

The Effect of X, Y, and Z Generations' Attitudes towards Information and Communication Technologies on Job Performance

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ABSTRACT

This study investigates the relationship between generational attitudes toward Information and Communication Technologies (ICT) and job performance within higher education institutions. Using a survey-based model and snowball sampling, data were collected from 440 academic and administrative staff at a public university in Konya, Turkey. The research employed the ICT Attitude Scale and the Job Performance Scale, with data analyzed through reliability, normality, and regression tests via SPSS 22.0. The findings revealed that ICT attitudes have a significant and positive effect on job performance across all generations. However, the strength of this relationship differs by generation, with the effect being strongest for Generation Z ($\beta = 0.95$), followed by Generation Y ($\beta = 0.90$) and Generation X ($\beta = 0.85$). These results indicate that younger generations benefit more strongly from positive ICT attitudes in terms of performance outcomes. The study concludes that higher education managers should implement generation-specific digital training and integration strategies to optimize institutional productivity and manage a multigenerational workforce effectively. Furthermore, the study contributes to the literature by providing empirical evidence on the relationship between ICT attitudes and job performance in a higher education context.

JEL Classifications: J24, M54, O33, M15

Keywords: Generation X, Generation Y, Generation Z, job performance, Information and Communication Technologies, attitudes

I. INTRODUCTION

The concept of generation theory, first introduced by Mannheim (1952), refers to individuals who share similar life experiences and are shaped by common characteristics as a result of these experiences (Beldona et al., 2009). Significant national and international events, especially those occurring during youth, play a crucial role in the formation of a collective consciousness and perception. Consequently, this collective consciousness and perception shape individuals' behaviors, attitudes, tendencies, and preferences (Aka, 2018). The classification of generations varies depending on which historical events researchers consider significant and the societal impacts of these events. Therefore, since different regions are exposed to different events, it is not possible to delineate the boundaries of generations in the same way worldwide (Twenge, 2010; Costanza et al., 2012).

Many organizations have three generations working together, and Generation Z is being integrated into the workforce as a new generational group. The work disciplines, values, beliefs, and attitudes of generations with unique life experiences also differ from one another (Twenge et al., 2010; Aka, 2018; Jones et al., 2019). In addition to these differences, one of the most fundamental distinctions is seen in the perceptions and attitudes towards technology. Indeed, while the economic, cultural, and social conditions of the era play a role in determining generations, one of the most important factors has been the advancements in technology (Mahmoud et al., 2021). Consequently, attitudes and perceptions towards technology vary among different generations. The Baby Boomer generation tends to be more hesitant towards technological advancements due to their resistant attitudes towards change (Gursoy et al., 2008), while Generation X more commonly utilizes technology in the workplace. Generations Y and Z, known as digitally native generations, regard technology as an integral part of their lives. These differing perceptions and uses of technology lead to varying outcomes in critical workplace areas such as communication, collaboration, and productivity (Lester et al., 2012; Aka, 2018; Sanjeev et al., 2022).

In the twenty-first century, Information and Communication Technologies (ICTs) have emerged as one of the most prominent developments in workplaces, becoming the most valuable resource for all organizations in terms of communication, productivity, and improved performance (Guzman et al., 2022). ICT is defined as an umbrella term encompassing communication devices and applications such as mobile phones, hardware and software systems, computers, and networks (Oye et al., 2014). According to the OECD (2024), the year 2023 marked a milestone in terms of ICT development, as digital transformation has accelerated rapidly in recent years, reshaping work styles and organizational processes across nearly all sectors. In today's business environment, where digital transformation is no longer optional, digital adaptation has become a critical indicator of organizational success (Kiron et al., 2016). Indeed, the strategic adoption of ICT significantly improves operational efficiency, collaboration, and long-term productivity (Kretschmer, 2012; McKinsey Global Institute, 2021; Mabothe and Ngcamu, 2025). Furthermore, achieving digital maturity is considered essential for attracting and retaining a highly qualified workforce, as skilled employees tend to demonstrate stronger commitment to digitally mature organizations (Kiron et al., 2016).

In today's world, ICTs, which facilitate various aspects of life such as commerce, industry, healthcare, and transportation, have become an indispensable element in the

field of education, particularly in recent years (Kirkup and Kirkwood 2005; Guzman et al., 2021; Szymkowiak et al., 2021). In particular, in order to improve the quality of higher education and ensure access to education as emphasized in Sustainable Development Goal 4.3, the adoption of ICT by academic staff has become an unavoidable necessity (Rangel-Pérez et al., 2021). To keep pace with educational innovations and sustain their success, universities have been compelled to digitize their educational, research, marketing, financial, and economic activities (Akhmedov, 2022), increasing access to current information (Rangel-Pérez et al., 2021). Studies have shown that ICT facilitates students' learning processes (Tokareva et al., 2019). In addition, ICT has expanded research activities beyond local boundaries, enabling global collaboration and transforming the scope of academic development (Sandhu, 2018; Alenezi, 2021). ICT also transforms standard operational processes in higher education institutions, influencing a wide range of areas, including teaching and learning performance, curriculum design, infrastructure, administrative processes, and institutional development capabilities (Belenko et al., 2020; Alenezi, 2021; Alenezi, 2023). Some scholars even argue that in the future, only universities that effectively leverage ICT will remain competitive and sustainable (Sandhu, 2018). Studies conducted with instructors indicate that the use of ICTs enhances the quality of their work and improves their ability to respond to students' questions (Kirkup and Kirkwood 2005). These studies demonstrate a connection between the use of ICTs and the performance concept used to define success qualitatively and quantitatively (Utin and Yosepha 2019). Therefore, employees' attitudes toward ICT in higher education institutions play a crucial role in shaping their job performance, productivity, and effectiveness in technology-intensive work environments.

The impact of technology on workplace performance approaches has become increasingly significant in today's business world. Particularly with the inclusion of employees from different generations in the workforce, diversity in technology usage and technology perception in workplaces is also increasing. This situation leads to the emergence of unique dynamics in workplaces. The approaches of different generations, such as Baby Boomers, Generation X, Generation Y, and Generation Z, towards technology deeply influence workplace performance. The growing generational diversity in the workforce encourages researchers to provide both anecdotal studies and empirical evidence addressing these differences in performance perceptions and attitudes towards technology (Twenge, 2010; Lester et al., 2012). These differences may significantly affect how effectively ICT tools are utilized in organizational settings and how they translate into job performance outcomes. Therefore, understanding these generational differences is crucial for organizations aiming to enhance performance and effectively manage a multigenerational workforce.

Literature review reveals that generational differences are addressed through various topics such as job commitment (Huber and Schubert, 2019), differences from the perspectives of managers and employees (Gabriellova and Aaron, 2021), and issues arising from generational differences (Angeline, 2011; Ng and Parry, 2016). Additionally, there are studies discussing generational attitudes towards technology (Szymkowiak et al., 2021) and evaluating different generations in terms of overall motivation and performance in the workplace (Mahmoud et al., 2021). However, there is a noticeable lack of studies examining the perceptions of different generations towards ICTs and their perceptions of job performance in higher education institutions

simultaneously. Therefore, this study aims to examine the relationship between generational attitudes toward ICT and job performance among employees working in higher education institutions. It is believed that the conducted research will address this gap in the literature.

II. LITERATURE REVIEW

A. Silent Generation (Traditionals) (Born 1922-1945)

The Silent Generation; it came of age during a period characterized by the 20th century, the Great Depression, World War II, and major disasters, experiencing the effects of war and scarcity intensely (Yalçın et al., 2013). In the context of Turkey, this generation can also be referred to as the Republican Generation (Çelik, 2020).

The Silent Generation was raised in an environment that prioritized traditions and advocated for remaining silent in the face of many societal events. Accustomed to putting their own desires in the background, this generation continues this attitude in the workplace, showing great sacrifice by setting aside their own interests or desires for common goals (Metin and Duyq, 2017). The Silent Generation places great importance on formality, hierarchical command structures, teamwork, and collaboration in the workplace. Their primary sources of performance in the workplace are earning respect and providing long-term value to the company. Therefore, rather than showing a tendency to switch between different companies, they prefer to stay with a single company throughout their careers (Tolbize, 2008).

B. Baby Boom Generation (Born 1943-1960)

The Baby Boomer generation encompasses individuals born during a period characterized by efforts to alleviate the effects of two world wars, the implementation of welfare policies, and, consequently, what is referred to as the “golden age” (Metin and Kızıldag, 2017). The term “Baby Boom” stems from a significant increase in birth rates following World War II. Growing up alongside millions of peers, this generation exhibits a predisposition towards teamwork along with a competitive nature (Taylor, 2008; Mohr et al., 2011).

Members of the Baby Boomer generation adhere to work values based on the philosophy of “working to live.” Consequently, they are characterized as diligent, self-sacrificing, and obedient individuals (Metin and Kızıldag, 2017). Patient in their pursuits of promotions and rewards, this generation, akin to the Silent Generation, exhibits a strong commitment to authority, hierarchy, and rules (Metin and Kızıldag, 2017). The Baby Boomer generation, content with their circumstances and loyal to rules, is resistant to change. This resistance leads to their reluctance towards technology (Gursoy et al., 2008).

C. Generation X (Born 1960-1980)

The Generation X grew up during a period when the number of working mothers and divorce rates were increasing. Often left to their own devices amid these changes, they witnessed their Baby Boomer parents’ dedication to their careers and experienced layoffs

following the 1980s economic downturn (Tolbize, 2008). These circumstances have made Generation X individuals insecure in familial, financial, and societal matters (Wallace, 2006). Consequently, a generation has emerged that is more individualistic compared to the previous one, prioritizing work-life balance, adopting the philosophy of “working to live,” being less loyal, more self-centered, and often placing work in the background (Wey Smola and Sutton, 2002; Twenge, 2010; Aka, 2018; Usmani et al., 2019).

The Generation X, unlike previous generations, tends to be more impatient when it comes to promotions and salary increases. When they perform well, they expect to be recognized, rewarded, and appreciated by the company shortly thereafter (Gursoy et al., 2008). Members of this generation grew up in the ICT era, introduced to computers and cell phones during their upbringing (Eger et al., 2021). Despite being more familiar with technology compared to previous generations, they sometimes struggle to keep up with rapid technological advancements (Lester et al., 2012; İlhan, 2019).

D. Generation Y (Born 1980-1999)

Generation Y, also known as the “Why Generation,” earns its moniker due to its propensity to scrutinize, analyze, and question every aspect of life (Aka, 2018). They tend to challenge workplace norms such as dress codes, flexible working hours, and employee-manager relationships (Gursoy et al., 2008). Due to their challenging nature, Generation Y is characterized as the most demanding yet productive workforce. Therefore, understanding Generation Y can greatly benefit managers (Twenge, 2010).

With the widespread adoption of social media, Generation Y can instantly track and follow all kinds of developments, leading to an increase in consumption habits. This, in turn, enhances the motivation to increase earnings (Yalçın et al., 2013). In addition to these expectations, a significant source of motivation for Generation Y is the leisure time they possess. Placing value on leisure time alongside expectations of increased status and earnings presents two contrasting expectations within the same generation. This phenomenon is a typical example of the excessive self-confidence observed in Generation Y (Twenge et al., 2010).

Generation Y is curious about technology, enjoys informal settings, is a quick learner, open to diversity, highly adaptable, successful in multitasking, able to blend information rapidly, eager to embrace change and seek innovations, yet easily bored and therefore, not particularly loyal (Usmani et al., 2019; Zhang et al., 2017). Similar to Generation X, they work to live and prioritize their friends and families over their jobs. Although they do not have a workaholic nature like the Baby Boomer generation, it does not mean they do not take their work and professional development seriously (Gursoy et al., 2008).

E. Generation Z (Born 1996–2012)

The fundamental difference that sets Generation Z apart from other generations is that they have never experienced a world without the internet, also known as the “Internet Generation,” “Millennial Generation,” or “Network Youth” (Yalçın et al., 2013; Chillakuri, 2020). While Generation Y is also considered a digital generation, Generation Z is the first generation to be born into a world where smartphones are prevalent, the

internet is accessible from anywhere, and social media is an integral part of life (KPMG, 2017; Gabrielova and Buchko, 2021). This has led Generation Z to consume information faster than previous generations and experience attention deficits (Lanier, 2017).

Research on the work behavior of Generation Z is limited as they have recently entered the workforce (Jayathilake, 2019). According to available information, Generation Z, similar to Generation Y, exhibits low commitment to staying with a single company. They prioritize flexibility and making changes to adapt to evolving lifestyles rather than remaining loyal to a single organization (Stankiewicz-Mróz, 2020). Being happy in their professional lives is crucial for Generation Z. If they cannot find happiness in their workplace, they may easily consider leaving their job. They are inclined towards independence and do not favor authority (Ozkan and Solmaz, 2015).

Unlike previous generations, Generation Z places great importance on ethical values, practices, and the social impact created by organizations. Therefore, organizations need to highlight their efforts towards social activities and demonstrate their values in recruitment programs to attract the right talent (Chillakuri, 2020).

F. Generational Perceptions and Attitudes towards Information and Communication Technologies

ICTs have gained significant attention in recent years as a rapidly changing and evolving field (Szymkowiak et al., 2021). The use of ICTs has fundamentally transformed communication styles, speed, and content (Sanjeev et al., 2022). Inter-generational differences in perceptions and attitudes stem from individuals being raised in different technological environments. Therefore, each generation's approach to and use of technology varies significantly.

Firstly, the generation known as the Silent Generation tends to prefer traditional communication tools such as written text and mail, and embraces simpler and more concise expressions (Kaya, 2020). This generation exhibits a skeptical attitude towards technology and generally prefers to maintain communication face-to-face or through telephone (Kazak, 2016). Similarly, the Baby Boomer generation grew up in an environment devoid of access to technology and conducted communication through traditional methods (Lester et al., 2012).

Generation X has been more exposed to technological advancements and has spent a significant portion of their work lives utilizing technology commonly used today. However, it has been observed that Generation X struggles to cope with certain technological innovations (especially those related to social media communication) that emerged after their entry into the workforce (Lester et al., 2012; İlhan, 2019). Significant milestones in Turkey, such as the proliferation of television and the emergence of computer technology, are among the experiences of Generation X (Yalçın et al., 2013).

Generation Y has grown up in an era where technology has advanced, and digital communication dominates. Therefore, this generation, displaying an open attitude towards innovations, considers technology an integral part of their daily lives (Aka, 2018). Individuals of Generation Y utilize the opportunities offered by technology to perform their tasks more effectively (Erer, 2020).

Generation Z has grown up as a natural part of technology and in a constantly evolving digital environment. This generation tends to adopt technology faster compared to previous generations, viewing access to and use of technology as a necessity (Sanjeev

et al., 2022). Individuals of Generation Z are inclined towards self-learning and independent work, making the most of the opportunities technology offers (Chillakuri, 2020). This generation has grown up with instant access to information and possesses the ability to multitask on online platforms (Thach et al., 2021).

In conclusion, intergenerational differences significantly influence individuals' approach to and use of technology. Understanding these differences is important for developing technology-focused applications and improving intergenerational communication.

G. Generations and Job Performance

Job performance, defined as the ability to achieve the goals and objectives set by organizations (Usmani et al., 2019), is a critical concept in the business world where different generations work together. Each generation's work attitudes, motivations, expectations, and performance factors vary. Understanding these differences will facilitate the adaptation of management strategies to different generations, thereby enhancing organizational productivity, knowledge sharing, and reducing turnover (Maxwell and Broadbridge, 2014; Valickas et al., 2017).

The X generation, raised by workaholic parents highly committed to their organizations, has observed that hard work does not prevent them from losing their jobs (Tolbize, 2008). Therefore, the X generation shows more dedication to their profession rather than the organization itself and values their colleagues more than their organizations (Valickas et al., 2017). Among the sources of motivation to enhance their performance are being respected and receiving a good salary (Montana and Petit, 2008). The lack of opportunities for professional development, as well as the absence of promotions and recognition, are factors that decrease their performance (Usmani et al., 2019). Moreover, the X generation, who enjoys working in more flexible and informal environments, expects everyone, including their superiors and managers, to communicate with them directly (Gursoy et al., 2008).

While the Y generation shares many similarities with the X generation, it can be stated that while the X generation is committed to their profession, the Y generation is more devoted to their career and themselves (Valickas et al., 2017). The Y generation places great importance on learning and development, hence they tend to change jobs in search of better advancement opportunities (Naim and Lenka, 2018; Eyoun et al., 2020). Therefore, competitive salaries, career opportunities, and education-development possibilities are among the high-performance resources for the Y generation (KPMG, 2017; Baum, 2019). This generation is particularly motivated by interesting tasks and professional development opportunities. In addition to financial factors, being drawn to new roles or being involved in new training and projects also enhances their motivation (Valickas and Jakštaite, 2017).

The Y generation seeks a work-life balance, and employers must be sensitive to providing this balance. Additionally, involving Y generation employees in work-related discussions and soliciting their opinions can significantly enhance their workplace commitment (Baum, 2019). The Y generation prefers to work in socially active environments, necessitating that employers offer more flexibility and leave options for this group (Guerrero et al., 2021). Moreover, it is crucial for managers to approach Y generation employees not just as members of a generation but as individuals,

understanding their desires and needs (Twenge, 2010). The Y generation typically consists of creative, tech-savvy, and optimistic individuals who can leverage these traits successfully in their professional lives. However, employers need to comprehend the desires and needs of the Y generation employees and provide suitable environments to develop them as future leaders (KPMG, 2017).

The Z generation seeks a clear roadmap and feedback in their work life, valuing personal and timely feedback (Chillakuri, 2020). Both the Z and Y generations enjoy using technology to achieve their goals and believe that working with technology will aid them (Atieq, 2019). The Z generation performs better in flexible working environments, with flexible schedules and without strict dress codes (Gaidhani et al., 2019). For the Z generation, lack of job interest, excessive workload, and aimless work are significant barriers to motivation. Additionally, career progression, career development, and continuous learning are perceived as motivating factors (Chillakuri, 2020).

The coexistence of different generations in the workplace presents a significant opportunity for organizations to enhance productivity and maximize job performance. Employers must understand the characteristic features and motivational factors of each generation and shape work environments accordingly. Therefore, it is believed that the attitudes of Generation X, Y, and Z towards ICTs will impact their performance. Based on this approach, the following hypotheses have been formulated.

H1a: The attitudes of Generation X towards ICTs have a significant and positive impact on job performance

H1b: The attitudes of Generation Y towards ICTs have a significant and positive impact on job performance

H1c: The attitudes of Generation Z towards ICTs have a significant and positive impact on job performance

III. RESEARCH METHODOLOGY

A. The Population and Sample of the Research

The population of this study consists of employees working in public universities in Turkey. The sample of the study is composed of academic and administrative staff working at a public university in Konya. The snowball sampling method was employed in the research, and survey responses were obtained from 440 out of 1020 employees working at the same institution. The confidence interval of the study was calculated to be 99%.

B. The Data Collection Method of the Research

Quantitative primary data sources were utilized for this research. An online survey technique was preferred as the data collection method. The ICTs Attitude Scale developed by Günbatar (2014) was used for the survey. Additionally, the Job Performance Scale developed by Goodman and Svyantek (1999) was employed as the second scale. Along with the 16-item scale, a 9-item scale developed to evaluate current job performance was used to measure job performance.

C. The Research Model

The research, utilizing a survey model, identifies job performance as the dependent variable and attitudes toward ICTs as the independent variable.

D. Data Analysis of the Research

After the completion of the applications of the ICT attitude scale and the job performance scale on the sample set, the obtained data were checked to ensure that the scale forms were filled out appropriately before performing the analysis in a computer environment. The quantitative data were entered into the SPSS (Statistical Package for Social Sciences) statistical program to scientifically explain the analysis outputs derived from the scale forms. The data obtained from the study were examined using SPSS 22.0 software through reliability, frequency, normality, and regression analyses.

IV. RESULTS

According to the descriptive statistics presented in Table 1, 54.2% of the participants from the Z generation group were female, 45.8% were male, and 94.1% were single. It was found that 50.8% of the Z generation group were high school graduates, 64.4% were employed, and 89.8% had 1-5 years of professional seniority. Among the participants in the Y generation group, 51.0% were female, 49.0% were male, and 55.9% were single. It was observed that 38.6% had undergraduate degrees and 26.7% had postgraduate degrees, 90.1% were employed, and 43.1% had 6-10 years of professional seniority. For the X generation group, it was found that 46.5% were female, 53.5% were male, and 89.1% were married. Additionally, 29.7% were high school graduates, 87.1% were employed, and 53.5% had 16-20 years of professional seniority.

Reliability analyses were conducted for the scales used in the study. Cronbach's Alpha coefficient was utilized to determine the level of internal consistency reliability associated with the ICTs attitude scale and the job performance scale. As seen in Table 2, the calculated Cronbach's alpha coefficient for the ICT attitude scale was found to be 0.99, while it was 0.95 for the job performance scale. Accordingly, it was determined that both scales obtained high internal consistency.

The normal distribution suitability of the data obtained from the scales was determined using skewness, kurtosis, and standard error values. After calculating the skewness and kurtosis values related to the results obtained from the ICTs attitude scale and the job performance scale, it was checked whether they had a normal distribution. As seen in Table 3, results within the ± 2 range were considered sufficient for normal distribution (George and Mallery, 2010). It was determined that the results obtained from both the ICT attitude scale and the job performance scale fell within the specified ranges, indicating that the data obtained from both scales had a normal distribution.

In the research, regression analysis was used to examine the relationship between variables. According to the results of this analysis, as seen in Table 4, in the X generation, it was found that the attitude towards ICTs had a positive effect on job performance with $\beta = 0.85$, $p < 0.01$ significance level; in the Y generation, it was found that the attitude towards ICTs had a positive effect on job performance with $\beta = 0.90$, $p < 0.01$ significance level; in the Z generation, it was found that the attitude towards ICTs had a positive effect

on job performance with $\beta = 0.95$, $p < 0.01$ significance level.

These results demonstrate that ICT attitudes have a consistently positive and significant impact on employee performance across all three generations ($p < 0.01$). Additionally, the strength of this relationship increases progressively from Generation X to Generation Z. This pattern suggests that younger generations benefit more from positive ICT attitudes in terms of performance outcomes, highlighting the growing importance of ICT competencies in enhancing professional productivity.

Table 1
Descriptive Statistics

		Z Generation		Y Generation		X Generation	
		f	%	f	%	f	%
Gender	Female	64	54.2	103	51.0	47	46.5
	Male	54	45.8	99	49.0	54	53.5
Marital status	Single	111	94.1	113	55.9	11	10.9
	Married	7	5.9	89	44.1	90	89.1
Education Status	High School and Below	60	50.8	18	8.9	30	29.7
	Associate Degree	37	31.4	52	25.7	11	10.9
	Bachelor's Degree	21	17.8	78	38.6	30	29.7
	Postgraduate	0	0.0	54	26.7	30	29.7
Role	Employee	76	64.4	182	90.1	88	87.1
	Student	42	35.6	3	1.5	1	1.0
	Manager	0	0.0	17	8.4	12	11.9
Professional Seniority	1-5 Years	106	89.8	27	13.4	2	2.0
	6-10 Years	12	10.2	87	43.1	3	3.0
	11-15 Years	0	0.0	72	35.6	12	11.9
	16-20 Years	0	0.0	16	7.9	54	53.5
	21 Years and Above	0	0.0	0	0.0	30	29.7

Table 2

Information and Communication Technology Attitude Scale and the Job Performance Scale: Reliability Analysis

Scales	N of Items	Cronbach's Alpha
Information and communication technology attitude scale	23	0.99
Job performance scale	25	0.95

Table 3

Normality tests — kurtosis and skewness values

		Statistics	Std. Error
Information and communication technology attitude	Skewness	-0.81	0.12
	Kurtosis	0.08	0.23
Job performance	Skewness	-1.11	0.12
	Kurtosis	0.68	0.23

Table 4
Regression Analysis Results

Scale	Generation	Job performance			
		Beta	Std. Error	t	p
Information and communication technology attitude	X Generation	0.85	0.04	16.07	0.00**
	Y Generation	0.90	0.02	29.23	0.00**
	Z Generation	0.95	0.02	32.18	0.00**

**p<0.01; *p<0.05

V. DISCUSSION AND CONCLUSION

The findings of this study confirm that the attitudes of Generations X, Y, and Z toward Information and Communication Technologies (ICT) have a significant and positive impact on job performance, supporting hypotheses H1a, H1b, and H1c. These results are consistent with prior research indicating that effective ICT use enhances organizational productivity and efficiency (Aka, 2018; Belenko et al., 2020; Alenezi, 2021; Sanjeev et al., 2022).

A key contribution of this study is the identification of a clear generational gradient in the strength of this relationship. The impact of ICT attitudes on job performance is most pronounced in Generation Z ($\beta = 0.95$, $p < 0.01$), followed by Generation Y ($\beta = 0.90$, $p < 0.01$) and Generation X ($\beta = 0.85$, $p < 0.01$). This pattern suggests that increasing digital familiarity across generations is associated with higher performance outcomes. While Generation X demonstrates adaptability to technological advancements, younger generations exhibit greater ease and efficiency in integrating digital tools into work processes.

These findings support the broader argument in the literature that digital familiarity and technology acceptance are critical determinants of job performance (Chung et al., 2014; Kelerey et al., 2020; Vranaková and Gyurák Babel'ová, 2025). The stronger effect observed in Generation Z may be attributed to their status as digital natives, characterized by higher technological fluency and adaptability.

However, consistent with emerging studies, it is also important to consider potential drawbacks associated with excessive technology use among younger generations. Overreliance on digital devices may lead to workplace distractions and reduced face-to-face communication skills, which can negatively affect interpersonal interaction and collaboration (Anand et al., 2025; Zhou et al., 2025).

Practically, the findings suggest that organizations should adopt generation-sensitive strategies, including tailored ICT training and support mechanisms, to enhance job performance. Finally, while this study has limitations such as being conducted in a single institution and relying on self-reported measures, it provides a foundation for future research to examine different sectors through longitudinal designs.

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