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Motivation and System Use in Higher Education: A Theoretical Exploration of ERP Implementation in Jordan

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Abstract: This study explores the factors that motivate users to engage with Enterprise Resource Planning (ERP) systems in selected Jordanian universities and what challenges they face. The research focuses on understanding how users experience the system, what factors increase their motivation, and how the system's delivery affects their satisfaction. **Methodology:** A qualitative approach was used by conducting interviews with 13 ERP users across different departments. The data was analyzed using thematic analysis to identify common patterns and themes. **Results:** The study showed that users felt more motivated when the ERP system was easy to use, fast, and efficient. Moreover, the friendly interfaces, simple steps, and fast performance encouraged users to keep using the system. But problems like system errors, no remote access, and not enough training lowered their motivation. Some users struggled to understand their roles due to unclear system features and limited support. The study highlights that user motivation is influenced not just by the ERP system itself, but also by how it is introduced and supported within the institution. **Recommendations:** The authors recommend including better training, improving system interfaces, reducing unnecessary complexity, and involving users in the system's development process. These steps can help improve motivation and lead to more effective ERP system usage in universities.

Keywords: Enterprise Resource Planning, Jordan, Higher Education, Motivation, Qualitative, Technology Adoption, Thematic Analysis.

الدافعية واستخدام الأنظمة الالكترونية في التعليم العالي: دراسة نظرية لتطبيق نظام تخطيط موارد المؤسسات (ERP) في الأردن

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الملخص: تستكشف هذه الدراسة العوامل التي تحفّز المستخدمين على التفاعل مع أنظمة تخطيط موارد المؤسسات **(ERP)** في عدد من الجامعات الأردنية، والتحديات التي يواجهونها. وتركّز على فهم كيفية تجربة المستخدمين للنظام، والعوامل التي تزيد من دافعيتهم، ومدى تأثير أداء النظام في رضاهم. **المنهجية:** تم اتباع منهج نوعي من خلال إجراء مقابلات مع 13 مستخدمًا لنظام الـ**ERP** من أقسام مختلفة، وتم تحليل البيانات باستخدام منهجية التحليل الموضوعي لتحديد الأنماط والمحاور المشتركة. **النتائج:** أظهرت الدراسة أن المستخدمين كانوا أكثر دافعية عند استخدام النظام عندما كان سهل الاستخدام وسريعًا وفعّالًا. كما أن واجهاته البسيطة وخطواته الواضحة وأداؤه السريع شجعتهم على الاستمرار في استخدامه. في المقابل، أثرت مشكلات مثل أخطاء النظام، وعدم توفر الوصول عن بُعد، ونقص التدريب سلبًا على دافعيتهم. كما واجه بعض المستخدمين صعوبة في فهم أدوارهم نتيجة لعدم وضوح خصائص النظام وضعف الدعم المتاح. وتؤكد الدراسة أن دافعية المستخدم لا تتأثر بالنظام ذاته فقط، بل أيضًا بطريقة تقديمه ودعمه داخل المؤسسة. **التوصيات:** يوصي الباحثان بتوفير تدريب أفضل للمستخدمين، وتحسين واجهات النظام، وتقليل التعقيد غير الضروري، وإشراك المستخدمين في عملية تطوير النظام. ومن شأن هذه الخطوات أن تعزز الدافعية وتؤدي إلى استخدام أكثر فعالية لأنظمة تخطيط موارد المؤسسات في الجامعات.

الكلمات المفتاحية: تخطيط موارد المؤسسات، الأردن، التعليم العالي، الدافعيه، التحليل النوعي، تبني التكنولوجيا، التحليل الموضوعي

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Introduction

Universities and colleges play a crucial role in driving economic development by producing an educated workforce capable of guiding countries toward a prosperous future. Empirical evidence from 38 countries shows that a higher proportion of the population with tertiary education positively influences GDP growth (Assayed & Alsayed, 2025), particularly during the early stages of economic development, emphasizing how higher education supports economic progress and helps reduce poverty (Li *et al*., 2024). Similarly, Berchin *et al*. (2021) conducted a systematic review examining how higher education contributes to sustainable development and strengthens community growth. Given the substantial investments made by governments and decision-makers in higher education, universities typically allocate these resources to research, teaching, student accommodation, scholarships, information technology, and other critical areas that enhance both institutional performance and societal impact. Several studies have highlighted the impact of technology investment in higher education. For example, Qureshi *et al*. (2021) explored the influence of digital technologies on education and employment, noting how these technologies are expanding beyond traditional innovation. In general, the effective computer systems can add value across all departments of an institution, especially when high-quality data is captured through reliable systems. Various end-users including students, registrars, tutors, and decision makers are all could be involved in sharing and utilizing this information. In fact, the institutional researchers and data scientists in any university would not be able to extract any data without having a unified effective system such as the Enterprise Resource Planning (ERP).

Enterprise Resource Planning (ERP) systems are enterprise-wide software solutions that integrate core business processes such as finance, human resources, procurement, and operations into a single, unified database and reporting framework. By providing real-time visibility into organizational data, ERPs streamline workflows, reduce transactional errors, and support informed, strategic decision-making (Monk & Wagner, 2012).

Statement of the problem

Despite previous studies explaining the reasons for ERP failures in various industries, little empirical research has investigated ERP implementation challenges in higher education institutions. Much of the existing literature focuses on technical and organizational factors, while issues related to users' needs, motivations, and acceptance remain underexplored in the university context. This gap is significant because the success of ERP systems in higher education relies not only on effective technical integration but also on the willingness and motivation of users to adopt and utilize these systems. Therefore, this study aims to address this gap by testing and validating theoretical models that may enhance understanding of user motivation and acceptance of ERP systems in universities.

Novelty of the Study

The novelty of this study is shifting ERP research from technical and organizational issues in industry to users' motivation and acceptance in higher education, while testing theoretical models rarely used in this field. It also helps university decision-makers design ERP systems that fit users' needs, improving adoption and reducing failures, unlike most ERP studies that focus mainly on implementation outcomes.

Purpose and Objectives

The purpose of this qualitative study is to understand and enhance user motivation in universities by exploring their experiences with effective ERP system implementation.

The objectives are:

– To hear the users experience in using the ERP system at universities.
– To explore the ways of increasing the motivation among the universities users in using the ERP system effectively.

The Research Questions

The main research question is: What is the impact of motivations in using the ERP system at Universities in Jordan?

The sub-research questions are:

– How does users' motivation affect use ERP system at Universities in Jordan?
– What are the main factors of ERP system that can enhance the motivations between the users at Universities in Jordan?

Literature Review

The motivation in implementing the ERP system: While many studies have explored motivation in technology and online learning, few have applied motivational theories to understand why people use ERP systems. Barham et al. (2023) examined students' motivation in online lectures, and Abu Shamseieh and Mousa (2024) studied how virtual reality acceptance affects motivation in vocational schools, only a handful of studies have directly applied motivational theories to understand ERP adoption behaviors and explain why people use ERP systems, For instance. Adeborna et al. (2024) added game-like features points, badges, and challenges to ERP systems, helping users feel more competent and willing to engage with the system. Similarly, Wei et al. (2025) found that students who were genuinely interested in ERP features or motivated by practical problem-solving learned the system more effectively, showing how intrinsic motivation can transform learning outcomes.

In the context of higher education, Sultana *et al*. (2018) found that students who were internally motivated are more curious about the system or driven to solve problems and stayed engaged not only during the initial ERP implementation but also continued to learn and use the system effectively over time.

These studies highlight that motivation is a vital factor for successful ERP adoption. Whether driven by internal drive, strategic engagement initiatives, or gamified system features, motivated users are more likely to adopt, engage with, and continue using ERP systems effectively, whether in organizational, educational, or training settings.

Motivation also plays a crucial role in the risks associated with ERP adoption. Mirhosseini *et al*. (2021) demonstrated that users' commitment and involvement are key determinants of whether ERP systems succeed or encounter challenges, emphasizing that technical solutions alone are insufficient.

Theoretical Framework: In spite of the fact that few motivation theories conducted to study the user's perception toward implanting the ERP, but several theories explained the relationship between motivation and the level of achievements or learning in different workplace, such as at universities, financial companies, supply chain agencies, and etc. The reasons behind all of these studies are that a motivation could play a vital role in terms of the tangible or intangible benefits that will bring it to the organization either from students or from employees.

Technology Acceptance Model (TAM)

In 1989, Davis created the Technology Acceptance Model to explain why people start using new tech. He pointed to two simple factors: 1- Perceived usefulness: How much someone thinks the system will help them do their job better or get more done. 2- Perceived ease of use: How easy someone thinks the system is to learn and use, and whether it will save them time and effort. These beliefs shape how people feel about the tech (their attitude), which then influences their intention to try it or keep using it. For example, if you believe a new app will speed up your work (usefulness) and is simple to navigate (ease of use), you're more likely to apply it accordingly.

Furthermore, several researchers used TAM theory in different perspectives of research, some of them analyzed the external factors of the Technology Acceptance Model (TAM) that related to the e-learning adoption.

Another study by Jo and Bang (2023) integrates the Technology-Organization-Environment framework with TAM and the IS Success Model. It's valuable because it investigates ongoing use, not just initial adoption. It also shows how system quality, information quality, and top management support affect perceived usefulness and ease of use, which ties in well with your findings on technical & organizational motivators.

In addition, Wu and Chen (2017) developed a unified model by integrating technology acceptance model (TAM) with task fit technology and some features of MOOC platform as well as social motivation. Besides of that, Rafique, H. *et al.* (2020) studied the reasons behind the low acceptance and intention to use mobile library application (MLA) by proposing a model that is evolved from the technology acceptance model (TAM).

In spite of the fact that large number of companies and organizations deployed the ERP, but few of them that have a successful story. Althunibat A *et al.* (2019) conducted a quantitative research study about determining the main factors that affect the acceptance of using ERP by Jordanian universities, and the results show that Perceived usefulness (PU) have the strongest impact on accepting the ERP. Another study conducted by Adeborna *et al.* (2024) analyses the key factors influencing the intention to continue using enterprise resource planning (ERP) systems, and the findings suggest that perceived usefulness has a positive impact on the intention to continue using ERP. Both system quality and information quality are pivotal in shaping perceived usefulness and perceived ease of use.

In general, TAM model is inspired more researchers to examine the main factors of deploying ERP in different industries comparing it to other theories. Table 1 shows different factors that are conducted from different studies.

Table (1): Key motivational factors from various studies.

Research	Studied Factors
Jo, H., & Bang, Y. (2023)	The Perceived Usefulness and Perceived Ease of Use remain central drivers of ERP continuance.
Althunibat A *et al.* (2019)	Perceived usefulness factors, Users' readiness to utilize ERP systems.
Jo, H. (2023).	The perceived ease of use is strongly influences both perceived usefulness and perceived enjoyment.
Kutlu, B. (2019)	Perceived usefulness, perceived ease of use, social norm, user interface design, computer self-efficacy
Regmi, R. *et al.* (2019)	Perceived ease of use, perceived usefulness, attitude
Adeborna, E., Nah, F., & Motiwalla, L. F. (2024).	Enhancing the perceived competence of users consequently, influencing users' behavioral intentions toward continued use.

Herzberg's motivation-hygiene theory/ The two-factor motivation theory model: Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory proposes that workplace satisfaction and dissatisfaction stem from two separate sets of factors (Herzberg, 1961). Based on his investigation into what employees' value and dislike about their jobs, Herzberg (1966) divided these into:

– Motivators (intrinsic factors): Elements like achievement and recognition that directly enhance an individual's sense of accomplishment and drive performance.

– Hygiene factors (extrinsic factors): Aspects such as company policies, interpersonal relationships, job security, salary, and working conditions, which, if inadequate, can lead to dissatisfaction but, when adequate, do not necessarily boost satisfaction.

Herzberg (1966) argued that when hygiene factors are promoted in any organization accordingly the level of employee job dissatisfaction decrease, and when they exposed to motivation factors, the level of employee job satisfaction increases. On other words motivation factors increase job satisfaction and the presence of hygiene factors prevent job dissatisfaction. The definition is summarized into Table 2.

Table (2): Definition of The two-factor motivation theory.

Two-factor motivation	Motivation Factor	Hygiene Factor
Few Complains-High Motivated	High	High
Few Complains -Not Motivated	Low	High
High Complains-Not Motivated	Low	Low
High Complains- High Motivated	High	Low

There are limited of imperial studies that support Hezberg's theory in technology fields, Peramatzis & Galanakis (2022) analyze Herzberg's motivation theory as one of the content theories of motivation, they attempt to explain the factors that motivate individuals through identifying and satisfying their individual needs, desires, and the aims pursued to satisfy these desires. Moreover, a study conducted a quantitative study by Ibrahim *et al*. (2023) to identify the correlations between motivator (satisfiers) factors and hygiene (dissatisfiers) factors by utilizing motivational scales by Pintrich & De Groot in language learning classrooms. This quantitative study delved into what motivates students to learn and it used a 5-point Likert-scale survey. Recent quantitative research conducted by Sarmiento *et al*. (2025) extends Herzberg's framework to Generation Z employees in the Philippine semiconductor industry, a critical sector in the technology field. The study finds that both motivator factors (ex. achievement and recognition) and hygiene factors such as company policies are significantly influence job satisfaction. This research underscores the relevance of Herzberg's theory in understanding employee motivation within the technology sector.

Maslow's Hierarchy of Needs

People are vital to ERP system success, but few studies have explored what drives users to adopt or accept ERP technology. In the last five years, only a handful have applied Maslow's Hierarchy of Needs to IT rollouts. Table 3 lists these works and their sources.

Table 3: Maslow's Hierarchy of Needs.

Level of Needs-Staring from the top	Kind of needs
Self-Actualization	Very Creative activities
Self-Esteem	Feeling with Accomplishments
Belongingness and Love	Friends and social relationship
Safety	Safety at work, Security
Physiological Needs	Food, Sleep

Although users are central to ERP deployments, there has been little theoretical work probing what motivates their uptake. Over the last five years, few studies have linked Maslow's Hierarchy of Needs to IT systems. For instance, Yang *et al*. (2023) combined the Technology Acceptance Model with Maslow's framework to explain smart-home adoption; Rumaizi *et al*. (2023) investigated how different need levels drive young people's use of digital wallets; Yildiz (2021) examined academics' engagement with Web 2.0 tools through basic and higher-order needs; and Yue and Kim (2021) compared AI perceptions in China and Korea based on need-satisfaction patterns. Table 4 below offers the full citations and focuses of these recent contributions.

Despite the critical role that people play in the successful implementation of ERP systems, relatively little theoretical research has examined users' motivations for adopting or accepting ERP technology. A review of the literature on applying Maslow's Hierarchy of Needs to information technology deployments revealed only a handful of studies published in the past five years. Table 4 summarizes these recent investigations and their bibliographic details.

Table 4: Literature review of some studies that use the Maslow Theory in deploying IS

Title	Information Technology topics & Maslow Theory
Integrating Technology Acceptance Model with Maslow's Hierarchy Needs Theory to Investigate Smart Homes Adoption	Yang, Y., Yu, X., Zhang, Z., & Gan, L. (2023). Integrating technology acceptance model with Maslow's hierarchy needs theory to investigate smart homes adoption. IEEE Access, 11, 80726-80740.
Maslow's Hierarchy of Needs and Digital Wallet Usage Among Youth	Rumaizi, I. H., Anshari, M., Almunawar, M. N., & Masri, M. (2023). Maslow's Hierarchy of Needs and Digital Wallet Usage Among Youth. In Digital psychology's impact on business and society (pp. 179-202). IGI Global.
Academist perceptions on the use of Web 2.0 tools through Maslow's needs hierarchy: A case study	Yildiz, E. P. (2021). Academist perceptions on the use of Web 2.0 tools through Maslow's needs hierarchy: A case study. Education Quarterly Reviews, 4(1).
Maslow's hierarchy Needs based Comparison of Artificial Intelligence perception between Koreans and Chinese	Yue, S. X., & hyung Kim, K. (2021). Maslow\s hierarchy Needs based Comparison of Artificial Intelligence perception between Koreans and Chinese.

Conceptual Model

Based on the above discussion and findings from several empirical studies, this research incorporates various factors aimed at enhancing ERP motivation. The study is specifically designed to fulfill users' needs progressively, ultimately guiding them toward the "self-esteem" level in Maslow's hierarchy. Reaching this level can activate additional motivational drivers, particularly intrinsic factors such as recognition and support from management and decision-makers. As a result, users are more likely to understand the system better and feel more confident about the benefits of ERP implementation in terms of improved productivity and organizational performance. Figure 1 illustrates the conceptual model derived from different empirical studies, highlighting the relationship between Technology Acceptance factors and users' Needs and Motivation factors.

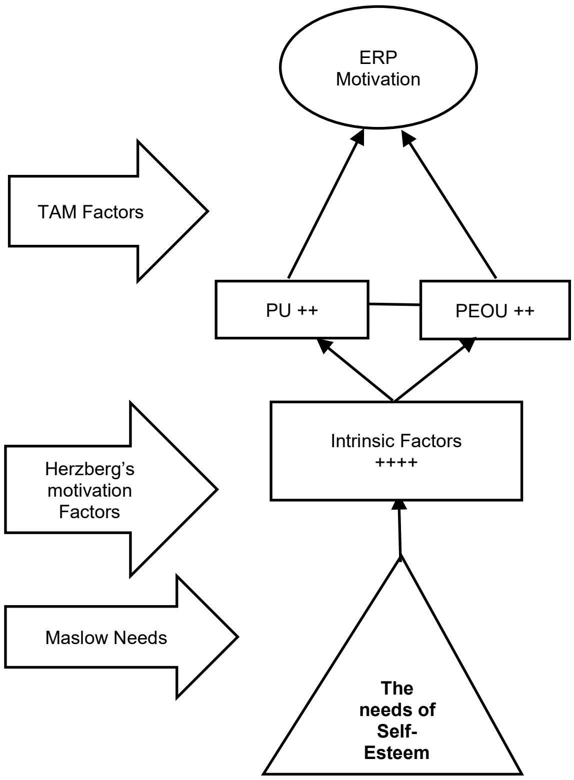

Figure (1): A conceptual model for the relationship between accepting ERP system and motivation/ needs factors.

Methodology

Research Design

The nature of knowledge in this research is subjective, especially considering that users whether students or employees typically come from diverse backgrounds. For instance, students differ in age, interests, and academic goals, which can influence the type and degree of motivation required to accept and effectively use the ERP system.

To explore and interpret this complex knowledge, the researcher adopted the interpretivism paradigm as the epistemological foundation of the study. The interpretivist approach allows researchers to view the world through various individual experiences and perspectives. As Kvale (1994) stated, the foundations of qualitative research are deeply rooted in phenomenological and hermeneutic traditions, enabling its application across a wide range of research topics. Although interpretivist and qualitative methodologies are often associated with fields like medical education (Thompson *et al*., 2021), many studies have also successfully applied them in diverse domains, including education, technology, environmental science, engineering, and political studies. However, this study uses interviews as the main way to collect data.

Interviews are a useful method for gathering information because they encourage open conversation and help the researcher understand different opinions. Kvale (1994) emphasized that qualitative interviews are based on interaction and conversation, offering privileged access to participants' social and experiential worlds.

Additionally, qualitative observation is adopted as a secondary data collection method. This technique is particularly useful for observing the behavior and engagement of various users interacting with ERP systems in university settings. According to Wolcott (1973), observation is inherently subjective; however, when applied effectively particularly through the lens of participant observation it can return valuable insights by systematically recording behaviors and interactions without judgments.

Data Collection and Participant Selection

This study targeted two universities in Jordan. Qualitative interviews were used as the primary tool for collecting data from ERP users. The sample was selected from employees across various departments who serve as key users of the ERP system. The study employed a purposive sampling strategy (Palinkas *et al*., 2015) to ensure that participants were well-positioned to provide a comprehensive insight into ERP usage and user motivation across different roles in Jordanian universities. A total of 13 participants were interviewed using purposeful sampling to include individuals with different computer skills, job roles, and educational backgrounds. The group included academic, administrative, and technical staff aged 31–60, with qualifications ranging from diplomas to PhDs. Participants worked in roles that involved regular use of the ERP system, such as accountants, institutional researchers, tutors, and other administrative staff, as shown in Table 5. The full interview outline, including all questions used to guide the discussions, is provided in Appendix A.

Table 5: Participant Demographics Summary.

ID	Age Group	Education Level	Academic Background	Career Level
1	22–30	Bachelor	Liberal Arts and Sciences	Mid-level
2	50–60	Bachelor	Engineering Technology	Mid-level
3	50–60	Bachelor	Liberal Arts and Sciences	Mid-level

ID	Age Group	Education Level	Academic Background	Career Level
4	50–60	Diploma	Liberal Arts and Sciences	Entry-level
5	50–60	Diploma	Liberal Arts and Sciences	Entry-level
6	31–40	PhD	Liberal Arts and Sciences	Academic
7	22–30	Bachelor	Liberal Arts and Sciences	Academic
8	22–30	Bachelor	Liberal Arts and Sciences	Administration
9	31–40	Master	Medical and Health Sciences	Academic
10	31–40	Bachelor	Engineering Technology	Academic
11	22–30	Bachelor	Liberal Arts and Sciences	Academic
12	31–40	Bachelor	Engineering Technology	Administration
13	50–60	Master	Liberal Arts and Sciences	Mid-level

Efforts were made to balance perspectives from both academic and administrative users to capture a comprehensive view of ERP adoption. For instance, the sample included faculty members (academic roles), mid-level staff, and administrative personnel, allowing the study to explore motivation across various functional contexts. The age distribution was also considered to reflect a range of professional experiences: younger participants (22–30) provided insights into early career adoption and learning processes, mid-career participants (31–40) offered perspectives on practical application and workflow efficiency, and senior participants (50–60) contributed reflections on long-term system engagement and institutional practices. Recruitment was conducted through internal university contacts, inviting participants who had regular experience with the ERP system and were willing to share their experiences in semi-structured interviews.

In addition, to ensure a comprehensive perspective, we carefully included participants with varying levels of IT and technology expertise, not limited to IT professionals, across diverse academic backgrounds such as liberal arts, sciences, and technology. According to the study conducted by Maghaydah *et al.* (2025) on ERP implementation in UAE higher education institutions, users' IT literacy and technology knowledge were significant factors influencing ERP system use and satisfaction.

A semi-structured interview was chosen as the primary data collection tool for this study because it allows flexibility in both asking and answering questions. This format includes a mix of structured and unstructured questions, enabling participants to feel more comfortable, especially with open-ended responses. This diverse mix of ages, education levels, and job roles provided a comprehensive view of how different users interact with the ERP system.

The interviews were conducted in person in September 2024. Each participant was given approximately 10 minutes to respond to and discuss the interview questions. Arifin (2018) suggested several strategies that qualitative researchers can use to protect participants' identities. In this study, all interviewees and ERP users signed a consent form to ensure their rights were protected. Additionally, the researcher removed any direct or indirect information that could identify the participants. All audio recordings and private documents were securely stored. The study followed ethical research standards by obtaining informed consent from all participants and anonymizing all data to maintain confidentiality.

Ethical Considerations

This study followed established ethical standards for research involving human participants, ensuring that their rights, dignity, and confidentiality were fully protected. Ethics approval was obtained from Scientific Research Council (SRC) in Philadelphia University, and all participants provided informed consent prior to participation. Participants were informed of their rights, including confidentiality. All Data were securely stored in compliance with institutional policies.

Data Analysis and Findings

This study employed the thematic analysis framework outlined by Braun and Clarke (2006) to examine the qualitative data. To support this process, MAXQDA Analytics Pro (version 22.6.0) was used to organize, code, and interpret the interview responses. The analysis followed these key steps:

1. Converting all interview recordings into written transcripts.
2. Identifying recurring ideas or patterns across transcripts and assigning relevant codes.
3. Linking specific parts of the transcripts to the corresponding thematic categories.

The following section presents a thematic analysis of the qualitative data collected from ERP system users. Thematic analysis is used here to explore and interpret recurring patterns in participant responses, particularly in relation to interview questions.

Thematic Analysis

This study aims to explore how ERP system users in Jordanian universities experience the platform, particularly regarding what motivates or demotivates their continued use. By applying Braun and Clarke's (2006) thematic analysis method, key themes emerged from participants' responses. These themes are closely tied to the study objectives and research questions, especially regarding users' experiences, challenges, and motivational factors in using ERP systems. However, thematic analysis has been successfully applied in various studies to interpret rich qualitative data and uncover underlying themes. For instance, assayed *et al*. (2025) applied thematic analysis to explore students' satisfaction and experiences with conversational AI used for academic advising, highlighting its effectiveness in uncovering student perceptions in educational settings.

Theme 1: Technical Barriers as Demotivating Factors

Several participants expressed clear frustration with technical problems that interfered with their workflow. These challenges affected their motivation and overall satisfaction with the ERP system.

- **Participant 1** cited: *"System lock, system entry."*
- **Participant 9** noted: *"System disconnection, maintenance, auto logout."*
- **Participant 10** mentioned: *"Sudden system logout."*
- **Participant 6 and 7** both pointed out: *"No access from home."*

These technical obstacles made it difficult for users to trust the system and discouraged active engagement. The inability to access ERP remotely, for example, especially during grading or report seasons, was a difficulty for academic users.

Theme 2: Work Responsibilities and System Use

ERP users had varying roles, which shaped their expectations and motivations. Participants whose tasks were more data-heavy or student-centered often had more complex interactions with the ERP system.

- **Participant 1**, who worked in financial roles, described: *"Student accounting,* *payroll accounting, corporate accounting, cashier."*

- **Participant 3** listed: *"Circulation, clearance, book return, auditing late return students, electronic catalog."*
- **Participant 9** mentioned: *"Grades entry, statistics, timetables, student tracking, warnings."*
- **Participant 10** added: *"Attendance sheets, tracking plan, grades entry, advising, statistics."*

Users with such complex roles expressed a need for faster system performance and a smoother interface. When these needs weren't met, motivation decreased, particularly for administrative staff who dealt with data entry and reporting.

Theme 3: Satisfaction Factors and Positive Reinforcement

Some participants shared satisfaction with certain ERP functions, which boosted their motivation and willingness to continue using the system.

- **Participant 2** commented: *"Easy to use, speed, more interactive."*
- **Participant 5** shared: *"Saving files efficiently, more speed."*
- **Participant 13** stated: *"Easy to use, fewer steps, speed, interface development."*

These statements show that when the system meets expectations through simplicity, efficiency, or responsiveness users feel encouraged and more confident in adopting it regularly.

Theme 4: Lack of Organizational Support and Training

Several users indicated a lack of formal support or training, which created additional barriers to effective ERP use.

- **Participant 12** explained: *"System freezes after grades entry."* and also added that they *"learned independently."*
- **Participant 2** noted difficulties in *"understanding the system, understanding duties."*

The lack of proper training makes it harder for users to learn the system and lowers their motivation to use it fully. Since, supporting the organization plays an essential role in whether users stay motivated or not. Table 5 Summarized the main themes that have been identified from users' feedback.

Table (5): Themes Identified from User Feedback on ERP System Usage.

Theme	Description	Example Comments
Technical Barriers and Access Limitations	Users reported technical disruptions, slow performance, and restricted remote access.	"System lock, system entry", "No access from home", "System disconnection", "Sudden system logout"
Role-Based Use and Functional Complexity	ERP usage varied by role; users with more complex tasks needed better system support.	"Student accounting, payroll", "Grades entry, student tracking", "Circulation, clearance, book return"
User Satisfaction Factors	Users appreciated ease of use, speed, and efficiency when these were present.	"Easy to use, more interactive", "Saving files efficiently", "Fewer steps, speed, interface development"
Training Gaps and Support Needs	Many participants lacked formal training and learned the system on their own.	"Understanding the system", "Learned independently", "System interface not clear"

Discussion

The thematic analysis reveals that user motivation plays a pivotal role in the adoption and effective use of ERP systems in Jordanian universities. Motivation is shaped by a combination of technical factors, such as system usability and performance, and organizational support, including training and clear guidance. These findings highlight that the human dimension is as critical as technological implementation in determining ERP success.

Research Question 1 (RQ1): How does motivation affect ERP usage?

The analysis demonstrates that motivation directly influences ERP usage by affecting engagement, confidence, and the frequency of system interaction. Participants who experienced system limitations, including unexpected logouts, slow response times, and lack of remote access, reported frustration, reduced motivation, and inconsistent usage, which negatively impacted performance. Conversely, participants who interacted with well-performing, intuitive systems reported higher satisfaction and regular engagement. These findings align with Sultana *et al*. (2018), who observed that intrinsically motivated users remain engaged with ERP systems beyond initial implementation, and Mirhosseini *et al*. (2021), who identified user involvement and commitment as critical predictors of ERP success. The study confirms that motivation is not merely an individual factor but a key driver of institutional ERP effectiveness.

Research Question 2 (RQ2): What factors enhance user motivation?

The study identifies several motivating factors, including user-friendly interfaces, streamlined operational workflows, system efficiency, and accessible institutional support. Participants highlighted that these features reduced frustration and enabled them to complete tasks more effectively, thereby sustaining engagement. This is consistent with Adeborna *et al*. (2024), who demonstrated that gamification elements increase user competence and motivation, and Wei *et al*. (2025), who found that intrinsic interest in ERP functionality improves learning and long-term usage. Conversely, demotivating factors, such as unclear job roles, insufficient training, and the need for self-directed learning, echo findings from Qureshi *et al*. (2021) and Lwin (2021), who emphasized that technological solutions alone cannot ensure ERP success without adequate organizational support.

Taken together, these results illustrate that ERP adoption in higher education depends not only on system quality but also on human-centered factors such as motivation, engagement, and institutional support. While prior studies have emphasized technical or organizational determinants, this study highlights how motivational factors mediate the relationship between ERP implementation and effective use. Motivated users are more likely to adopt, engage with, and sustain ERP utilization, maximizing benefits across administrative and academic functions. On the other hand, lack of motivation can be caused by weak implementation strategies, poor communication, or limited support. This highlights the need to align ERP design and implementation with user needs and strong institutional support.

Limitations

This study was conducted in private universities in Jordan, which often face greater financial constraints compared to public institutions. Such limitations may influence the availability of resources for ERP implementation, ongoing training, and system maintenance, potentially affecting generalizability. Future research could expand to include public universities and cross-cultural comparisons to examine whether these findings hold in different institutional contexts.

Conclusion and Recommendations

This study examined how user motivation influences ERP adoption and effective usage in Jordanian universities, considering both technical and organizational factors. The findings confirm that motivation is a critical determinant of engagement, confidence, and sustained system use. Users facing technical challenges or insufficient support demonstrated reduced motivation and inconsistent usage, whereas those interacting with user-friendly, efficient, and well-supported systems showed higher satisfaction and more consistent engagement (Assayed et al., 2024). These results are consistent with prior studies (Sultana *et al*., 2018; Mirhosseini *et al*., 2021; Adeborna *et al*., 2024; Wei *et al*., 2025) and extend the literature by emphasizing the centrality of motivation in higher education ERP adoption.

Effective ERP implementation requires more than technological deployment; it demands strategies that address human-centered factors. Universities should provide comprehensive and ongoing training, streamline system interfaces and workflows, clarify roles and responsibilities, and limit excessive system customizations that may reduce efficiency. By integrating technical excellence with user-centered strategies, universities can enhance adoption, improve efficiency, and ensure the long-term sustainability of ERP systems.

Future research should examine ERP user motivation in different cultural and countries, employing quantitative methods to validate these qualitative insights. Additionally, investigating emerging strategies such as personalized learning features and AI-driven ERP support could provide valuable insights into sustaining user motivation and enhancing long-term system adoption.

Disclosure Statement

Ethical approval and consent to participate: Ethical approval for this study was obtained from the Scientific Research Council (SRC) at Philadelphia University. All participants were informed about the purpose of the study and provided voluntary consent prior to participation. Confidentiality and anonymity were maintained throughout the data collection and analysis processes.

Availability of data and materials: The qualitative data generated and analyzed during this study are not publicly available due to privacy and confidentiality agreements with participants but may be provided by the corresponding author upon reasonable request.

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