

A CONCEPTUAL MODEL OF TRUST IN LEARNING FOR GENERATION Z

NOOR ASSYIKIN BINTI ALIAS

UNIVERSITI TEKNOLOGI MALAYSIA

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NOOR ASSYIKIN BINTI ALIAS

A project report submitted in partial fulfillment of the
requirements for the award of the degree of
Master of Science (Information Security)

Faculty of Computing
Universiti Teknologi Malaysia

JANUARY 2017

This project report is dedicated to my family for their endless support and encouragement.

Abah

Mama

Angah

Acik

Abang

Adik

ACKNOWLEDGEMENT

With the Name of Allah, the Most Gracious and the Most Merciful. Alhamdulillah, for granting me strength, health, inspiration, guidance and loves to complete this thesis.

First and foremost, thank you so much to abah, mama, angah, acik, abang and adik for their endless support and loves.

Great appreciation and thanks goes to my supportive supervisor, **Dr. Mohd Fo'ad Bin Rohani**, for his guidance, encouragement, patience and support throughout my study.

Also my utmost appreciation to lecturers and students who involve directly or indirectly helping me during this project been done.

Last but not least, thank you to my dearest friend, Nazatul for all the support, advices, transport and all the hardship we have been through together in our 6 years in UTM. Hope our friendship still remain unchanged. Thank you.

“Generations come and generations go, but the earth abides forever”

ABSTRACT

Generation Z (Gen Z) are a cohort of generation who born between 1995 to 2010. They are a generation who really into technology. They don't use technology as a tool but as their way of life. Going through different culture, their learning styles change. Compare to previous generation who prefer traditional ways of learning like being in classroom and doing independent work, Gen Z students prefer having participation in learning. They like doing project based assignment and share different things with their friends. Gen Z like to share their thought, preferences and knowledge with others especially friends. With this way of learning, it can help Gen Z students to create critical thinking ability and have more effective learning environment. Besides, Gen Z really trust recommendation from friends. They believe the things being suggested by friends either brand or learning materials. However, sharing information within friends, it requires trust among communities. This research discusses the result of study on trust in learning participation for Generation Z. This research used Pearson Bivariate Correlation and Cronbach's Alpha techniques to validate the relationship between trust and learning participation of Gen Z. The result indicates that the p-value for each trust factor is significant. The p-value for benevolence is .598, integrity is .632 and competence is .497. While all the p-value is significant, the hypotheses made also acceptable.

ABSTRAK

Generasi Z (Gen Z) adalah kohort generasi yang lahir di antara 1995 hingga 2010. Mereka adalah generasi yang sangat berminat dengan teknologi. Mereka tidak menggunakan teknologi sebagai alat tetapi sebagai cara hidup mereka. Melalui budaya yang berbeza, gaya pembelajaran mereka berubah. Berbanding dengan generasi sebelumnya yang lebih suka dengan cara pengajian tradisional seperti berada dalam bilik darjah dan melakukan kerja-kerja bebas, pelajar Gen Z lebih suka belajar bersama-sama. Mereka suka melakukan tugas berasaskan projek dan berkongsi perkara yang berbeza dengan rakan-rakan mereka. Gen Z suka untuk berkongsi pemikiran, keutamaan dan pengetahuan mereka dengan orang lain terutamanya rakan-rakan. Dengan cara pembelajaran ini, ia boleh membantu pelajar Gen Z dalam mewujudkan keupayaan pemikiran aras tinggi dan mempunyai persekitaran pembelajaran yang lebih berkesan. Selain itu, Gen Z benar-benar percaya dengan cadangan daripada rakan-rakan. Mereka percaya perkara-perkara yang dicadangkan oleh rakan-rakan sama ada jenama atau bahan pembelajaran. Walau bagaimanapun, perkongsian maklumat dengan rakan-rakan memerlukan kepercayaan di kalangan komuniti. Kajian ini membincangkan hasil kajian atas kepercayaan dalam penglibatan dalam pembelajaran untuk Generasi Z. Kajian ini menggunakan Pearson Bivariat Korelasi dan teknik Alpha Cronbach untuk mengesahkan hubungan antara kepercayaan dan penglibatan dalam pembelajaran Gen Z. Hasil kajian telah menunjukkan bahawa nilai p bagi setiap faktor kepercayaan adalah ketara. Nilai p untuk kebajikan adalah .598, integriti adalah .632 dan kecekapan adalah .497. Bila mana semua nilai p adalah penting, hipotesis dibuat juga diterima.

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LIST OF ABBREVIATIONS

GEN X	Generation X
GEN Y	Generation Y
GEN Z	Generation Z

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CHAPTER 1

INTRODUCTION

1.1 Introducing Gen Z

Generation Z (Gen Z) is referring to a cohort of generation who born after Generation Y (Gen Y). This generation born in mid of 1990s to early 2000s. Because of the changing in technology, culture and lifestyle, their characteristics is opposing compare to other generation. This generation also known as “tech savvy” or “digital native” because of their countless knowledge in using the technologies. They so immersed with technology and it is not just a tools anymore but it has been a part of their life. Since they were born in the world where people and places are related to digital technology, they prefer to see the all the digital “things” in what the found. They are also eager in doing something especially when it is impending to technologies.

Based on Grail Research Analysis, Gen Z is:

1. **More comfortable with and even dependent on technology** – they are the generation where all the digital technologies were ever-present.

2. **Constantly multitasking** – most of the social media platform provide variable things in one device for example one social media got the function of text, photos, videos, links, audio, videos, slideshows and others.
3. **They are always connected** – they love to communicate through multiple types of social networking channels.

Members of Gen Z cannot live without the personal computer, mobile phones, gaming systems, MP3 players and Internet. They are comfortable with e-mail, texting and computer applications. They also can master the technologies faster than the previous generations. Gen Z also very familiar with the social networking. They are more expert than others. Since they grew up with this digital technology, they have little concern about the privacy, risk and threat. They also got no problem sharing their most secret details of their lives to virtual strangers. Moreover, Gen Z is very collaborative and creative. Gen Z is very scared with length. They don't like taking too much time to read, do or say anything. That's why abbreviations become more popular in texting. Youths texts an average of 2900 times a month. McCrindle Research, Sparxoo and Group MAD had concluded the several key characteristics of Gen Z in Figure 1.1.



Figure 1.1: Key characteristics of Generation Z

(Source: McCrindle Research, Sparxoo and Group MAD)

1.2 Background of Study

Generation Z are possibly the most informed, technologically advanced and socially aware kids of all time. They are the “Digital Native” generation who eager in doing something especially when it is comes to technologies. Being part of the most technologically advanced generation in history has provided them with some distinct advantages. They have a positive attitude towards technology and are not afraid to try new things. When they’re curious about a subject, they’ll often research it online. For them if you don’t know something, Google it (Kristin Gibson, 2013). Gen Z are always connected in a seamless cloud-based world of friends, data, and entertainment (Renfro, 2012). While according to Honey (2014) 75% of Generation Z visited a social network site daily and spent an average of 4.6 hours a day on social networks. Gen Z used social apps like Twitter to find information for research and buying products. They also only friends with their friends and like to do a lot of pictures and videos (Trosien, 2015). According to Trosein again, Gen Z trust more and rely on personal preferences. Which means they trust something that in personally come from people they know like family and friends.

While we busy discussing on Gen Z characteristics, we don’t realize that this generation just conquering the education institutional. They have completely revolutionized by the learning styles of this generation. Compare to previous generation, other than having different age, the attitude is also varying because of the influences of time and culture changing. Each generation experience different impacted in life, working or even learning style. Like the oldest generation who appreciate traditional learning way “talk and chalk”, Gen Z is a multimodal learner who use multiple channels in learning. They simply gather information through different resources like social media, Google while listening to music over IPod. Table 1.1 shows different learning styles for each generations.

Table 1.1: Learning Style for Different Generations (IBM)

Generations	Learning style
Seniors	Classroom
Boomers	Facilitated
Gen X	Independent
Gen Y	Collaborative and network
Gen Z	Pocket mobile, Internet based

Other than that, beside of using technology as learning based, this generation also prefer spent their time communicating. They love working in project group or given team task. They like to run the ideas with family, friends and like-minded strangers on the Internet when they need some help. This generation prefer share their information with their friends. Sharing data is the ability to share the same data resources with multiple application or users (Encyclopedia). But how this generation aware that the person that they want to share the learning materials can be trusted. Trust in human relation is subjective (Christian Bizer, 2005). The Trusted Computing Group defines trust as “an entity can be trusted if it always behaves in the expected manner for the intended purposes”. To establish the trust relation for peers in open system is malicious and risky. Trust also a social concept that is difficult to be measure by numerical values (Basha, 2014).

Therefore, this project will identify the trust elements that can suit with Gen Z learning style in order to make sure that the entity can behave in expected manner.

1.3 Problem Statement

Generation Z who born between 1995 to 2010 (Rothman) – the oldest now have turned 21, comprise of children who are true tech savvy. They don't use technology as a tool but as their way of life. Gen Z is full of good kids, but they can be seeming hard to manage if teachers or educators don't understand how this generation being function. Since Gen Z is now being conquering the education institutional, there is a need for us to know their learning styles. This way can help them to learn in more convenient learning environment. Gen Z like to participate in groups that share their interest and ideas (John C.Beck, 2006). To them by doing this, they can learn in more sideways, linear and lasting. By sharing interest, they can communicate well by themselves and merge with others (William, 2016). Gen Z also prefer to share their thoughts and experiences with others (Everett-Haynes, 2016).

By having learning participation and sharing information within friends, it requires trust among communities. By developing trust, they belief that's there are favourable attributes to create trusting intentions which are benevolence, integrity and competence (Anthony Vance 2014). Developing trust among school participants can help students to learn (Goddard, 2001) and it is essential for knowledge sharing (Jovanovic, 2016). A successful learning group can build trust through treating each other kindly and patient (benevolence), sharing personal information (integrity) and fulfil each other responsibilities (competence) (Smith, 2014). Therefore, this research will identify whether these three elements are essential in developing trust especially in learning environment for Gen Z.

1.4 Research Objectives

There are three objectives that need to be achieved:

- i. To study Gen Z learning style and its characteristics.
- ii. To develop a conceptual model of trust in learning for Gen Z.
- iii. To evaluate the conceptual model of trust in learning for Gen Z.

1.5 Scopes of the Project

- i. Investigation of all objectives in this study are limited to Generation Z who age from 15 to 20. And all of the respondents are students from high school and university level (till degree) only.
- ii. This study will focus on the learning styles of Generation Z.

1.6 Importance/ Significance of Research

All study should have the reason so that the study will give benefits to others. This significance study can be divided into two categories which are practical and research. Therefore, the significant of study is:

- i. For research: developing the conceptual model of trust that can help Gen Z share information in trusted learning environment.
- ii. For practical: helping Gen Z understand the trust in learning environment.

1.7 Thesis Organization

The remainder of this paper is organized as follows. This thesis contains of five chapters. Chapter 1 include the general overview of Generation Z, background of study, problem statement, research objectives, scopes and the importance of this research which is to develop a conceptual model of trust that suit with Gen Z learning styles.

Chapter 2 is Literature Review. This chapter presents the foundation for the study. The chapter begins with the general introduction of Gen Z, characteristics, Gen Z learning styles and brief how to participate with Gen Z. The next section will discuss on definition of trust, details on trust factors, trust for Gen Z, how to evaluate trust using two techniques which are Pearson Bivariate Correlation and Cronbach's Alpha and the related work

Chapter 3 is the Methodology. This chapter will briefly explain the research framework used in order to do this project. This chapter also include phase of research process. Chapter 4 is development of conceptual model of trust, Chapter 5 is results and findings. And lastly in Chapter 6, which is the last chapter in this report, will discuss about conclusion, limitation of study and future plan of it.

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