is at 8 seconds (Sparks & Honey, 2017), is a challenge in making sure Generation Z are captivated by long course materials. According to Cameron and Pagnattaro (2017), Generation Z are supplemented with emojis and fast thumb work that allows this generation to be fast in note taking. Hence, microlearning is proposed (Jermyn, 2018; Kelly, 2019) Microlearning is defined as learning in little bits. This approach anticipated Generation Z's everyday habit of immersing in short videos such as Youtube and 'Tik Tok' videos and thus long lectures are deemed to be less effective on these students.

The following section highlights the significance of this study in understanding the learning expectations and meeting the needs of Gen Zers in a private higher education institution.

3. Methodology

3.1 Instrument

Items for the research instrument are gleaned from the literature review of teaching-learning methods that have been identified as those aligned to Gen Zers' characteristics and learning styles. The students were required to rate the level of importance of the teaching-learning methods identified based on a five-point Likert-type scale, namely, (1) for Not at all important; (2) for Not very important; (3) for Somewhat important; (4) for Important; and (5) for Very important. For the same items, the respondents rated their satisfaction towards lecturers' use of the identified teaching-learning methods, on a five-point Likert-type scale, that is, (1) for Not Satisfied at all; (2) for Not Satisfied; (3) for Moderately Satisfied; (4) for Satisfied; and (5) for Very Satisfied. Two open-ended questions were also asked at the end of the questionnaire, namely, 1) Please share with us what you like BEST about learning in QIU and 2) If there is ONE thing that you can change about how teaching-learning is conducted in QIU, what would that be and why? These questions aim to triangulate the results obtained from the likert scale questionnaire component and further probe into revealing a glimpse of reasonings behind what respondents thought about the teaching and learning methods that needed to be improved by their lecturers.

3.2 Population and Sample

Respondents in this study are QIU's students in the Foundation programmes, namely the Foundation in Arts, Foundation in Business and Foundation in Science. The cohort who are the targeted respondents (sample) are all students from the July 2020 cohort who were final semester students in the April 2021 study intake. The choice of collecting data from Foundation programme students is due to them having not fully immersed in the university curriculum compared to students from undergraduate studies and thus, their learning expectations would still be considerably unrestrained towards a higher education institution. Additionally, final semester students were chosen because they would provide a more accurate response if their original expectations were met as they would have a longer experience as a university student in QIU compared to the later cohorts.

3.3 Data Collection

A pilot study was conducted among the final semester Foundation students at the beginning of the April 2021 study intake. Data from this pilot study were then used to determine the reliability of the instrument and enable the researchers to check if the instrument needs to be further improved. The actual study was conducted towards the end of the April 2021 study intake. Since some of the researchers of this study are also Heads of the Foundation Programmes, data collection was conducted in a way where assigned researchers collect data from students that are not from the Foundation programme that they are in-charge of; on top of respondents filling up the survey questionnaire anonymously.

3.4 Data Analysis

Data were analysed using the Statistical Packages for Social Sciences (SPSS) software for the survey instruments as well as ATLAS.ti version 9 for the additional 2 open-ended questions.

For the survey instruments, the mean and standard deviation for items relating to both Importance and Satisfaction were obtained for each teaching-learning method identified. The data were then be ranked from the highest value to the lowest.

Next, to examine the extent to which the teaching-learning methods utilised by QIU lecturers meet the preferences of their students, the Importance-Satisfaction Quadrant Analysis were used. "Importance" is defined as the perceived value attributed by the student for a teaching-learning method while "Satisfaction" is the judgment made by the student about the fulfilment of their expectations or needs relating to that teaching-learning method.

Originally, Martilla and James (1977) proposed the Importance-Performance Analysis to measure 'consumer acceptance' of certain features in a marketing programme (p. 77). Such a technique enabled researchers to examine both aspects of the consumer acceptance question, when prior to that, only one side (either importance or performance) was examined at any one time. In the Importance-Satisfaction Analysis, Performance is replaced by Satisfaction. According to Silva and Fernandes (2011), the 'Satisfaction' is widely used to replace 'Performance' as "satisfaction provides information to analyse the performance of a results-based institution" (p. 270). Additionally, citing several other authors, they were of the opinion that "satisfaction has become the main measure of service quality, particularly for higher education institutions" (p. 270).

For this study, a matrix was generated to visualise the relationship between Importance and Satisfaction ratings. The overall mean for Satisfaction was plotted against the overall mean for Importance, for each teaching-learning method. Based on the quadrant analysis that is obtained, the results were interpreted as follows (refer to Figure 1):

1. The plotted values that fell in the upper right quadrant (Quadrant I – high Importance and high Satisfaction) means that the teaching-learning methods used by the lecturers are considered strengths;
2. The plotted values that fell in the upper left quadrant (Quadrant II – high Importance but low Satisfaction) means that there are opportunities for improvement in the teaching-learning methods identified;
3. The plotted values that fell in the lower left quadrant (Quadrant III – low Importance and low Satisfaction) means that the teaching-learning methods may be considered of low priority to be emphasised on; and
4. The plotted values that fell in the lower right quadrant (Quadrant IV – low Importance and high Satisfaction) means that the teaching-learning methods are considered to have exceeded the expectations of the students.

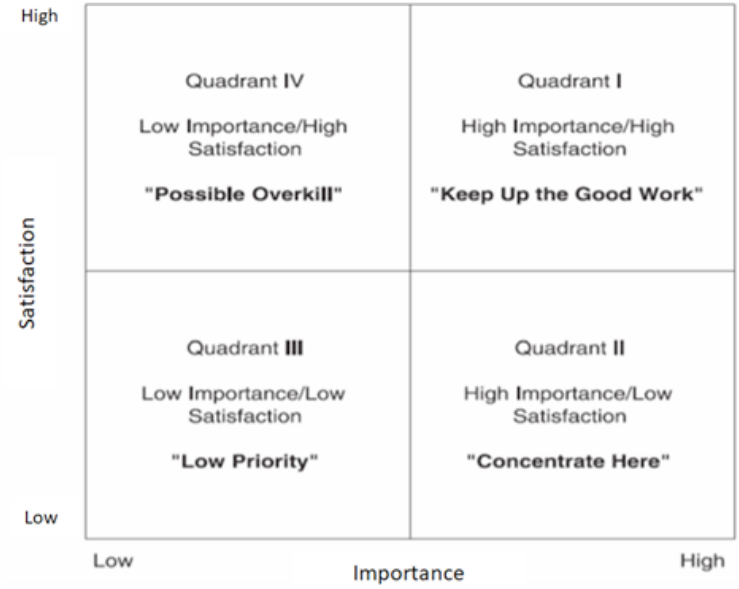

Figure 1: Importance-Satisfaction Ratings Matrix

3.4.1 Importance-Satisfaction Analysis

In addition, a gap analysis was also conducted to identify the gaps that exist between Importance and Satisfaction for each of the teaching-learning methods identified. The gaps between Importance and Satisfaction were measured by subtracting the mean score for Satisfaction from the mean score for Importance. For the values from this analysis are positive, it implies that the students' Satisfaction is lower than the Importance that was attributed by students to the teaching-learning method, and vice versa. Items with large positive gaps are indicative of teaching-learning methods that need improvement while small positive values may be considered as strengths of the lecturers. The gaps were rank ordered from the most negative to the most positive

4. Results and Discussion

Based on the data collected from 107 respondents in the pilot survey who are students from different semesters of the Foundation Studies programme, the Cronbach alpha coefficient was established to be 0.96 and 0.97 for the 30-item Importance section and the 30-item Satisfaction section respectively. This indicates that the instrument is of high internal consistency reliability in measuring both attributes.

A total of 67 students from the Foundation Studies level programmes participated in this study. As shown in Table 1, out of the 67 students, three respondents or 4.48% were eighteen years old, 50 respondents or 74.63% were nineteen years old, eleven respondents or 16.42% were twenty years old and one respondent or 1.49% was from each of the 21, 22 and 23 years old age groups.

Age (years)	**Number**	**Percent**
18	3	4.48
19	50	74.63
20	11	16.42
21	1	1.49
22	1	1.49
25	1	1.49
Total	67	100

Table 1: Respondents Breakdown by Age

Of the 67 respondents, 18 students or 29.36% are from Foundation in Arts, 26 students or 38.81% are from Foundation in Business and 22 or 32.83% are from Foundation in Science (refer to Table 2).

Study Programme	**No**	**Percentage**
Foundation in Arts	19	28.36
Foundation in Business	26	38.81
Foundation in Science	22	32.83
Total	67	100%

Table 2: Respondents Breakdown by Programme

4.1 Importance Satisfaction Analysis

The results obtained from the Importance-Satisfaction Analysis (Figure 3) show that all the teaching-learning methods identified fall into Quadrant I (high Importance and high Satisfaction) with none of the teaching-learning methods located in Quadrants II, III and IV. As such, we may conclude that those teaching methods are the strengths of the university lecturers who teach the foundation level students.

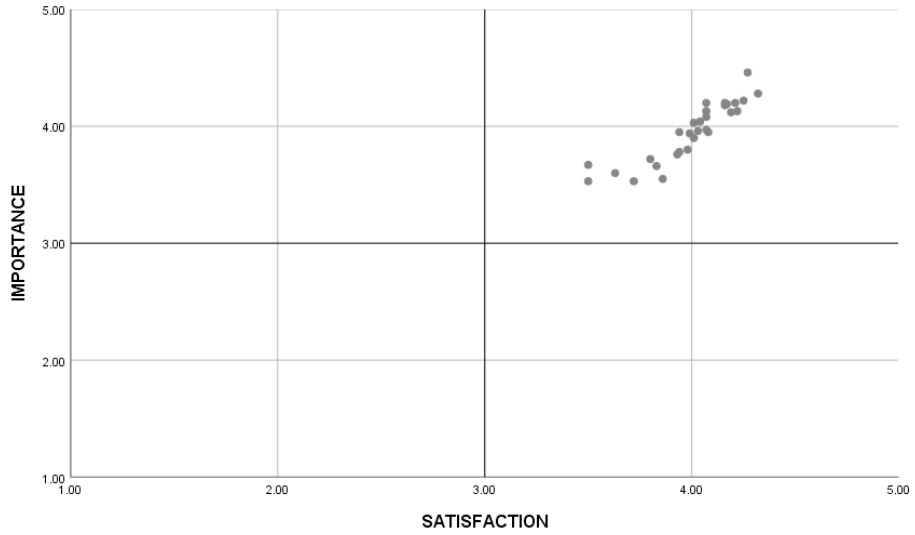

Figure 2: Importance-Satisfaction Analysis (ISA)

Taking a closer look at Quadrant I of the ISA matrix (Figure 3), respondents are most satisfied with item 1, that is, communicating with students using WhatsApp. This is followed by item 22 (working through examples to help students understand concepts) and item 4 (engaging students in whole class discussions). Of these three items, the respondents ranked 'working through examples to help students understand concepts' most important, followed by 'communicating with students using WhatsApp' and then 'engaging students in whole class discussions. This is in accordance with the claims of Jermyn (2018) and Nicholas (2020) where experiential learning and problem-solving are preferred over pure lectures. Meanwhile, previous studies that established Gen Zers as digital natives preferring online communication over face-to-face interaction (Bourner, 2008; Yadav & Rai, 2017; Miranda, 2020) proved to be true for QIU Gen Zers. Fortunately, these expectations were also met with satisfactions at QIU albeit, more efforts could be included to provide practical experiences in class such as inviting industrial experts for class discussion, real-world case studies and gamification since this is what students placed the most importance.

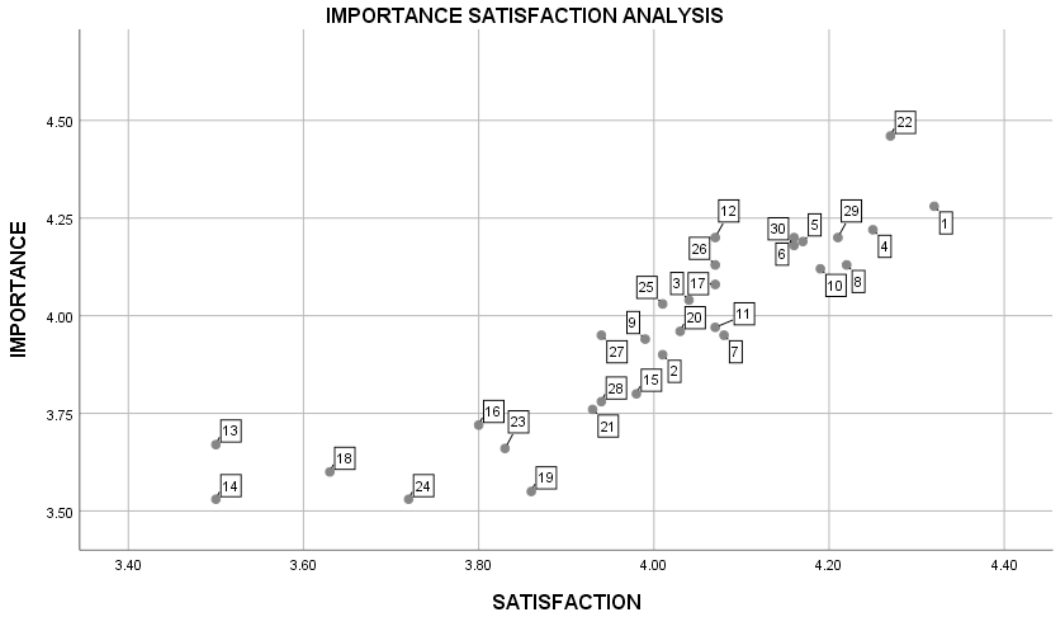

Figure 3: Quadrant I of the ISA

4.2 Gap Analysis

For the gap analysis, positive values imply that the respondents' satisfaction level is lower than that of the level of importance attributed to the teaching-learning methods identified. On the other hand, negative values imply that the respondents' satisfaction level is higher than the importance attributed to the teaching-learning methods. Out of the 30 teaching-learning methods identified and presented in the questionnaire, responses obtained show that there were eleven items with positive gaps, 18 items with negative gaps and one item (providing digital learning materials) with zero gap value, i.e., the satisfaction level matched the level of importance attributed to the item).

Figure 4 depicts the gap between Importance and Satisfaction for all items with positive values. The teaching-learning method with the largest positive gap (0.19) where lecturers will need to improve on is item 22 'working through examples to help students understand concepts'. This is followed by item 13 (inviting industry people as guest lecturers for some topics) with a gap of 0.17 and item 12 (include practical knowledge related to future employment in the course) with a gap of 0.13.

The remaining teaching-learning methods with small positive gaps ranging from 0.01 to 0.06 (in decreasing value) which may be considered the strengths of the lecturers are as follows:

- Using positive behaviour management techniques like rewards as compared to using sarcasm and punishment (item 26);
- Giving immediate feedback on questions about assignment/ lectures/ tutorials (item 6);
- Using printed reference books as reading material (item 14);
- Responding to students' questions on course related matters outside class time (item 5);
- Using interactive multimedia for lessons (item 25);
- Providing experiential learning, i.e. learning through experience and reflection (item 30);
- Breaking up assignments into smaller tasks (item 27); and
- Emphasising on problem-solving activities/ Action Learning (item 17)

While most of the items listed are a reflection of the literature, item 14 proved to be a surprising factor. Results showed that students actually want to have physical printed reference books as opposed to the preference of using e-book/ materials as claimed by Nicholas (2020). This may be due to Foundation students being mostly from the traditional primary and then high school where they are used to using physical text books.

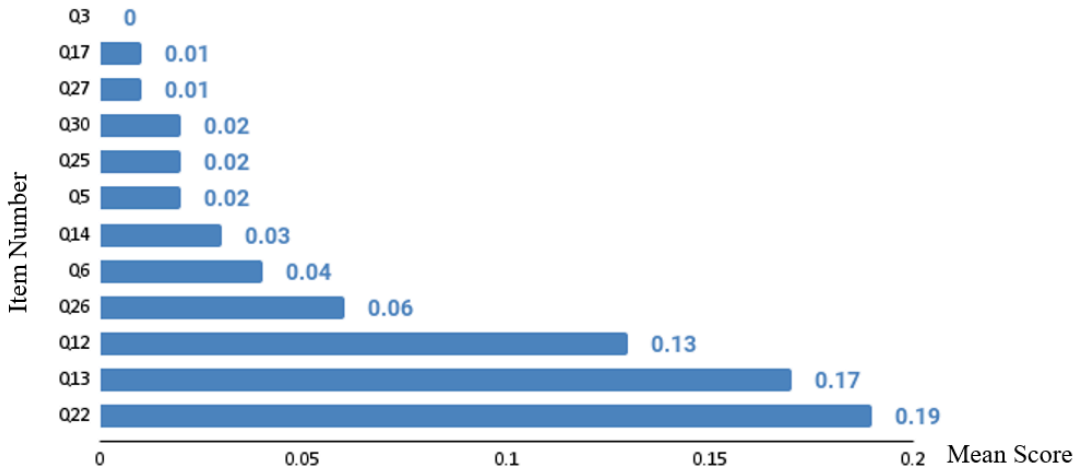

Figure 4: Importance-Satisfaction Gap Analysis with Positive Values

On the other hand, the teaching-learning methods with negative gap values (Figure 5), from the highest negative value to the lowest are:

- Asking students to do reflections as part of class activity (item 19);
- Having Active Learning activities (item 24);
- Learning in small groups for tutorials (item 15);
- Communicate using images, icons and emojis (item 21);
- Using Flipped Learning approach (item 23);
- Using advance organisers (item 28);
- Having up small group discussions among students during class (item 7);
- Using videos as resources for learning (item 2);
- Include games during lessons (item 11);
- Focusing on problem-solving activities during class time (item 8);
- Allowing peer assessment in class (item 16);
- Providing in-class demonstrations, where relevant (item 20);
- Using graphics to highlight important points (item 10);
- Providing lectures notes in the form of text (item 9);
- Communicating with students using Whatsapp (item 1);
- Engaging students in whole-class discussions item 4);
- Helping student to remember important points by using visual images (item 18);
- Letting students engage in debate-style discussions (item 29).

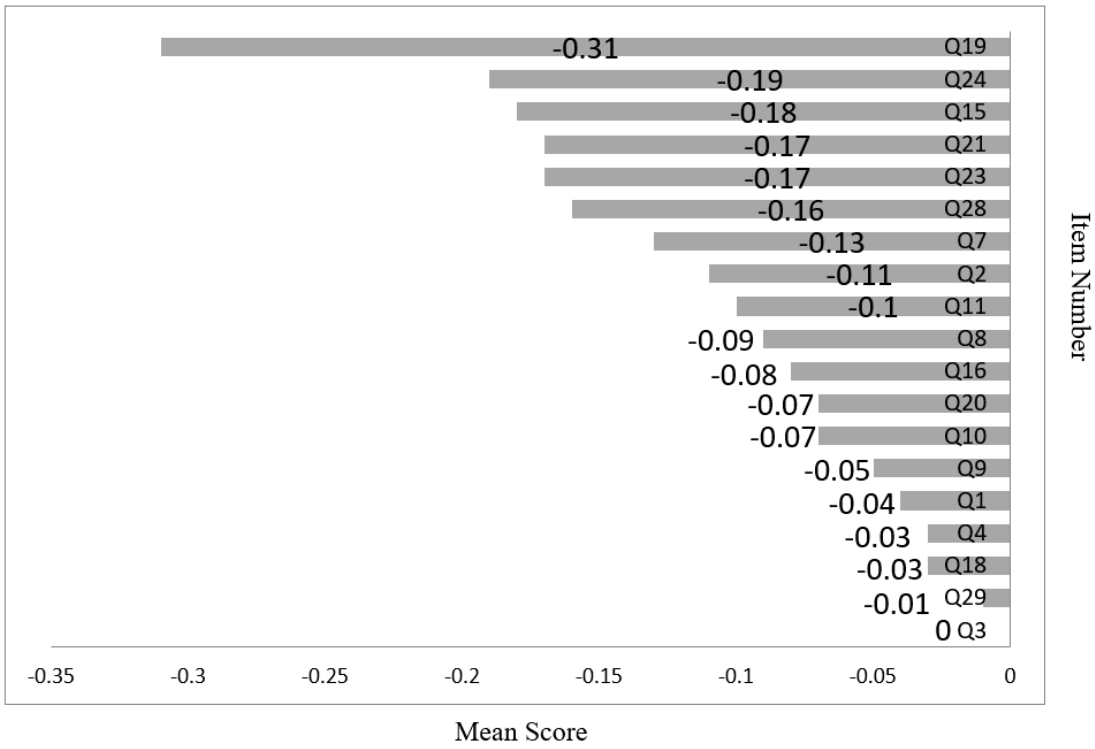

Figure 5: Importance-Satisfaction Gap Analysis with Negative Values

This showed that students, while did not highly expect it, they are highly satisfied with interactive methods like reflections, diversified and active learning; and learning in smaller groups. All these are similar to previous studies concluded in the literature (eg. Seemiller & Grace, 2016, 2017; Hashim, 2018; Miranda, 2020). This is possibly due to foundation students being mostly direct coming from the high school environment, such interactive and inclusive teaching and learning methods were unfamiliar.

To further validate the results, a paired samples t-test was conducted to compare the Importance level and the Satisfaction level of the respondents. Results show that that there is a significant difference between the mean obtained for Satisfaction (mean = 4.00, S.D. = 0.21) and the mean obtained for Importance (mean = 3.96, S.D. = 0.25); $t(29) = 2.14$, $p < .05$. The results of this paired t-test for the two attributes Importance and Satisfaction have established that the responses to the two attributes are not due to random chance (Martilla & James, 1977; Chaudary & Warner, 2016).

4.3 Thematic Analysis

For the two open-ended questions asked, the study recorded a total of 66 and 54 responses for Question 1 (Q1) and Question 2 (Q2) respectively. There were 127 groundedness of codes and 58 codes were created from all the responses of both the open-ended questions. 3 themes emerged with the following order – Lecturer Commitment, Fun Pedagogy and Attention Enabled.

4.3.1 Lecturer Commitment

This theme was the most important because it encompasses 3 highest codes for Q1 and is one of Q2 top 5 codes in terms of groundedness. Since these 3 codes – helpful (Gr=12), friendly

(Gr=8) and kind (Gr=6) were referring to the lecturer's personality, a further co-occurrence analysis was done where we found that these codes are also related to 'dedicated' and 'patience' (Figure 6). Hence, this theme emerged.

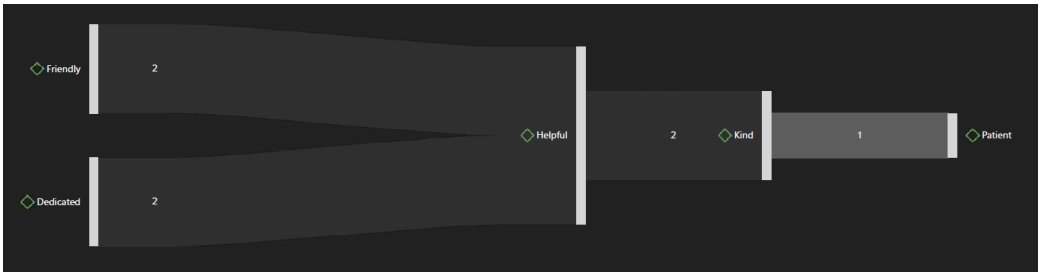

Figure 6: Co-occurrence Analysis

4.3.2 Fun Pedagogy and Attention Enabled

Fun Pedagogy is the next main theme mainly because 'Interactive class' (Gr=5) is higher in Q1 than 'Small classroom' (Gr=4) that represents the latter theme. This theme is more mentioned in Q2 (ie. 'More activities preferred' and 'Gamification preferred') than again, 'small classes preferred'. The reason why 'small classes/classroom' can both be a satisfaction and a need were due to them being exposed to different courses throughout their study where some classes are smaller or larger than the other. Since these responses comes from students of 3 different Foundation programmes, the classes that they are take varies at different time. The study did not specify in asking which semester or course they were referring to because it may incur bias for the study. Nevertheless, the results do reveal the importance of allowing individual attention in classroom as this was both mentioned highly in Q1 and Q2.

Overall, number of responses as well as the groundedness of codes (Q1> Q2) correlates with the results obtained from the survey instruments where students are more satisfied with the teaching and learning methods conducted at QIU compared to the teaching and learning methods that they think should be improved on. The 3 main themes are also in accordance to the literature where students prefer lecturer's commitment (Seemiller & Grace, 2016; Martin, 2017; Nicholas, 2020; Isaacs et al., 2020), a fun and active learning environment (Vinh, 2020) and for attention to be given to them in small groups (Rothman, 2016, Seemiller & Grace, 2017).

Limitations and Conclusion

Student voice is increasingly deemed as an important element in student learning. While the tasks of education include many different goals, the biggest goal in teaching and learning is that the students improve their ability to effectively receive different information and achieve better learning results. This study continues to verify the teaching-learning preferences highlighted in previous literature, contributing to the ever-growing understanding of Generation Z.

The findings from this study also help shed light on the teaching-learning methods that students prefer as well as those that need to be improved among QIU lecturers. The findings can be used to encourage lecturers to pay more attention to the methods that have been identified. Additionally, based on the findings from this study, suggestions can be made for the university to conduct workshops aimed at improving lecturers' competencies in delivering the identified teaching-learning methods that students rated highly important to

them but were not rated high enough in regards to lecturers' performance such as using more practical examples in their teaching and learning.

Although this study shed light on the teaching-learning methods that students prefer as well as those that need to be improved among QIU lecturers; the scope of respondents did not include diploma level students as the number of semesters for foundation level and diploma level programmes are not identical. The final semester diploma students are generally at the end of their two and a half years study. The inclusion of diploma students will beat the purpose of sample selection for this study that is to gauge the original learning expectations of Generation Z students when they are not fully immersed in the university curriculum. Meanwhile, inclusion of only semester three diploma students (to achieve the same period of study with the final semester Foundation students) will incur the issue of bias for the diploma programme students.

Besides that, the amalgamation of all 3 foundation programme students in the study proved to be confusing on the qualitative end when it is hard to determine which programme courses were the respondents referring to in their replies or if they were referring to a summary of all classes. Perhaps this study can be done by Programme in the future to obtain more specific results and comparisons by programme can be made.

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