

THE EFFECT OF DIGITAL MULTITASKING HABIT AND ATTENTION FRAGMENTATION ON WORK FOCUS AMONG GENERATION Z

Najwa Indy Ramadhani^{1*}, Fanny Apriliani²

^{1,2}Universitas Pamulang

*Correspondence email: ramadhaniindy21@gmail.com

ABSTRACT

The rapid proliferation of digital technology has fundamentally reshaped how individuals interact with information and manage their daily tasks. Generation Z, defined as those born between 1997 and 2012, represents the first cohort to grow up entirely within a hyperconnected digital ecosystem. This cohort demonstrates a distinctive tendency toward digital multitasking the simultaneous engagement with multiple digital devices, platforms, or applications. While such behavior has become normalized within this generation, concerns persist regarding its impact on cognitive attention and professional work performance. This study investigates the effect of Digital Multitasking Habit (X1) and Attention Fragmentation (X2) on Work Focus (Y) among Generation Z workers. A quantitative approach was employed, with data collected from 100 Generation Z respondents through a structured online questionnaire utilizing a five-point Likert scale. Validity and reliability tests confirmed the soundness of all measurement instruments. Multiple linear regression analysis was conducted to test three hypotheses. The results indicate that Digital Multitasking Habit exerts a positive and statistically significant effect on Work Focus ($B = 0.349$; $p = 0.000$), suggesting that Generation Z individuals may have developed adaptive cognitive strategies that allow them to maintain focus while navigating multiple digital tasks. Attention Fragmentation demonstrated a negative but statistically insignificant effect on Work Focus ($B = 0.191$; $p = 0.054$). The simultaneous effect of both predictors on Work Focus was statistically significant ($F = 6.834$; $p = 0.002$), with the model explaining 12.5% of the variance in Work Focus. These findings contribute to emerging discussions on digital cognition among younger workers and offer practical implications for organizational management, human resource development, and workplace design strategies targeting Generation Z employees.

Keywords: attention fragmentation, digital multitasking, Generation Z, work focus, workplace productivity

1. INTRODUCTION

The global digital transformation has profoundly altered the nature of work, communication, and cognitive engagement across virtually every sector. Accelerated by advances in mobile computing, cloud technologies, and ubiquitous internet access, individuals today are increasingly expected to manage multiple streams of information simultaneously. Against this backdrop, Generation Z comprising individuals born roughly between 1997 and 2012 has emerged as a population uniquely shaped by digital immersion from birth (Twenge, 2017). Unlike previous generations that adapted to digital tools during adulthood, Generation Z members developed their cognitive habits, attentional patterns, and social behaviors within environments defined by persistent connectivity, rapid information cycles, and multifunctional digital devices.

Digital multitasking, understood as the concurrent use of multiple digital media or the switching between digital tasks in rapid succession, has become a defining behavioral characteristic of Generation Z. Research consistently reports that younger adults engage in simultaneous media use at rates significantly higher than older cohorts (Baumgartner *et al.*, 2014). Social media notifications, messaging applications, streaming platforms, and online work tools compete for attention within compressed time frames, normalizing a pattern of perpetual task-switching. While industry narratives sometimes celebrate such behavior as evidence of adaptability and technological fluency, a substantial body of cognitive science research raises serious concerns about its consequences for sustained attention, cognitive control, and task performance (Ophir *et al.*, 2009).

Attention fragmentation, a related but conceptually distinct phenomenon, describes the progressive disruption of sustained attentional focus resulting from repeated exposure to digital interruptions and the habitual switching between tasks (Leroy, 2009). In professional settings, fragmented attention is associated with increased error rates, slower task completion, and diminished output quality. Given that Generation Z is rapidly entering the global workforce, understanding whether digital multitasking habits exacerbate or potentially adapt to attentional demands in work contexts represents both a theoretical imperative and a practical necessity for organizational managers and human resource professionals.

Despite a growing body of research on media multitasking and cognitive performance, several important gaps persist. First, existing studies have predominantly examined digital multitasking in relation to academic performance among student populations (Kong *et al.*, 2023; Parry & le Roux, 2021; Wiradhany & Koerts, 2021). The effects on work focus in occupational settings remain comparatively underexplored. Academic task performance and professional work focus constitute qualitatively different cognitive demands: academic performance is episodic and evaluation-driven, whereas professional work focus involves sustained, self-directed engagement across varied tasks. This distinction has not been adequately addressed in the literature, and extrapolating from student samples to the professional workforce carries substantial theoretical risk. Second, the existing literature has

treated digital multitasking largely as a general behavioral tendency measured through media consumption indices, without distinguishing the habitual, work-embedded pattern of digital multitasking that characterizes Generation Z employees. The concept of Digital Multitasking Habit as a stable, dispositional behavioral pattern in occupational contexts has received insufficient empirical attention. Third, while the deficit model positing that multitasking impairs cognitive control has received laboratory support (Kong *et al.*, 2023; Ophir *et al.*, 2009), recent meta-analytic evidence reveals that the relationship between media multitasking and attention is more complex and context-dependent than originally assumed (Chen *et al.*, 2025; Parry & le Roux, 2021). What remains unclear is whether Generation Z workers, by virtue of their lifelong digital immersion, exhibit a meaningfully different adaptive pattern that renders the deficit model insufficient for this cohort. Fourth, the preponderance of multitasking research has been conducted with Western undergraduate samples, and evidence from developing-country organizational contexts remains scarce. Fifth, no existing study has simultaneously examined Digital Multitasking Habit and Attention Fragmentation as co-predictors of Work Focus within a single regression framework for Generation Z employees. Addressing these gaps is urgent: as Generation Z constitutes an increasing share of the global labor force, organizations require evidence-based insights into the cognitive dynamics shaping their employees' work performance.

This study addresses three research questions: (1) Does Digital Multitasking Habit significantly affect Work Focus among Generation Z? (2) Does Attention Fragmentation significantly affect Work Focus among Generation Z? (3) Do Digital Multitasking Habit and Attention Fragmentation simultaneously and significantly affect Work Focus among Generation Z? The primary objective is to empirically examine the direct effects of these two digital behavioral variables on work focus among Generation Z workers and to determine their combined explanatory power.

The scientific novelty of this study is fourfold. First, it operationalizes Digital Multitasking Habit as a distinct, stable behavioral construct in professional settings, departing from the general media multitasking indices prevalent in prior research. Second, it targets Work Focus as the dependent variable, filling a substantive gap in a field dominated by academic performance outcomes. Third, it positions Generation Z workers as the exclusive population of interest, enabling generational-specific conclusions that prior cross-age studies cannot provide. Fourth, it provides empirical evidence from an Indonesian developing-country context, contributing to the diversification of a literature dominated by Western datasets. Taken together, this study's simultaneous examination of Digital Multitasking Habit and Attention Fragmentation as co-predictors of Work Focus in a professional Generation Z sample from a developing economy constitutes a novel and targeted contribution to the emerging literature on digital cognition in the modern workplace.

2. LITERATURE REVIEW

2.1 Digital Multitasking Habit

Digital multitasking refers to the concurrent or rapidly alternating engagement with two or more digital tasks, devices, or media channels within a given time frame (Baumgartner *et al.*, 2014). As a habitual behavior, it extends beyond occasional dual-task engagement to encompass a stable, recurrent pattern of interaction with digital environments. Wang & Tchernev (2012) distinguish between simultaneous media multitasking where two activities genuinely overlap in real time and sequential multitasking, involving rapid alternation between tasks with short switching intervals. Both forms are prevalent among younger digital users, though their cognitive and performance consequences may differ.

Generation Z exhibits several characteristics that predispose them toward digital multitasking as a habitual mode of operation. Growing up with smartphones, social media platforms, and streaming services as constant environmental features, members of this cohort report high levels of comfort with simultaneous information processing and demonstrate strong tendencies to maintain multiple open applications while engaged in primary work tasks (Twenge, 2017). Baumgartner *et al.* (2014) found that younger adults, compared to older cohorts, not only multitask more frequently but also perceive multitasking as a normative and productive behavioral pattern.

Prior research presents a nuanced picture of the consequences of digital multitasking on performance. Ophir *et al.* (2009) reported that heavy media multitaskers performed worse than light multitaskers on tasks requiring focused attention and cognitive filtering. A comprehensive meta-analysis by Kong *et al.* (2023), encompassing 43 studies and 118 effect sizes, found a moderate mean negative association between media multitasking and cognitive control that was moderated by the type of control function examined, with no significant difference observed specifically in cognitive flexibility. A broader synthesis by Chen *et al.* (2025) involving 33 studies and 36,861 participants confirmed that the media multitasking–attention relationship is statistically significant but small in magnitude ($r = .19$), indicating that context, individual differences, and measurement approach substantially shape observed effects. These divergent findings indicate that habit strength, context, and individual factors collectively shape the relationship between digital multitasking and performance outcomes.

2.2 Attention Fragmentation

Attention fragmentation describes the state of chronic disruption to sustained attentional focus resulting from repeated exposure to digital interruptions, task-switching demands, and the competing stimuli inherent in high-connectivity environments (Leroy, 2009). Unlike distraction, which implies a singular disruptive event, attention fragmentation captures an ongoing, cumulative erosion of the capacity for deep, sustained concentration. In professional settings, digital notifications and communication overload prevent workers from maintaining uninterrupted engagement with complex tasks (Ohly & Bastin, 2023).

From a theoretical standpoint, attention fragmentation is grounded in cognitive load theory and the concept of attentional residue. Cognitive load theory posits that working memory has finite capacity; when multiple competing stimuli simultaneously demand processing resources, available capacity for any single task is necessarily diminished (Sweller, 1988). Leroy (2009) introduced the concept of attentional residue to describe the phenomenon whereby attention does not fully disengage from a prior task when a new one begins remnants of the preceding task continue to occupy cognitive resources, reducing the quality of engagement with the current activity. Together, these frameworks explain why digitally induced interruptions produce performance decrements extending beyond the duration of the interruption itself.

The relationship between attention fragmentation and cognitive outcomes is well established. Ohly & Bastin (2023), in a field experiment with 247 workers, found that disabling digital notifications for a single day significantly improved task performance and reduced strain, providing direct evidence that notification-driven interruptions impose meaningful costs on occupational functioning. Parry and le Roux (2021), in a meta-analysis of 118 assessments, demonstrated that media multitasking is associated with self-reported problems in attention regulation, behavioral regulation, inhibition, and memory, with effects moderated by measurement approach. These findings collectively underscore the importance of treating attention fragmentation as a distinct construct with measurable implications for cognitive performance and workplace outcomes.

2.3 Work Focus

Work focus is defined as the capacity of an individual to sustain directed cognitive and behavioral engagement on a primary occupational task over a prolonged period, resisting the disruptive influence of internal distractions, external interruptions, and competing task demands (Leroy, 2009). As a construct, work focus encompasses both attentional allocation the direction of cognitive resources toward the task at hand and attentional persistence, the maintenance of that direction over time despite the presence of competing stimuli.

In organizational contexts, work focus is recognized as a critical predictor of individual productivity, task quality, and job satisfaction. Employees who demonstrate high levels of work focus tend to complete tasks more efficiently, produce outputs of higher quality, and experience lower levels of cognitive fatigue compared to their more easily distracted counterparts (Ophir *et al.*, 2009). The importance of work focus has grown substantially in the era of digital work, where the boundary between task-relevant and task-irrelevant digital stimuli has become increasingly porous.

Operationally, work focus can be assessed through indicators including the ability to maintain task engagement without unsolicited interruptions, the perceived ease of returning to a primary task following unavoidable breaks, the capacity to sustain concentration throughout extended work sessions, and the subjective experience of flow or deep work. In the context of Generation Z workers, work focus has emerged as a particularly salient construct given the omnipresence of digital distractors in their lived work environments (Ohly & Bastin, 2023).

2.4 Hypothesis Development

The following hypotheses were formulated based on the theoretical and empirical literature reviewed above:

H1: Digital Multitasking Habit significantly affects Work Focus among Generation Z. Prior research suggests that habitual digital multitasking restructures attentional patterns in ways that may either enhance or diminish focused task engagement, depending on the population and context studied (Kong *et al.*, 2023; Baumgartner *et al.*, 2014). Given Generation Z's unique developmental exposure to digital environments, it is hypothesized that their established multitasking habits produce a measurable effect, whether positive or negative, on work focus.

H2: Attention Fragmentation significantly affects Work Focus among Generation Z. Based on cognitive load theory and the attentional residue framework, chronic attentional fragmentation is expected to impose a negative burden on sustained work focus by depleting available cognitive resources and preventing full attentional engagement with primary tasks (Leroy, 2009; Sweller, 1988).

H3: Digital Multitasking Habit and Attention Fragmentation simultaneously and significantly affect Work Focus among Generation Z. When considered jointly, these two predictors are expected to explain a meaningful portion of variance in work focus, reflecting the combined cognitive demands of habitual multitasking behavior and the fragmented attentional environment that frequently accompanies it (Chen *et al.*, 2025; Parry & le Roux, 2021).

3. METHODS

This study adopted a quantitative research design to examine the effects of Digital Multitasking Habit and Attention Fragmentation on Work Focus among Generation Z workers. A quantitative approach was selected because the research objectives required the testing of directional hypotheses, the measurement of variable relationships, and the generalization of findings to a broader population (Creswell, 2014).

The target population comprised Generation Z individuals, defined as persons born between 1997 and 2012 who were actively engaged in professional work or employment at the time of data collection. A convenience sampling technique was employed, yielding a sample of 100 respondents. While non-probability sampling entails certain generalizability limitations, a sample of 100 is considered adequate for multiple regression analysis, meeting the commonly cited threshold of ten observations per predictor variable (Hair *et al.*, 2019).

Primary data were gathered through a structured online questionnaire distributed via digital platforms during the data collection period. The questionnaire instrument was composed of 18 items measuring three constructs: Digital Multitasking Habit (X1, six indicators: X1.1–X1.6), Attention Fragmentation (X2, six indicators: X2.1–X2.6), and Work Focus (Y, six indicators:

Y1–Y6). All items were measured using a five-point Likert scale, with response categories ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Prior to the main analysis, all instruments underwent validity and reliability testing. Construct validity was assessed using the Pearson product-moment correlation coefficient, with an r-table critical value of 0.197 ($n = 100$, two-tailed, $\alpha = 0.05$). Internal consistency reliability was evaluated using Cronbach's alpha coefficient, with values at or above 0.60 considered acceptable and values at or above 0.80 deemed highly reliable (Nunnally & Bernstein, 1994).

The primary analytical technique was multiple linear regression: $Y = a + b_1X_1 + b_2X_2 + \varepsilon$, where Y denotes Work Focus, X_1 denotes Digital Multitasking Habit, X_2 denotes Attention Fragmentation, a represents the constant, b_1 and b_2 are the unstandardized regression coefficients, and ε is the error term. Hypothesis testing was conducted through the t-test (partial effects, H1 and H2) and the F-test (simultaneous effect, H3), with a significance threshold of $\alpha = 0.05$. The coefficient of determination (R^2) was used to assess the proportion of variance in Work Focus attributable to the two predictors. All statistical computations were performed using SPSS software.

4. RESULTS AND DISCUSSION

Table 1. Descriptive Statistics

Variable	N	Mean
Digital Multitasking Habit (X_1)	100	3.365
Attention Fragmentation (X_2)	100	3.257
Work Focus (Y)	100	3.588

Table 2. Validity Test Results

Variable / Indicator	r-value	r-table	Status
Digital Multitasking Habit (X_1) – $X_{1.1}$	0.641	0.197	Valid
$X_{1.2}$	0.637	0.197	Valid
$X_{1.3}$	0.714	0.197	Valid
$X_{1.4}$	0.484	0.197	Valid
$X_{1.5}$	0.384	0.197	Valid
$X_{1.6}$	0.444	0.197	Valid
Attention Fragmentation (X_2) – $X_{2.1}$	0.491	0.197	Valid
$X_{2.2}$	0.635	0.197	Valid
$X_{2.3}$	0.437	0.197	Valid
$X_{2.4}$	0.616	0.197	Valid
$X_{2.5}$	0.553	0.197	Valid
$X_{2.6}$	0.571	0.197	Valid
Work Focus (Y) – Y1	0.718	0.197	Valid
Y2	0.782	0.197	Valid
Y3	0.720	0.197	Valid
Y4	0.742	0.197	Valid
Y5	0.784	0.197	Valid
Y6	0.668	0.197	Valid

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Interpretation
Digital Multitasking Habit (X1)	0.791	Reliable
Attention Fragmentation (X2)	0.795	Reliable
Work Focus (Y)	0.903	Highly Reliable

Table 4. Model Summary

R	R Square	Adjusted R Square	Std. Error
0.353	0.125	0.107	0.579

Table 5. ANOVA

Model	F	Sig.
Regression	6.834	0.002

Table 6. Regression Coefficients

Variable	B	Beta	t	Sig.
Constant	3.035	-	10.360	0.000
Digital Multitasking Habit (X1)	0.349	0.347	3.623	0.000
Attention Fragmentation (X2)	-0.191	-0.187	-1.955	0.054

Table 1 presents the descriptive statistics for the three study variables. The mean score for Work Focus ($Y = 3.588$) exceeded those of both Digital Multitasking Habit ($X1 = 3.365$) and Attention Fragmentation ($X2 = 3.257$), suggesting that while respondents acknowledged moderate levels of multitasking and attentional disruption in their digital work environments, they nonetheless reported maintaining a comparatively higher degree of focused engagement with their primary work tasks. These mean values, all falling within the 3.2–3.6 range on the five-point Likert scale, indicate moderate levels of all three constructs across the sample.

As shown in Table 2, all 18 indicators yielded r -values substantially above the critical r -table value of 0.197, confirming the discriminant validity of each item. Table 3 confirms the internal consistency reliability of all three scales: Cronbach's alpha values of 0.791 ($X1$), 0.795 ($X2$), and 0.903 (Y) all exceed the widely accepted threshold of 0.70, with the Work Focus scale reaching the threshold associated with high reliability (Nunnally & Bernstein, 1994). These results validate the measurement instrument for subsequent regression analysis.

Table 4 presents the model summary. The multiple correlation coefficient $R = 0.353$ indicates a moderate association between the predictor set and Work Focus. The ANOVA results in Table 5 confirm the overall statistical significance of the regression model ($F = 6.834$; $p = 0.002 < 0.05$), supporting $H3$ and indicating that the combination of Digital Multitasking Habit and Attention Fragmentation exerts a jointly significant effect on Work Focus.

The coefficient of determination $R^2 = 0.125$ indicates that Digital Multitasking Habit and Attention Fragmentation jointly explain 12.5% of the variance in Work Focus. While this magnitude may appear modest in absolute terms, it is both theoretically expected and empirically consistent with the norms of behavioral and social science research. In cross-sectional survey studies examining complex attitudinal and behavioral constructs, R^2 values in

the range of 0.10 to 0.20 are common and do not diminish the significance or contribution of individual predictors (Hair *et al.*, 2019). Work focus, as a multidimensional cognitive and behavioral construct, is influenced by a broad array of individual, organizational, and situational factors that extend well beyond the two digital behavioral variables examined here. Personality traits such as conscientiousness and openness, self-regulation capacity, digital literacy, intrinsic motivation, task complexity, organizational culture, managerial support, and physical work environment conditions each contribute independently to focus outcomes (Wiradhany & Koerts, 2021). The remaining 87.5% of variance in Work Focus is attributable to this broader landscape of predictors not captured in the present model. Rather than diminishing the contribution of this study, the low R^2 underscores the multidimensional nature of work focus and highlights the importance of future research incorporating richer sets of predictors. Within the specific theoretical domain of digital behavioral variables, however, Digital Multitasking Habit alone accounts for a statistically significant and practically meaningful increment in the prediction of Work Focus, establishing it as a relevant construct for organizational attention management research targeting Generation Z employees.

The partial effect of Digital Multitasking Habit on Work Focus was positive and statistically significant ($B = 0.349$; $t = 3.623$; $p = 0.000$), providing support for H1. This finding warrants analytical scrutiny, as it runs counter to deficit-model predictions. Several theoretical mechanisms may account for this result. First, Generation Z members have been immersed in high-stimulation digital environments from an early developmental stage, which may have selectively shaped cognitive schemas that support focused engagement within those same environments. Unlike populations studied in earlier laboratory paradigms, Generation Z workers may have internalized structured task-switching protocols alternating between applications in deliberate rather than reactive patterns thereby converting multitasking from an attentional cost into an organizational scaffold. This interpretation aligns with the adaptive multitasking perspective, which posits that under conditions of prolonged habituation, regular multitaskers may develop compensatory cognitive strategies that mitigate the attentional costs typically associated with task-switching (Kong *et al.*, 2023).

Second, the positive association may reflect the mediating role of digital literacy and technology-assisted task management. Generation Z employees who exhibit stronger digital multitasking habits are likely to be more proficient in the use of productivity tools, notification management features, and workflow applications that effectively reduce the cognitive overhead of managing multiple tasks simultaneously. In this sense, stronger multitasking habits may serve as a proxy for higher digital self-efficacy, enabling these workers to maintain focus by externalizing cognitive organization onto digital infrastructure rather than relying solely on internal attentional resources (Wiradhany & Koerts, 2021). Third, it is plausible that workers who have developed habitual multitasking routines possess higher baseline cognitive flexibility the capacity to adaptively shift between mental sets which itself confers advantages in maintaining focus within complex digital environments. Parry and le Roux (2021) noted that while inhibitory control and working memory show small negative associations with media multitasking, cognitive flexibility was not consistently impaired among heavier multitaskers.

These findings partially contrast with the deficit-model conclusions of Ophir *et al.* (2009), who reported that heavy media multitaskers exhibited inferior sustained attention compared to light multitaskers in laboratory conditions. The discrepancy may reflect methodological differences between laboratory tasks and self-reported naturalistic work focus, differences in the operationalization of multitasking, or genuine generational differences in the cognitive strategies applied to multitasking situations. Importantly, this study's positive finding should not be interpreted as evidence that multitasking per se improves focus. The regression coefficient reflects the observed association between a stable behavioral habit and self-reported focus; causal conclusions cannot be drawn from a cross-sectional survey design. Nevertheless, the finding invites a more nuanced theoretical perspective that acknowledges the possibility of adaptive trajectories in habitual multitaskers, particularly among digitally native cohorts.

The effect of Attention Fragmentation on Work Focus was negative ($B = -0.191$; $t = -1.955$; $p = 0.054$), consistent with the theoretical predictions derived from cognitive load theory and the attentional residue framework. However, this effect did not reach conventional statistical significance at the $\alpha = 0.05$ level, leading to the non-confirmation of H2. The p-value of 0.054 places the finding in a zone of marginal significance, and it would be premature to conclude that attention fragmentation has no meaningful relationship with work focus. Several interpretations merit consideration. The non-significant result may reflect the small sample size ($n = 100$), which constrains statistical power for detecting effects of small to moderate magnitude. Using Cohen's power conventions, a sample of 100 provides approximately 70% power to detect medium effects in multiple regression at $\alpha = 0.05$ sufficient for the positive H1 effect but potentially inadequate for the smaller negative effect associated with attention fragmentation.

Alternatively, the absence of significance may reflect genuine theoretical complexity in this relationship for Generation Z workers. Ohly and Bastin (2023) documented that notification-driven interruptions impair performance in a field experimental setting; however, their sample comprised a general working adult population. Generation Z workers, having habituated to high-interruption digital environments from an early age, may have developed resilience mechanisms such as rapid attentional recovery, selective filtering, or interrupt tolerance that attenuate the negative impact of fragmentation on self-reported focus. This interpretation is consistent with Chen *et al.*'s (2025) meta-analytic finding that the media multitasking–attention association is moderated by individual and contextual factors and is not uniformly negative across all measurement contexts. The directional consistency of the negative coefficient with theoretical expectations provides grounds for treating the result as suggestive rather than definitive, warranting replication with larger and more diverse samples.

From a practical standpoint, these findings carry important implications for organizations employing Generation Z workers. Human resource managers and team leaders should resist the temptation to pathologize digital multitasking behavior among this cohort, as the data suggest that such behavior does not inherently undermine work focus and may, in fact, support it in certain conditions. Rather than imposing blanket digital restriction policies, organizations may

achieve better outcomes by providing Generation Z employees with structured environments that harness their multitasking tendencies for example, through defined blocks of autonomous digital work interspersed with clear periods of deep-focus activity. Simultaneously, efforts to reduce unnecessary digital interruptions such as streamlining notification management and promoting asynchronous communication norms may help mitigate the marginal negative effect of attention fragmentation (Ohly & Bastin, 2023).

Theoretically, this study contributes to the emerging literature on digital cognition by providing empirical evidence from a professional Generation Z sample in a developing-country context, extending a domain previously dominated by Western student populations. The positive effect of multitasking habit on work focus challenges the universality of deficit-based models and invites researchers to adopt more nuanced frameworks that account for generational habituation, adaptive strategy development, and the contextual differences between academic and professional task demands.

5. CONCLUSION AND LIMITATION

This study examined the effects of Digital Multitasking Habit and Attention Fragmentation on Work Focus among Generation Z using a quantitative survey approach with 100 respondents. The results demonstrate that Digital Multitasking Habit exerts a positive and statistically significant effect on Work Focus, suggesting that Generation Z workers have developed adaptive cognitive strategies enabling them to sustain task engagement even within complex digital environments. Attention Fragmentation showed a negative but statistically insignificant effect on Work Focus, indicating a directionally consistent but not yet robust relationship warranting further investigation with larger and more diverse samples. Together, the two predictors explain 12.5% of the variance in Work Focus and jointly produce a statistically significant model, confirming the combined relevance of these digital behavioral variables as predictors of occupational attentional performance. These findings contribute to organizational management theory by extending the literature on digital cognition and Generation Z work behavior, offering practitioners evidence-based guidance for designing digital work environments aligned with the attentional characteristics of the emerging workforce.

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