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Motives for Playing Video Games in the Context of Time Results of Empirical Research

Abstract

Video games are one of the most popular leisure activities. The multitude of games and ways of playing (individually, in a team, online, offline, etc.) allows players to meet their various needs. Thus, from the point of view of game developers, it becomes important to recognise these needs and adapt the product to the expectations of players. Taking the dynamic development of the video game market into account, it seems significant to recognise the players' motives for spending their time on playing. Therefore, the aim of the article is to identify the players' motives in terms of the type of need being met and to find an answer to the question whether there is a relationship between the time spent on games and the motives for playing (does the fact that we play longer change the type of need being satisfied?). The text refers to the results of research conducted in April 2020 on a sample of 2,527 players in Poland. The subjects of the study were people who actively played video games – every day or several times a week.

Keywords: games, video games, players' motivation, players' typology, gameplay time

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Introduction

Video games can be any electronic games that allow the user to interact through an appropriate interface, generating visual feedback on the screen (United States Patent 3659285). Through technological development, the concept of a video game has been significantly broadened and nowadays it refers to games dedicated to computers, consoles and mobile devices. Video games are an interactive medium that allows simultaneous user activity while generating feedback from the game (Falkowska 2011; Filiciak 2006; Aarseth 1997).

In scientific terms, video games have still not been classified satisfactorily, and the attempts that have been made are mainly based on assigning games to categories. The most frequently assigned categories are (Apperley 2006; Filiciak 2006; Osathanunkul 2015; Urbańska-Galanciak 2009; Wolf 2001):

- a theme that is central to the story in the game (e.g. pirates, space, fairy tale),
- hardware platform (e.g. console),
- type of game (e.g. strategic),
- game genre (e.g. economic strategy),
- PEGI classification (PEGI is a pan-European system for rating games based on the age of the user),
- game system (e.g. from the first person perspective),
- number of participants (multiplayer, single player).

For the purpose of this article, multiplayer games are particularly interesting. These are games that are usually played simultaneously by players who can communicate with each other in real time, cooperating or competing with one another. These games typically do not have a predetermined endpoint, and game developers and/or game operators often add new quests and missions. There is also no real loss in these games as tasks can be repeated several times. Some goals can be achieved alone or together with other players, while others can only be achieved by players working together in highly cooperative groups (Király et al. 2014). Competing with other players is also possible and leads to immediate social comparisons.

Theoretical foundations regarding the taxonomy of video game users

The issue of attitudes and behaviours concerning video game players is not yet widely recognised in video game literature, although interest in these issues is constantly growing due to the evolution of both the players and the attributes of the games themselves. Meanwhile, knowledge on them is valuable for many interested groups, including game developers and players (Ipsos 2014), companies involved in product placement (Wowra 2008), sociologists interested in the interactions between players, psychologists interested in learning about the impact of games on

the psyche of players (Cash & McDaniel 2014), and also for teachers (Squire 2011) – games have the potential for both teaching and human resource management, as they are one of the tools for developing strategic and multidimensional thinking, problem solving, planning, developing teamwork skills and leadership qualities (Silva & Mousavidin 2015).

There are also frequent reports on the negative social effects of online video games (Chappell 2006; Lo, Wang & Fang 2005). Much attention is paid to analysing the influence of violent video games on the level of aggression, particularly among younger males (Bushman & Anderson 2002; Eastin 2006; Grüsser 2007). Such a diverse context regarding the impact of video games on players means that in the scientific environment, there are many researchers interested in knowledge on these topics. This, in turn, contributes to the increase in the demand for research as well as for the synthesis and revision of the findings discovered to date (Sublette & Mullan 2012).

It is worth mentioning that the product itself, which is the game, is constantly undergoing very dynamic changes in terms of technological advancement. Players also evolve as a result of gained experience. Their attitude is conditioned by a number of economic, socio-cultural, behavioural, demographic and psychographic factors that evolve and, as a result of changes, encourage researchers to update and expand their knowledge, discover new features or phenomena useful in the players' development and building their self-awareness (de Freitas & Liarokapis 2011). Knowledge on this subject is also necessary for the correct and effective segmentation of players as consumers for whom a given product-game, products or services located in the game will be targeted.

Motives for playing in light of literature

There are a number of needs that are met by online video games. Bartle's classification developed in 1996 is still the starting point for much of the research currently being conducted in this area (Bartle 1996). Research by Kim, Ross, and Ko, in relation to sports games (2007), identified players' motivations to be, among others: social factor / socialisation, entertainment, unreal world, competition and knowledge use. In turn, Yee (2006) tested a 40-item questionnaire on a sample of 30,000 MORPG (massively multiplayer online role-playing game) players, in which, apart from Bartle's 4 main factors of motivation, he identified 10 motivational components, which were then reduced to 3 motivational dimensions: **achievement** (progress, mechanics, competition), **social** (social contacts, relationships, teamwork) and **immersion** (discovery, role-play, personalisation, escapism). Bartle also expanded his classification in the first decade of the 21st century, considering the 1996 approach as too narrow (2005). In the study conducted by Wu et al. (2017), 7 motives were

indicated, such as: **escape from the real world, imitation, fantasy, development of skills, leisure, competition and social aspect**.

Subsequent research began to go beyond mere motivation and linked it to new issues. For example, Šporčić and Glavak-Tkalić analysed the relationship between **motivation and the awareness of a player's own identity** (2018). Player profiles were also studied by Graham and Goosling (2013). These authors noted that some players view the game as a form of **socialisation**, while others play to achieve success. Hence, their research was devoted to studying the relationship between **gaming motives** and **personality traits** of the so-called Big Five (OCEAN is the acronym of words: openness to experience, conscientiousness, extraversion, agreeableness and neuroticism) (Eysenck & Eysenck 2016; Kim, Ku & Kim 2008). An attempt to synthesise the identification of player types based on different criteria was undertaken by Andrias and Sunar (2019), who found that the user profile is a combination of more than one trait. The rating can help the game designer decide which elements will be included in the application. These authors also note that most research on the types of game users still applies Bartle's and BrainHex' player typology, which divides players into types based on the identification of brain areas activated by a specific playing style. Depending on the gameplay style preferred by the player, the brain centre responsible for feeling pleasure is activated by different stimuli (Nacke, Bateman & Mandryk 2014).

A different scale related to the types of players is called Hexad and describes 6 differently motivated types of game users (Tondello 2016). Bartle, who originally distinguished 4 types of players: assassins, achievement-oriented, social activists and explorers, extended the typology of players to new categories in 2005, which results from the players' observed evolution (2005). Linder and Zichermann also distinguish the so-called Naïve Player, who is an "occasional" player, not interested in rules, awards, achievements or the game world, but plays for mere casual entertainment (2010). Bartle also observed that the preferences of people taking part in the game may change with time, progressing during the game or due to the influence of various external factors. People starting a new game are characterised by changes in the represented type which is related to the roles assumed during the game. In the first stage, players start the game by defeating others, then, tired of the fight, they begin to explore the virtual world until they get to know it better. If their need to know the world is satisfied, they try to win the game, and after the victory, they calm and settle down, beginning the socialisation process.

The themes of the game can also be correlated with the player type and the time devoted to playing the game. Some studies have found that certain motives (e.g. achievement and escapism) are factors correlated with gaming time to a greater extent than other motives among western MMORPG players (Billieux et al. 2011; Dauriat et al. 2011; Yee 2006a). One may also observe the phenomenon of

prosumption, based on the participation of players in game improvements – there is tentative evidence for customers' motivations to co-create games, which benefits both companies (game developers) and other game users (Bilińska-Reformat, Dewalska-Opitek & Hofman-Kohlmeyer 2020). The players are perceived as an inseparable part of the gaming industry, delivering extra value to the market through game modding activities.

The above considerations lead to the conclusion that researchers broaden their areas of interest and focus not only on the identification of motives, but also on their relationship with other determinants.

Time devoted to gaming

Gamers spend hours playing. In the study: "Mature Player Phenomenon" conducted in 2018 on a sample of 891 subjects, it was shown that 13% of players spent more than 10 hours a week on gaming, and 25% spent from 5 to 10 hours (Norstat 2018). In turn, in the study conducted by Ipsos on a sample of almost 80,000 players in Poland in 2014, it was demonstrated that the average time spent playing per week is approximately 21 hours; 78% of respondents played every day, and 18% played 2–3 times a week (Ipsos 2014). However, playing games was not the only way to spend free time for the players participating in the study. They participated in culture more often than the rest of Poles, as the research showed that 85% of players had visited the cinema within the previous year, 72% had read a book for pleasure, and as much as 85% had done sports, among them cycling and football being the most popular (Ipsos 2014). This result is quite surprising, but it is worth referring to the research by Cummings and Vandewater (2007), in which it was indicated that players and people not using the Internet did not differ in the amount of time spent on contact with family and friends; however, in the authors' opinion, concerns about the neglect of school duties by players may be justified. The authors also note that adolescents who play video games confirm that they spend less time in school, with their parents, friends and on other activities than teens who do not play games. Other studies noted that while gamers preferred offline friendships, video games had negative impact on their social life; at the same time, the gamers still liked their online friendships. They found that conversations were easier to conduct when gaming, and they experienced a sense of connectedness and increased global awareness in the virtual environment (Williams 2006; Smyth 2007; Hussain & Griffiths 2008).

Based on the overview of the Web of Science database (for the period 2000–2020), 102 publications can be found after entering the keywords "gaming time" and "online games". We focus particularly on issues related to the characteristics of players, addiction of young people to games or gaming-related disorders.

An important problem undertaken by researchers is both behavioural and psychological addiction. For example, Griffiths (2010) developed elements of video game addiction theory based on Brown's addiction criteria:

- salience, which occurs when video games become the most important activity in a person's life and dominate their thinking,
- mood modification,
- tolerance, i.e. the process because of which maintaining the initial effects requires playing video games with increasing frequency,
- withdrawal symptoms,
- conflict,
- relapse.

In light of the above comments, several important research questions arise:

- what are the motives of gamers when playing video games?
- how much time do gamers spend playing?
- do the motives for playing remain the same regardless of the time spent playing on a weekly basis?

The above-presented ambiguous results regarding motivation and the time spent playing constituted the premise for the formulation of the following hypotheses:

H1: There is a relationship between the time spent gaming and the motives for playing,

H2: As the time spent gaming changes, the player's motives change:

H2a: people focused on entertainment spend the least time gaming,

H2b: competitive players devote the most time to gaming,

H2c: as the playing time lengthens, motivation changes – from leisure and entertainment to competition.

Research methodology

In order to verify the hypotheses, an online survey was carried out among game players (April 23–25, 2020). The questionnaire was made available in thematic groups on Facebook. The study comprised 2,527 respondents, of whom 92% were men and 8% were women. The analysis of the answers to a question filtering whether a given person plays games resulted in the removal of 30 questionnaires. As a result, 2,497 questionnaires were further analysed. The detailed characterisation of the respondents is presented in Table 1 (all tables are based on the results of this study). The survey is not representative. The criterion for participation in the study was being a video game player.

Table 1. Characteristics of the study participants

Sex	**Number of responses**	**Percentage**
Female	213	8.5
Male	2284	91.5
Total	2497	100
Age in years	**Number of responses**	**Percentage**
Less than 10	5	0.2
Below 15	434	17.4
16–20	1089	43.6
21–25	627	25.1
26–30	209	8.4
31–35	75	3
36–40	35	1.4
Above 40	23	0.9
Total	2497	100
Education	**Number of responses**	**Percentage**
None	74	3
Junior high-school	467	18.7
Primary	385	15.4
Vocational	164	6.6
Secondary	1019	40.8
Higher	388	15.5
Total	2497	100
Professional activity	**Number of responses**	**Percentage**
I do not study or work	82	3.3
I work	502	20.1
I study	1469	58.8
I study and work	444	17.8
Total	2497	100

Those participating in the survey were mainly students (59%), 20% worked while 17% both worked and studied. The questionnaire was based on the tool developed by Demetrovics et al. (2011).

Research results

Motives

The respondents play games primarily because they want to have fun and relax (Table 2). This is in line with the results of other studies to date (Polish Gamers Observatory 2019). Taking standard deviation values into account, the greatest unanimity among respondents is noted in the case of these two motives. Motives related to taking up intellectual challenges, making friends or competing can be found at the end of the ranking.

Table 2. Reasons for playing video games

Reasons for playing	Mean	Std. deviation
I play for fun	4.36	0.97
I play for leisure	3.92	1.19
I play to relax	3.66	1.29
I like the realistic presentation of the game world	3.49	1.32
I like to be present in a virtual world	3.42	1.30
I play to 'kill' time	3.31	1.40
I play because I like competition	3.27	1.40
I like to help other players while playing	3.26	1.29
I like to learn through trial-and-error while playing	3.22	1.32
The score board shown at the end of the game is important for me	3.09	1.38
The possibility to create a detailed personalisation of my avatar/ hero is important for me	3.06	1.43
The achievements possible to reach are important for me	2.92	1.35
Compliance with game rules is important for me	2.80	1.32
I play to make social contacts	2.65	1.38
I play to achieve mastery	2.58	1.38
I play because I like spatial puzzles	2.42	1.31
I like to solve word puzzles while playing	2.18	1.25

1 – totally disagree, 5 – totally agree

From the mean values in Table 3, it may be deduced that games are primarily a source of entertainment and a way to relax. As shown in Table 4, a small fraction of respondents (3.9%) only play up to 30 minutes during an average session. It is possible that they do so when other pastimes are not available, e.g. on short distance trips or in waiting rooms.

Frequency and duration of playing

The respondents are quite intense players. Most can be classified as 'heavy users' – people who play every day (68%), and 27% play several times a week. However, the time spent on games varies. As many as 84% of respondents spend 1 hour a day or more on gaming (Tables 3 and 4).

Table 3. Frequency of playing online

Frequency of playing online	Number of responses	Percentage
Every day	1708	68.4
A few times a week	670	26.8
Once a week	53	2.1
A few times a month	49	2
Less than once a month	17	0.7
Total	**2497**	**100**

Table 4. Duration of one session and time devoted to playing per week

Time playing per week in hours	Duration of one session					Number of responses
	Less than 15 minutes	15–30 minutes	31–60 minutes	61–120 minutes	More than 120 minutes	
Up to 10 hours	0.2%	10.0%	25.7%	43.0%	21.1%	470
From 10 to 15 hours	0.2%	2.8%	14.2%	54.6%	28.3%	544
From 15 do 20 hours	0.0%	2.9%	8.1%	45.7%	43.4%	484
From 20 do 25 hours	0.0%	2.2%	6.1%	29.8%	61.9%	362
More than 25 hours	0.3%	1.4%	3.1%	16.6%	78.5%	637
Number of responses	4	93	279	934	1187	2497
Share in sample	**0.2%**	**3.7%**	**11.0%**	**37.0%**	**47.0%**	**100.0%**

In Table 5, one more point is demonstrated. Gamers spend a relatively long amount of time playing. A very high share of people playing for more than 2 hours at a time and spending more than 25 hours in total on a weekly basis indicates minimisation of other forms of activity. Further analysis was conducted for a more complete diagnosis of whether the relationship between (1) specific motives and (2) the time spent playing per week or the duration of a single session is statistically significant. Based on Table 5, it can be seen that there is a statistically significant relationship between some motives and the time spent playing on a weekly basis ($p < 0.05$).

As the number of hours spent playing during one session increased, the average value of the mean increased as well, which means that it was more in line with the indicated motive for playing. The high value of the standard deviation indicates differentiation in players' opinions. Statistically insignificant differences between the motives and the time spent playing relate to such motives as: leisure, the desire to solve spatial puzzles, wanting to be in a game environment that depicts the reality faithfully, or the ability to personalise avatars, which may further mean that the duration of the game is not related to these motivations. The Appendix contains Table 6 with a pairwise comparison of individual segments.

Those who play the least per week disagree with the opinion that they do so for achieving mastery or for socialising. In this group, the highest mean agreement with that opinion was achieved for the answer "I play for fun". In comparison, people who devoted the most time to playing on a weekly scale – more than 25 hours – obtained the highest average for the answers: "I play for fun", "I play for leisure" and "I play for presence in the virtual world". Game type may be a significant factor for the time spent playing: 32% of those preferring multiplayer games play more than 25 hours a week, and among people choosing the single-player type, 29% of respondents played 10–15 hours, and 28% played up to 10 hours.

The results presented above lead to the following observations:

- the highest mean frequencies of playing were observed for the "I play for fun" motive (statistically significant differences),
- regardless of the time of playing in the case of the motive "I like world puzzles", the average values are the lowest (no statistically significant differences),
- the gamers devoting the most time to playing agree more than those spending the shortest time on gaming that they strive for mastery, although the average in the case of the former is only 3.05 on a 1–5 scale,
- those spending the most time on playing agree more that it satisfies their need for competition, the average increases systematically along with the time spent playing the game,
- those spending the least and most time playing agree to a lesser extent than gamers who play 15–20 hours that they play to relax or for fun,
- along with the increase in the amount of time spent on games, respondents agree more that they like being in a virtual world,
- results and achievements become more and more important for gamers spending a greater amount of time on gaming.

It seems that statistically insignificant differences relate to games that do not require competition with other people – rather, they test the abilities of a given player who measures their own skills. The growing importance of competition, in turn, can be explained by accumulated experience, knowledge of the game and cooperation with other players, which is consistent with other studies (Bartle 2005).

Table 5. Time spent per week in hours (average) on playing computer/video games and motives for gaming

	Up to 10 hours			From 10 to 15 hours			From 15 to 20 hours			From 20 to 25 hours			More than 25 hours		
	Mean	N	Std. dev.	Mean	N	Std. dev.	Mean	N	Std. dev.	Mean	N	Std. dev.	Mean	N	Std. dev.
I play to achieve mastery	2.14	470	1.28	2.37	544	1.29	2.54	484	1.33	2.65	362	1.35	3.05	637	1.44
I play to relax	3.67	470	1.24	3.67	544	1.26	3.81	484	1.24	3.58	362	1.27	3.59	637	1.37
I play for fun	4.31	470	0.94	4.42	544	0.94	4.45	484	0.89	4.31	362	0.97	4.29	637	1.07
I play to make social contacts	2.22	470	1.29	2.57	544	1.34	2.73	484	1.36	2.78	362	1.40	2.90	637	1.42
I play to 'kill' time	3.13	470	1.44	3.23	544	1.35	3.25	484	1.33	3.36	362	1.37	3.51	637	1.45
I play because I like competition	2.87	470	1.44	3.04	544	1.41	3.35	484	1.36	3.39	362	1.33	3.61	637	1.35
I like to learn through trial-and-error while playing	3.08	470	1.37	3.17	544	1.29	3.27	484	1.30	3.17	362	1.32	3.34	637	1.33
I like helping other players	3.01	470	1.37	3.26	544	1.23	3.28	484	1.26	3.31	362	1.25	3.42	637	1.29
I like being present in a virtual world	3.11	470	1.34	3.36	544	1.26	3.42	484	1.28	3.45	362	1.26	3.66	637	1.28
The scoreboard presented at the end of the game is important for me	2.71	470	1.39	2.92	544	1.38	3.15	484	1.34	3.20	362	1.31	3.40	637	1.36
The achievements that can be reached are important for me	2.73	470	1.37	2.77	544	1.33	2.95	484	1.31	2.98	362	1.34	3.12	637	1.37
Compliance with game rules is important for me	2.66	470	1.34	2.77	544	1.30	2.89	484	1.33	2.85	362	1.30	2.82	637	1.33
I play for leisure	3.81	470	1.22	3.92	544	1.18	3.98	484	1.13	3.93	362	1.17	3.96	637	1.23
I play because I like spatial puzzles	2.47	470	1.35	2.38	544	1.27	2.38	484	1.29	2.50	362	1.30	2.40	637	1.35
I like the realistic presentation of the game world	3.44	470	1.29	3.47	544	1.35	3.56	484	1.31	3.43	362	1.32	3.52	637	1.33
I like solving word puzzles while playing	2.17	470	1.28	2.17	544	1.19	2.19	484	1.24	2.24	362	1.26	2.15	637	1.27
The possibility to create a detailed personalisation of my avatar/hero is important for me	2.98	470	1.46	2.98	544	1.43	3.07	484	1.40	3.20	362	1.44	3.09	637	1.41

Conclusions and recommendations

The presented research results lead to several interesting conclusions. First of all, the main motives for which participants decide to play online games are fun and leisure. Motives such as destressing, being in a virtual world or being in a realistic representation of the game world had lower positions in the ranking. The respondents did not agree with the statements that they played because they liked spatial or word puzzles – the lowest mean values were obtained here.

The participants spend a lot of time playing. More than 80% spend an hour or more on an average session. 40% play 20 hours or more per week. The time devoted to gaming changes along with the motives of the players, which would confirm the first hypothesis. People who spend the least time gaming are interested relatively strongly in entertainment and immersion into another world. In contrast, players who play the longest focus on competition and results, which would mean that as they spend more time in a virtual world, more types of their needs are met. This may be conditioned by the effect of education, knowledge of the game and other participants. The type of game and expectations towards it may also be important factors. The second hypothesis was partially positively verified. Statistically significant differences were only observed in the case of some of the motives with regard to playing time, excluding the desire to rest, solve spatial puzzles and experience a verbal or realistic representation of the world.

Limitations and future research

As with any non-random sample study, there are some limitations in interpreting the obtained results. The study was conducted on a large sample, but it was not randomly generated. Nevertheless, when comparing the obtained results with other studies, similarities can be noticed, which indicates some possibilities of greater generalisation.

It seems important to more accurately identify the individual relationships between the type of needs met and the time spent on playing. It is possible to notice gradual development among groups of people with very specific needs, for whom the offered products should be adjusted to a greater extent. Moreover, some needs may occur simultaneously, which would confirm the conclusions of another analysis concerning a mixed typology of players (Stefańska & Mazurkiewicz 2021).

In further research, it is also worth devoting more attention to the identification of relationships that develop between players, e.g. cooperation, competition, support, and to indicate whether and to what extent people who play together in video games transfer those relations outside the Internet. Another important issue is the incentives used by game developers to encourage the continuation of the game. It is interesting to what extent they influence the extension of playing time and the change of motivation,

as well as social competences and individual competences in the area of strategic planning.

Furthermore, in the context of playing time and the motives for playing video games, research on the meaning of immersion occurring during the game may prove to be of importance. The research on immersion in games conducted to date does not directly refer to the relevance of time within the context of motivation; rather, it regards the issue of commitment itself (Petrowicz 2015) or the application of immersion in marketing communication (Mazurkiewicz 2016). However, this area remains insufficiently explored and described.

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Appendix

Table 6. Comparison in pairs – statistically significant differences

Motives	Duration of gaming per week. Comparison in pairs		Difference in means	Standard deviation	Significance
1	2	3	4	5	6
I play for mastery	Up to 10 hours	From 15 to 20 hours	-.401*	0.09	0.00
	Up to 10 hours	From 20 to 25 hours	-.507*	0.09	0.00
	Up to 10 hours	More than 25 hours	-.912*	0.08	0.00
	From 10 to 15 hours	From 20 to 25 hours	-.280*	0.09	0.02
	From 10 to 15 hours	More than 25 hours	-.685*	0.08	0.00
	From 15 to 20 hours	More than 25 hours	-.512*	0.08	0.00
	From 20 to 25 hours	More than 25 hours	.406*	0.09	0.00
I play to relax	From 15 to 20 hours	More than 25 hours	0.22	0.08	0.05
I play for fun	From 15 to 20 hours	More than 25 hours	.166*	0.06	0.05
I play to make social contacts	Up to 10 hours	From 10 to 15 hours	-.343*	0.09	0.00
	Up to 10 hours	From 15 to 20 hours	-.502*	0.09	0.00
	Up to 10 hours	From 20 to 25 hours	-.561*	0.10	0.00
	Up to 10 hours	More than 25 hours	-.676*	0.08	0.00
	From 10 to 15 hours	More than 25 hours	-.333*	0.08	0.00
I play to 'kill' time	Up to 10 hours	More than 25 hours	-.379*	0.08	0.00
	From 10 to 15 hours	More than 25 hours	-.282*	0.08	0.01
	From 15 to 20 hours	More than 25 hours	-.263*	0.08	0.02

1	2	3	4	5	6
I play because I like competition	Up to 10 hours	From 15 to 20 hours	-.475*	0.09	0.00
	Up to 10 hours	From 20 to 25 hours	-.518*	0.10	0.00
	Up to 10 hours	More than 25 hours	-.731*	0.08	0.00
	From 10 to 15 hours	From 15 to 20 hours	-.305*	0.09	0.00
	From 10 to 15 hours	From 20 to 25 hours	-.348*	0.09	0.00
	From 10 to 15 hours	More than 25 hours	-.562*	0.08	0.00
	From 15 to 20 hours	More than 25 hours	-.257*	0.08	0.02
I like learning through trail-and-error while playing	Up to 10 hours	More than 25 hours	-.260*	0.08	0.01
I like helping other players	Up to 10 hours	From 10 to 15 hours	-.245*	0.08	0.02
	Up to 10 hours	From 15 to 20 hours	-.268*	0.08	0.01
	Up to 10 hours	From 20 to 25 hours	-.297*	0.09	0.01
	Up to 10 hours	More than 25 hours	-.405*	0.08	0.00
I like being present in a virtual world	Up to 10 hours	From 10 to 15 hours	-.248*	0.08	0.02
	Up to 10 hours	From 15 to 20 hours	-.311*	0.08	0.00
	Up to 10 hours	From 20 to 25 hours	-.342*	0.09	0.00
	Up to 10 hours	More than 25 hours	-.552*	0.08	0.00
	From 10 to 15 hours	More than 25 hours	-.304*	0.08	0.00
	From 15 to 20 hours	More than 25 hours	-.241*	0.08	0.02
The scoreboard presented at the end of the game is important for me	Up to 10 hours	From 15 to 20 hours	-.438*	0.09	0.00
	Up to 10 hours	From 20 to 25 hours	-.484*	0.10	0.00
	Up to 10 hours	More than 25 hours	-.685*	0.08	0.00
	From 10 to 15 hours	From 20 to 25 hours	-.280*	0.09	0.02
	From 10 to 15 hours	More than 25 hours	-.481*	0.08	0.00
	From 15 to 20 hours	More than 25 hours	-.247*	0.08	0.03

The achievements possible to reach are important for me	Up to 10 hours	More than 25 hours	-.394*	0.08	0.00
	From 10 to 15 hours	More than 25 hours	-.357*	0.08	0.00
I play for leisure	No statistically significant differences				
I play because I like spatial puzzles	No statistically significant differences				
I like the realistic presentation of the game world	No statistically significant differences				
I like solving word puzzles while playing	No statistically significant differences				
The possibility to create a detailed personalisation of my avatar/hero is important for me	No statistically significant differences				
Compliance with game rules is important for me	No statistically significant differences				

* Statistically significant differences in means ($p < 0,05$)

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Motywy grania w gry wideo w kontekście czasu Wyniki badań empirycznych

Streszczenie

Gry wideo są jedną z najpopularniejszych form spędzania wolnego czasu. Mnogość gier oraz sposobów grania (indywidualnie, zespołowo, online, offline itp.) sprawia, że gracze mogą dzięki nim zaspokajać różne potrzeby. Tym samym z punktu widzenia twórców gier istotne staje się rozpoznawanie tych potrzeb oraz dostosowywanie produktu do oczekiwań graczy. Biorąc pod uwagę dynamiczny rozwój rynku gier wideo, interesujące wydaje się rozpoznanie motywów, którymi kierują się gracze, spędzając czas na graniu. Celem artykułu jest zatem identyfikacja motywów graczy ze względu na rodzaj zaspokajanej potrzeby oraz znalezienie odpowiedzi na pytanie, czy istnieje związek między czasem spędzanym na grach a motywami grania (czy fakt, że dłużej gramy, zmienia rodzaj zaspokajanej potrzeby?). W tekście powołano się na wyniki badań własnych przeprowadzonych wśród graczy w kwietniu 2020 roku, na próbie 2527 graczy w Polsce. Podmiotem badania były osoby, które grają aktywnie w gry wideo – codziennie lub kilka razy w tygodniu.

Słowa kluczowe: gry, gry wideo, motywacja graczy, typologia graczy, czas grania

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