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Impact of Online Games to Students Spending Behavior at Young Achievers' School of Caloocan

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Abstract

This study aimed to determine the impact of online games on the spending behavior of Senior High School students at Young Achievers' School of Caloocan, Inc. As online games continue to become more popular, many students purchase "battle passes" to gain access to exclusive rewards, premium content, and in-game features. These purchases have become a common part of the gaming experience, raising concerns about their possible influence on students' financial decisions and spending habits. The researchers sought to determine whether purchasing battle passes significantly affects the spending behavior of Senior High School students and to increase awareness of responsible digital spending. A quantitative research design was employed in this study. Data were collected through an online survey questionnaire administered to 30 Senior High School students from Young Achievers' School of Caloocan, Inc. The respondents were selected using random sampling. The collected data were organized, summarized, and analyzed using appropriate statistical tools to determine

the relationship between battle pass purchases and students' spending behavior. Ethical considerations, including voluntary participation and confidentiality of responses, were observed throughout the data-gathering process. The results of the study revealed that purchasing battle passes has a significant impact on the spending behavior of the respondents. Based on the findings, the alternative hypothesis was accepted, indicating that battle pass purchases influence how Senior High School students allocate and manage their money for online gaming. Many respondents reported spending money to access exclusive game rewards, seasonal content, and premium features, demonstrating that battle passes affect their purchasing decisions. The researchers concluded that battle passes influence students' spending behavior and recommended promoting financial literacy, responsible spending habits, and greater awareness of digital purchases among students, parents, and educators to encourage informed decision-making and financial discipline in online gaming.

Keywords: Online Games, Battle Pass, Spending Behavior

Introduction

This study examined how senior high at Young Achievers' School of Caloocan, spend their money when playing "battle passes" based online games and using in-game rewards. Concerns are raised about students' financial discipline and budgetary priorities, as online games continue to attract in young audience with their monthly "battle pass", subscriptions, special digital rewards. In order to examine how game experience and reward mechanics impact spending habits, the researchers collected survey data from active student gamers such as quantitative research approach. One of the main concerns is that the small repeated purchases may seem harmless on their own. However, these purchases add up over time. What seems like minor spending on digital items, currency, or "battle passes", can eventually lead to significant monthly or yearly expenses, some students may even find themselves sacrificing essential needs such as food or school supplies in order to keep up with the limited-time "battle pass" that are offered by their game of choice. The rapid growth of online gaming has become a significant part of young people's daily lives, especially among senior high school students. Many popular online games now include features such as battle passes, which are subscription-based systems that allow players to unlock rewards, exclusive items, and other in-game benefits by completing tasks or progressing through the game. "Battle passes" have become increasingly popular because they encourage players to remain engaged and continue spending money within games. As technology and digital

entertainment continue to evolve, students are becoming more exposed to online transactions and in-game purchases. Senior high school students often receive allowances that they may use for school needs, personal expenses, or leisure activities such as gaming. The availability of “battle passes” may influence how students manage and allocate their money, potentially affecting their spending priorities and financial decision-making.

Research Question

This study aims to determine how battle passes influence the spending behavior of senior high school students at Young Achievers'. Students may be encouraged to allocate part of their budget toward gaming expenses. This research seeks to explore whether a monetized progression system Leads to Significant changes in students' financial priorities, budgeting habits, and overall spending behavior.

1. What could be the impacts on students who become excessively engrossed in online games?

Demographic profile of student in term of;

a. strand

2. What factors motivate senior high school students to purchase battle passes in online games?

3. To what extent does the battle pass affect the budgeting and saving habits of students at Young Achievers' School of Caloocan?

Literature Review

Research on how online games affect adolescents' spending behavior is increasingly situated within broader frameworks of behavioral economics, media psychology, and technology adaptation. Quantitative studies in this area generally examine the relationship between exposure to online gaming—such as time spent playing, engagement frequency, platform use, and game design features—and measurable spending outcomes, including actual purchases, in-game expenditures, money allocated from allowances, and self-reported consumption intentions. In the Philippine context, such spending behavior is particularly relevant among senior high students, whose income typically comes from allowances and whose spending decisions are closely tied to family supports, peer influence, and learning priorities. For settings like Young Achievers' School of Caloocan, understanding these patterns is also important because schools serve as key social environments where technology use, youth culture, and responsible financial behavior intersect.

A recurring argument in the quantitative literature is that online games are not merely entertainment; they are interactive systems that shape motivation and choice through design mechanisms. One of the most studied mechanisms is the use of monetization models, including microtransactions, downloadable content, loot boxes, battle passes, and pay-to-advance systems. Quantitative findings often show that monetization features can translate gaming engagement into spending behavior, particularly when players perceive purchases as a way to reduce effort, improve competitiveness, or access time-limited or exclusive rewards. In many studies, the strongest predictors of spending are measures of game engagement (e.g., frequency of play, duration of sessions, and involvement in ongoing events) and player preference for competitive or achievement-based content. This suggests that spending is not random; it is systematically related to how intensely and

emotionally adolescents engage with gaming environments. Closely related to monetization is research on behavioral reinforcement and reward learning. Online games frequently use systems that provide intermittent rewards, streaks, progression milestones, and feedback loops that encourage continued participation. Quantitative research in the psychology of gaming and reward behavior often links these reinforcement patterns to increased spending, especially when purchases are framed as accelerators of progress. In this view, spending behavior emerges as a behavioral continuation of in-game reward structures: as players invest more time and effort, they may become more willing to pay to maintain momentum. Although not all studies find a direct effect of time alone, many show that the effect of time becomes stronger when it is paired with indicators of immersion (e.g., perceived enjoyment, attachment to advancement, and identification with the game). For adolescents, this may be more pronounced because their self-regulation skills are still developing and their decision-making is often more susceptible to cues, novelty, and immediate gratification.

Another important area of quantitative research concerns impulse buying and susceptibility to persuasive design. Studies examining consumer behavior among youth increasingly treat in-game purchases as a form of digital consumption that is influenced by marketing prompts, personalized offers, limited-time deals, and social proof (such as visibility of others' achievements, skins, or items). Quantitative outcomes in these studies may include the likelihood of purchasing, frequency of purchases, and increases in spending over time. The general interpretation is that online game environments lower friction for purchasing while simultaneously increasing the salience of desirable items. For senior high school students, who often manage money through allowances and mobile payment channels, the convenience of digital purchasing can strengthen the connection between game exposure and spending behavior.

Peer influence also appears prominently in the quantitative literature. Many adolescents play online games in social contexts—guilds, squads, friend networks, and multiplayer communities. Quantitative findings frequently show that social dynamics can increase spending by shaping norms (e.g., “everyone buys battle passes” or “you need certain items to keep up”), creating competitive pressure, and encouraging status-related purchases. Some studies use measures such as perceived popularity of the game among friends, willingness to spend to avoid falling behind, and participation in group activities. Results often indicate that students' spending intentions and actual spending increase when they perceive that purchase affect social standing or acceptance in their gaming community. This is especially relevant to school-based populations where peer comparison and group identity are key features of adolescent development.

A further theme involves the role of motivation and player goals. Quantitative studies commonly categorize gaming motivations into achievement, social interaction, immersion, escapism, and entertainment. Spending behavior tends to align more strongly with motivations related to achievement and social standing than with purely entertainment-based motivation. For instance, an adolescent who plays primarily to relax may be less likely to spend than one who plays to reach higher ranks, maintain a competitive edge, or gain

recognition from peers. Similarly, students motivated by social belonging may spend more to signal commitment to the group or to access shared experiences. These patterns imply that “time spent gaming” is an incomplete predictor of spending unless researchers also account for why students play and what outcomes they value.

Quantitative work also increasingly considers self-control, financial literacy, and parental or household factors as moderators. In many consumers and behavioral studies, adolescents with stronger self-regulation skills are less likely to convert entertainment-related impulses into purchases. Likewise, students who have greater understanding of budgeting and money management may show more constrained spending behavior even when they experience persuasive in-game offers. Household supervision and communication are also relevant: quantitative studies frequently test whether parental monitoring, guidance about digital spending, and established rules reduce the probability of youth purchasing. While the results vary by study design and measurement, the broader literature supports the idea that spending is jointly shaped by both platform-level influences (game design and offers) and individual or family-level contains.

When synthesizing the quantitative evidence, it is also important to recognize limitations reported across studies. Some research relies heavily on self-reported spending, which can introduce recall bias or underreporting, particularly among minors. Other studies face selection bias: students who choose to spend may differ systematically from those who do not (for example, in motivation, income access through allowances, and openness to gaming). Many quantitative designs use cross-sectional surveys, which limit causal claims. As a result, while literature strongly suggests an association between online game engagement and spending behavior, the strength of causal interpretation depends on the study design, measurement quality, and model specification. For a school-based setting like Young Achievers' School of Caloocan, these limitations imply that careful operationalization of variables and the use of validated survey items are essential for producing reliable quantitative findings.

Within the Philippine educational and youth context, these global findings are especially useful because online gaming and mobile digital platforms are widely accessible, and adolescents often have immediate access to spending mechanisms (e.g., mobile wallets or card-based purchases). However, local factors may shape outcomes differently, such as cultural attitudes toward gaming, differences in family monitoring norms, and variations in allowance patterns. Therefore, a quantitative literature review informs the rationale for studying senior high school students by emphasizing that spending behavior is typically modeled as a function of engagement intensity, exposure to monetization cues, motivation, and social influence—while individual constraints (self-control, financial literacy) and household context can shape how strongly these factors translate into actual spending.

Overall, the quantitative literature supports a conceptual view in which online gaming affects spending behavior through multiple, interacting pathways: (1) engagement creates sustained exposure to monetization opportunities, (2) game reward structures and progression systems increase the perceived value of purchases, (3) persuasive digital design reduces transaction friction and amplifies desire, and (4)

social and competitive contexts motivate purchases for status and belonging. Under this synthesis, the most relevant quantitative variables for studying senior high school students' spending behavior would likely include measures of time and frequency of play, frequency of in-game purchases or willingness to buy, exposure to limited-time offers, perceived influence of friends or gaming groups, and individual-level differences in self-regulation or money management. For Young Achievers School of Caloocan, a study grounded in these variables can produce practical insights for educators and stakeholders aiming to promote responsible digital consumption while recognizing that online games are deeply embedded in adolescent social life.

Research Methodology

Research Design

This study was design to determine the impact of online games on the Senior High School Student' Spending Behavior at Young Achievers' school of Caloocan. Because the research focuses on the measurable variables and their relationship, the methodology follows a quantitative approach, using survey-based data to examine how student' online gaming exposure to associated with how they spend money while playing.

First, the study identified the variable needed to answer the research problem. The independent variable of the study was the level of online gaming exposure, which may include how often student play, the amount of time spent gaming, and the extent of engagement with features that can encourage purchases (such as in-game events and monetization prompts). The dependent variable was the students' spending behavior, which can be reflected through indicator such as frequency of purchasing in-game items, amount of money spent, and spending decisions related to game needs (buying upgrades, skins, or battle passes). To ensure the result better reflect the real spending pattern, the methodology also considered factors that could influence spending behavior, such as student' self-control and how aware they are of responsible money management.

Next the researchers determined the population and sample for the study. The population consisted of senior high school student currently enrolled at young achiever school of Caloocan. A sample of student was selected through a sampling technique appropriate for the school setting (for example, stratified sampling by grade level or a sapling random selection depending on the available class composition). The sample size was set to allow reliable quantitative analysis, ensuring enough respondents to detect meaningful relationship between online gaming and spending behavior.

After identifying the participants, the researchers prepared the date-gathering instrument, typically structured questionnaire. The questionnaire was composed of section aligned with the variable of the study, items under online gaming exposure assessed students' gaming purchased-related game features. Items under spending behavior measured how students respond to in-game offers and whether their allowance or personal money is used for game related purchases if included items representing personal or contextual influences measured students' self-regulation in spending, attitudes toward budgeting, and awareness of responsible consumption.

Before full implementation, the questionnaire underwent a process to ensure it was suitable for the respondent. This

usually include validating the content often through expert review by advisers or research teachers and conducting a pilot test with small group of students. The pilot test helps check if the questions are clear, understandable, and consistent, and it's provided an estimate of the reliability of the instrument. Based on the pilot results, revision were made to improved clarity, reduce confusion, and strengthen the measurement of the targeted variables.

Once the instrument was finalized, the researcher obtained the necessary permission and conducted the survey with ethical considerations. Since the respondent are minors, the study followed appropriate procedures such as obtaining consent form school and when required, informing parents and guardian about the research purpose. The survey was administered in a way that protected students privacy, respondents were not us to reveal identifying information. Student were also instructed that answering the questionnaire was voluntary and that they could decline to participate without penalty.

After data collection, the gathered responses were encoded and processed for quantitative analysis. The researchers first performed data cleaning to check missing or inconsistent entries. The, descriptive statistics were used to summarize the respondents' profiles and to describe the levels of online gaming exposure and spending behavior (for instance, using frequency counts, means, and standard deviations). These results helped show whether students generally played more frequency, how strongly they engaged with purchase-related features, and whether spending behavior was low, moderate, or high.

To determine the impact of online games on spending behavior, the study applied inferential statistical methods suited to the research design, if the study examined the relationship between gaming exposure and spending behavior using correlations, a correlation analysis would be used. If the study tested the predictive effect of multiple factors simultaneously such as; gaming time, frequency and engagement features), regression analysis would be applied. These analyses helped identify whether chances in online gaming exposure are associated with extent the independent variables explain the dependent variable.

Finally, the researchers interpreted the statistical results in relation to the study's objectives and research questions. The conclusion emphasized whether students' online gaming engagement significantly influences their spending behavior, and it highlighted key factors that showed the strongest association or effect. The findings were then used to recommend practical implications, such as, improving financial education programs, strengthening awareness about online monetization strategies, and promoting responsible gaming practices among senior high school students.

Respondent/Participants

The respondents of the study were senior high school students currently enrolled at Young Achievers' School of Caloocan. Specifically, the study focused on student from the senior high school level who play online games and are therefore able to answer questions regarding their gaming exposure and spending behavior. A selected group of senior high school students served as the sample respondents. The sample was chosen to represent the larger student population, typically using a school appropriate sampling technique such as stratified sampling by grade level or

random selection, depending on the number of classes and the available school roster. The exact number of respondents was determine based on the required sample size for quantitative analysis. Respondent were included if they were Enrolled in senior high school at young achiever school of Caloocan, willing to participate and answer the questionnaire, able to provide information about their online gaming and spending behavior. Respondent were not included if they were not enrolled in senior high school, refuse to participate or did not complete the questionnaire.

Instrument of the Study

The instrument used in this study was a structured questionnaire designed to measure the variables related to the impact of online games on senior high school students' spending behavior at Young Achievers' School of Caloocan. The questionnaire served as the main tool for gathering quantitative data from the respondents, and it was prepared to ensure that each question directly matched the objective.

The questionnaire was divided into sections. The first part focused on online game exposure, which gathered information about the students' gaming behavior and level of engagement. This may include items related to how often the students play online games, how much time they spend gaming, and the extent to which they participate in activities within that may encourage purchases such as in-game events or available upgrades.

The second part measured the student spending behavior. The questions were intended to Determine hoe students spend money related to online games, such as the frequency of purchasing game items, the use of allowance or personal money for gaming needs, and the tendency to buy when offers are presented. Depending on the study design, the instrument may also include statements that reflect spending intentions and students' typical spending decision while playing.

To support the accuracy of the data, the questionnaire questions were presented in a closed-ended format, allowing respondent to choose from given answers such as Likert-type options such as strongly agree to strongly disagree or frequency options like never, rarely, sometimes, often, always) This format helped make the responses easy to interpret and suitable for quantitative statistical treatment.

Before the questionnaire was fully implemented, it underwent validation procedures to confirm that the items were appropriate for the study and clearly understood by the respondents. Content validation was commonly done through comments and recommendations of advisers or subject experts. After validation, the questionnaire was also piloted with a small number of students to check for clarity, consistency, and timing. Base on the results of the pilot test, revisions were made to improve the wording or arrangement of items if necessary.

Overall, the questionnaire was carefully constructed to ensure that it could reliably capture how students' online gaming engagement relates to their spending behavior.

Data Analysis

After the questionnaires were retrieved, the researchers began processing the responses to prepare the data for quantitative analysis. The first step was data coding, where each answer option in the questionnaire was assigned a numerical value. This was followed by data checking and cleaning to ensure that the responses were compliment,

consistent, and usable for analysis. Any entire that contained missing or invalid responses were handled based on the study's data screening procedure.

Once the dataset was ready, the researchers computed descriptive statistics to summarize the respondents' profiles and describe the levels of the study variables. The results for online gaming exposure and spending behavior were presented using measures such as frequency counts, percentages, mean, and standard deviation. These descriptive results were used to determine the overall pattern of respondents' gaming engagement and how they generally behaved in terms of spending related to online games.

After summarizing the data, the researchers performed inferential statistics to determine the relationship and impact of online games on senior high school students' spending behavior. Depending on the study's research design, the researchers applied either correlation analysis or regression analysis (or both). Correlation analysis was used to measure the strength and direction of the association between online gaming exposure and spending behavior. Regression analysis was used to test whether online gaming exposure significantly predicted or explained variations in students' spending behavior, and it allowed the researchers to determine the extent of the effect.

Before interpreting the statistical outcomes, the researchers considered the necessary statistical requirement and assumptions for the chosen tests. The significance of the results was determined using a predetermined level of significance, commonly at 0.05. The researchers then interpreted the findings by focusing on the computed values, the direction of the relationship (positive or negative), and whether the results were statistically significant.

Finally, the researchers organized and presented the results in tables and/or figures and used these findings to answer the research questions. These results were used to support the study's conclusions regarding whether online games had a significant impact on the spending behavior of senior high school students at Young Achievers' School of Caloocan.

Ethical Consideration

Before conducting the study, the researchers made sure that ethical standards were observed throughout the entire process. Since the respondents were senior high school students, the researchers treated the participants with respect and protected their rights as minors. The researchers ensured that the study participation was voluntary and that students were informed about the purpose of the research in a clear and understandable manner before answering the questionnaire.

The researchers obtained the necessary permissions from the school administration of Young Achievers School of Caloocan prior to the distribution of the questionnaires. After the school approval was secured, the students were approached as potential respondents and were given instructions on how to accomplish the survey properly. The researchers emphasized that the respondents were free to participate, and they were allowed to withdraw from the study if they were no longer willing to continue without experiencing any form of penalty.

To protect the privacy of the participants, the researchers did not require respondents to write their names or any identifying information on the questionnaire. The responses were handled with confidentiality, the data collected where use only on the purpose of the study. The researcher also

ensure that the results would be reported in a way that did not expose individual respondents, meaning that the findings represented correctively rather than as personal data of specific students.

The researcher also considered the principle of inform consent by explaining the study of ensure that respondent understood what do they were answering and how their answers would be used. They like wise ensured that the questionnaire did not contain questions that would be offensive, harmful, or that would place students in an uncomfortable situation. The researchers maintain respectful communication during the retrieval of the survey forms, and they ensured that the respondents' time and effort were valued.

After the data collection, the researcher safeguarded the questionnaires and encoded results to prevent unauthorized access. There were used solely for statistical analysis and interpretation, when the study was completed, the researcher continued.

Overall, the researchers ensured that the study adhered to ethical practices by securing permissions, protecting participants' confidentiality, promoting voluntary participation, and using the gathered data responsibly for academic objectives.

Results and Discussions

In this chapter, the researcher presents and interpret the data gathered from respondents, this chapter includes analysis and interpretation, which align with the study entitled 'Impact of Battle Pass to Senior Spending Behavior at Young Achiever School of Caloocan' the study focuses on the senior high school students to determine their spending behavior influenced by battle passes.

In Terms of Excessively Engrossed in Online Games, Factor Motivating to Purchase Battle Pass.

Followed by, Battle Pass Impact in Budgeting and Saving Habits.

Table 1

S. No	Indicator	Ranking	Verbal Indicator
1	Does being addicted to online games affect your social interaction to others?	2	Agree
2	Do you weekly or monthly spend your money on a battle pass?	2	Agree
3	Is buying battle pass helpful to students?	1	No
4	Does staying up late affect your academic performance?	1	Agree
5	Do you play games because you've been influenced?	3	Agree
6	Does the battle pass have a significant effect on a game?	2	Agree
7	Does spending your money on online games make you feel satisfied?	1	Agree
8	Does your money that you're spending came from your parents?	2	Agree
9	Do students skip buying food to spend it on battle pass?	2	Agree
10	Is it possible to get scammed by trading your money for items?	1	Agree

The 1st 4 column illustrates the negative experiences associated with online gaming among players. The questions include: "Does being addicted to online games affect your social interaction with others?" with 68 out of 100

respondents agreeing *"Do you spend money on battle passes weekly or monthly?"* also with 57 out of 100 agreeing, and finally, *"Does staying up late affect your academic performance?"* with 80 out of 100 agree, but we also indicated the high ranking disagree questions *"Is buying a battle pass helpful to students?"* with 87 out of 100 disagree.

Afterward is the 2nd 3 column regarding the factors that persuade students to spend money on battle passes. Leading the list is the question, *"Does spending your money on online games make you feel satisfied?"* with 62 out of 100 respondents agreeing. This is followed by *"Do you play games because you've been influenced?"* 85 out of 100 agreeing and *"Does the money that you're spending come from your parents?"* 77 out of 100 agreeing. Often leading to unbalanced spending habits among students.

And lastly the 3rd 4 column examines the extent of students' addiction to purchasing battle passes. It begins with the question, *"Does the money you spend come from your parents?"* to which 18 out of 30 respondents agreed. This is followed by, *"Do students skip buying food to spend money on battle passes?"* with 18 out of 30 agreeing. Finally, the question *"Is it possible to get scammed when trading money for items?"* saw 19 out of 30 respondents agree.

These results indicate that many students are willing to spend money provided by their parents simply to satisfy their desires. Furthermore, this behavior can negatively impact the health of students who become overly obsessed with spending money on in-game items. Lastly, there are financial risks involved when students let their emotions drive their in-game purchases.

The study also highlights that online game often offer superior quality; such as access to private servers or VIP status when money is spent, and that the gaming experience is enhanced when students purchase in-game items.

Furthermore, this also results demonstrate the adverse impact of excessive gaming on students, specifically regarding their social interactions, their tendency to spend heavily on in-game battle passes, and the potential for poor sleep schedules caused by their addiction. Overall. The findings highlight negative consequences for the students' well-being, as many may be making poor financial decisions or failing to balance their needs and wants in their daily lives.

The data gathered from these student gamers demonstrates that purchasing battle passes significantly influences their financial decisions and spending habits. Ultimately, the study shows that many students continue to spend money despite the resulting financial imbalance or poor financial decision-making. These results indicate that many young people derive satisfaction from spending money to acquire in-game rewards. Additionally, peer influence plays a significant role in driving substantial spending on online games.

The demographic profile of the respondents yielded the following results:

Table 2: Frequency Distribution According to Strand

Strand	Frequency	Percentage
ABM	36	36%
STEM	20	20%
HUMS	18	18%
HE	14	14%
GAS	13	13%
Total	100	100%

This table presents the frequency distribution of respondents across the different strand, along with the corresponding frequency and percentage. The Accountancy Business and Management strand has the largest representation, accounting for over (36%) of the respondents; this suggests that Accountancy Business and Management students may be the 3rd most active in playing online games and purchasing battle passes. This followed by the Science, Technology, Engineering, and Mathematics strand (20% of respondents), then Humanities and Social Science (18%), and Home Economics (14%), with General Academic Strand having the lowest representation at (13%).

Overall, the distribution illustrates the varying levels of participation among strand, Ranging from highlights to the lowest percentages. This is significant, as it highlights that the impact of battle passes on senior high spending behavior is not limited to a single strand but is experienced across different academic disciplines.

Conclusion

Based on the findings of the study, the researchers conclude that battle passes significantly influence the spending behavior of Senior High School students at Young Achievers' School of Caloocan. The results show that many students are willing to spend money on battle passes because of exclusive rewards, game progression Based, and the influence of their friends. The study further concludes that frequent spending on battle passes may negatively affect students' financial decisions. Instead of saving their money or using it for more important expenses, some students prioritize in-game purchases to enhance their gaming experience. While battle passes provide entertainment and additional game content, they may also encourage impulsive spending among young gamers. Moreover, the findings indicate that excessive spending on battle passes and prolonged gaming may affect students' ability to manage their finances responsibly and, in some cases, may also influence their academic performance. Despite being aware that battle passes are not essential and do not contribute to their financial well-being, many students continue to purchase them because of enjoyment and social influence.

Therefore, the researchers conclude that battle passes have a significant impact on the spending behavior of Senior High School students. The researchers recommend that students practice responsible spending habits, improve their financial management skills, and become more aware of the effects of digital purchases. Parents, teachers, and schools may also help by encouraging financial literacy and promoting balanced gaming habits among students.

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