

Gaming Motivation and Excessive Online Gaming among Adolescents

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Abstract

This paper analyses the duration of time that teenagers spend playing games and the reasons behind their desire to play with attention to the factors that cause excessive online gaming. A total of 115 adolescents were used as the sample, where a structured questionnaire was used to find the data about their demographics, their gaming habits, their time spent playing video games on weekdays and weekends and their motivation to play video games. Frequency counts, descriptive statistics, Pearson correlation, one-way ANOVA and factor analysis were used to analyse the data. The findings reveal that adolescents are relatively or highly motivated to play games which are mostly based on fun, interest, rewards and achievement. Memorable positive relationships were discovered between gaming motivation and time taken playing, particularly during weekends. Teenagers who played more video games were also found to be significantly more motivated. Factor analysis showed that gaming motivation is one, consistent construct which is characterized by emotional involvement, habitual play and reward-based engagement. These results indicate that gaming motivation is the predictor of lengthy gaming behaviour and increased likelihood of excessive gaming behaviour, which is why parental mediation and guidance should be implemented to encourage the development of balanced and healthy gaming habits in adolescents.

Keywords: *Adolescent Gaming Behavior, Online Gaming Motivation, Excessive Video Game Use, Gaming Time Patterns, Reward-Based Engagement, Parental Mediation*

1. Introduction

Video gaming is one of the widely practiced leisure activities by adolescents online. The trend has been fuelled by the high rate of development of digital technology and accessibility of the internet. Although gaming may offer some entertainment, development of skills and socialization, excessive and un-controlled gaming poses questions about addiction among the teens. The adolescents are particularly susceptible due to their age-associated development that is characterized by the increased sensitivity to rewards, emotional shift and a predisposition to the immersive digital experiences.

Gaming motivation will play a major role in finding out why adolescents continue to play the online video games. Enjoyment, exploration of new features, achievement, rewards, prestige and emotional satisfaction are a few of the factors which lead teens to spend more time gaming. Under such conditions, they may result in long sessions, emotional addiction and compulsiveness -indications of problem gaming. Adolescent gaming is affected by family-related factors, in particular, parental mediation. The adverse consequences of excessive play can be minimized by parental monitoring, advice and time control. Nonetheless, family background disparities, including income and access to devices, influence gaming experiences in a variety of ways. Analysis of these forces gives us an insight into the gaming behavior within a bigger social context.

The purpose of the study is to measure the gaming motivation of adolescents by means of a strong measurement scale, test the factor structure of the motivation, evaluate the variance between family income groups and observe the relationship between gaming time and motivation on weekends and weekdays. Online video gaming is the most prevalent among adolescents due to increased access to devices and the internet. It provides amusement, socialization and training. Nevertheless, over-gaming poses questions of addictive and problematic usage, particularly in the susceptible adolescents. Earlier studies outline motivation, including enjoyment, stimulation, rewards, competence and emotional satisfaction as one of the factors that influence gaming behavior and time spent. Increased motivation is associated with increased gameplay, particularly over the weekend, which makes gaming excessive. The other important factor is mediation by the parents; proper monitoring and direction would minimize bad results

1.1 Online Games Motivation and Online Games involvement with adolescents

Video gaming via the internet has been adopted as a standard form of leisure activity among the teens. This has increased because of the rapid digital development and the proliferation of

the internet. Scholars always demonstrate that the motives to play games determine teen motivation. Research conducted by Ryan, Rigby and Przybalski (2006) and Yee (2006) has revealed that intrinsic motivation, including enjoyment, excitement, challenge and skill development is the force that leads individuals to keep playing. Entertainment Teenagers prefer games with instant feedback, challenges with step-by-step levels and the ability to master some skills to increase their perceived competence and satisfaction.

1.2 Gaming Motivation, Gaming Time and Problematic Gaming

Most of the studies associate gaming motivation with the hours that the teens spend online. Lemmens, Valkenburg and Peter (2011) noted that, the more motivation levels are high the longer the play sessions are, particularly during weekends when adolescents are free. Frequent and excessive gaming are also predicted by emotional motives as relief of stress, mood regulation and avoidance of reality (Kuss & Griffiths, 2012). Once the playing process turns into the routine, adolescents might experience difficulties when regulating their gameplay, which increases the chances of developing harmful or even addictive behaviors.

1.3 Parents Mediation and the contextual impacts

Parental mediation is a relatively researched variable that assists in controlling the online gaming of teens. It has been demonstrated by studies conducted by Nikken and Jansz (2006) and Nathanson (2001) that excessive gaming and its adverse impacts can be minimized through active mediation of parents, establishing of rules and observed overall. Although certain researchers conclude mixed findings regarding the socioeconomic status, e.g., family income, some studies indicate that psychological and social aspects of a teen influence the desire to game rather than economic background (Wartberg et al., 2017).

2. Materials and Methods

The research design employed in this study was a quantitative descriptive design, which was used to investigate the gaming motivation and behavior of adolescents. Our sample size in the study was 115 individuals and the data was gathered using a structured questionnaire, which included demographic information, weekdays and weekends gaming hours and 10-item Gaming Motivation Scale, which was rated on a five-point Likert scale. The reliability of the scale was great, Cronbach alpha was 0.877, which proves good internal consistency. Descriptive statistics were used to profile level of motivation, exploratory factor analysis was used to reveal the structure of the scale, one-way ANOVA of Welch was used to compare the motivation based on family-income groups, Pearson correlation was used to investigate the

relationship between gaming time and motivation. The practice of ethics was observed and the voluntary participation and the confidentiality were guaranteed during the study.

3. Analysis & Data Interpretation

The Sample characteristics of the quantitative analysis of 115 samples included in the study are presented below.

3.1 Descriptive Analysis

Table 3.1.1

	N	Missing	Mean	Median	SD	Minimum	Maximum
GM1	115	0	3.80	4	1.078	1	5
GM2	115	0	3.68	4	0.969	1	5
GM3	115	0	3.61	4	1.145	1	5
GM4	115	0	3.33	3	1.303	1	5
GM5	115	0	3.28	4	1.151	1	5
GM6	115	0	3.11	3	1.234	1	5
GM7	115	0	3.14	3	1.304	1	5
GM8	115	0	3.51	4	1.103	1	5
GM9	115	0	3.39	4	1.145	1	5
GM10	115	0	3.71	4	1.153	1	5

Table 3.1.1 Descriptive statistics indicate that gaming motivation among the adolescents is moderate or high on all the ten variables. The mean scores are higher than the middle of the five-point scale. The greatest average is of gaming as a stimulating activity (GM1, M = 3.80). This is an indication of fun and thrill as the main driving factors. The following score is associated with the feeling of squandering time but still playing (GM10, M 3.71), which is a characteristic of addictive behaviour, which implies ambivalence and loss of control. Investigations and ability are also important. Achievement and novelty keep the players interested as evidenced by trying new game options (GM2, M3.68) and feeling of efficacy (GM3, M3.61) Too much is reward and status drive. The means of acquiring virtual rewards (GM8, M= 3.51) and gaining prestige and achievements (GM9, M= 3.39) are relatively large, which reveals the strength of in-game rewards. The moderate results are observed in the case of playing as part of life (GM4, M = 3.33), habitual play (GM6, M = 3.11) and emotional dependence (GM7, M = 3.14). These trends are an indication of the onset of compulsive

gaming. Standard deviations are in a range of 0.97 -1.30. This medium variability is an element of the individual differences in the gaming behaviour.

3.2 To measure the level of gaming motivation among adolescents using Gaming Motivation construct.

Table 3.2.1

Scale Reliability Statistics	
	Cronbach's α
scale	0.877

Table 3.2.1 Internal consistency of the Gaming Motivation scale was assessed with the help of Cronbach alpha. The scores indicated a high level of reliability and the 10 item alpha was 0.877, which means that the 10 items used are reliable in measuring the gaming motivation of adolescents.

3.3. The factor analysis

Table 3.3.1 Factor Loadings

	Factor	Uniqueness
	1	
GM1	0.628	0.605
GM2	0.445	0.802
GM3	0.601	0.639
GM4	0.746	0.443
GM5	0.704	0.505
GM6	0.699	0.511
GM7	0.740	0.453
GM8	0.721	0.480
GM9	0.664	0.560
GM10	0.480	0.770

Note. 'Minimum residual' extraction method was used in combination with a 'oblimin' rotation

Table 3.3.1 The factor analysis suggests that the ten items of gaming motivation have high loading on one factor, which demonstrates that the items collectively measure the overall motivation of adolescents towards gaming. Factor loading varies between 0.445 and 0.746 exceeding the acceptable limit and validating the significance of each item to the construct.

Its greatest loadings are associated with items related to gaming as a part of life, emotional dependency, reward acquisition and habitual play indicating that they are important aspects. Even objects with smaller loadings, such as attempting new game features and believing that gaming is a waste of time, fit in the acceptable values, which means that exploring and ambivalent feature also fall under gaming motivation.

3.4 To examine the difference in gaming motivation among adolescents across Family Income.

Table 3.4.1

One-Way ANOVA (Welch's)

	F	df1	df2	p
Gaming Motivation	0.258	3	58.8	0.855

Table 3.4.1 Welch has used one-way ANOVA to understand whether there was a difference in the gaming motivation depending on Family Income. The findings indicated that the motivation among the age groups did not differ significantly $F(3, 58.8) = 0.258, p = .855$. This implies that the levels of motivation of adolescents were basically identical irrespective of age. The study therefore failed to identify any difference in gaming motivation that is linked to Family Income.

3.5 To assess the relationship between gaming time and gaming motivation among adolescents.

Table 3.5.1

Correlation Matrix

		H S Weekday	H S Weekend	Gaming Motivation
H S Weekday	Pearson's r	—		
	df	—		
	p-value	—		
H S Weekend	Pearson's r	0.639	—	
	df	113	—	
	p-value	< .001	—	

Correlation Matrix

		H S Weekday	H S Weekend	Gaming Motivation
Gaming Motivation	Pearson's r	0.277	0.520	—
	df	113	113	—
	p-value	0.003	< .001	—

Table 3.5.1 The relationship between gaming time and gaming motivation among the adolescents was analyzed with the help of Pearson correlation analysis. The analyses indicated that there is a positive significant relationship between weekday gaming time and gaming motivation ($r = 0.277$, $p = .003$). This implies that the more time adolescents spend gaming on weekdays the more motivated they are to play the game. There was also a moderate positive relationship between the weekend gaming time and the motivation to game ($r = 0.520$, $p = .001$) implying that extra weekend gaming has a strong relationship with motivation to game. On the whole, the findings indicate that gaming time particularly during the weekend has significant impact on gaming motivation of adolescents. Thus, the study objective, which is to establish the impact of the gaming time on the gaming motivation among the adolescents, was justified by significant, positive relationships on both weekdays and weekends.

4. Findings and Discussion

The current paper investigated the relationship between a motivation of playing video games and the duration that adolescents spend playing the game particularly when it becomes a habit that is overly utilized online. Findings revealed that the young people were moderately to highly motivated with all the items in the Gaming Motivation Scale. The greatest rating was provided in the perception of gaming as an exciting and entertaining process, which means that fun, excitement, and entertainment are the driving factors of online games. This is in line with the concept of Ryan, Rigby, and Przybylski (2006) which holds that intrinsic elements, such as enjoyment and challenge, are very powerful in maintaining engagement. Adolescents are inclined to activities that can provide instant gratification, increasing difficulty, and the ability to master skills - which are characteristic of contemporary digital games. The other notable conclusion was the fairly large score of the assertion that teens occasionally feel they are wasting their time in playing games but they continue to play. This ambivalence can be an indication of early problematic or compulsive gaming. The finding confirms previous studies

by Kuss and Griffiths (2012) on the topic that teens keep playing games even when they acknowledge the harmful impact due to high emotional and reward-focused incentives in game design.

The factor analysis further supported the assumption that the ten items fell on one underlying factor that is, gaming motivation in adolescents does not work as distinct entities. The high loading of the items based on the emotional involvement, habitual playing and acquisition of rewards indicate that these are core to the motivational framework contributing to online gaming. This aligns with the motivational theory proposed by Przybylski, Rigby, and Ryan (2010) that refers to the competence, autonomy, and emotional satisfaction as the crucial factors that make the gameplay sustained. The correlation analysis showed that there was a positive, statistically significant correlation between gaming motivation, and time spent gaming on week Days and weekends but stronger over the weekends. This trend is perhaps an indication of the increased free time on weekends and gives the adolescents more time to play the game without the restrictions of school. Equivalent results were exhibited by Lemmens, Valkenburg, and Peter (2011), who discovered that the duration of time spent on weekends was longer, which increased the chances of game overload.

The positive correlation between the time spent gaming and motivation indicates the more motivated teens spend more time gaming. This cycle may eventually turn into habitual or compulsive gaming particularly where gaming becomes an escape to emotional stress or tension. Mood regulation and escape are also known as emotional motives that are good predictors of problematic gaming (Kuss and Griffiths, 2012). This is supported by our study which demonstrates that the gaming motivation construct is primarily concerned with emotional involvement and habitual play. Surprisingly, no significant difference in gaming motivation was found in the family income groups using the one-way ANOVA. This suggests that the urge by adolescents to engage in online games is not related to socioeconomic status. That is, the mental aspect of gaming is financially cross-cultural. The availability of inexpensive smart phones, easy access to the internet and free to play platforms has provided similar opportunities to teens across various economic status. This observation is correlated with the previous studies that reveal that the psychological incentives and social factors have a more significant impact than economic ones (Wartberg et al., 2017).

Another issue that the study puts forward is the relevance of parental mediation when it comes to dealing with the gaming behaviour of teens. Teens can find it difficult to control how much time they spend playing particularly when the games become an endless source of rewards,

achievement, and socialization. The participation of parents is an effective intervention that should be performed by actively monitoring the gameplay, establishing time limits, and discussing the content of the games to prevent excessive gaming and encourage healthy digital behaviours. Nikken and Jansz (2014) showed that the adverse effect of screen overuse by adolescents can be mitigated by parental counselling.

On the whole, this research contributes to the increasingly popular body of literature on the subject of digital media behaviour among adolescents by highlighting motivation as a factor that strongly predicts the likelihood of video gaming, and consequently, the risk of becoming an over-gamer. The results indicate that motivation correlates not only with the amount of teenage playing but also with in-depth psychological procedures with emotional pleasure, reward-seeking, and habit-forming activity. These dynamics are crucial to the development of effective tactics to control the gaming habits of teens and prevent the risks of excessive playing. In summary, the discussion reveals that the participation of teens in online gaming is mostly motivated by self-pleasure, reward system, and emotional interest. Although gaming may turn out to be a good experience in terms of entertainment and development of skills, it can be excessively motivational when the motivation is wrapped around the play as habitual and emotionally dependent. Hence, healthy, responsible gaming is only possible through balanced gaming habits backed by parental advice, awareness campaigns, and digital literacy training to help adolescents.

5. Conclusion

The researcher also established that video gaming online is a popular activity among adolescents, particularly the male respondents. Many teenagers spend numerous hours playing online games and in particular during the weekends it shows more participation at the free time. This trend indicates that online gaming is gradually assuming a significant role in the lives of the adolescents. The descriptive analysis indicates that the teens are moderately to highly motivated towards gaming. The main drivers are fun, stimulation, achievement of rewards and a feeling of accomplishment. There are also emotional engagement and habitual gaming patterns among teens that imply the early manifestations of compulsive gaming and psychological dependence on online games. Correlation and ANOVA results indicate that there is a strong relationship between gaming time and gaming motivation. Adolescents who spend more time playing show increased motivation most especially during weekends. These results suggest that the longer a person is motivational, the more time he or she will spend on the game

and the more addictive interests he or she develops. Finally, the paper confirms the role of parental mediation in controlling the online gaming habit of teens. Parents can be involved actively through establishing effective rules, control the duration spent playing games and discussing the content of games and other means to decrease excessive gaming and decrease the level of addiction-related risks. The research improves the current knowledge on the motivation of teens to play games and provides useful information to parents, educators and policymakers to encourage more healthy gaming habits.

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