


Experiences of Generation Z Teachers in Elite Private Schools in Lahore

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Abstract: This study investigates the distinct experiences of Generation Z teachers working in Elite private schools in Lahore, Pakistan. Born between 1995– 2012, Generation Z has unique opportunities and challenges in education and its workforce. Using a constructivist research paradigm, the study highlights the importance of direct interaction between participants and researchers and the socially constructed nature of reality. The results of interviews with Generation Z teachers show that their experiences interacting with Colleagues, leaders, professional environment, and students are varied. Although some participants report having good relationships with students and school management, they also report having insecure and competitive relationships with their older colleagues. This study also highlights the opportunities and difficulties teachers of the Z Generation face. They enjoy high compensation, job security, and opportunities for professional growth and learning but also find themselves constrained by hierarchical structures. The research highlights the necessity for schools to adapt to fulfill the needs and demands of Generation Z, as this cohort relates to their creativity and technologically advanced skills. Apart from premiering on generational studies, this research advocates for more studies on Generation Z's opportunities and challenges in Pakistan's dynamic workforce.

Key Words: Generation Z, Elite Private Schools, Workplace Experiences, Multi-Generational Workforce, Lahore, Pakistan, Generational Diversity

Introduction

The studies of generations are always popular among sociologists and economists (Strauss & Howe, 1991). They persist because they're so profound as predictors of a country's future structural characteristics. These studies touch on many matters: national transformation, cultural division, new hierarchies, and altered values in a world upended. Understanding and predicting future generations' unique characteristics and behaviors are fundamental and intrinsic aspects of productive organizational management (Chawla et al., 2017).

Generation is usually defined as people born over 20 years (Tulgan, 2013). This clustering in time enables shared attitudes and belief systems as the time details shape perceptions. At its core, the generational theory states that generations cyclically follow life stages but are also significantly shaped by the circumstances in which they grew up (Tulgan, 2013). This is a theory developed in the magisterial "Generations: The History of America's Future, 1584 to 2069 by William Strauss and Neil Howe (1991).

Howe and Strauss (2007) have described Generation Z, the central part of this study, as a 'Heroic' and 'Artistic' generation. This generation faces unique challenges, such as pandemics, terrorism, and socioeconomic catastrophes. In stark contrast to those coming behind them, they have exhibited an

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ominously progressive appeal (Howe & Strauss, 2007). Over the last twenty-one years, technology has experienced a seismic and pervasive impact, thus creating a massive and glaring generational rift. Generation Z has demonstrated unprecedented skill with technology and has championed autonomy. Conversely, older generations are slowly adapting to the digital technologies that have infiltrated everywhere in modern life (Chawla et al., 2017).

In the present context of multi-generational diversity in the workplace, managing workers of varying values and characteristics has now become a daunting and sophisticated challenge (Legas et al., 2012). One striking feature of Gen Z is how much its socioeconomic circumstances have shaped it. This unique influence provides Generation Z with a distinct and game-changing perspective in their sphere of influence in the workforce. Despite a lot of research into how to manage Generation Z, the particular experience of this generation in the workplace has few in-depth studies. This study was meticulously designed to fill this gap. It begins with a comprehensive and nuanced exploration of the experiences of Generation Z teachers across elite private schools in the city of Lahore (Al-Asfour et al., 2014).

The research's conclusions can significantly contribute to our knowledge of Generation Z and provide priceless advantages to educators, sociologists, economists, career counselors, and business executives (Montana et al., 2008). The knowledge gained from this research is essential to understanding the distinct dynamics of the youngest workers within the diverse workforce. It acts as a guide to help develop strategies and policies that will create inclusive, peaceful, and highly productive work environments.

Problem Statement

This study investigated the experiences of Generation Z teachers in elite private schools in Lahore.

Research Questions

Main Question

- ▶ What are the experiences of Generation Z teachers in Elite Private Schools of Lahore?

Sub Questions

- ▶ What are the experiences of Generation Z teachers in terms of their interaction with other colleagues?
- ▶ What are the experiences of Generation Z teachers in terms of their interaction with the students?
- ▶ What are the experiences of Generation Z teachers in terms of their interaction with the management?
- ▶ What are the experiences of Generation Z teachers in terms of their professional practice?

Significance of Study

The little research done in Pakistan on Generation Z has significantly benefited from this study. It is notable for being a unique qualitative research study that uses descriptive qualitative methods and phenomenology, a novel approach in Pakistan. The clear presentation of the research methodology makes it replicable for other studies investigating Generation Z's experiences in multi-generational workplaces. This study is a distinctive and vital contribution to the body of literature because it solely focuses on Generation Z teachers in Lahore's Elite private schools. Because Generation Z is just starting to enter the workforce, this research aids businesses in comprehending and adjusting to this new workforce.

Literature Review

Generation

Defining a generation is crucial to understanding differences across generations. This study has provided valuable insights into Generation Z research, which has been scarce in Pakistan. It is noteworthy for original qualitative research that applies phenomenology and descriptive qualitative methods—a novel strategy in Pakistan. The research methodology's straightforward presentation can be replicated for other studies in different fields looking into Generation Z's experiences in multi-generational workplaces (Baruch, 2004). The study's unique and significant contribution to the literature is that it only focuses on the teachers of Generation Z in the Elite private schools of Lahore. This research helps businesses understand and adapt to the new workforce that Generation Z is starting to enter.



They have similar experiences in life, including global, political, social, and economic ones. To effectively differentiate each generation, it is imperative to set clear boundaries (Kupperschmidt, 2000). The Lost Generation (1890–1915), the Interbellum Generation (1901–1913), the Greatest Generation (1910–1924), the Silent Generation (1925–1945), the Baby Boomer Generation (1946–1964), Generation X (1965–1979), Xennials (1975–1985), Millennials or Generation Y (1980–1994), Generation Z (1995–2012), and Generation Alpha (2013–2025) are some examples of the widely accepted Western perspective, even though the birth years defining each generation can vary across studies (Robbinson, 2020).

Studying generations touches academic disciplines such as education, sociology, psychology, economics, business, and marketing. Although some scholars (Macky et al., 2008) view generational research as more closely related to popular culture than social science, it is a well-established field in sociology. Scholars have made an effort to pinpoint the distinct characteristics, attitudes, actions, and drivers of each generation, as well as how they affect organizational structures, leadership philosophies, and educational practices (Hilcenko, 2017; D'Amato et al., 2008; Westerman et al., 2007).

Specifically, Generation Z—those born between 1995 and 2012—is the subject of this study. When people from different generations work in the same space, pressures and conflicts may be pressured, which must be addressed (Angeline, 2011). This workplace dynamic could result from political instability and organizational conflict (Angeline, 2011). While there are differences between generations in the workplace, bad management practices are a significant factor in misunderstandings and disagreements among staff members, resulting in conflicts.

Comparison of Generations

Comparing generations has shown that managers from the Baby Boomer generation frequently hold unfavorable opinions about the generations that followed (Gursoy, 2008). Similarly, members of Generation X perceive their Gen Y peers as relatively arrogant, particularly when assigning corporate funds for the education and advancement of younger staff members. Although Gen X employees acknowledge that Gen Y is a bright and quick learner, they hesitate to invest in their training (Angeline, 2011).

Compared to their predecessors, workers from Generation Y are more likely to consider work-life balance (Anon, 2006). According to Kerlake (2005), they see their work as a way to maintain their social lives and families. Employees from Generation Y are typically industrious, sociable, self-assured, and socially conscious (Zemke, 2000). It's important to remember that, similar to Generation Y, Generation Z places a high value on work-life balance compared to earlier generations. Additionally, they view their careers as a way to maintain their social and familial lives (Kerlake, 2005). They welcome decentralization, are willing to multitask, and are drawn to fast-paced, fulfilling jobs (Baruch, 2004). Generation Z feels comfortable leading online activities and mainly focuses on in-person collaborations, even though they have inadequate patience (Angeline, 2011).

Current Statistics of Various Generations

Considering the present population figures for different generations is crucial because these groups greatly influence the labor force. According to data from the U.S. Census Bureau, the 15–19 age group comprised over 593 million individuals worldwide in 2014. In addition, 48.75% of Pakistanis are under 18, according to the Pakistan Bureau of Statistics (2020), with 13% of them in the 10–15 age range and roughly 8% in the 15–18 age range. About 53.77% of Pakistanis were born in 1995 or later, based on Philip Kotler's definition of Generation Z. The proportion of Pakistani adults between the ages of 21 and 25 who have started working is about 10.37%.

Generational Theory

According to Howe and Strauss (2007), a generation's cohorts are defined by a combination of factors surrounding shared experiences specific to that generation. These fundamental characteristics, experiences, and values are identified by their foundational work for every generational group. According to Mannheim's generational theory (1952), a generational group comprises people in the same age range who experienced similar, significant historical, sociopolitical, and developmental events when they were younger. Although there are many generational theories in the literature, this paper uses Neil Howe and

William Strauss's generational theory to examine the characteristics of Generation Z because their predictions match the findings of other researchers (Westerman et al., 2007; Angeline, 2011; Kupperschmidt, 2000; Montana et al., 2008).

Work-Related Attributes

Generational diversity affects all facets of the workplace, including characteristics linked to the job. These characteristics affect what workers anticipate from their work and their interactions with coworkers. Within organizations, they also influence training and communication. The possibility of intragenerational conflicts in the workplace as a result of these differences is a significant worry for managers (Lu et al., 2013). Numerous studies have emphasized the characteristics of every generation. Individual differences impact how people cooperate and work together (Macon & Artley, 2009). According to Sirias et al. (2007), Generation X and Generation Y, for instance, are more independent and individualistic than Baby Boomers.

However, because of their independence, Gen X workers are less patient when working in groups, whereas Baby Boomers value position power and an authoritarian management style (Patterson, 2007). According to McCrindle and Fell's (2019) recent, in-depth study on Generation Z, Gen Z workers demonstrate creativity, risk-taking, and teamwork when completing tasks. They are less tolerant of office politics, more likely to participate in online activities, and prefer in-person interactions (Angeline, 2011).

Multi-Generational Workplace

Individuals belonging to each generation share common values, attitudes, and behaviors, which can impact the overall work environment and results (Al-Asfour et al., 2014). Employees raised in different eras face genuine differences, misconceptions, and other pressures (Westerman & Yamamura, 2007). Leaders must learn to manage these different generations as more Z Generation enters the workforce (Macky et al., 2008). This research contributes to the current understanding by examining the distinct experiences of the emerging Generation Z, who are just starting to enter the workforce.

Previous studies show that generational diversity profoundly affects every facet of the workplace. Workplace interactions and employee expectations can be impacted by variations in work approaches and related attributes (John et al., 2008). Employers may be concerned about intra-generational conflicts, mainly due to these differences (Gursoy et al., 2013). Studies have indicated that generational differences can result in frustration, blame, and unmet expectations; therefore, it is imperative to address these disparities to ensure harmony and productivity in the workplace (McCaffree, 2007; Deal, 2007).

Generation Z

Born between 1995 and 2012, Generation Z is described as gregarious, optimistic, and truthful (McCrindle et al., 2019). According to Morton (2002), they prefer career-focused positions, open promotion procedures, robust organizational structures, and compassionate management styles. Employees from Generation Z are thought to value loyalty, pride, and honesty more than tenure. This generation prioritizes personal success over job security, is interested in demanding jobs and challenging workplaces for personal growth, and depends mainly on social media platforms for rapid information exchange (Broadbridge et al., 2007). In contrast to earlier generations, Gen Z members are typically confident, adaptive, open to multitasking, team players, and excited about working in various project teams (Zemke, 2000). People of the Z Generation are interested in online activities, like face-to-face interactions, and cannot afford office politics (Angeline, 2011).

Prior Research on Generation Z

Numerous quantitative studies have been conducted on the characteristics, values, motives, work styles, and preferences of different generations, according to the literature reviewed for this research paper (McCrindle et al., 2019; Chawla et al., 2017; Tan, 2013; Al-Asfour et al., 2014; D'Amato et al., 2008). Although these studies have generated insightful information, this research takes a different approach using a descriptive qualitative method and phenomenology. The goal is to learn more about the individual experiences of Generation Z workers at elite private schools in Pakistan's Lahore.



Previous studies have attempted to characterize the different generations of employees working in advanced business organizations to understand their habits and working methods (Al-Asfour et al., 2014; Angeline, 2011; John et al., 2008; Montana et al., 2008; Westerman et al., 2007; Zemke, 2000); this study seeks to go beyond this analysis and try to understand the Generation Z experience. This study used phenomenology and a descriptive qualitative methodology to investigate Generation Z's experiences and challenges in Lahore's Elite private schools. Such an approach is vital as Generation Z has just entered the job market in Pakistan. Currently, no educational literature discussing Generation Z's experiences in the real world in the niche environment of schools is available.

Research Methodology

Research Paradigms

This study follows a constructivist research paradigm that understands reality as socially constructed and encourages a detached, neutral stance. Creswell (2014) notes that the constructivist paradigm realizes multiple context-dependent realities exist. It also says that people tailor their versions of reality to fit their unique details to them.

Ontological and Epistemological Beliefs

Ontology is the branch of metaphysics dealing with the nature of existence. They profoundly affect how data are collected, analyzed, and interpreted. Ontologically, this study was grounded in the constructivist belief that reality is created socially; that is, different people construct different realities depending on their contexts (Creswell, 2014). Epistemological perspectives are about the rationality of knowledge and its acquisition. This constructivist study prescribes direct contact between participants and researchers as a function of its epistemological stance. This is the strong emphasis on objectivity, from data collection to the analyzing process of the investigating research itself (Creswell, 2014).

Ontological and Epistemological Beliefs Underpinning the Current Study

Appropriately to the constructivist paradigm, this research regards reality as socially constructed but remains neutral. Here, the ontological belief is in multiple realities dependent on context, allowing for the in-depth analysis of unique constructions of meaning and knowing. Epistemologically, this stresses the need for personal involvement from all participants and searchers. The importance of being objective and transparent during the research process is highlighted (Creswell, 2014).

Research Design

Based on phenomenological research design, this study presents a rich understanding of Generation Z teachers' experiences serving in elite private schools in Lahore. Study participants must be 25 years or younger, and most have limited previous teaching experience. Qualitative interviews are the key technique to gather data since they are proficient at portraying lived experiences' complex nuances (Creswell, 2014).

Criteria for School Selection

Selecting the schools for this study involved setting specific criteria to ensure unbiased data collection and broad relevance. Some variables, including the number of branches and student enrollment, were considered when selecting three elite private schools in Lahore. These schools, which educate a sizable percentage of Lahore's student body, were recognized as mainstream establishments. To preserve uniformity, schools that used the Foreign (Cambridge) or Local (Matriculation) curricula were chosen, purposefully excluding those that used the IB (International Baccalaureate) system. This exclusion was brought about by Lahore's sparse IB school population, which made it difficult to extrapolate results beyond a specific group of people.

Participant Selection Criteria

Fifteen individuals based on convenience sampling were interviewed, of which eleven were female, and four were male. Participants had to meet specific requirements to be eligible. Initially, participants had to be born in 1995 or later to be considered in the Generation Z age group. The age range was restricted to a minimum of 21 years and a maximum of 25 years due to this age restriction. Participants had to be at least

six months old and have taught at one of the elite private schools in Lahore that were pre-selected. This time frame was selected to ensure participants adequately understood the school's environment and culture.

Interview Process

Fifteen interviews were conducted with individuals aged between twenty-one and twenty-five. Only four of these interviews were face-to-face; 11 were conducted by audio and video calls mainly because of Pakistan's still raging pandemic. Each interview took twenty to twenty-five minutes and was conducted in a structured, efficient manner. Interviewees were asked about various dimensions of their professional lives, including their experiences teaching Generation Z students in elite private schools in Lahore.

Data Collection and Interpretation

Data were collected using a semi-structured interview protocol with four predefined categories: leaders, colleagues in school, students, and the work environment. Two categories emerged in the data collection stage: workplace practices and experiences with the organization. The data was then subjected to rounds of analysis (narrative analysis, thematic analysis, categorization) to generate final codes and interpretations.

Results and Discussion

Research Findings

This section of the research report typically presents the results of the data gathered through interviews. These participants' responses were coded into a few keywords, which are indicated below with corresponding frequencies.

Relationship with Leaders

Table 1

Relationship with Leaders

Key Words Mentioned	Frequency
Lack of trust, doubt about compatibility, bossy	3
Respect, Equal	2
Good	5
Learning, helpful, support	3
Lack of leadership, poor leadership,	2

According to the data, most participants expressed satisfaction with their schools' leadership. They gave their leaders a "Good" rating, meaning there was no rift between the participant and the leader and that the relationship was good from a professional standpoint. Some participants said the leader is "beneficial and supportive" in many ways. For example, I helped them with work tasks and made suggestions when necessary. However, the experiences of the few participants with their leaders were quite different. Their leaders have a strong sense of control over everything at the school and are very strict. They also mentioned that due to their young age and less experience, the leaders have trust issues with them, considering them less compatible to do a task.

Relationship with Fellow Teachers

Table 2

Experiences with Fellow Teachers/Colleagues

Key Words Mentioned	Frequency
Hesitant	2
Competitive, Political	6
Cordial	3
Insecurity	3
Obstacle	1



According to the data, most participants believe that, despite their friendship with other teachers, teachers from different generations provide them with fierce competition. They also engage in political activities. Most of their colleagues believed new teachers lacked experience and were unfit for work. Few respondents also think that older teachers often feel insecure around them because younger, more dynamic teachers are more opinionated, adventurous, and enthusiastic.

Relationship with Students

Table 3

Relationship with Students

Key Words Used	Frequency
Friendly, Comfortable	5
Interactive, discussion	6
Cordial	1
Mentor, Counsellor	3

Based on the data above, most participants indicated that they had a friendly relationship with their students that was more interactive and discussion-based than merely a formal teacher-student one. Students feel more at ease with them because Generation Z teachers understand them better and have more apparent concepts. Only one participant reported having a "cordial" rapport with their students. There wasn't time to build a relationship outside of that because the goal and the pressure to finish the course were excellent.

Workplace Environment

Table 4

Workplace Environment

Key Words Used	Frequency
Cooperative, Supportive, Good, Comfortable	6
Moderate, Average	1
Adverse, Politics, Competitive, Obstacle	3
Learning, Opportunity, Experience	5

The data indicates that although the work environment at Lahore's elite private schools appears to be very friendly to some participants, the reality is very different and only becomes apparent when one is a part of it. Teachers from Generation Z find it challenging to adjust to a new work environment, mainly if they are the youngest employees. It isn't easy to comprehend current practices and, when necessary, implement new ones. Conversely, the vast majority of participants talked about their positive experiences in the workplace. By "good," they mean a Cooperative, Supportive, and professional work environment. They had a lot of excellent opportunities, such as conferences, seminars, and training courses, to learn from various experiences offered at work. Generation Z participants reported a generally positive experience with the environment. Few participants felt they lacked support and guidance from their leaders and fellow teachers and faced few political activities.

Experience with Organization

Table 5

Experience with Organization

Key Words Used	Frequency
Reputation	5
Job security, Good pay	5
Learning and growth opportunities, Freedom, Inclusion	2
Uncertainty	1
Hierarchy, dominating, no freedom	2

According to the data, participants' overall experiences with their schools have been positive, suggesting that the organization possesses all the qualities a reputable school should have. These characteristics include a progressive leader, a professional environment, learning opportunities, professional practice freedom, career-focused opportunities, and communication. They were at ease discussing ideas and putting their teaching philosophies into practice. A few others concurred that there was "too much hierarchy" in their school, even though they could advance professionally and receive reasonable compensation. According to one response, their school is highly ambiguous. There is no job security during these pandemic times, job insecurity has increased, and many employees have been laid off without warning.

Teaching Practices at Workplace

Table 6

Teaching Practices

Key Words Used	Frequency
Technology, More equipped, Digital	6
Independent learning, critical thinking	4
Involvement, discussion, engagement, activity Based	4
Budget Constraints	1

According to the participants' interviews, most had the same stance and answers to questions regarding their teaching practices. They thought that their methods were different from those of the teachers in previous generations. Since the younger educators favored using digital tools to deliver lessons, they evaluated students through planned interactive activities rather than quizzes. Most participants stressed the importance of critical and productive thinking in final projects rather than written exams. Still, they felt powerless because of the education system's mainstream think tank. Teachers of Generation Z favored using activity, discussion, and other digitally based teaching methods when imparting knowledge in the classroom. One participant showed that, even though they attend a private school of the elite category, some "budget constraints" make it difficult for them to adopt the techniques they would like.

Results Discussion

To better understand the experiences of Generation Z teachers in Lahore's Elite private schools, this study examined their interactions with leaders, colleagues, students, management, and the organization. The study results are discussed in light of current research on Generation Z and generational theory. The workplace is more diverse and complex due to these generational traits. In recent times, it has become increasingly important to manage the diversity of generations in the workplace (Legas et al., 2012). Studies show that workplace communication and trust issues can arise due to generational differences (Arar et al., 2018; Al-Asfour et al., 2014). Notably, as Generation Z joins the workforce, this is a global phenomenon rather than an isolated one (Angeline, 2011). By examining the experiences of Generation Z teachers—a viewpoint rarely discussed in education, especially in Lahore, Pakistan—the study closes a significant gap in the knowledge of generational studies in Pakistan.

Generation Z Teachers' Experiences with Leaders

According to the research findings, most Generation Z teachers report good working relationships with school leaders (Al-Asfour et al., 2014). This supports the claim made by leaders that employers should provide opportunities for learning and development to Generation Z workers, who place a high value on such experiences. Nonetheless, some participants reported experiences in which leaders displayed skepticism and mistrust, common among younger workers trying to make a name for themselves in the office (Carter, 2018).

Generation Z Teachers' Experiences with Fellow Teachers

Teachers belonging to Generation Z reported having mixed relationships with their fellow teachers, in contrast to their favorable experiences with school leaders (Westerman et al., 2007; Chawla et al., 2017).



Most participants talked about their bad experiences with coworkers, expressing feelings of unwelcomeness and emphasizing a culture of insecurity, hesitancy, superiority, and rivalry (Gursoy, 2013).

Generation Z Teachers' Experiences with Students

According to the research results, teachers belonging to Generation Z have positive relationships with their students (Strauss & Howe, 1991). According to the participants, interactive and discussion-based teaching strategies are well-received by students (Tulgan, 2013). Although they intensely desire to mentor and assist students, school policies occasionally prevent them from providing in-depth one-on-one counseling and sending students to qualified counselors (McCrinkle et al., 2019).

Generation Z Teachers' Workplace Experiences

Generation Z educators at Lahore's Elite private schools had a positive experience at work. They valued the educational and career-development opportunities these institutions offered. Even though there were a few bad encounters with leaders and colleagues, the good outweighed the negative. Their perception of these universities is one of support and growth for their career (Baruch, 2004; Montana et al., 2008; Angeline, 2011; Zemke, 2000).

Generation Z Teachers' Experiences with Organizations

Teachers from Generation Z had a favorable opinion of the schools they worked for. These Elite private schools in Lahore provided opportunities for learning, job security, high pay, and the flexibility to work how they pleased. Even though a few participants brought up hierarchical difficulties, they thought that as they proved themselves, things would get better (McCrinkle et al., 2019; Howe & Strauss, 2007).

Generation Z Teachers' Teaching Practices

Teachers of Generation Z appreciated interactive and discussion-based learning and favored integrating digital tools into their lessons. However, they frequently felt limited by the waste of resources and the conventional teaching structures (Al-Asfour et al., 2014; Angeline, 2011; Henning, 2008; Legas et al., 2012).

Generation Z Teachers' Views About Their Generation

Teachers of Generation Z characterized their students as risk-takers, flexible, individualistic, and sympathetic. They are perceived as having a different value on time than earlier generations. Digital natives, or Generation Z, are thought to be productive at work and ease using technology (Tulgan, 2013; D'Amato et al., 2008; Hilcenko, 2017; McCrinkle et al., 2019).

Work-Related Attributes

Teachers belonging to Generation Z have been defined as professionals who embrace autonomy, try out new approaches, and strive for professional development. They welcomed feedback and valued two-way communication. Their high pay and professional advancement goals demonstrated a strong focus on their careers (Chawla et al., 2015; Arar et al., 2015; McCrinkle et al., 2019).

Multi-Generational Workplace

There are difficulties in a multi-generational workplace where workers from different generations work together. Respect must be fostered, stereotypes must be avoided, communication must be encouraged, and the similarities rather than the differences among employees must be highlighted. Effective multi-generational collaboration requires fostering an environment of mutual respect and cooperation (Al-Asfour et al., 2014).

Conclusion

In conclusion, Pakistan's Generation Z is distinct because it has been shaped by major national and international shifts, particularly the digital revolution. They have different life preferences, traits, and values. Being tech-savvy and globally aware, being digital natives makes them creative, inventive, problem-solvers, and environmentally friendly people. This study supports other research emphasizing the importance of comprehending and effectively managing Generation Z in the workplace.

The most important lesson for organizations to learn is how critical it is to comprehend and plan for managing a multi-generational workforce. This is essential for Pakistan's sustainable development and has been successfully implemented in organizations worldwide, especially in light of the significant percentage of Generation Z entering the workforce. In addition, Lahore's elite private schools ought to reevaluate how they allocate their resources and prioritize the transition to digital learning. This shift is in line with the preferences of teachers and students who are accustomed to using digital devices, in addition to being resource- and environmentally friendly.

The study also emphasizes the need for additional research, especially when analyzing the effects of generational disparities in educational settings. Studies examining how Generation Z performed—including a comparison with Generation Y—during pandemics such as COVID-19 could offer policymakers and educational leaders' important new information. Further investigation into Pakistan's generational context is necessary to equip the nation to better tackle the opportunities and challenges posed by its dynamic and diverse labor force.



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