

Research Paper

Understanding Generation Alpha in Classrooms: A Qualitative Study on Teachers' Experiences in an Indian City

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ABSTRACT

Generation Alpha, the youngest generation, has grown up immersed in technology, shaping their unique learning styles and behaviors. This qualitative study delves into the experiences of pre-primary and primary educators in Delhi NCR, exploring their perspectives on teaching Generation Alpha. Through focus group discussions with 37 teachers, we identified key themes related to understanding this digital-native generation, creating engaging classrooms, addressing their digital sensitivity, managing behavioral challenges and adequate educational framework/policy. Our findings highlight the significant communication gap between parents and teachers, which can hinder effective collaboration. This study underscores the importance of strengthening parent-teacher communication to foster a supportive learning environment for Generation Alpha. To address this issue, we propose a communication module designed to empower parents with strategies to better understand their children's needs and work collaboratively with educators. By providing insights into the challenges and opportunities presented by teaching Generation Alpha, this research aims to contribute to developing more effective pedagogical approaches and support systems for this generation's educational success in the digital age.

Keywords: *Generation Alpha, technology, behavioral issues, classroom management, digital dependency*

A generation born between 2010 and 2024 is called Generation Alpha or Gen “A” or “screengagers.” Due to digital advancement, this generation is exposed to technology at a young age (McCrindle et al., 2021). According to a study by Basuroy in 2024, 49% of parents reported that Indian urban children between the ages of 9 to 13 spend over three hours daily on social media, videos, and online games. This exposure to technology comes with a lot of pros and cons. Technology has become an integral aspect to their upbringing and influences their thinking, learning, as well as information-processing abilities. It also provides an opportunity to get interactive and individualized digital learning supports, which makes learning more flexible and helps connect with friends, and family at a global level and gain exposure to diverse cultures that foster inclusivity and a broader global understanding (Mittal et al., 2024). As these advantages of technology exposure are

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undeniable, it's equally important to understand the challenges and setbacks associated with digital indulgence, this over-indulgence has led to behavioral issues, for instance, a study by Onguner et al., 2024 states that 33% of children used mobile devices first between ages 5-9, and 18.4% displayed problematic internet use with internet addiction. It has also impacted self-care, 11% of parents observed significant delays in self-hygiene and self-needs in their children. It also affects them psychologically and physically with the risk of cyber threats and addiction thus impacting their well-being. The consumption of short video content has led to learning difficulties, resulting in a reduced attention span and poor social skills (Sharma, 2024).

There is a global concern regarding the mental health of Generation Alpha, emphasizing the role of parents and educators. Gen "A" lacks emotional intelligence due to the overdependence on social media leading to the lack of social interaction. They also lack digital literacy, which includes the lack of awareness of positive gadget usage, highlighting the limited knowledge and skills of the teachers and parents in addressing the same (Höfrová et al., 2024). Another study highlights that Gen "A" also struggles with interactive learning and limited social interactions, emphasizing the need to balance technology with hands-on activity (Seo, 2024). However, educators do face challenges such as poor preparation for classroom management. Many feel less equipped, motivated, and competent in handling difficult student behaviors, especially when resources are scarce in a region like India-where the gap between student needs and the ability of educators to meet them is significant (Baker, 2005). These challenges require a solution that balances technological integration with effective teaching strategies to foster academic growth. It is important to implement effective interventions and classroom management strategies that can reduce the negative effects of digital overuse while promoting digital literacy with responsible technology usage. Effective training programs are important because they can help teachers enhance their self-efficacy and classroom management skills. These programs build resilience and provide coping mechanisms for handling stress and burnout, due to a lack of competence in managing behavioral issues such as abusive language, and disrespectful classroom environments. However, the greatest challenge for teachers is to be effective in less time, which includes learning with the constant distracting behaviors of students (Egeberg et al., 2016).

Generation Alpha, in particular, has issues with social and interpersonal skills as they experience a 1-3 year(s) of delay in mental and social development due to reduced outdoor activities and excessive screen time (Duarte, 2023). These issues hamper their ability to form lasting connections and are further compounded by the phenomenon of "doomscrolling." This increases anxiety among educators and parents (Nagata et al., 2022). Therefore, to reduce their anxiety parents rely on schools to teach everything from education to the proper use of technology, whereas teachers express concerns about their own "tech fatigue." which further makes it difficult for the teachers to deliver instruction on effective technology usage (Klein, 2022). The huge influence of technology on education plays an important role in a new hybrid mode that requires technology resources and trained instructors to develop students' digital competency. This highlights the need for high-quality educators with expertise in the efficacious use of technology (Núñez-Canal et al., 2022).

To meet the demand of educators for effective technology usage, it is important to develop infrastructure and strategies that foster creativity, and digital literacy, aligning with the evolving needs of Generation Alpha in the 21st century. Research highlights the strategies to

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increase the quality of attention and stress reduction based on Attention Restoration Theory (Lukowski, 2024). Additionally, green spaces have been proven to help improve working memory, attention, and stress reduction.

In India, schools like Nalanda Mahavir and Doctor Gangubai Hangal Gurukul stand as an example of, blending hybrid classroom models with living and learning spaces. These environments promote communal learning, sustainable architecture, and eco-friendly practices while integrating green and grey infrastructure in educational institutions not only enhances urban learning environments but also supports interdisciplinary studies, hands-on projects, and critical thinking, raising sustainability awareness (Browder et al., 2022). In this process, teachers play an important role in balancing technology integration with emotional engagement and individualized. (Senjaya et al., 2021)

From the post-independence era to the transformative NEP 2020, reflects on a commitment to address the dynamic needs of learners with every coming generation. The New Education Policy (NEP) 2020 as highlighted by Ayyar (2017) marks a transformative step toward addressing the unique needs of Generation Alpha with a focus on technology integration, NEP 2020 fosters digital fluency, personalized learning, and innovative teaching strategies that resonate with this digital-native generation (Kumar, 2024).

Promoting interactive and inquiry-driven approaches, the policy replaces traditional methods to enhance creativity as well as the engagement of both students and academics (Dass, 2024). It places significance on socio-emotional intelligence, cultural competence, and skill development, preparing Generation Alpha for future challenges (Sharma & Solanki, 2024). Challenges in implementation, particularly in rural areas, summarize the urgent need for access to resources and training for all to rightly reap its benefits. The National Educational Technology Forum (NETF) initiated by NEP 2023, further enhances this vision and aligns educational frameworks with the preferences and learning styles of Generation Alpha.

The researchers highlight the need for specialized training for teachers focusing on digital learning and sensitively managing the issues faced in the classroom environment. Therefore, our study focuses on understanding the issues faced by Indian teachers in dealing with Generation Alpha in the classroom. By addressing these issues this study provides insights to educators and Indian policymakers to make a curriculum with a holistic approach integrating technology with traditional values with a supportive school community, which is essential for shaping Generation Alpha into well-rounded contributors to society.

Research Question

1. How do pre-primary and primary educators perceive the impact of technology on the learning styles and behaviors of Generation Alpha?
2. What challenges do educators face in teaching Generation Alpha in a digitally evolving educational environment?
3. What are the main communication gaps between parents and teachers in supporting Generation Alpha's learning?
4. How can parent-teacher collaboration be improved to better address the educational needs of Generation AI?

METHOD

Materials

The research adopted a qualitative research design. FGDs were used, with 4 FGDs conducted involving 37 participants through semi-structured interviews.

Participants

The study's participants were school teachers from the Pre-primary (Nursery and Prep) and Primary (1st to 5th grade) sections in Ghaziabad (Delhi-NCR). Participants were required to have a minimum of one year of teaching experience. Purposive sampling was used.

Data Analysis

The study employed thematic analysis, as described by Braun and Clarke (2006), a method that systematically identifies and labels meaningful data through coding. The analysis followed a six-step framework: familiarization with the data; generation of initial codes; multiple reviews of transcripts for comprehensive understanding; and systematic coding applied across all transcripts. These codes were then organized into potential themes, and refined for coherence, consistency, and relevance to research objectives. Themes were clearly defined and named, creating an ordered structure aligned with both the data and the research question. The final step involved producing an analysis that linked these themes back to the theoretical framework.

Procedure

The process began with brainstorming ideas among the researchers to identify the area of interest. After the research topic was finalized, a literature review was done to see the current trends and recent research around generation alpha. A research proposal was sent for approval to the Institutional Review Board (IRB). Following the acquisition of Institutional Review Board (IRB) approval, the study exhibited stringent compliance with ethical standards pertinent to research involving human participants.

A few domains were selected through a literature review, and semi-structured interview questions were created for the Focus Group discussion. The questions were then forwarded to three professors with expertise in education psychology for expert review. After receiving their feedback, it was incorporated to improve the question's reliability and validity.

Later on, different schools in the nearby vicinity were approached seeking permission to participate. The school's administration helped recruit participants, and institutional ethical norms were complied with by all the researchers. All the participants were given informed consent that stated the research's objective, their rights, and the voluntary nature of their participation. Participants were also assured that they had the right to withdraw from the study at any time without any repercussions. Additionally, permission was sought to record participants' voices for further analysis. The demographic details were taken from the participants, including names, years of experience, qualifications, and teaching classes. Throughout the process, the participants were allotted the numbers as a pseudonym to maintain confidentiality and participants' anonymity in the entire process.

In the first phase, 2 FGDs were conducted for pre-primary wing teachers. Then the interview was transcribed using the audio recording.

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In the second phase, again 2 FGDs were conducted for primary wing teachers. The interviews were transcribed and revised multiple times to ensure the accuracy and completeness of the data.

Following the completion of data collection, the recorded interviews were transcribed in Hindi and English language and the transcripts were analyzed using 'Thematic analysis' by Braun and Clarke (2006). This method involved familiarization with the data, generating initial codes, identifying themes, reviewing themes, defining and naming themes, and producing the final report.

RESULT

Table 1

Theme	Sub-theme	Codes	Verbatims
Impact of Technology on Education	Over-Reliance on Digital Tools	Overdependence on technology	P8: "No (interaction with) grandparents is there, no siblings is there, only the internet."
		Unhealthy screen time	P1: "Phone ka bina khana nhi khate voh log." "...they are crying, (and) phone is given to them." "Phone dekh kr he khana kha na hai."
		Mirroring parental behavior (Reinforcing behavior with phones)	P1, P8: "Problematic toh hai because today's generation need/relies on technology a lot" P10: "There is a communication gap between a parent and a child. They are becoming introverted day by day. They are like Mumma's phone. This is the only interaction they have." P10: "See, what parents are doing my child is crying. Youtube dena youtube. See Cocomelon and then they are quiet."
		Benefits and risks of digital exposure	P7: "Technology is good, but using it again and again, for playing or har har chiz ke liye which is not good. It depends on the person how they use it." P6: "They are watching irrelevant videos and then sharing their experiences in the class." P2: "They just want to create the same environment in the class also." P6: "They are copying their favorite YouTubers or influencers." P1: "They have to do all this work in the class itself otherwise they will copy it from the internet only"
	Digital Learning Innovations	Visual learning aids	P3, P11: "...they learn better by seeing it, so they begin to learn better since not everyone can imagine clearly." All: "Visual cues help them understand better."
		Engagement via technology (Virtual Reality, interactive tools)	P9- "So, Ma'am we are having VR classes, So students those who are opted for VR glasses they can share their experience that I watch this and I was feeling like I am standing here I was about to die and the person who has not opted for it he will not feel that what the person is trying to say and until and unless that person sees himself." P7- "Yes... yeah for few topics it is. Like if you are teaching about the space, so that time it is very effective. You are on the moon, they are saying the gravity is not there. To make them feel like that, the gravity is not there, how it works, so all these things are very effective."

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		Encouraging creativity through digital integration	<p>P11, 10: "some activities that could help students learn. These days we are having bagless days and they are definitely learning, like art and craft and they come out with different activities and making some different things"</p> <p>P11: "Whatever video we are showing them, the feedback about that thing."</p> <p>P13: "Instead of good or bad, we can ask them what did they like." Because there is a big gap between our generation and their generation. In fact, when we talk about you all. When we were students... we had a different way of studying and the students today have a different way. So the students during our time and their time had different needs."</p>
Student Behavior and Classroom Dynamics	Hyperactive and Impulsive students	Hyperactivity and restlessness in class	<p>P1: "Very hyperactive, very difficult to teach"</p> <p>P3: "They are more restless nowadays."</p>
		Fluctuating attention and focus	<p>P1, P5: "Smart boards do not maintain students' attention for long."</p> <p>P10: They are least interested in poem rhymes, least interested, whole day they want to see coco melon."</p>
		Lack of persistence and difficulty with long-term commitment	<p>P10: "They must have more audio-visual things, they must have attractive videos, like animated videos will attract the attention of the students more. 2-3 movies are only there and they are bored of that. There must be some attractive things, different sorts of practical things must also be provided."</p>
	Non-Discipline and Disrespect	Declining respect for authority and elders	<p>P1: "The only thing they don't know is discipline, they don't listen to teachers."</p> <p>P6: "They don't only listen"</p> <p>P3: "Calling the teacher's name. In UKG class, they are saying like X (teacher's name) ka period hai voh aayage abh. LKG ka baacha na bola."</p> <p>P15: "...Not respecting teachers."</p>
		Resistance to teacher reprimand	<p>P6: "Even the parents is their at home asking, ki ma'am na kiya pdhya aj, mara toh thi yeh voh. And that child will go home and he will add something else and he will tell, ki ma'am na aaj mare yeh kiya."</p> <p>P4: The child knows that parents are standing up, because they use this word ki ma'am na mara toh nhi, so child thinks ki yeh toh merko btana h. Teacher ki he complain karne hai. So that's why, they are obviously going to add (exaggerate) to the data (complaint)."</p>
		Less acceptance of authority and discipline at home	<p>P1: "We want parents cooperation, because parents are not cooperative. Parents are not listening they simple say ki ghar pr toh bhot aacha (behave)... yahi aakr karte h"</p> <p>P4: "Parents are ignorant..."</p> <p>P1: "Earlier parents use to listen to teachers and obey but now they blame...us"</p> <p>P4: "In our times parents used to teach us how to behave.."</p> <p>P7: "Respect ka toh hum unsa relate nhi karskte. But we want means they should be obedient. Voh obedient hona chaiya. If the teacher is saying sit down, they should sit down in place. Sometimes they are crying (throwing tantrum) and all."</p>

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	<p>Difficulty in Classroom Management</p> <p>Classroom Management Techniques</p> <p>Poor Communication Quality Between Parents and Schools</p>	<p>Managing large class sizes and maintaining discipline</p> <p>Use of positive reinforcement and action phrases</p> <p>Traditional vs. modern teaching methods</p> <p>Lack of effective communication between parents and teachers</p> <p>Formal complaint mechanisms</p> <p>Trust-building and mutual respect between school and home</p>	<p>P7: "It can happen within 1 week, means 15 days only. After that, if a child is crying and all, while the class is silently sitting so that is a big challenge for the teacher in the class." P6: "Sometimes children na they use the same tone, same language which parents use for the teachers." P11: "Some parents were sending something rubbish to the teacher, in the whatsapp group..."</p> <p>P10: "See we have 60 students if we will give 1 minute to each student still 20 students are left. Our period is 40 minutes and going, coming, and settling down in the class will also take some time. So how many students are left unattended? Approximately 20-25. What about them?"</p> <p>P8: "We should appreciate them as well"</p> <p>P1: "Ma'am kuch nhi hai Gurukul environment ultimately jake unhe padhna ABCD hai, fr jakar padhna unhe maths hai physics hai Chemistry karna hai, usse kuch nhi hoga Thode Din unko environment de do per baki samajhna to dimag ko apna hi hai, Ghar per hi hai AC Mein hai baithna hai khanna burger pizza hai ultimately. Kisi ko bhi dal roti khila do gurukul system k hisab se."</p> <p>P10: "...yes the element of moral value that's it because every parent wants his or her child to study in AC, ma'am van mai Ac kyu nhi hai, mere bache ko fan k niche baithaya kro, usko garmi lagti hai. Gurukul mai ped k niche baith tae thae, how can you expect, complaints about mere bacche ko dhoop mai khada hota hai, usko pyaas lagti hai, they are carrying all sorts of water bottles lunch boxes... very good looking so how can you expect (that they will follow this?), gurukul k bache patte (leaf plates) mai khana khathe thae... for pani (water), they will complain about water filter theek nahin hai mere bacche ko loose motion ho gaya hai. If you want to follow Gurukul system of education you can just follow the field of giving them moral values first, that's it..... varna nhi hai"</p> <p>P10: "...parents have different groups, by the school gets over parents meet, and they make different groups where they talk about different teachers, and then they come to school in groups that we are not satisfied with (particular) English teacher,"</p>
<p>Parental and Societal Influence on Learning</p>	<p>Parental over-involvement</p>	<p>Over-pampering and lack of boundaries</p> <p>Increased parental oversight</p>	<p>P11: "This is all because they listen all the stuff, from their mom and dad. I think these types of stuff are making students more overly confident."</p> <p>P4, P9: "But now the generation. They are making us listen. Because of the parents as they have pampered them. Before that.... like in India, before that wasn't the case. So parents are not going to understand. So, a discipline will not be in the class."</p>

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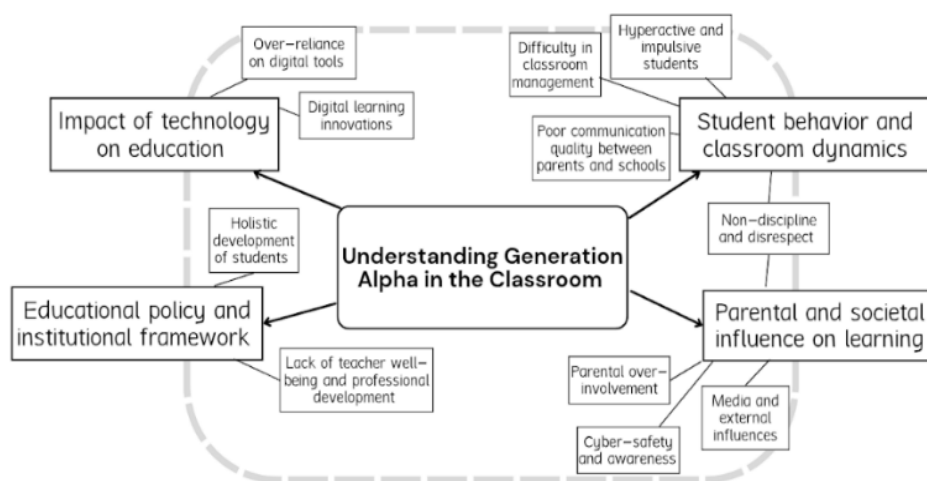
	<p>Media and External Influences</p> <p>Cyber Safety and Awareness</p>	<p>Parents not understanding school expectations</p> <p>Influence of media on behavior (imitation of media scenes, exposure to inappropriate content)</p> <p>Shift in values due to societal trends</p> <p>Need for awareness on cyber safety</p> <p>Limited parental guidance and supervision</p>	<p><i>P6: "They are watching irrelevant videos and then sharing their experiences in the class."</i></p> <p><i>P11: "They bring behaviors from TV shows and YouTube into the classroom, which aren't always conducive to learning"</i></p> <p><i>P3: "That time education was more about values, but nowadays only some students are getting that."</i></p> <p><i>P5: "Also I believe they learnt whatever was practical. Rather than mugging up things."</i></p> <p><i>P6: "...Their focus was actually not divided."</i></p> <p><i>P7: "Because of the minimal technology, they tend to focus on one thing only."</i></p> <p><i>P9- "We should tell them that they don't have to share any of their personal information, and also the copyright things, to tell them about copy right."</i></p> <p><i>P5: "Parents are giving (devices).... Parents can put passwords on them."</i></p> <p><i>P7: "...students... at a particular time they demand everything."</i></p> <p><i>P7: At 11 o'clock, a child demands 'merko dudh chaiya. I want milk.' When a child is coming to formal school, then parents should teach them how to behave in the class with teachers, how they should demand and how they should not demand."</i></p> <p><i>P1: "These things parents are not teaching."</i></p> <p><i>P1: "Jo krna hai teacher ko karna hai. Everything has to be done by teachers only."</i></p> <p><i>P1: "Vahi bola na meina ki aj ke parents yeh nhi puchta ki kiya padha they ask aaj kaun se ma'am ne maara, kaun see ma'am ne daanta"</i></p>
<p>Educational Policy and Institutional Framework</p>	<p>Integration of Experiential Education</p>	<p>Exhaustion and need for relaxation</p>	<p><i>P3, P11: "It will be beneficial. If we are teaching, supposedly, mountains, they learn better by seeing it, so they begin to learn better since not everyone can imagine clearly."</i></p> <p><i>All: "Visual cues help them understand better."</i></p> <p><i>P5: "Teaching through 'Live experiments...'</i></p> <p><i>P9, P12: "Experiential learning or learning-by-doing or practical learning should be implemented."</i></p> <p><i>P5: "Fun activities"</i></p> <p><i>P6,11, 2: "Teaching them different types of games"</i></p> <p><i>P1, P12, P7: "Art integration"</i></p> <p><i>P8: "Outdoor learning is also important"</i></p> <p><i>P4: "We can frame problem solving questions, and then take them to the students; while planning a lesson plan too."</i></p> <p><i>P5: "We are overburdened with work"</i></p> <p><i>P4: "There is no relaxation"</i></p> <p><i>P9: "Paani pine ki bhi fursat nahi hai"</i></p>

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	<p>Teacher Well-Being and Professional Development</p> <p>Holistic Development of Students</p>	<p>training for teachers</p> <p>Need for updated teacher training programs</p> <p>Teacher-student ratio affecting classroom dynamics</p> <p>Incorporation of physical activities for balanced growth</p> <p>Importance of moral and cultural education</p> <p>Autonomy in day-to-day classroom activities</p>	<p>P3: "No focus on teachers' mental and physical health, teachers ke ((inaudible))...kisi bhi chiz pe focus nahi hai"</p> <p>P7: "Training session hone chiye agar mai aaj ki baat karu ki kis tareeke kitna had tak ki kya kya sites hai wo hume bhi boht bar awareness nahi rehti, we should be provided that awareness. What all things we can tell children"....."Kyuki there is a lot of gap jisko aap padha rhe ho jisse aap padhre ho, training honi chiye"</p> <p>P1, P9, P13: "Teacher-student ratio is very important, example, 1:30 (ratio). .Otherwise, baccho ka hi loss hota hai, because we can't possibly pay equal attention to all the children in the class, if class strength is around 60."</p> <p>P7: "Kabhi kabhi hame bhi feel hota hai ki ham wo justice/justification nahi kar paa rahe hai unke saath."</p> <p>P3: "Traditional teaching such as outdoor learning and exposure should be there, which would help students become more physically and emotionally fit." "And there should be focus on promoting independence among them be it academics or day to day activities."</p> <p>P4, P10, P13: "Pehle, they were disciplined, respectful towards elderly and teachers as compared to today's generation that doesn't respect their teachers or their parents too. At a very young age, particular disciplinary practice and self-growth was present."</p> <p>P8: "And, the children were physically and mentally strong."</p> <p>P3: "There should be more focus on Outdoor learning..."</p> <p>All: "focus on Moral values; Self-independence; Respectful"</p> <p>P5, P6: "Holistic development, overall development. Not restricted to a classroom environment. Not like between four walls and seated. There was a huge interaction with the environment, nature."</p> <p>P9: "We're trying to prepare students not just academically, but emotionally and ethically..."</p> <p>P5: "Also they were quite responsible, doing all the tasks."</p>
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Note. The verbatim are in English as well as romanized Hindi language (wherever applicable). 'P' refers to participant and the assigned number.

Figure 1 Thematic map



Note. The dotted lines highlights an interconnectedness among themes.

DISCUSSION

Theme 1: Impact of Technology on Education

The integration of technology into education has significantly transformed teaching and learning processes. Digital tools have brought both advancements and challenges to the educational landscape, particularly after the global shift to remote learning during the COVID-19 pandemic. One of the most prominent issues identified across the data is the 'overreliance on digital tools.' The shift to remote learning has increased spending excessive time on screens for both learning and recreational activities. As one teacher remarked:

P1: "They are crying, (and) phone is given to them," this has led to unhealthy screen time as students spend more hours on devices than recommended.

P10: "...children...are becoming introverted day by day. They are like Mumma's phone..." and *P1, P8* states: *"Problematic toh hai because today's generation need/relies on technology a lot. (It is problematic because today's generation needs/relies on technology a lot)."*

Nearly half of instructors and students experience tech fatigue, a phenomenon where prolonged exposure to digital screens causes mental and physical exhaustion (Klein, 2022). Moreover, overuse of technology is linked to broader societal issues such as delayed social and emotional development in younger children, as Duarte as well as Tan (2023), stated that Gen Alphas are "unable to develop the social and interpersonal skills necessary for their future academic years and their mental and social development has most certainly been delayed by one to three years." The growing dependence on screens also reflects a pattern where students often mirror their parents' behaviors because parents unintentionally reinforce these habits in their children, exacerbating the issue.

The integration of 'digital learning' tools such as visual learning aids and interactive platforms like Virtual Reality (VR) has transformed how students engage with academic content by offering new ways to experience and understand complex subjects. A few teachers remarked:

P3, P11: "...they learn better by seeing it, so they begin to learn better since not everyone can imagine clearly." Moreover, according to participant *P11: "Whatever video we are showing them, the feedback about that thing."* and *P13: "Instead of good or bad, we can ask them what they like. Because there is a big gap between our generation and this generation... So the students during our time and their time had different needs."*

Although, on the positive side, digital platforms provide a more inclusive learning environment, catering to different learning styles and allowing the students to explore new ideas as well as enabling them to work together on projects in a more interactive and engaging manner. The aforementioned participants' remarks align with evidence highlighting that the integration of digital tools can significantly enhance students' ability to experiment, and innovate, and could possibly foster creativity which the traditional methods may limit (Papert, 1993).

However, digital learning innovations must be balanced with more traditional forms of education to ensure that students develop both critical thinking and interpersonal skills necessary for holistic growth. The challenge for educators lies in effectively integrating these technologies without over-relying on them, ensuring that students benefit from the best of both worlds (digital tools and traditional learning approaches).

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Theme 2: Student Behavior and Classroom Dynamics

The emergence of technology and societal shifts have notably impacted this generation's discipline, respect, and student engagement. A significant concern voiced by educators is reflected in the subtheme of *'Hyperactive and impulsive students,'* highlighting a broader trend of fluctuating attention spans, reinforced by the overstimulation of digital media. Research confirms that shortened attention spans and difficulty with long-term commitment are increasingly observed in digitally immersed environments. Some participants remarked: P1: *... very hyperactive, very difficult to teach (them);* P3: *... they don't listen... they are more restless nowadays;* and P1, P5: *"Smartboards do not maintain students' attention for long."*

Managing student behavior is a key challenge for teachers, as it requires balancing effective teaching with discipline. Gen Alpha students, often less focused on academics and timeliness due to a perceived lack of consequences, exacerbate this issue (Egeberg, McConney, & Price, 2016; Duarte, 2023; Tan, 2023).

P2: *"They don't respect teachers;"* P6: *"They don't only listen;"* and P15: *"Not respecting teachers;"* and P4: *"The child knows that parents are standing up, because they use this word (phrase) ki ma'am na mara toh nhi (if a teacher has scolded them), so child thinks ki yeh toh merko batana h. Teacher ki he complain karne hai (child thinks this is something he/she should tell, and complaints about the teachers, despite it not being the case)..."*

With *'difficulty in classroom management'* as one of the subthemes, there is a requirement for evolution in classroom management techniques, especially catering to the needs of this generation of students. Teachers report using positive reinforcement and action phrases to manage large class sizes and maintain order.

P5, 8: *"We've had to adapt, using more modern techniques to engage students and keep the classroom environment positive,"* said one educator.

The emphasis on flexible, student-centered approaches is growing. Research supports the use of positive reinforcement, as a participant in the current study also stated that:

P8: *"We should appreciate them as well..."*

This implies that there is a need to improve student behavior and engagement with a balance of traditional approaches. As the reinforcement theory of learning can help in improving discipline in online learning for Generation Alpha students (Thomas & George, 2021), it implies that teachers can boost their engagement by designing effective remote learning strategies and integrating them into the curriculum to enhance education systems (Jayant et al., 2021). Effective education requires teachers to be well-prepared with ICT tools, along with strategic planning to prevent misuse or overuse of technology, supported by proper policies (Senjaya et al., 2021). Research suggests teacher training programs should include digital citizenship courses and engaging activities to promote digital safety education in schools (Putnam, n.d.; Ribble et al., n.d.; Öztürk, 2021).

Furthermore, another subtheme i.e., *'poor communication quality between parents and schools,'* implies that effective communication between parents and schools is essential but often lacking. The participants (teachers) in our study also pointed out the need for better communication channels, with one expressing frustration:

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P8: "Parents often don't understand what's happening in the classroom because we don't have enough opportunities to communicate."

It is essential because the key steps in improving the educational experience involve the establishment of formal complaint mechanisms and efforts for building trust as well as mutual respect between schools and parents (Epstein, 2010). The need for improved communication channels to bridge gaps in understanding classroom dynamics challenges parent-teacher communication due to the commonly persisting miscommunication and lack of trust. Likewise, the present study also emphasizes the importance of promoting collaborative, two-way communication and the use of technology to enhance dialogue between parents and teachers, and this has become even more relevant post-COVID-19 (Madsen & Madsen, 2022).

Theme 3: Parental and Societal Influence on Learning

The influence of parental involvement and media/societal trends on student behavior and learning outcomes emerged as a significant theme across the datasets.

Another sub-theme that has emerged, *'parental over-involvement'*, implies that over-pampering and lack of boundaries tend to hinder a child's development. Excessive parental control, especially when inconsistent with school expectations, also contributes to behavioral issues, thereby, overly controlling parenting styles lead to increased classroom disciplinary problems (Garvis et al., 2022). One participant observed:

P9: "Many parents are over-involved in their child's education, but in a way that doesn't help them develop responsibility."

Some research also supports that excessive parental involvement can limit children's autonomy because such involvement tends to prioritize short-term academic success over the development of responsibility (Pomerantz et al., 2023) and likewise, Wang and Sheikh-Khalil (2022) highlight that over-involvement reduces children's academic adaptability and resilience.

The *'influence of media and external influences'* on student behavior has become more pronounced, with teachers reporting that students often imitate inappropriate media content. The following instance aligns with evidence indicating that media exposure can shape student attitudes and behaviors, sometimes negatively (Anderson et al., 2003). However, it is very important to note that Generation Alpha children are highly tech-savvy, familiar with using virtual assistants like Siri and Alexa, and skilled with smartphones. For them, gadgets often hold more importance than toys, making technology a defining trait of their generation (Conklin, 2012; Eaton, 2018; Turk, 2017).

Additionally, in line with an overlapping subtheme: *'non-discipline and disrespect'*, (consistent with Theme 2, in Table 1) the teachers also pointed to a decline in respect from the students of this generation towards their respected authority in schools quite often which mirrors broader societal shifts, with some research suggesting that parental leniency and media influences contribute to these attitudes. Young Gen Z teachers face challenges managing Gen Alpha students' behavior, raising concerns about their effectiveness in guiding them (Newman, 2023).

P11: "They bring behaviors from TV shows and YouTube into the classroom, which aren't always conducive to learning," shared one participant.

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On the other hand, as students become more immersed in digital environments, concerns regarding *'lack of awareness on cyber safety'* have intensified, particularly among the students who are not fully aware of the dangers present in online spaces. One participant noted, P5: *"Parents can put passwords on them."* The instance emphasizes the need for parental supervision and guidance in navigating digital spaces. The importance of structured cyber safety programs in schools could help mitigate these risks and protect students from harmful online content and interactions (Livingstone et al., 2012). Another participant suggested:

P7: "We should tell them that they don't have to share any of their personal information, and also the copyright things."

Henceforth, this highlights the broader responsibility of schools and parents in preparing students for safe digital engagement. While digital platforms offer vast learning resources, without proper guidance, students are vulnerable to cyberbullying, inappropriate content, and breaches of privacy. At times, digital safety is often left to parents' supervision, so risk management and developing solutions tailored to student awareness levels must be incorporated (Lorenz et al., 2016). Addressing these concerns is crucial to maintaining a safe learning environment as technology continues to play an integral role in education.

Theme 4: Educational Policy and Institutional Framework

The need for systemic changes in education policy to better support teachers and students is a recurring theme, emphasizing experiential learning, teacher well-being, and holistic development. Since there is a growing shift away from rote learning toward experiential, hands-on education, highlighting the *'need for integration of experiential education,'* as one teacher stated:

P6: "Students learn best when they can connect their lessons to real-world experiences, not just memorize facts."

This further is in line with research advocating for experiential learning to improve student engagement and understanding (Kolb, 1984). Some schools are already trying to adopt nature-based and outdoor learning environments, which have been shown to enhance learning outcomes.

Furthermore, there has been an increase in the *'lack of teacher well-being and professional development,'* as participants reported feeling exhausted by the demands of modern classrooms, particularly due to large class sizes and lack of support.

P11: "We're asked to manage more students with fewer resources, and it's taking a toll on us," noted one participant.

Thus, this calls upon the need for relaxation training to ensure professional well-being programs to equip teachers with the tools to handle these challenges. Studies show that improving teachers' well-being can significantly enhance their effectiveness in the classroom (Jennings & Greenberg, 2009). Some evidence also states that Technology alone is not enough if teachers lack the skills to use it effectively and build students' digital competence (Fernández-Cruz & Díaz, 2016). Teacher training programs must combine technical and teaching skills, focusing on how students learn and aligning with the curriculum. Developing "professional digital competence" involves understanding both the tools and

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their educational benefits, as teachers' digital skills significantly impact student success in a digital learning environment (Lund et al., 2014; Cao et al., 2023).

Finally, the approach that would lead to a more '*holistic development of students*' was consistently emphasized in the present study as participants highlighted the importance of physical activities, moral education, and giving students autonomy in their learning.

P9: "We're trying to prepare students not just academically, but emotionally and ethically," one teacher shared.

Several research supports the importance of holistic education in fostering well-rounded individuals capable of critical thinking, ethical decision-making, and well-being strategies that promote emotional resilience and adaptability among students (Miller, 2000; Crutchfield et al., 2020; Nisa and Abdullah, 2023; Paik et al., 2024). Hence, an emphasis on these interconnected areas may also help students better prepare to face both academic and real-life challenges in the digital age.

CONCLUSION

This study emphasizes the need to understand how technology affects Generation Alpha and Generation Beta and future generations. Technology makes everything easy and instantly informs about anything in one click. On the other hand, educating children on proper usage has become a pressing need. Moreover, the teaching methods often followed today are worn out and cannot fulfil the varied needs of contemporary society. Even if students' education mainly depends on the Internet and digital resources, conventional teaching techniques should not be left behind. Such techniques are very important in the development of the historical, cultural, and moral backgrounds of students and in ensuring a well-rounded education.

The findings of this study further emphasize how vital parent-teacher cooperation is to creating a healthy learning environment. They can assist children in properly navigating the digital world while staying connected to their heritage by fostering effective communication and understanding between people. Parents must, therefore, actively monitor and guide their children's use of technology to promote healthy and holistic development, even though the Internet offers unparalleled access to information and tools.

Limitation

The study had several limitations. First, the findings' generalizability was restricted due to the small sample size and the homogeneity of participants, as they shared similar settings, backgrounds, and qualifications. This lack of diversity may have limited the range of perspectives captured in the study. Additionally, regional bias was evident, as the participants were all from a single region, which restricts the applicability of the findings to other populations or contexts. Moderator bias, a common concern in focus group discussions, may have occurred due to subtle cues either direct or unintentional offered by the moderator, potentially influencing participants' responses. Finally, time constraints during the study may have impacted the thoroughness of data collection and analysis.

Implications

Policymakers will also benefit from this study as they consider how future generations generation alpha, generation beta, etc. would use technology. It is vitally important to educate children in this day and age when anything can be done with a single click. It is also

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a basic necessity. Additionally, this study will benefit and raise awareness of how teachers and parents communicate.

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Conflict of Interest

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