Motivation for Using Information Technology

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Data gathered from MBA students, undergraduate students in business administration and school students were utilized to test the motivation for using microcomputers. Three motivators were investigated: perceived usefulness, perceived ease of use and perceived enjoyment. The results suggest that school students have greater enjoyment in using microcomputers than MBA and undergraduate students do, and that undergraduate students in business administration have the greatest perception of the usefulness of microcomputers.

INTRODUCTION

Information technology implementation is an intervention we make in order to improve the effectiveness and efficiency of a socio-technical system. Using computers to help individuals perform their jobs and tasks is one of the most important actions we take when implementing this technology effectively. Effectiveness of information systems has been extensively studied using, mainly, user satisfaction and quality of information constructs to evaluate users’ acceptability (Gatian, 1994; Ives et al., 1983; Jenkins & Ricketts, 1985; Neumann & Segev, 1979). However, sometimes the result of this intervention is not successful at all and may even generate difficulties related to people participation in this process. This leaves us with a question: What motivates individuals to use computer technology in their daily activities? What is the motivational gap among people who belong to different strata of educational level and age?
According to Igbaria et al. (1996), the actual usage of microcomputers has tended to lag, and the potential benefits of these technologies have not been fully realized. Theorists and empirical researchers have been trying to understand the relevant motivators for the implementation and use of computer technology (Adams et al., 1992; Davis, 1989; Igbaria et al., 1995; Igbaria et al., 1996; Moore & Benbasat, 1991). Deci (1975) states that individuals expend effort due to both intrinsic and extrinsic motivation. However, according to Igbaria et al. (1995), “less thought is given to the individual’s intrinsic reasons for accepting computer technology.”

In this study we intend to generate information for future research on the motivation for using information technology among different classes of users. We focus on the three main motivators studied in the literature: perceived usefulness (Adams et al., 1992; Igbaria et al., 1995; Moore & Benbasat, 1991), perceived ease of use (Davis, 1989; Igbaria et al., 1995), and perceived enjoyment (Igbaria et al., 1995; Igbaria et al., 1996). We aim at finding out how Brazilian graduate, undergraduate, and school students feel on the usefulness, ease of use and enjoyment in working with computers.

RESEARCH HYPOTHESES AND VARIABLES

Computer usage is determined by intrinsic as well as extrinsic motivation (Deci 1975; Igbaria et al., 1995; Igbaria et al., 1996). Level of education and age has shown influence on microcomputer attitudes (Igbaria & Parasuraman, 1989). In this study we intend to find out how graduate, undergraduate, and school students, which represent very specific strata of educational level and age, differ on the motivational factors focused in this research. We will test this through the following null hypotheses:

- **H1**: There is no difference in the perceived usefulness for using microcomputers among graduate, undergraduate, and school students.
- **H2**: There is no difference in the perceived ease of use of microcomputers among graduate, undergraduate, and school students.
- **H3**: There is no difference in the perceived enjoyment for using microcomputers among graduate, undergraduate, and school students.

We used the following constructs for measuring perceived usefulness, perceived ease of use, and perceived enjoyment, which were measured using the instrument developed by Dias (1998).

- **perceived usefulness**—the degree to which an individual believes that using a particular system would enhance his or her job performance (Davis, 1986).
- **perceived ease of use**—the degree to which an individual believes that using a particular system would be free of physical or mental effort (Davis, 1986).
- **perceived enjoyment** may be defined as the extent to which the activity of using the computer is perceived as being enjoyable in its own right, apart from any performance consequences that may be anticipated (Davis et al., 1992).
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