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Techno-Work Engagement of Teaching Staff in the Context of the Theory of Generations

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Abstract

Digitalisation is a global megatrend in the education sector. However, no studies have focused on how to increase the techno-work engagement of different generations of general education school teachers. Engaged teachers tend to be more focused and productive in their tasks, especially when using technology, more open to adopting new technologies and finding innovative ways to use them in their roles, and more likely to find fulfillment in their techno-work, as they feel competent and confident in their ability to navigate digital tools. The aim of this study is to theoretically substantiate and empirically investigate the techno-work engagement of different generations of general education school teachers. This study employed a quantitative data collection method in the form of a written questionnaire. The questionnaire was completed by teachers from Lithuanian general education schools. This study presents results of the postdoctoral fellowship project “The Techno-Work Engagement of Different Generations of General Education School Teachers” (funded by the Research Council of Lithuania, No. S-PD-24-53). Techno-work engagement is particularly important when examining generational differences between teachers, as different levels of technological skills and attitudes towards technology can have a significant impact on their engagement. Understanding generational differences is crucial for designing targeted interventions that enhance techno-work engagement for all age groups and thus foster a more inclusive and supportive educational environment.

Keywords: Different Generations; Digitalisation; General Education Schools; Teachers; Techno-Work Engagement