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Generation Z and Work Efficiency: Identifying Barriers and Factors Limiting Professional Effectiveness

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Abstract:

Purpose: *The aim of this article is to identify the most significant factors limiting effectiveness and job satisfaction among representatives of Generation Z, as well as to analyze the relationship between these difficulties and the broader context of young employees' functioning.*
Design/Methodology/Approach: *The study employed a quantitative approach using an online survey (CAWI) targeting individuals born between 1995 and 2012. The research sample included 110 respondents. Additionally, a narrative literature review and correlation analysis of the results were conducted. Four groups of factors were analyzed: physical environment, social environment, task organization, and attitude and psychophysical condition.*
Findings: *The most problematic factor identified was procrastination, strongly associated with a lack of consistency in task execution. Other challenges included technological distractions and low motivation to work. Among the four categories of factors, psychophysical and attitudinal aspects posed the greatest challenges. Correlation analysis also revealed a link between low efficiency and the absence of goals, poor quality of breaks, and disorganized workspace. Factors such as sleep duration, commuting, or social disturbances showed no significant relationship with efficiency.*
Practical Implications: *The findings suggest the need for a personalized approach to managing young employees, taking into account their motivation, work organization, and mental condition. Adjusting the work environment and leadership styles may enhance this group's professional effectiveness and engagement.*
Originality/Value: *This study fills a knowledge gap regarding internal limitations affecting Generation Z in the workplace. It highlights that not only external factors but also attitudes and psychophysical condition play a key role in determining effectiveness. The approach used enables practical application of the results in HR and management fields.*

Keywords: *Generation Z, work efficiency, procrastination, distractions, motivation, managing young employees.*

JEL Codes: *M12, M54, J24.*

Paper Type: *Research paper.*

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1. Introduction

Generation Z is the generation that has just entered or will soon be entering the labor market. Due to the unique socio-economic conditions accompanying this generation, it is necessary to examine how these factors influence their work, motivation, and productivity. Their approach to work has been largely shaped by external experiences, particularly the COVID-19 pandemic, which significantly impacted workplace dynamics and influenced flexibility as well as the balance between professional and personal life.

On the other hand, additional factors must be taken into account, such as changes in the modern work environment. Technological developments, constant information overload, the necessity to acquire new competencies, organizational dynamism, and individual psychological factors all have a strong impact on the attitudes of people entering professional life and learning their own work systems. The always-connected work model and expectations for immediate responses can also lead to overload and additional stress.

In addition to these external conditions, individual characteristics of Generation Z should be taken into account. This generation is marked by several unique traits (Ivanova and Ryabinina, 2019), perceiving the physical and digital worlds as a unified reality, a strong focus on individualization reflected in the pursuit and creation of a personal image, a practical mindset evaluating effort versus reward, fear of missing out on something important, preference for convenient and profitable teamwork, a desire for autonomy in action, and a need for motivation that emerges only when previous conditions are met.

At the same time, there are opposing views suggesting that Generation Z is not ready to take on responsibility, lacks depth of knowledge, and is not sufficiently hardworking.

These multifaceted challenges indicate the necessity of creating a work environment that supports employees, as this significantly affects both individual well-being and organizational productivity.

Therefore, understanding and recognizing the unique attitudes and attributes of Generation Z is crucial to maximizing work performance. By adapting work norms to align with their values and needs, it is possible to enhance engagement and effectiveness. In this context, the aim of the article was defined as identifying the key factors that generate difficulties in task execution among representatives of Generation Z and assessing the interrelations of these factors.

2. Literature Review

There are numerous factors that influence work efficiency, and their interpretation is

also complex, as their impact can vary depending on the context. This topic generates considerable interest, particularly in relation to improving productivity and effectiveness, and is frequently discussed in the relevant literature. Due to the noticeable unique traits of Generation Z, this area is often analyzed separately.

Karhapää *et al.* (2024) emphasize in their research that although technology expands learning opportunities and provides access to information, it can also limit them if the employee does not develop strategies for coping with information overload, constant change, and interruptions—elements that are now an inherent part of modern professional life.

This may result in reduced productivity and focus. The prevalence of multitasking leads to increased distraction and contributes to cognitive overload (Throuvala *et al.,* 2021), especially when tasks require deep concentration. It is worth noting, however, that while technology is theoretically associated with increased efficiency, in practice, excessive use often leads to heightened fatigue (Surugiu *et al.,* 2025).

This dynamic has been further intensified by the shift to hybrid work models (Chafi *et al.,* 2021), which blur the line between personal and professional life. Although Generation Z tends to prefer this form of work—and sometimes considers it a critical factor in engagement (Tidhar, 2022; Jung and Yoon, 2021) due to the greater flexibility it offers—these elements are not always directly correlated.

Nonetheless, research clearly shows that maintaining work-life balance is an extremely important factor in preventing burnout and work-related overload, even in jobs characterized by high stress levels (Rais and Mardalis, 2025).

The literature also emphasizes the importance of aspects related to communication and interaction with other people. Generation Z prefers collaborative environments. However, working within the framework of open communication can lead to distraction from individual tasks (Septiawan and Masrunik, 2020). It is essential to establish an appropriate balance that accommodates both needs.

Attention to this area can yield positive outcomes both at the individual level and for the organization as a whole, contributing to increased productivity (Bahrain, 2023). This is particularly important when facing the growing number of challenges linked to new cognitive demands, which are a significant source of overload (Meyer and Hünefeld, 2018).

On the other hand, reduced enthusiasm and satisfaction may result from isolation and a lack of opportunities to build relationships, as social connections are essential for maintaining morale and productivity (Magola *et al.,* 2018; Marozva and Pelser, 2025). Generation Z also places strong emphasis on the meaningfulness of the work they perform—work that aligns with their values and aspirations (Goh and Baum, 2021; Widowati, 2022) as well as on leadership approaches, which they evaluate

through the lens of their own principles (Popaitoon, 2022). In terms of leadership style, the most preferred is an inspirational one—based on mentorship, motivating individuals to take on challenges, and providing feedback (Diz, 2021).

In addition, attention is often drawn to the physical workspace. Research shows that Generation Z is particularly sensitive to the work environment (Hendratmoko & Mutiarawati, 2024). A poorly designed, uncomfortable, or disorganized space can hinder productivity, especially when tasks require focus on precise or detailed work.

A review of the literature reveals four main groups of factors that influence work performance: the ability to concentrate in the modern environment, methods of collaboration with others, mindset and attitude, and the physical workspace.

However, there is limited information regarding the relative importance of these factors and the interrelationships between them. Insights into these aspects are important, as they can enhance understanding of the issue and contribute to the development of more effective management strategies that improve both individual and organizational outcomes.

3. Research Methodology

The aim of this article was to identify the most significant factors that create difficulties in the execution of individual work tasks and to examine the correlations in their occurrence among members of Generation Z. Based on the defined objective, the main research problem, aligned with the topic, was formulated as follows:

Main Research Question (RQ): What are the most significant factors limiting the effectiveness and satisfaction in carrying out one's own work among individuals belonging to Generation Z, and what are these factors associated with?

The detailed research issues arising from this main question are as follows:

- ***RQ.1****: What are the factors that limit the effectiveness and satisfaction in completing work tasks?*
- ***RQ.2****: What difficulties in performing work tasks are most frequently experienced by members of Generation Z?*
- ***RQ.3****: Which of these difficulties are the most significant for Generation Z?*
- ***RQ.4****: What factors may be related to the occurrence of the most significant work-related difficulties among members of Generation Z?*

Questions 1 and 2 were addressed using a narrative literature review, aimed at evaluating and synthesizing available sources (Byrne, 2016). Questions 3 and 4 were answered using descriptive research, which involves systematically capturing the characteristics of a given phenomenon to better understand the participants'

perspectives, closely aligned with their experiences (Aggarwal and Ranganathan, 2019; Bradshaw, 2017).

The research was conducted between January and June 2025. Participants were recruited from Generation Z, defined as individuals born between 1995 and 2012 (Jayatissa, 2023; Barhate and Dirani, 2021). A quantitative approach was adopted, employing the survey method. The research was carried out using the CAWI (Computer-Assisted Web Interviewing) technique, which involves collecting data via an online questionnaire (Huang and Feng, 2024). In accordance with best practices for this method, the survey was fully anonymous.

The questionnaire was distributed in Polish online groups, primarily targeting students and prospective university candidates, as this group fits well within the age structure associated with Generation Z. A total of 110 respondents participated in the study (84 women and 25 men).

At the initial stage of the study, the survey questions were constructed, consisting of five sections in total. The first section included two general questions related to the topic, as well as four contextual questions concerning the most important areas of functioning:

- How do I rate my work organization and effectiveness? (response options: exemplary, very good, decent, not the best, poor).
- Am I satisfied with the way and quality of how I spend my free time? (response options: yes/no).
- How much time per week do I usually devote to physical activity (walking, running, swimming, etc.)? (response options: less than 1 hour, 1–3 hours, 3–5 hours, 5–7 hours, more than 7 hours).
- How much time per day do I usually spend on online activities unrelated to work/studies (social media, Netflix, Messenger, etc.)? (response options: less than 2 hours, 2–4 hours, 4–6 hours, 6–8 hours, more than 8 hours).
- How much time do I usually sleep per day? (response options: less than 4 hours, 4–5.5 hours, 5.5–7 hours, 7–8.5 hours, more than 8.5 hours).
- Gender (response options: female/male).

The following four sections concerned various difficulties related to task and work execution resulting from four groups of factors:

1. Environmental (space-related):

- My phone constantly distracts me from work.
- I spend too much time commuting and waiting.
- I'm disturbed by the mess I create myself and can't manage my workspace (notes, desk).

- I spend too much time on activities unrelated to the work process, done outside the workspace (e.g., smoking, tea, coffee, snacks, social talks, etc.).

2. Environmental (people-related):

- I find it difficult to say no when others ask me for something, even if I already have enough work.
- I do too many tasks for others.
- Unexpected visitors and conversations disrupt my workflow.

3. Task planning and organization:

- I postpone too many things for "later" (procrastinate).
- I lack consistency in following my daily/weekly plans.
- My work lacks clearly defined goals and priorities; I often fail to see meaning in what I do.
- I spend a lot of time planning tasks, but then I lack the energy or motivation to carry them out.

4. Attitude and condition:

- I feel too little enthusiasm toward the tasks assigned to me (quantity and type).
- During workdays I take breaks that don't leave me feeling relaxed or refreshed.
- I lack physical and mental stamina; I often feel unwell.

For each question in this section, respondents could choose only one of the following answers:

- Almost always
- Often
- Occasionally
- Rarely
- Almost never

Next, to assess the scale of the problem, point values from 1 to 5 were assigned to the distracting factors. The exact scale for responses was as follows: Almost always – 5, Often – 4, Occasionally – 3, Rarely – 2, Almost never – 1. This enabled the calculation of a point value representing the average responses. In this way, it was determined which group was the most problematic and the most important and impactful challenges for the respondents were identified.

The same approach was applied to the contextual questions. Points were assigned to

responses for each question as shown below:

- "How do I assess my work organization and effectiveness": 1 – Excellent, 2 – Very good, 3 – Decent, 4 – Not the best, 5 – Very poor.
- "Am I satisfied with the way and quality of how I spend my free time": Yes – 0, No – 1.
- "How much time per week do I usually spend on physical activity": 1 – More than 7 hours, 2 – 5–7 hours, 3 – 3–5 hours, 4 – 1–3 hours, 5 – Less than 1 hour.
- "How much time per day do I usually spend on online activities unrelated to work/studies": 1 – Less than 2 hours, 2 – 2–4 hours, 3 – 4–6 hours, 4 – 6–8 hours, 5 – More than 8 hours.
- "How many hours do I usually sleep per day": 1 – More than 8.5 hours, 2 – 7–8.5 hours, 3 – 5.5–7 hours, 4 – 4–5.5 hours, 5 – Less than 4 hours.

The scoring key was constructed so that the lowest values corresponded to the most desirable conditions, while higher values indicated the magnitude of the challenge. Next, correlations between all examined elements were analyzed. Following the approach of Czaja and Preweda (2000), correlations were classified on three levels: for absolute correlation coefficients less than or equal to 0.3, the correlation was considered weak; for values greater than 0.3 and less than or equal to 0.6, moderate; and for values greater than 0.6, strong correlation.

Finally, conclusions were drawn based on the collected results.

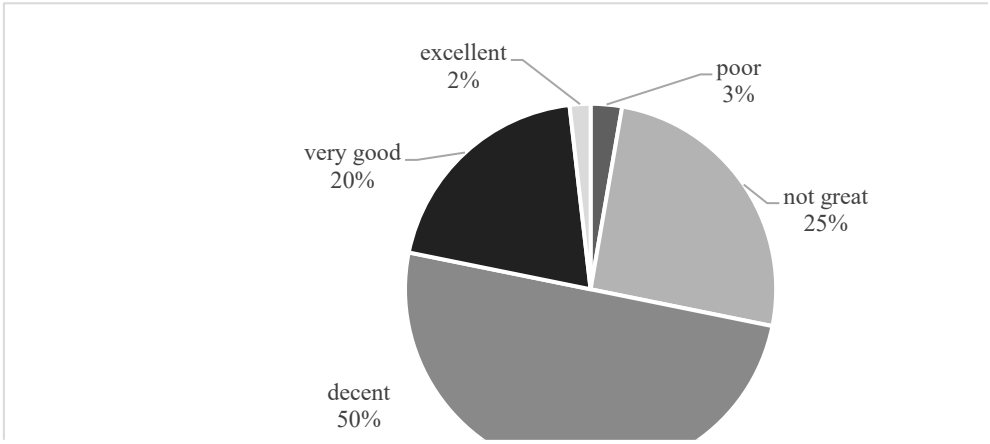
4. Research Results and Discussion

The only possible method for verifying work effectiveness and satisfaction within the conducted study was the respondents' self-assessment. The research results show that over 25% of respondents indicated that their work organization is not positive. In every second response, respondents rated it as adequate. Meanwhile, 22% rated it at a high level. This is illustrated in Figure 1.

Next, in the context of effectiveness and satisfaction with one's own work, information was gathered about various difficulties and limitations that could potentially influence the obtained evaluation. These were grouped into areas of work planning and organization, the environment in terms of physical space, relationships with other people, as well as condition and attitude. The results are presented in Table 1.

Next, the average response weight was determined for each individual factor. To do this, point values were assigned to the responses according to the method described in the "Methodology" section, and the averages were calculated. The results are presented in Table 2.

Figure 1. *Results of respondents' self-assessment regarding work effectiveness.*



Source: *Author's elaboration*

Table 1. *Results of respondents' self-assessment regarding factors generating difficulties, limitations, and distractions in their own work.*

	Question/ Factor	Almost always		Often		Occasionally		Rarely		Almost never	
		Resp.	%	Resp.	%	Resp.	%	Resp.	%	Resp.	%
Environmental (space-related)	My phone constantly distracts me from work.	20	18.2%	46	41.8%	20	18.2%	16	14.5%	8	7.3%
	I spend too much time commuting and waiting.	6	5.5%	43	39.1%	26	23.6%	29	26.4%	6	5.5%
	I'm disturbed by the mess I create myself and can't manage my workspace (notes, desk).	4	3.6%	19	17.3%	19	17.3%	38	34.5%	30	27.3%
	I spend too much time on activities unrelated to the work process, done outside the workspace (e.g., smoking, tea, coffee, snacks, social talks, etc.).	6	5.5%	37	33.6%	27	24.5%	30	27.3%	10	9.1%
Environmental (people-related)	I find it difficult to say no when others ask me for something, even if I already have enough work.	17	15.5%	31	28.2%	29	26.4%	29	26.4%	4	3.6%
	I do too many tasks for others.	10	9.1%	23	20.9%	33	30.0%	34	30.9%	10	9.1%
	Unexpected visitors and conversations disrupt my workflow.	14	12.7%	28	25.5%	35	31.8%	28	25.5%	5	4.5%
Task planning and	I postpone too many things for "later" (procrastinate).	28	25.5%	42	38.2%	24	21.8%	13	11.8%	3	2.7%
	I lack consistency in following my daily/weekly plans.	13	11.8%	26	23.6%	43	39.1%	25	22.7%	3	2.7%

	My work lacks clearly defined goals and priorities; I often fail to see meaning in what I do.	12	10.9%	30	27.3%	21	19.1%	29	26.4%	18	16.4%
	I spend a lot of time planning tasks, but then I lack the energy or motivation to carry them out.	14	12.7%	28	25.5%	26	23.6%	29	26.4%	13	11.8%
Attitude and condition	I feel too little enthusiasm toward the tasks assigned to me (quantity and type).	18	16.4%	38	34.5%	32	29.1%	17	15.5%	5	4.5%
	During workdays I take breaks that don't leave me feeling relaxed or refreshed.	14	12.7%	48	43.6%	20	18.2%	21	19.1%	7	6.4%
	I lack physical and mental stamina; I often feel unwell.	17	15.5%	29	26.4%	28	25.5%	29	26.4%	7	6.4%

Source: *Author's elaboration.*

Table 2. *Average scores of respondents regarding factors generating difficulties, limitations, and distractions in their own work.*

No.	**Question/ Factor**	**Avg. Weight**
1	I postpone too many things for "later" (procrastinate).	3.72
2	My phone constantly distracts me from work.	3.49
3	I feel too little enthusiasm toward the tasks assigned to me (quantity and type).	3.43
4	During workdays I take breaks that don't leave me feeling relaxed or refreshed.	3.37
5	I find it difficult to say no when others ask me for something, even if I already have enough work.	3.25
6	I lack consistency in following my daily/weekly plans.	3.19
7	I lack physical and mental stamina; I often feel unwell.	3.18
8	Unexpected visitors and conversations disrupt my workflow.	3.16
9	I spend too much time commuting and waiting.	3.13
10	I spend a lot of time planning tasks, but then I lack the energy or motivation to carry them out.	3.01
11	I spend too much time on activities unrelated to the work process, done outside the workspace (e.g., smoking, tea, coffee, snacks, social talks, etc.).	2.99
12	My work lacks clearly defined goals and priorities; I often fail to see meaning in what I do.	2.90
13	I do too many tasks for others.	2.90
14	I'm disturbed by the mess I create myself and can't manage my workspace (notes, desk).	2.35

Source: *Author's elaboration*

The results show that the most significant problem for Generation Z representatives

is procrastination. The next important factor hindering task effectiveness is distractions caused by technological devices. The third factor with a strong impact is a lack of motivation to complete tasks. To a lesser extent, respondents struggle with uncertainty about what they should do and in what order. Challenges related to having to perform tasks for others were also rated as less significant. The factor with the lowest importance turned out to be cleanliness in the workspace.

Regarding the groups of factors, the area causing the greatest difficulties is related to attitudes and condition. The results for the other areas are at a similar level, with self-assessments regarding the influence of the environment in terms of physical space being the least impactful challenge. Detailed data are presented in Figure 2.

Because different areas of life intersect and influence each other, the study also examined respondents' well-being related to how they spend their free time. Among the respondents, 43.64% reported being satisfied with the way they spend their leisure time. Nearly one in four participants spends less than one hour per week on physical activity.

The largest group, constituting 36%, dedicates between 1 and 3 hours weekly to such activities. Respondents who declared more than 7 hours of physical activity per week made up 7% of the total. It is worth noting that according to World Health Organization recommendations (WHO, 2018), adults should engage in at least 150–300 minutes of moderate-intensity physical activity per week.

The next area examined was time spent online on activities unrelated to studying or work. Only 11% of respondents reported spending less than 2 hours daily on such activities. The largest share, 42%, spends between 2 and 4 hours online daily. About one in four respondents declared spending 4 to 6 hours, while one in five reported spending more than 6 hours online each day.

The final area studied concerned sleep duration. The largest group (46%) reported sleeping between 7 and 8.5 hours per night. Slightly fewer—36%—reported sleeping on average between 5.5 and 7 hours. The same percentage of respondents, 9%, reported sleeping either more than 8.5 hours or between 4 and 5.5 hours. Detailed data on these results are presented in Figures 3, 4, and 5.

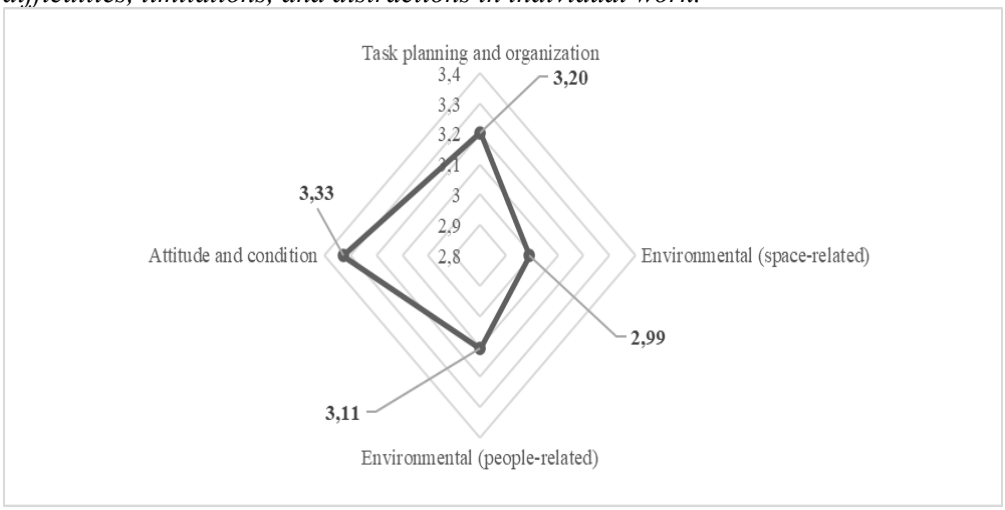
Next, point values were assigned to the responses for the contextual questions according to the method described in the 'Methodology' section, in order to determine the correlation index between the individual factors. The results of this analysis are illustrated in Table 3.

Based on the research, it was found that there is a relationship between the self-assessed effectiveness in performing one's own work and the occurrence of procrastination, insufficient enthusiasm for completing tasks, taking breaks that do not allow for adequate rest, lack of consistency in following a set plan of action,

weak identification of personal goals, and the presence of chaos and disorder in the workspace.

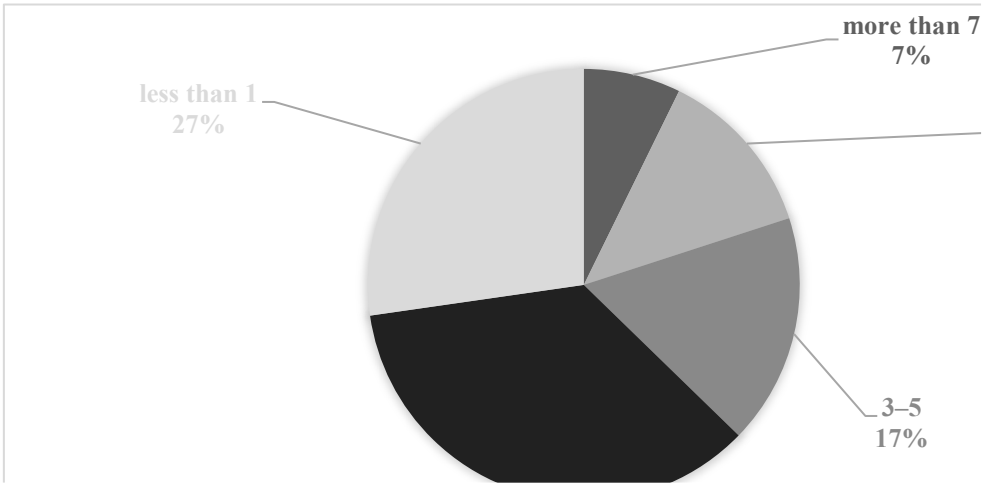
Reduced effectiveness is also associated with limited satisfaction derived from leisure time; however, this is not directly related to the amount of time spent on physical activity, time spent online, or the amount of sleep.

Figure 2. *Average respondent scores regarding groups of factors generating difficulties, limitations, and distractions in individual work.*



Source: *Author's elaboration.*

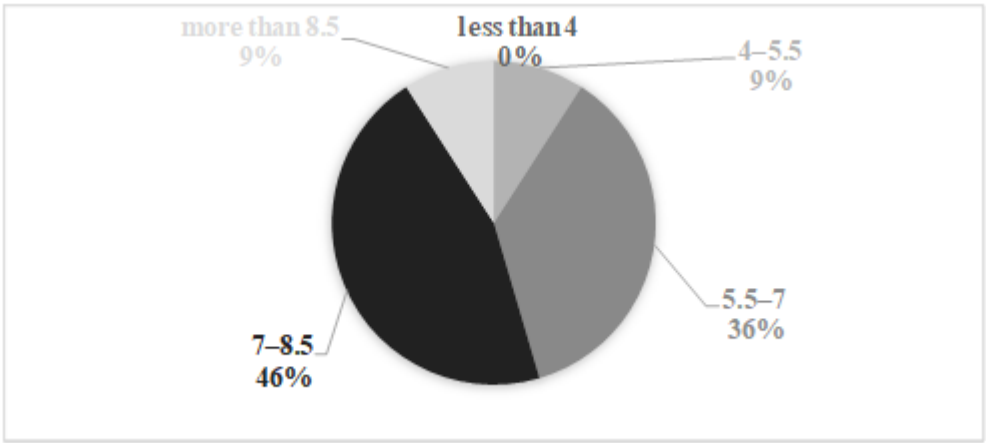
Figure 3. *Respondents' self-assessment results regarding the amount of time spent on physical activity [in hours/week].*



Source: *Author's elaboration.*

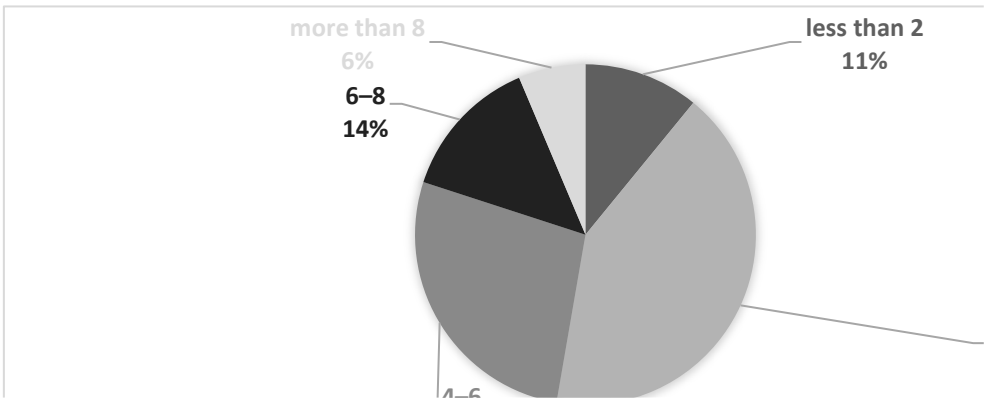
Moreover, the study found no significant correlation between work effectiveness and distractions caused by phone use, difficulties with physical or mental condition, the necessity of commuting and waiting, or factors related to interactions with other people. It was also observed that procrastination is strongly linked with the lack of consistency in task execution.

Figure 4. *Respondents' self-assessment results regarding the average amount of sleep time [in hours/day].*



Source: *Author's elaboration.*

Figure 5. *Respondents' self-assessment results regarding the amount of time spent on online activities unrelated to work or studies [in hours/day].*



Source: *Author's elaboration.*

Distractions caused by phone usage correlate not only with the lack of consistency in completing tasks but also with difficulties in maintaining focus, disorder in the work environment, and obviously with the amount of time spent online.

Table 3. *Correlation coefficients between factors generating difficulties, limitations, and distractions and contextual information.*

	1 (procrastination)	2 (phone distractions)	3 (low enthusiasm)	4 (unrestful breaks)	5 (saying no)	6 (lack of consistency)	7 (low stamina)	8 (unexpected interruptions)	9 (commuting time)	10 (planning without action)	11 (non-work activities)	12 (no clear goals)	13 (doing others' tasks)	14 (workspace chaos)	15 (work effectiveness)	16 (free time satisfaction)	17 (physical activity)	18 (online time)	19 (daily sleep)
1 (procrastination)	**1.00**	0.23	0.27	0.25	0.20	**0.63**	0.18	0.14	0.17	0.09	0.30	0.26	0.00	0.28	0.52	0.15	0.10	0.24	0.07
2 (phone distractions)	0.23	**1.00**	0.02	0.10	0.11	0.31	0.01	0.19	0.02	0.21	0.38	0.14	0.17	0.32	0.27	0.21	0.20	0.40	0.17
3 (low enthusiasm)	0.27	0.02	**1.00**	0.31	0.11	0.36	0.47	0.24	0.01	0.35	0.20	0.54	0.21	0.24	0.40	0.21	0.21	0.12	0.04
4 (unrestful breaks)	0.25	0.10	0.31	**1.00**	0.12	0.37	0.36	0.25	0.18	0.30	0.29	0.28	0.10	0.30	0.35	0.10	0.18	0.09	0.20
5 (saying no)	0.20	0.11	0.11	0.12	**1.00**	0.25	0.24	0.13	0.11	0.26	0.15	0.33	0.52	0.17	0.13	0.18	0.08	0.01	0.09
6 (lack of consistency)	**0.63**	0.31	0.36	0.37	0.25	**1.00**	0.36	0.17	0.06	0.28	0.22	0.41	0.02	0.38	0.56	0.24	0.29	0.21	0.08
7 (low stamina)	0.18	0.01	0.47	0.36	0.24	0.36	**1.00**	0.13	0.02	0.34	0.24	0.39	0.26	0.23	0.29	0.37	0.39	0.03	0.10
8 (unexpected interruptions)	0.14	0.19	0.24	0.25	0.13	0.17	0.13	**1.00**	0.03	0.23	0.19	0.16	0.12	0.26	0.10	0.17	0.09	0.06	0.08
9 (commuting time)	0.17	0.02	0.01	0.18	0.11	0.06	0.02	0.03	**1.00**	0.03	0.11	0.06	0.06	0.13	0.10	0.14	0.05	0.03	0.15
10 (planning without action)	0.09	0.21	0.35	0.30	0.26	0.28	0.34	0.23	0.03	**1.00**	0.29	0.37	0.24	0.27	0.22	0.26	0.37	0.07	0.05
11 (non-work activities)	0.30	0.38	0.20	0.29	0.15	0.22	0.24	0.19	0.11	0.29	**1.00**	0.26	0.04	0.30	0.30	0.19	0.31	0.27	0.02
12 (no clear goals)	0.26	0.14	0.54	0.28	0.33	0.41	0.39	0.16	0.06	0.37	0.26	**1.00**	0.21	0.27	0.33	0.16	0.16	0.14	0.08
13 (doing others' tasks)	0.00	0.17	0.21	0.10	0.52	0.02	0.26	0.12	0.06	0.24	0.04	0.21	**1.00**	0.13	0.01	0.04	0.13	0.05	0.15
14 (workspace chaos)	0.28	0.32	0.24	0.30	0.17	0.38	0.23	0.26	0.13	0.27	0.30	0.27	0.13	**1.00**	0.32	0.19	0.18	0.13	0.05
15 (work effectiveness)	0.52	0.27	0.40	0.35	0.13	0.56	0.29	0.10	0.10	0.22	0.30	0.33	0.01	0.32	**1.00**	0.33	0.09	0.15	0.21
16 (free time satisfaction)	0.15	0.21	0.21	0.10	0.18	0.24	0.37	0.17	0.14	0.26	0.19	0.16	0.04	0.19	0.33	**1.00**	0.21	0.02	0.18
17 (physical activity)	0.10	0.20	0.21	0.18	0.08	0.29	0.39	0.09	0.05	0.37	0.31	0.16	0.13	0.18	0.09	0.21	**1.00**	0.15	0.09
18 (online time)	0.24	0.40	0.12	0.09	0.01	0.21	0.03	0.06	0.03	0.07	0.27	0.14	0.05	0.13	0.15	0.02	0.15	**1.00**	0.06
19 (daily sleep)	0.07	0.17	0.04	0.20	0.09	0.08	0.10	0.08	0.15	0.05	0.02	0.08	0.15	0.05	0.21	0.18	0.09	0.06	**1.00**

Source: *Author's elaboration*

Limited enthusiasm for tasks is connected with poorer quality of breaks, lack of consistency, poor mental and physical condition, planning without follow-through, and difficulties in setting goals. Problems with assertiveness appear alongside difficulties in goal setting and doing tasks on behalf of others.

Additionally, lack of consistency in task execution is associated with poorer mental condition, ineffective goal setting, and disorder in the workspace. Issues with mental and physical condition also correlate with dissatisfaction with leisure time, the

amount of physical activity, planning without implementation, and difficulties in goal setting.

Unexpected visitors or conversations, as well as commuting and waiting, were not found to significantly correlate with any other factors. Planning without subsequent action is also linked to problems with goal setting and the amount of time dedicated to physical activity. Limited physical activity is associated with the occurrence of unproductive activities during work. At this stage, no direct significant correlation was observed between the amount of sleep and other factors generating difficulties, limitations, or distractions during work.

5. Conclusions

The conducted research allows for the formulation of several key conclusions.

First, the biggest challenge in managing their own work for Generation Z representatives is procrastination, which shows a strong correlation with a lack of consistency and difficulty in maintaining a planned schedule. This phenomenon significantly affects self-assessment of work effectiveness and limits the sense of job satisfaction.

Second, an important factor limiting effectiveness is a lack of motivation and low engagement in assigned tasks. Respondents pointed to an insufficient sense of meaningfulness in their work, which, combined with the absence of clearly defined goals, amplified discouragement and negatively impacted productivity. This highlights the need to create work environments that provide meaning and value to the duties performed.

Third, environmental factors—both related to the workspace and interpersonal relationships—although important, did not show as strong an influence on effectiveness as internal factors connected with psychophysical condition and attitude. Nevertheless, it was noted that chaos in the work environment and excessive phone use may contribute to worsening organizational problems.

Fourth, data analysis revealed that physical condition, sleep quality, and time spent online have a limited impact on work effectiveness but play a larger role in overall well-being and satisfaction with private life. This points to the necessity of a holistic approach in building systems that support employee well-being.

Finally, the identified relationships between internal factors suggest the need to develop soft skills among young employees—particularly in time management, task planning, and psychological resilience. Employers and managers should take these aspects into account when designing motivational systems and work environments.

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