Supplement Table 1: Standardized regression weights (β)[a] for a linear regression with respect to PS-TRE, literacy, and numeracy for employed people with computer use at work and at home. Supplement Figure 1, Panel 1a, 2a, and 3a visualize the beta weights including their 95% confidence intervals.

	PS-TRE	PS-TRE	Literacy	Numeracy
Age (generation)	-.322*	-.318*	-.207*	-.129*
Gender (f)	-.040	-.040	-.026	-.145*
Migration (y)	-.161*	-.170*	-.166*	-.140*
Years of Education	.251*	.275*	.341*	.363*
Cultural Capital (#Books >100)	.142*	.149*	.180*	.153*
Further Education (y)	.039	.050*	.078*	.050*
Internet Use at Home (1-4)	.104*	.110*	.060*	.007
Application use at Home (1-4)	.047	.100*	.082*	.129*
Internet Use at Work (1-4)	-.026	EXCL.[b]	N/A	N/A
Application use at Work (1-4)	.172*	EXCL.[b]	N/A	N/A

[a] all standard errors (β) < .036
[b] these variables were excluded for comparability reasons
* statistically significant, $p < .05$

Supplement Table 2: Standardized regression weights (β)[a] for a linear regression with respect to PS-TRE, literacy, and numeracy for employed people with computers only at home. Supplement Figure 1, Panel 1b, 2b, and 3b visualize the beta weights including their 95% confidence intervals.

	PS-TRE	Literacy	Numeracy
Age (generation)	-.345*	-.263*	-.124*
Gender (f)	.015	.034	-.079
Migration (y)	-.185*	-.152*	-.126*
Years of Education	.111*	.194*	.209*
Cultural Capital (#Books >100)	.098*	.127*	.121*
Further Education (y)	.013	.034	.006
Internet Use at Home (1-4)	.154*	.188*	.145*
Application use at Home (1-4)	.206*	.125*	.150*

[a] all standard errors (β) < .063
* statistically significant, $p < .05$

Supplement Table 3: Standardized regression weights (β)[a] for a linear regression with respect to PS-TRE, literacy, and numeracy for people that are out of the labor force (OLF). Supplement Figure 1, Panel 1c, 2c, and 3c visualize the beta weights including their 95% confidence intervals.

	PS-TRE	Literacy	Numeracy
Age (generation)	-.527*	-.436*	-.272*
Gender (f)	-.130*	-.084*	-.185*
Migration (y)	-.245*	-.203*	-.192*
Years of Education	.289*	.395*	.394*
Cultural Capital (#Books >100)	.137*	.197*	.218*
Further Education (y)	.070	.058	.016
Internet Use at Home (1-4)	.159*	.111*	.099*
Application use at Home (1-4)	.059	.039	.080

[a] all standard errors (β) < .052
* statistically significant, $p < .05$

Supplement Table 4: F-Values for the increase in the explained variance (ΔR^2) with respect to PS-TRE, literacy, and numeracy for employed people with computer use at work and at home.

	df1	df2	PS-TRE	Literacy	Numeracy
Age (generation)	1	2738	206.09*	47.35*	0.00
Gender (f)	1	2738	11.83*	5.58*	78.87*
Migration (y)	1	2738	117.55*	117.30*	90.20*
Years of Education	1	2738	414.15*	619.73*	637.47*
Cultural Capital (#Books >100)	1	2738	87.28*	121.61*	86.43*
Further Education (y)	1	2738	11.30*	20.01*	8.45*
Computer use at Home	2	2737	81.88*	37.06*	48.47*
Computer use at Work	2	2737	63.70*	40.49*	25.97*

* statistically significant, $p < .05$

Supplement Table 5: F-Values for the increase in the explained variance (ΔR^2) with respect to PS-TRE, literacy, and numeracy for employed people with computers only at home.

	df1	df2	PS-TRE	Literacy	Numeracy
Age (generation)	1	654	109.46*	50.14*	8.64*
Gender (f)	1	654	1.53	2.13*	4.01*
Migration (y)	1	654	39.00*	30.29*	22.53*
Years of Education	1	654	18.58*	43.15*	43.40*
Cultural Capital (#Books >100)	1	654	10.26*	15.70*	14.26*
Further Education (y)	1	654	1.33	0.67	0.67
Computer use at Home	2	653	61.07*	46.41*	40.43*

* statistically significant, $p < .05$

Supplement Table 6: F-Values for the increase in the explained variance (ΔR^2) with respect to PS-TRE, literacy, and numeracy for people that are out of the labor force (OLF).

	df1	df2	PS-TRE	Literacy	Numeracy
Age (generation)	1	704	174.90*	73.04*	21.03*
Gender (f)	1	704	13.44*	3.12*	20.90*
Migration (y)	1	704	45.66*	30.99*	31.00*
Years of Education	1	704	107.98*	178.76*	178.53*
Cultural Capital (#Books >100)	1	704	18.16*	36.76*	43.59*
Further Education (y)	1	704	7.27*	4.43*	1.48
Computer use at Home	2	703	23.52*	10.79*	13.66*

* statistically significant, $p < .05$

Supplement Figure 1: Means and 95% confidence intervals for the impacts on PS-TRE (1a, 1b, 1c), literacy (2a, 2b, 2c) and numeracy (3a, 3b, 3c) for the three subsamples of employed people with computer use at work and at home (Employed; 1a, 2a, 3a), employed people with computer use only at home (1b, 2b, 3b), and people that are out of the labor force (1c, 2c, 3c).