THE ROLES OF INTRINSIC AND EXTRINSIC MOTIVATION AND PERCEIVED COMPETENCE IN ENHANCING SYSTEM USE AND PERFORMANCE

Siew H. Chan, H. Wayne Huizenga School of Business & Entrepreneurship, Nova Southeastern University, Fort Lauderdale-Davie, FL, USA, schan1@nova.edu

Qian Song, Saunders College of Business, Rochester Institute of Technology, Rochester, NY, USA, qxsbbu@rit.edu

Laurie E. Hays, Haworth College of Business, Western Michigan University, Kalamazoo, MI, USA, laurie.hays@wmich.edu

Pailin Trongmateerut, Thammasat Business School, Thammasat University, Bangkok, Thailand, pailin@tbs.tu.ac.th

Abstract

This study builds on the extant literature on motivation and information systems by examining the mediating role of intrinsic motivation in the relationship between system type and system use, the moderating role of perceived usefulness in the effect of intrinsic motivation on system use, and the moderating role of perceived competence in the impact of system use on performance. This study manipulates three system types; that is, PATH (Principles Aren’t That Hard), Blackboard, and the traditional paper medium, and measures the participant’s intrinsic motivation, perceived usefulness, perceived competence, system use, and performance. PATH incorporates interest-enhancing features, Blackboard has limited interest-enhancing features, and the traditional paper medium does not have these attributes. A total of 173 undergraduate students enrolled in the introductory financial accounting course participated in this study. The structural equation model results provide support for the hypotheses in the research model. An important contribution of this study is development of an educational computer game, PATH, and inclusion of Blackboard and the traditional paper medium to facilitate comparison of the level of intrinsic motivation associated with each system type. Another contribution is administration of the treatment variable (i.e., system type), measurements of the key constructs, and direct assessment of the participants’ performance in the same experimental setting.

Keywords: Intrinsic motivation, Perceived competence, Perceived usefulness, Educational game features, System type, System use, Performance.

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