

Trends in the Utilization of the Israeli Higher Education System by Generation Z during 2015-2020

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Abstract

This study centers on members of Generation Z, born from the mid-1990s until the end of the first decade of the current century into a world of technology, social networks, and a culture of immediate messages. The study seeks to examine the effect of this generation's pragmatic outlook both in general and in the context of acquiring a higher education, on trends involving registration for undergraduate studies. The Israeli system of higher education was chosen as a case study since the rate of Israelis with a higher education is among the highest in the world. Academic studies are perceived in Israel as a crucial milestone and an inevitable developmental stage in the life course of a lot of young person. Data on the distribution of students among the different disciplines shall be analyzed by correlational examination of changes in these trends in the various degree levels from 2015-2020. The research findings attest that from the mid-2010s a drop is evident in the number of undergraduate students. Moreover, a conspicuous increase is evident in the number of students in the fields of medicine and allied health professions, science and mathematics, engineering and architecture, which are considered applied fields, while a drop is evident in the social sciences, the humanities, law, and business administration. These findings point to the tendency of Generation Z to practical and technological studies more than fields considered less practical. The research conclusions call for implementing several regulation steps in order to adapt the system of higher education to the characteristics and needs of Generation Z, such as expanding the professional training program in less practical disciplines, shortening the duration of studies in technological vocational departments, increasing use of online teaching, and others.

Keywords: Generation Z, Higher Education, Israeli Society, Demand for Higher Education, Society and Education, Public Policy.