Chapter 3.11
Motivation for Using Microcomputers

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INTRODUCTION

Information technology implementation is an intervention we make in order to improve the effectiveness and efficiency of a sociotechnical system. Using microcomputers to help individuals perform their jobs and tasks is one of the most important actions we take when implementing this technology effectively. Information systems effectiveness has been extensively studied using, mainly, user satisfaction and quality of information constructs to evaluate users' acceptability (Iivari & Ervasti, 1994; Ives et al., 1983; Neumann & Segev, 1979). However, sometimes, the result of this intervention is not successful and may even generate difficulties related to people participation in the process. This leaves us with a question: What motivates individuals to use microcomputer technology in their daily activities?

Theorists and empirical researchers have been trying to understand the relevant motivators for the implementation and use of computer technology based on the idea that people make an effort if an activity is enjoyable or offers external rewards (Igbaria et al., 1996; Schwartz, 1983). They have been aiming to find out how individuals feel motivated to work with computers, and what motivates them to use computers in their daily activities.

BACKGROUND

Computer and information technology usage is determined by intrinsic as well as extrinsic motivation (Deci, 1975; Igbaria et al., 1996). The main driving forces considered in the literature as motivators for computer and information technology adoption are perceived usefulness, perceived ease of use, and perceived enjoyment (Davis, 1986, 1989; Igbaria et al., 1996). However, it is known that some individuals create personal obstructions to using technology (Pirsig, 1981), particularly, microcomputer technology (Igbaria & Parasuraman, 1989; Martocchio, 1994). They resist microcomputers usage and experience anxiety when they have to deal with them. We present results found in previous studies for relations and

comparisons among the motivational forces above (Dias, 1998a, 1998b, 2002; Dias et al., 2002). The results presented here, all statistically significant at $p < 0.05$, were based on constructs measured using the instrument developed in Dias (1998a) and presented in the Appendix.

MAIN MOTIVATIONAL FORCES

Figure 1 shows the results for the relationships among perceived enjoyment, perceived ease of use, and perceived usefulness found in Dias (1998a). The author focused on the motivators perceived usefulness, perceived ease of use, and perceived enjoyment. The aim was to find out how Brazilian

operations managers felt about using computer technology in their workplaces, how the perceived usefulness of computers is affected by ease of use and users' enjoyment in working with them, and how to find opportunities to act according to this acquired knowledge, in order to increase the quality of microcomputer technology usage in organizations. In his study, the author emphasized the relationships among these perceived motivators for using microcomputer technology. The impact of the motivators on systems usage or microcomputer adoption was considered to be beyond the scope of his research.

The path analysis model used was based on the natural precedence of intrinsic motivational factors over extrinsic motivational factors, as proposed by the Freudian theory of psychoanalysis (Freud, 1976).

The data for that study were gathered using a questionnaire administered personally to 79 Executive MBA students at a Brazilian university. Respondents held managerial positions in 55 companies, ranging from small firms to large corporations, located in Rio de Janeiro. The average age of respondents was 36, and they had an average of 11 years working experience. All of the participants were college graduates. Managers said they used microcomputer technology mainly because they perceived it as a useful tool to increase the quality of their work, to ac-

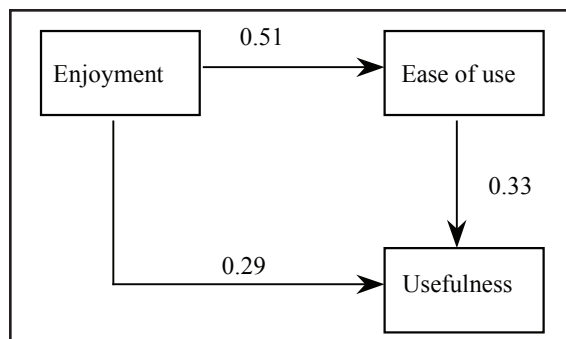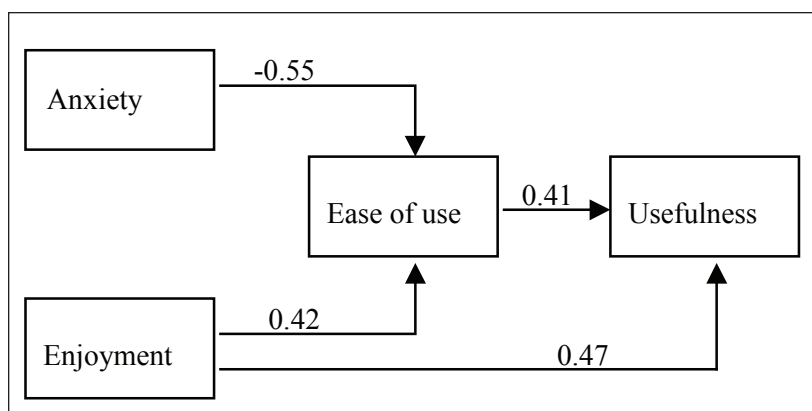*Figure 1. Relationships among enjoyment, ease of use, and usefulness*

Figure 2. Anxiety and enjoyment as antecedent variables

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