

Fan Culture on Students' Motivation and Classroom Engagement in Social Sciences

Cris Mishel C. Miranda

Graduate School of Education, University of the Visayas – Main Campus, Cebu City, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2026.100500780>

Received: 16 May 2026; Accepted: 21 May 2026; Published: 13 June 2026

ABSTRACT

This study examines the extent of fan culture and its relationship with students' motivation and classroom engagement among university students at the University of the Visayas–Main Campus for the academic year 2025–2026. Utilizing a descriptive correlational research design, the study employed quantitative methods such as mean, standard deviation, and Pearson Product Moment Correlation Coefficient to determine the strength of association between variables. Results show that fan culture is strongly evident among students, with an overall mean of 4.42, highlighted by strong involvement in merchandise ownership and fan related academic or career interests. Motivation toward learning Social Sciences also registered a high overall mean of 4.34, driven primarily by career aspirations, confidence in academic abilities, and clear goal orientation. Classroom engagement demonstrated similarly high levels (overall mean 4.26), particularly when class activities align with students' fandom interests, though weaker areas emerged in out of class engagement and peer interaction. Correlation analysis revealed very weak and statistically non-significant relationships between fan culture and motivation ($p > 0.05$), as well as between fan culture and classroom engagement ($p = 0.091$). These results indicate that while fan culture is pervasive, it does not meaningfully predict or enhance students' motivation or engagement in Social Sciences. Instead, motivation appears more strongly influenced by career relevance and self-efficacy, while engagement increases when instructional activities promote collaboration and interest alignment. Overall, the findings suggest that although integrating fan culture may enrich learning environments, it should not be used as the primary strategy for improving motivation or engagement. Instructional plans should instead emphasize career aligned learning experiences, diverse pedagogical strategies, and collaborative activities. Future research is encouraged to explore alternative psychosocial or instructional factors with stronger predictive value for motivation and engagement including longitudinal approaches that examine changes across time.

Keywords: fan culture, class engagement, motivation, students' fandom interest, social sciences, descriptive, correlational.

INTRODUCTION

In today's digitally driven world, people of all ages specifically students are increasingly engaged in the widespread trend of fan culture deeply dedicating significant time, attention, and emotional investment to their favorite content creators, celebrities, and online communities. While this offers sense of belongingness, and social interaction, it also presents a growing concern in education: students' academic motivation and classroom engagement may be competing with the highly enthusiasm and being completely absorbed nature of fandoms. Concerns in terms of capturing students' interests has been a challenge for traditional classroom instruction. With fan culture gaining popularity as a choice for gathering events, its effects extend beyond mere admiration and significantly influence the academic realm. This tension between students' personal interests and academic responsibilities highlights a critical challenge for educators and underscores the need to explore innovative approaches that connect learning with students' lived experiences. Globally, fan culture has evolved into a powerful social and cultural force that shapes how individuals interact, communicate, and construct meaning. Fan culture has expanded to include diverse communities centered around shared interests such as music, sports, films, and television series.

With the rise of digital platforms, fan communities have become more interactive and participatory, enabling individuals to engage in discussions, create content, and express their identities (Purdy, 2021). Scholars emphasize that fan culture is not merely about admiration but involves active participation and meaning-making, where individuals develop a sense of belonging and shared identity (Jenkins, 2006). This creates a high-spirited community that enhances their engagement with the content they are passionate about. This community aspect not only motivates students to participate in discussions but also encourages them to create content, such as fan fiction and artwork, which enhances their critical thinking and creativity (Killian, 2023). This participatory nature of fan culture has significant implications for learning, as it mirrors collaborative and interactive processes that are essential in education.

In the context of education, fan culture has been recognized for its potential to enhance student motivation and engagement. Participation in fan communities encourages students to create content such as fan fiction, artwork, and online discussions, which develop higher-order thinking skills, creativity, and communication abilities (Killian, 2023). Moreover, the sense of belonging fostered within fan communities can increase students' willingness to participate and express their ideas. Studies suggest that when students are emotionally invested in a topic, their level of engagement and motivation significantly increases (Hsu & Liao, 2014). This indicates that integrating elements of students' interests—such as fan culture—into instructional practices may create more meaningful and engaging learning experiences.

In the Philippines, where educational challenges such as low student motivation and disengagement persist, the integration of culturally relevant and interest-based approaches becomes increasingly important. Studies have shown that Filipino students often exhibit decreased motivation when lessons are perceived as uninteresting or disconnected from their personal experiences (Salanga & Bernardo, 2016). In response, the Department of Education has emphasized learner-centered and contextualized teaching approaches under the K to 12 curricula, encouraging educators to make learning more relevant and engaging. Despite these efforts, many classrooms still rely on traditional teaching methods that may not fully capture students' attention in an age dominated by digital media and entertainment. At the regional level, concerns about student engagement are reflected in school participation and retention data. In Central Visayas, approximately 21,000 students have reportedly left school across basic and secondary education levels in the school year 2023-2024 Department of Education report. Although Cebu Province's dropout rate of around 1.12% remains below the critical threshold set by the Department of Education, underlying factors such as lack of interest, low motivation, and personal challenges continue to affect students' educational participation. These realities highlight the importance of identifying alternative and innovative strategies that can sustain students' interest in learning. In this context, fan culture emerges as a potentially powerful yet underexplored factor that may influence students' motivation and engagement in the classroom.

However, while fan culture offers opportunities to enhance learning, it also presents challenges. Excessive involvement in fandoms may lead to distractions, reduced focus on academic tasks, and conflicts among students due to differing fan identities (Abd-Rahim, 2019). This does not only detract them from their academic responsibilities, it also disrupts their growth as an individual citizen Yin, 2023). These contrasting effects suggest that fan culture is a complex phenomenon that requires careful understanding. Educators must be able to harness its positive aspects while mitigating its potential drawbacks to ensure that it contributes meaningfully to the learning process. Despite the growing acknowledgment of fan culture's influence on youth, there remains a significant gap in academic research concerning its impact on students' motivation and classroom engagement. Few studies have examined how fan culture can be leveraged as a pedagogical tool to enhance learning outcomes. For instance, while Deterding et al. (2011) explored the motivational benefits of game-based learning, similar investigations into fan culture's role in education remain limited. This gap presents an opportunity for further examination, particularly in understanding how educators can integrate fan culture into curricula to foster a more engaging and motivating learning environment.

In response to these gaps, this study aims to determine the relationship between fan culture and students' motivation and classroom engagement among university students who have been taking general education subjects at the University of the Visayas – Main Campus located at Dionisio Jakosalem Street, Barangay Pari-an, Cebu City. Specifically, it seeks to examine how students' involvement in fan culture influences their level

of interest, participation, and academic behavior in the classroom. The findings of this study are expected to provide valuable insights for educators in designing more engaging, relevant, and student-centered learning experiences by integrating elements of fan culture into instructional practices. This study is significant to various stakeholders in the field of education. For teachers, it provides insights into how fan culture can be utilized as a tool to enhance student motivation and classroom engagement. School administrators and curriculum developers may use the findings to design more responsive and learner-centered instructional strategies that align with students' interests. For policymakers, the study offers evidence that may support the integration of culturally relevant approaches in education. Additionally, students may benefit from more engaging and meaningful learning experiences that connect with their personal interests. Finally, future researchers may use this study as a reference for further investigations on the role of popular culture in educational contexts.

Fan culture refers to the communities and practices that develop around shared interests in media and entertainment, significantly influencing students' motivation and engagement. This culture fosters a sense of belonging and identity which can enhance students' enthusiasm for learning and participation in academic activities. Additionally, the admiration college students have for their idols serves as a powerful motivator in their academic and personal lives (Zhao et al., 2023). By observing the hard work and dedication of these role models, students draw inspiration to strive for excellence.

Moreover, the actions of celebrity idols, particularly their involvement in public welfare, help students recognize the gaps between their own efforts and those of their idols (Zhao et al., 2023). This encourages them to internalize these values and externalize them through their own actions. Participants in fan culture are also motivated creatively through their connections with others, as both independent and community involvement drive their engagement. Research indicates that motivations among creators encompass both hedonistic and eudaimonic elements, with higher levels of community involvement linked to the latter, further enhancing their creative pursuits (Taylor, 2021).

However, too much motivation banked on fan-based expansion can lead to violence. It is because the mask of anonymity in online fan communities can exacerbate hostility which can lead to aggressive behavior among individuals who feel threatened regarding their identities (Zhao et al., 2023). An example of this is the AO3 incident in early 2020, which showcased cultural bullying between fan circles and highlighted the phenomenon of fandom hostility (Tan & Li, 2025). Many fans, in their blind devotion, elevate characters to idol status, resulting in increased tensions and cyber violence. In the study of Zhao et al. (2023), they indicated that some college fans would argue with others over their idols, while some expressed willingness to engage in anti-blackness. This online hostility risks spilling over into real life which makes it challenging to address issues with an open mindset and potentially leading to a cycle of rejection and conflict in everyday interactions.

Students are also motivated to engage in fan culture by their aspirations to emulate their idols. Many fans view themselves as potential competitors and seek to build the confidence needed to become idols in their own right (Sjoblom et al., 2020). This aspiration is not merely about admiration, it involves a deep-rooted desire to replicate the success and recognition that idols enjoy. As fans invest time and energy into understanding the careers, strategies, and personal stories of their idols, they often develop skills and attributes that align with those they admire. This process can include honing their artistic talents, improving public speaking abilities, or even participating in community events related to their fandom. In a study by Cote et al. (2024), the behaviors and actions exhibited by fans toward their idols may indicate their potential to become future idols themselves. This connection suggests that the motivation to engage in fan culture is reciprocal.

As fans support and emulate their idols, they also cultivate a sense of identity that aligns with their aspirations. The more they engage with their idols, the more confident they become in their potential which shows reinforcement to their commitment to the fandom. In conclusion, fan culture plays a significant role in shaping the motivations and identities of students, providing them with a sense of belonging and purpose. Through their admiration for idols, students are inspired to strive for excellence, drawing lessons from the hard work and dedication exhibited by these role models. This admiration not only fuels academic and personal aspirations but also encourages creative expression and community engagement. However, the dynamics of fan culture can also lead to negative outcomes, such as hostility and aggression, particularly in online environments where anonymity

can embolden harmful behaviors. This duality highlights the need for a balanced approach to fandom, recognizing both its potential for personal growth and its risks for interpersonal conflict. As students engage with fan culture, they not only cultivate their talents and aspirations but also navigate the complexities of identity and community in an increasingly interconnected world.

Fan culture encompasses the communities and practices that emerge around shared interests in media and entertainment which can influence students' engagement in academic settings. The sense of belonging and identity fostered within these communities can significantly enhance students' motivation to participate in classroom activities (Zengilowski et al., 2023). Students who engage with fan culture often bring these interests into the classroom and using them as a lens through which to explore academic subjects. This integration not only boosts their enthusiasm for learning but also allows them to connect their personal passions with educational content. Educators with experience in fandom-based teaching acknowledge the challenges associated with integrating fan culture into the classroom (Organization for Transformative Works, 2025). They provide strategies for advocating with administration, even when faced with standardized curricula, and offer guidance on incorporating fandom media into lessons, regardless of the educator's familiarity with specific fandoms. Additionally, they address the complexities of balancing mature content and censorship, while also navigating student resistance to sharing their work within fandom communities (OTW, 2025).

The admiration students have for their idols serves as a crucial motivator in their academic pursuits. By observing the dedication and hard work of these figures, students are inspired to emulate their efforts, striving for excellence in their own studies (Cote et al., 2024). Furthermore, the values imparted by idols, particularly those related to social responsibility and community engagement, encourage students to internalize these lessons and apply them in classroom settings. Once motivated, they invest their energy and financial resources which makes them feel contributed to the part of the community (Jones et al., 2022). This, in turn, creates a foundation constructing their identity around their idols (Jones et al., 2022). This may create an environment where students feel empowered to express their identities while engaging with their classes at school.

In addition, their engagement with their idols or within their fan community create a satisfaction which can help them with their study. This satisfaction is particularly pronounced among fans who actively participate in their fandom, as opposed to those who merely appreciate their idols for entertainment (Huang et al., 2025). Fans who derive direct psychological satisfaction or happiness from their engagement may not experience the same level of fulfillment as those who are more industrious in their fandom (Huang et al., 2025).

Moreover, students' aspirations to emulate their idols can significantly impact their classroom engagement. Many view themselves as potential future idols, motivating them to invest time and energy into developing relevant skills and attributes (Cote et al., 2024). This desire for self-improvement often translates into increased participation in academic activities, as students seek to align their efforts with those of their admired figures. In summary, fan culture has a multifaceted impact on classroom engagement. While it provides valuable motivation and fosters creativity, it also presents challenges that educators must navigate. Recognizing and harnessing the positive aspects of fan culture can lead to enriched educational experiences, enabling students to connect their passions with their academic journeys.

THEORETICAL BACKGROUND

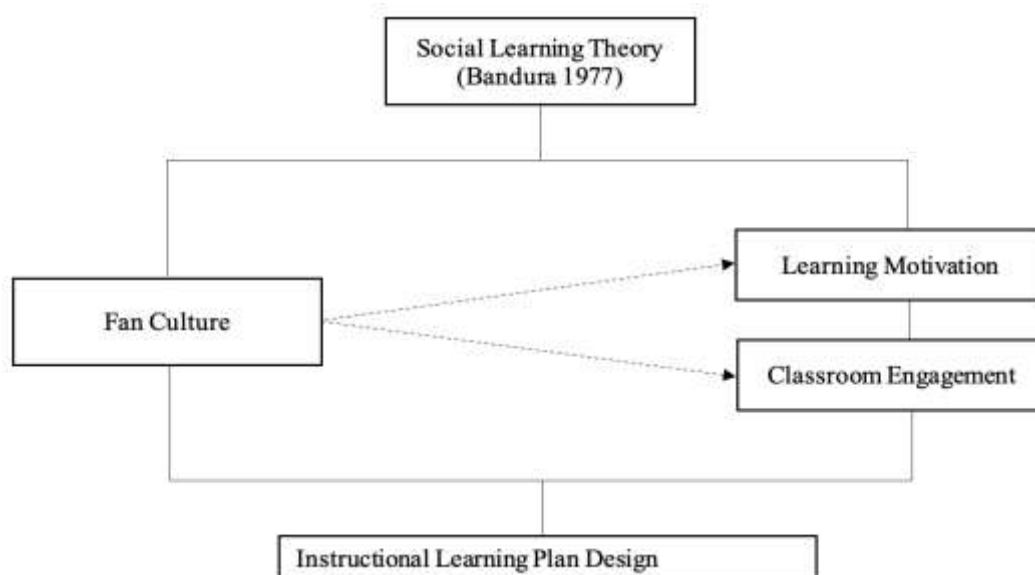
This study is anchored on the Social Learning Theory of Bandura (1977) supported by the Self-Determination Theory (Ryan and Deci, 2000) Social learning theory posits that individuals learn within a social context, often by observing and imitating others. Moreover, Self-determination theory emphasizes the role of intrinsic and extrinsic motivation in human behavior, highlighting

Social Learning Theory (SLT) was developed by Albert Bandura proposed in the year 1977 that people learn from environment and behavior is learned from one another through observation, imitation and modeling. Social influence is being highlighted from this theory which gives influence towards one's behavior and learning. Social Learning Theory can offer insightful information about how students' interaction with fan networks and material affects their motivation and behavior in the classroom within the framework of fan culture.

In the context of fan cultures, students frequently watch and imitate the actions, mindsets, and abilities of fellow members, such as friends, online creators, and famous individuals. This may entail embracing study routines, methods of communication, or artistic techniques witnessed in fan-associated pursuits. This fits into Bandura's Social Learning Theory's modeling behavior category of observational learning motivation. Humans are prone to imitate behaviors due to several reasons. Because students who identify as a member of a particular fandom, students who belong to one may feel driven to actively participate in school-related academic courses and inspired to pursue their areas of interest, such as things they follow online or watch on TV.

This was supported on the role-identity theory (McCall & Simmons, 1978 as cited by Agustino 2022 Understanding Fan Culture: Characteristics, Terminology and Limits), people make an effort to act in a way that is consistent with how they desire to be seen by others and how they prefer to view themselves. Identification is associated with commitment that is experienced both at an individual and social level with personal and emotional attachment (Murray 2019). Engaging in fan culture can provide intrinsic motivation for learning, since it can bring happiness and fulfillment. Barry and King (2000), stated that intrinsic motivation engages in the things an individual is doing to enjoy for personal interest and curiosity. Students are more likely to participate fully in class and stick with their studies when the material is in line with their hobbies. According to Baym (2018), fandom fosters social skills and teamwork since enthusiasts frequently collaborate on projects and exhibit their works in open spaces.

Figure 1. Schematic Diagram of the Theoretical Framework



Statement of the Problem

The study aimed to determine the relationship between fan culture and the motivation and classroom engagement of the undergraduate College of Arts and Sciences university students at the University of the Visayas – Main Campus for the 1st semester of the academic year 2025 – 2026.

Specifically, it will answer the following questions:

1. What is the extent of fan culture among the university students?
2. What is the level of university students' motivation towards learning subjects in social sciences?
3. What is the level of classroom engagement of the university students?
4. Is there a significant relationship between the extent of fan culture and the level of university student's motivation towards learning subjects in social sciences?

5. Is there a significant relationship between the extent of fan culture and level of classroom engagement of the university students?
6. Based on the findings, what instructional learning plan can be designed in integrating fan culture?

Statement of the Null Hypothesis

At 0.05 level, the hypothesis will be tested:

1. Ho1: There is no significant relationship between the extent of fan culture and the level of university student's motivation towards learning subjects in social sciences.
2. Ho2: There is no significant relationship between the extent of fan culture and level of classroom engagement of the university students.

METHODOLOGY

Design

This study employed the descriptive-correlational research in its attempt to describe and determine the relationship between Fan cultures on the student's motivation and classroom engagement of university students. The variables in a descriptive correlational study design are described, and the strength of the associations between and among the variables is assessed. This study employed a descriptive correlational approach in a quantitative research design. The use of a quantitative research design is appropriate for this study because it allows for the measurement and statistical analysis of various factors, such as the extent of student fan culture, motivation for learning, and classroom engagement, as well as the provision of numerical data for correlation analysis. The study used a descriptive-correlational methodology to investigate the breadth of students' fan culture and its probable correlation with classroom engagement and student motivation.

By using descriptive study there is feasibility to discover and describe the types of fan cultures that are popular among university students. Conducting survey to determine the percentage of the student's participation in various fandoms. Examining the correlations between fan culture and motivation. Studying connection enables the researcher to explore how students' participation in fan culture relates to their desire to learn. The evaluation involves considering elements such as the degree of participation in fan culture and the degrees of internal and external drive in school environment.

Environment

The research study took place at the University of the Visayas – Main Campus located at Dionisio Jakosalem Street, Barangay Pari-an, Cebu City. University of the Visayas – Main Campus, a private non-sectarian institution, is the first university in Cebu founded in 1919 and also the first one to achieve university status.

Participants

The participants of this study were the university students who have been taking general education subjects, specifically in social sciences, from different programs namely Bachelor of Arts in Political Science, Bachelor of Arts in Communication, Bachelor of Sciences in Biology, and Bachelor of Science in Psychology in the College of Arts and Sciences (CAS).

Sample size and sampling. Out of 195, a sample of 130 were considered as the participants of the study using Raosoft sample size calculator with a varying allocation of students per college department (See table 1). To effectively gather the students, stratified sampling technique were used provided that they will be qualified as participants based on the criteria set for the study.

Table 1 Distribution of the Participants

College Departments	Population	Sample Size	Percentage
Bachelor of Arts in Political Science	33	22	16.92%
Bachelor of Arts in Communication Studies	10	7	5.39%
Bachelor of Science in Biology	12	8	6.15%
Bachelor of Science in Psychology	140	93	71.54%
Total	195	130	100%

Inclusion Criteria. The participants were selected based on the following criteria: 1) they belong to either of the four programs in the College of Arts & Sciences, regardless of age and gender; 2) they were currently enrolled in the first semester for the academic year 2025 – 2026; 3) they have completed any general education subjects in the social science field from the previous academic year; 4) they were willing to participate in the study; and 5) they have signed the informed consent.

Exclusion Criteria. There are other college departments that were not be included to this study. These are the College of Education (COED), College of Maritime Education (COME), College of Criminal Justice (COCJ), College of Engineering Technology and Architecture (CETA), College of Allied Health and Sciences (CAHS), College of Business Administration (CBA), and Gullas Law School.

Data Gathering Tools

The main instruments for this study were adapted questionnaires from different scholars. To assess the extent of impact of fan culture on students, the adapted questionnaires from Jenkins (2006), Sandoz (2005), Gray & Stein (2017) and Hills (2002) will be utilized. Other questionnaires made by Ryan & Deci (2000), Bandura (1997), and Shunk et al. (2014) will be used in this study to assess the level of students' motivation towards learning Social Sciences. In order to assess the level of classroom engagement of students, a mixed questionnaire taken from the works of Fredricks et al. (2004), Skinner et al. (2009), Reeve and Tseng (2011), and Wang and Holcombe (2010) will be utilized. These varied questionnaires will be used to form the survey questionnaire that will be utilized in this study to attain its main goals. However, these questionnaires were modified in order to fit to the main goals of the study. The final survey questionnaire underwent content and face validation and as well as reliability testing. Face and content validation through a triangulation method were conducted by three jurors with doctoral in Social Studies using Good and Scates validation form. After that, reliability testing were done through a pilot testing method. This utilized 30 students from other college or university to carry out the test. Validation was conducted by three jurors with doctoral degrees in Social Studies, using Good and Scates validation form, resulting in a score of 4.95, indicating "excellent" validity. For reliability, the instrument was pilot tested at a college in Negros Occidental, Philippines. The results were analyzed using Cronbach's Alpha, which measures the internal consistency of the items. The computed values were 0.81, 0.85, 0.84, and 0.89, all interpreted as "good," confirming that the instrument was reliable for conducting the study.

Each student was evaluated based on the following scale:

Table 2. Instrument parameter scale

Scale	Response	Description	Ranges of Mean
5	Strongly Agree	Highly Motivated	4.21 – 5.00
4	Agree	Motivated	3.41 – 4.20
3	Somewhat Agree	Moderately Motivated	2.61 – 3.40

2	Disagree	Slightly Motivated	1.81 – 2.60
1	Strongly Disagree	Not Motivated at all	1.00 – 1.80

Data Gathering Procedure

This part contains discussion of the data procedures for pre-data gathering, actual gathering, and post-data gathering.

Pre-data gathering. In preparation for data collection, the researchers followed a series of systematic procedures. Initially, they addressed the comments and suggestions provided by the panelists during the design hearing. Following this feedback, the researchers sought ethical approval from the Research Ethics Committee (REC). After all necessary approvals were obtained, the REC reviewed the ethical considerations of the study before granting a Notice to Proceed (NTP). With the NTP in hand, the researchers submitted a formal letter to the Dean of College of Arts and Sciences, endorsed by her adviser and by the Dean of the Graduate School of Education of the University of the Visayas and waited for approval.

Actual Data Gathering. On the day of data collection, the researchers explained the purpose and mechanics of the survey to ensure that respondents understood the process. Subsequently, they administered the survey questionnaire to each participant through google form via messenger or email. Data on fan culture, classroom engagement, and motivation in social sciences were collected through a standardized questionnaire

Post Data Gathering. After data collection, the gathered information were compiled, tallied, tabulated, and statistically analyzed. The data were encoded on a secured computer system protected by a password, ensuring that only authorized personnel had access. The data were disposed of following the publication of the study in an accredited journal or after one year.

Data Analysis

With the data that were analyzed through statistical tools, specifically the IBM SPSS (Statistical Package for Social Sciences). For the extent of fan culture among students, descriptive statistics were used, specifically the mean and standard deviation. To find out the level of students' motivation, descriptive statistics were used, specifically the mean and standard deviation. Next, descriptive statistics were also used, specifically the mean and standard deviation, to assess the level of classroom engagement of students. Lastly, in order to find out the correlation between the level of students' motivation and their classroom engagement, Pearson's r were used provided that the data distribution is normal. After the processing, interpretation, and analysis of data, the recommendations and instructional learning plan were created

Ethical Consideration

The study was conducted according to the guidelines of the Declaration of Helsinki. It has been approved following the protocol of the Research and Ethics Committee of the University of the Visayas with Reference No. 2026-019 dated February 18, 2026. The research involved university students participating voluntarily in an online survey. Before completion of the questionnaires, an accompanying cover letter explained the confidentiality and purpose of the study, the potential objectives, and the voluntary participation. No financial incentives were provided for participating in the study. The authors declare no conflict of interest.

RESULTS AND DISCUSSIONS

This chapter contains the presentation, analysis, and interpretation of the relationship between fan culture and the motivation and classroom engagement of university students at the University of the Visayas – Main

Campus.

Extent of Fan Culture among University Students

The table below shows as to what extent of fan culture among the university students using weighted mean and standard deviation with verbal interpretation.

Table 3. Extent of Fan Culture among the University Students

Indicator	Mean	SD	Verbal Description
1. I regularly participate in fan events or gatherings.	4.46	0.59	Highly Motivated
2. I frequently engage in online fan communities or social media groups related to my fandom.	4.48	0.57	Highly Motivated
3. I frequently engage with fan-related content, such as fan fiction, fan art, or fan videos.	4.51	0.57	Highly Motivated
4. I regularly attend events, conventions, or meet-ups related to my fandoms.	4.57	0.58	Highly Motivated
5. I own merchandise or collectibles related to my favorite media or celebrities.	4.58	0.57	Highly Motivated
6. Being a fan is a core part of who I am.	4.37	0.75	Highly Motivated
7. I am passionate about sharing my fandom interests with others.	4.35	0.68	Highly Motivated
8. My involvement in fan culture helps me cope with stress or challenges.	4.36	0.63	Highly Motivated
9. I often participate in collaborative fan projects or initiatives.	4.35	0.85	Highly Motivated
10. My involvement in fan culture positively impacts my daily life.	4.38	0.75	Highly Motivated
11. My engagement with fan culture influences my decisions and behavior.	4.21	0.69	Highly Motivated
Total	4.42	0.68	Highly Motivated

Note. 4.21-5.00-Highly Motivated; 3.41-4.20-Motivated; 2.61-3.40-Moderately Motivated; 1.81-2.60-Slightly Motivated; 1.00-1.80-Not Motivated at All

The results of this study reveal a consistently high level of fan culture among university students. The overall mean of 4.42 falls within the Strongly Agree range indicating that fan culture strongly permeates daily life and self-concept. Notably, the highest indicators are both at 4.58 which show that owning merchandise and the influence of fan culture on academic or career interests are especially salient for students. Conversely, the lowest indicator with a mean of 4.21 suggesting that while fan culture influences decisions and behavior, this effect is marginally weaker than other facets. This pattern points to a broad, pervasive engagement with fan culture, with particular strength in material involvement and its alignment with life goals, while the behavioral influence, though present, is somewhat less pronounced.

This suggests that fan involvement is a pervasive aspect of students' daily lives and self-concepts. An evidence suggest that strong fan identification can enhance engagement and psychological well-being, while also shaping self-concept and social behavior (Hettinger & Groene, 2016). This means that strong fan identification can mobilize a sense of belonging, which in turn, enhances students' engagement with learning activities and their overall psychological well-being. This identification also contributes to how students see themselves, aligning

their self-concept with the values, aspirations, and social networks tied to their fandom. Consequently, fandom-related identities can influence interactions with peers (Huang et al., 2025).

Material immersion and the alignment of fan identities with life goals are particularly salient for this cohort. This pattern aligns with theories of strong fan identity and social belonging, which have been shown to bolster well-being and identity development in youth (Sun et al., 2026; Hettinger & Groene, 2016). Sun et al. (2026) discussed in their study on how fan culture contributes to social belonging and daily life, alongside research on how affective engagement translates into aspirations and behavior, provide a convergent backdrop for interpreting these findings. The results point to a broad and deeply embedded fan culture that reinforces identity and motivation, with practical implications for balancing fan engagement with academic and career aspirations.

However, a research finding suggests that fan involvement shapes attitudes and goals without overshadowing other life domains such as academics and family responsibilities (Martinez-Yarza et al., 2024). This pattern is consistent with research indicating that fan communities can steer values and choices while coexisting with multiple commitments (Dan et al., 2023). It also resonates with theories of balanced identity work in which extracurricular identities contribute to motivation and social belonging without displacing formal roles (Barlett & Yemini, 2025). Generally, it supports the interpretation that fandom can be a salient and positive resource for identity consolidation and goal-oriented motivation with meaningful implications for leveraging fan culture to enhance learning outcomes while maintaining balance with academic and career development.

Level of University Students' Motivation towards learning subjects In Social Sciences

The table below shows as to what level of university students' motivation towards learning subjects in social sciences using weighted mean and standard deviation with verbal interpretation.

Table 4. Level of University Students' Motivation towards learning subjects in Social Sciences

Indicator	Mean	SD	Verbal Description
1. I enjoy learning new things because of my idol.	4.32	0.66	Highly Motivated
2. I set specific goals for myself to improve my academic performance because I look up to my idol as an inspiration.	4.44	0.67	Highly Motivated
3. I am driven to learn because I want to be the best in my class just like my fandom does.	4.27	0.74	Highly Motivated
4. I believe I am capable of understanding even the most difficult topics in my courses because I follow my fandom path that led them to succeed.	4.40	0.71	Highly Motivated
5. I believe that what I am learning in school is important for my future.	4.18	0.66	Motivated
Total	4.34	0.69	Highly Motivated

Note. 4.21-5.00-Highly Motivated; 3.41-4.20-Motivated; 2.61-3.40-Moderately Motivated; 1.81-2.60-Slightly Motivated; 1.00-1.80-Not Motivated at All

The results of this study reveal a consistently high level of motivation toward learning social sciences among university students. The overall mean of 4.34 indicates that motivation to learn in social sciences is robust across multiple facets. Notably, the highest indicators with a mean of 4.46 shows that students work hard because they believe this will improve their job prospects in their field of interest and both the mean percentage of 4.44 and 4.40 also reflect strong goal orientation and confidence in their ability to succeed. Conversely, the lowest indicator is item 19, with a mean of 4.18 suggesting that while students generally perceive the subject as important for their future, this perceived importance is slightly weaker than their other motivational drivers. This

pattern points to a broadly motivated student body with particularly strong ties between career aspirations and study effort, while recognizing a modest relative emphasis on the long-term value of the curriculum.

The interpretation suggests that university students are highly motivated to study social sciences, driven mainly by anticipated career benefits and confidence in their ability to succeed, with strong goal orientation, while the perceived long-term value of the curriculum remains present but comparatively weaker. This aligns with theories of motivation that emphasize how career relevance, perceived competence, and autonomous engagement drive students' persistence and effort, and it is supported by multiple studies showing that both intrinsic and well-internalized extrinsic motivations predict higher engagement, performance, and persistence in learning across disciplines (Ryan & Deci, 2020). Ryan and Deci (2020) foundational work on Self-Determination Theory demonstrates that autonomy, competence, and relatedness foster intrinsic motivation and positive educational outcomes, a view later summarized in broader educational contexts.

Furthermore, research on achievement goal orientation indicates that students' ambition for mastery and clear future time perspectives mediate their learning investments and persistence, underscoring the role of career-related outcomes in motivating study behavior (Ma et al., 2021). Additional studies have documented how students' perceptions of future job prospects and self-efficacy contribute to stronger goal orientation and effort, reinforcing the link between vocational goals and academic engagement. Recent reviews and empirical work by Alturki and Aldraiweesh (2024) also highlight how social contexts, including classroom environments and digital technologies, can enhance or undermine motivation when they support autonomy, competence, and relatedness. Collectively, these studies corroborate the finding that students' motivation to study social sciences is largely driven by anticipated career benefits and confidence in success, with strong goal orientation and meaningful in-course relevance, while recognizing a comparatively smaller emphasis on the long-term value of the curriculum within a broader motivational framework.

Level of Classroom Engagement of the University Students

The table below shows as to what level of classroom engagement of the university students using weighted mean and standard deviation with verbal interpretation.

Table 5. Level of Classroom Engagement of the University Students

Indicator	Mean	SD	Verbal Description
1. I pay attention during class lectures.	4.39	0.73	Highly Motivated
2. I participate actively in class activities specially when it talks about my fandom.	4.45	0.61	Highly Motivated
3. I complete my assignments on time and after which do my interest passion such as listening to music of my idol and other related fanatics.	4.38	0.74	Highly Motivated
4. I contribute to group work or discussions when it relates to my fandom.	4.28	0.75	Highly Motivated
5. I attend classes regularly without skipping as I might catch interesting topic related to my fandom.	4.34	0.77	Highly Motivated
6. I feel excited about the subjects I am learning in school as I relate it to my fandom.	4.08	0.96	Motivated
7. I feel a sense of accomplishment when I do well in class.	4.25	0.81	Highly Motivated
8. I often find myself thinking about class content outside of school hours by relating situations to my fandoms.	3.95	1.22	Motivated

9. I enjoy collaborating with my classmates on projects and suggests ideas that sparks common interests like fandoms.	4.38	0.77	Highly Motivated
10. I find it easy to make friends with my classmates.	3.95	1.14	Motivated
Total	4.26	0.84	Motivated

Note. 4.21-5.00-Highly Motivated; 3.41-4.20-Motivated; 2.61-3.40-Moderately Motivated; 1.81-2.60-Slightly Motivated; 1.00-1.80-Not Motivated at All

The results of this study reveal a consistently high level of classroom engagement among university students. The overall mean of 4.26 indicates that engagement appears stronger across multiple items with a pronounced enthusiasm anchored in their fandom-related interests and collaborative activities within the classroom. Notably, the highest indicator with a mean of 4.45, showing that students actively participate in class activities when aligned with their fandoms. Conversely, the lowest indicators are items 15 and 22, each with a mean of 3.95, suggesting that thinking about class content outside of school hours and making friends with classmates are relatively weaker engagement facets. This pattern points to a broadly engaged student body with strong participation and collaboration in class activities, while recognizing opportunities to enhance peer connections and out-of-class engagement.

This suggests that students are broadly highly engaged in class, especially when activities align with their interests, while engagement outside class and in forming peer connections are relatively weaker, indicating room to enhance out-of-class involvement and social integration. Students' high engagement when activities align with personal interests aligns with Self-Determination Theory, which posits that autonomy and relatedness enhance intrinsic motivation and persistence in learning (Ryan & Deci, 2020). This is supported by SDT reviews showing autonomy, competence, and relatedness foster deeper engagement and educational outcomes across disciplines. A social-cognitive and engagement view, based on the study conducted by Gan et al. (2023) interpret the strong engagement in interest-related tasks as evidence of mastery goals and value appraisals, where perceived relevance and self-efficacy boost time-on-task and persistence.

Furthermore, the pattern in the findings can be seen as the result of belonging within a collaborative classroom community, with peer interactions and supportive networks predicting higher engagement, while weaker out-of-class connections point to opportunities for greater social integration (Leo et al., 2022). The study conducted by Leo et al. (2022) explained the greater need to improve relationships among youth so they would be more motivated to attend classes. They also emphasized the idea of influences on peer relationships suggesting that educators should provide more support to the students so they would influence one another, especially when it comes to sharing knowledge and ideas in the classroom. Li (2025) also agreed with the findings of Leo et al. (2022) which they demonstrated that relevance-grounded and collaborative tasks tend to raise participation and perceived value of the content, though there is a need to strengthen out-of-class engagement and peer ties for a more holistic engagement profile.

Generally, it is evident that career relevance and autonomous motivation are central drivers of engagement, so curricula that explicitly connect tasks to real-world applications and future outcomes should elevate in-class participation and sustained motivation across contexts. Cultivating comprehensive engagement requires strengthening social belonging both inside and outside the classroom by fostering collaborative networks and supportive peer relations, since social context and networks robustly predict engagement and learning outcomes across multiple settings.

Relationship between Fan Culture and Motivation

The table below shows the significant correlation between the extent of fan culture among the university students and the level of university students' motivation towards learning subjects in social sciences using

Pearson's R.

Table 6. Relationship between the Extent of Fan Culture among the University Students and the Level of University Students' Motivation towards learning subjects in Social Sciences

Variables	r value	Strength of Correlation	p value	Decision	Remarks
Fan Culture and Student's Motivation towards learning Social Sciences	0.227	Very Weak (Low negative)	0.009	Accept Ho	Not Significant
Note. Significant at $p < 0.05$ (two-tailed)					

The table indicates a statistically non-significant and very weak relationship between fan culture and motivation to learn Social Sciences, with a correlation coefficient of 0.227 and a p-value exceeding the 0.05 threshold, which means the observed association could reasonably be due to chance and the null hypothesis cannot be rejected. Consequently, while fan-culture involvement appears slightly related to motivation, this link is not reliable enough to conclude that increased fan culture meaningfully boosts motivation toward Social Sciences. This also means that fan culture does not meaningfully motivate students to learn Social Sciences and any observed link is extremely small and not reliable for predicting or enhancing motivation.

It also suggests that curriculum design should not rely on fan-culture engagement as a guaranteed lever for improving motivation and that additional factors should be explored to understand what drives student motivation in Social Sciences. Numerous studies indicate that students who are autonomously or intrinsically motivated, driven by genuine interest, curiosity, or personal value, tend to achieve higher levels of learning and display greater competence than their peers motivated primarily by external rewards or pressures. Deci and Ryan (2020) explained in their "Self-determination theory" that autonomous, intrinsic motivation driven by interest, mastery, and personal value predicts stronger engagement and achievement. Their intrinsic motivation is associated with deeper understanding and mastery which translates into better academic performance (Ryan & Deci, 2020).

However, Deci and Ryan (2020) also emphasizes that external or peripheral interests (such as fan culture) are unlikely to reliably sustain motivation across diverse learning contexts unless they are integrated in ways that support students' autonomy and relevance. This means that mere exposure to fan culture without formal curricular integration may not reliably boost motivation in Social Sciences, though intrinsic factors could still play a role if connected to content in a meaningful way. Another study conducted by Gamage et al. (2021) further show that when students perceive personal relevance in their studies such as connecting historical events to contemporary issues or relating content to their own experiences, they engage more actively and persist longer. This suggests that fan culture alone may not provide the level of personal relevance required to elevate motivation in a generalized Social Sciences context unless instructors explicitly connect fandom-relevant content to core concepts and learning goals.

Furthermore, Kamberi (2025) argues that intrinsic motivation fosters deeper engagement with content and leads students to attribute their success to internal factors which is quite consistent with SDT's framework. This implies that if fan culture were to influence motivation, it would have to translate into authentic internal attributions rather than relying on fandom as a superficial lure. The observed non-significant link indicates that such internal attributions are not automatically triggered by fan culture in the present design.

While extrinsic motivation can positively influence outcomes, Morris et al. (2022) recommended that extrinsic reinforcement should be balanced with intrinsic drivers to avoid over-reliance on external incentives. In the study's context, any potential extrinsic appeal of fan culture may fail to produce durable motivation in Social Sciences if intrinsic interest is not simultaneously encouraged which would help explain why the correlation remains weak and non-significant. This suggests that while fan culture might contribute to fleeting interest for some students, it is not a strong or generalizable driver of motivation in Social Sciences unless it is strategically embedded within authentic, autonomy-supportive, and relevance-driven teaching practices.

Significant Relationship between Fan Culture and Classroom Engagement

The table below shows the significant correlation between the extent of fan culture among the university students and the level of classroom engagement of the university students using Pearson's r .

Table 7. Significant Relationship between the Extent of Fan Culture among the University Students and the Level of Classroom Engagement of the University Students

Variables	r -value	Strength of Correlation	p - value	Decision	Remarks
Fan Culture and Classroom Engagement	0.149	Strongly Negative	0.091	Accept Ho	Not Significant

Note. Significant at $p < 0.05$ (two-tailed)

The table indicates a statistically non-significant and very weak relationship between fan culture and classroom engagement, with a correlation coefficient of 0.149 and a p-value of 0.091 which means the observed association could reasonably be due to chance and the null hypothesis cannot be rejected. Consequently, while fan-culture involvement appears slightly related to engagement, this link is not reliable enough to conclude that increased fan culture meaningfully boosts classroom engagement. This also means that fan culture does not meaningfully enhance student engagement in Social Sciences classes and any observed link is extremely small and not dependable for predicting or improving engagement.

Practically, this means fan-culture involvement should not be assumed to boost student engagement in Social Sciences classes, and curriculum or instructional strategies should not rely on fan culture as a lever for increasing engagement. It also suggests that simply possessing or engaging with fan culture does not reliably translate into higher engagement in Social Sciences classrooms.

This pattern is demonstrated in the study of Deci and Ryan (2020) which they explained that autonomous motivation, driven by interest, relevance, and a sense of choice, predicts stronger engagement, but mere peripheral interests typically fail to sustain engagement unless they are meaningfully integrated with the learning goals and autonomy-supportive pedagogy. This aligns with the idea that fans' interests must be embedded in authentic learning activities rather than used as a superficial lure.

Furthermore, some research draw on the same pattern which aligns with broader theories of student engagement that emphasize its multifaceted nature. Engagement emerges from a confluence of classroom climate, instructional quality, instructional design, and student motivation rather than from a single extracurricular preference (Sanguinetti, 2024).

The empirical work of Dietrich et al. (2021) on pop culture as an instructional tool show that while cultural artifacts can raise initial interest and drive cognitive processing, gains in engagement do not automatically translate into improved academic outcomes unless learning tasks are carefully scaffolded to promote deeper understanding. This supports the idea that fan-culture involvement may modestly affect engagement but is not a robust predictor of learning outcomes by itself.

Moreover, classroom engagement is often shaped by social and contextual factors such as peer dynamics, teaching practices, and platform quality in technology-enhanced environments which can overshadow any modest direct effect of a cultural interest like fan culture (Ye, 2024). Consequently, fan culture can function as a useful engagement hook, but only when integrated into intentional instructional strategies designed to elicit meaningful learning and sustained participation (Dietrich et al, 2021).

CONCLUSION

The results indicated that university students' experiences with fan culture, motivation to study social sciences, and classroom engagement are generally strong. Students are engaged with social science content and motivated

to learn, and they participate in class when activities match their interests. However, fan culture alone does not reliably raise motivation or classroom engagement.

Motivation appears mainly driven by future job chances, confidence in abilities, and clear goals, not solely by liking fan culture. Engagement increases when teaching activities fit students' interests and provide opportunities to work with others. Because the links between fan culture and motivation or engagement are small or unclear, fan culture should not be used as the main method to improve learning. Fan culture can be a useful part of the learning environment, but it should not be relied on alone to raise motivation or engagement

REFERENCES

1. Alturki, U., Aldraiweesh, A. (2024). The impact of self-determination theory: the moderating functions of social media (SM) use in education and affective learning engagement. *Humanit Soc Sci Commun* **11**, 693. <https://doi.org/10.1057/s41599-024-03150-x>.
2. Baym, N. K. (2018). *Playing to the Crowd: Musicians, Audiences, and the Intimate Work of Connection*. NYU Press.
3. Barry, K. & King, L. (2000). *Beginning Teaching and Beyond* (3rd edn). Katoomba, NSW: Social Science Press.
4. Bartlett, T., & Yemini, M. (2025). Exploring extracurricular clubs in high schools as third spaces for developing youth activism and critical engagement. *Journal of research on adolescence : the official journal of the Society for Research on Adolescence*, 35(2), e70034. <https://doi.org/10.1111/jora.70034>.
5. Black, R. W. (2008). *Adolescents and Online Fan Fiction*. Peter Lang.
6. Booth, P. (2010). *Digital Fandom: New Media Studies*. Peter Lang.
7. Busse, K., & Gray, J. (2011). *Fan Cultures and Fan Communities in the Age of the Internet*. Peter Lang.
8. Christie, M., & Jurado, R. G. (2009). Barriers to innovation in online pedagogy. *European Journal of Engineering Education*, 34(3), 273–279. <https://doi.org/10.1080/03043790903038841>.
9. Curwood, J. S., Magnifico, A. M., & Lammers, J. C. (2013). Writing in the Wild: Writers' Motivation in Fan-Based Affinity Spaces. *Journal of Adolescent & Adult Literacy*, 56(8), 677-685.
10. Dan, M., Jingya, W. & Jiajun, C. (2023). Observations of Chinese fandom: organizational characteristics and the relationships inside and outside the "Fan circle". *J. Chin. Sociol.* **10**, 18. <https://doi.org/10.1186/s40711-023-00197-2>.
11. Dietrich, N., Jimenez, M., Souto, M., Harrison, A. W., Coudret, C., & Olmos, E. (2021). Using pop-culture to engage students in the classroom. *Journal of Chemical Education*, 98(3), 896-906.
12. Duffett, M. (2013). *Understanding Fandom: An Introduction to the Study of Media Fan Culture*. Bloomsbury Publishing.
13. Fredricks, J. A. (2014). *Eight Myths of Student Disengagement: Creating Classrooms of Deep Learning*. Los Angeles: Corwin.
14. Fiske, J. (1992). The Cultural Economy of Fandom. In L. A. Lewis (Ed.), *The Adoring Audience: Fan Culture and Popular Media* (pp. 30-49). Routledge.
15. Gamage, K. A. A., Dehideniya, D. M. S. C. P. K., & Ekanayake, S. Y. (2021). The Role of Personal Values in Learning Approaches and Student Achievements. *Behavioral sciences* (Basel, Switzerland), 11(7), 102. <https://doi.org/10.3390/bs11070102>.
16. Gan, Z., Liu, F., & Nang, H. (2023). The role of self-efficacy, task value, and intrinsic and extrinsic motivations in students' feedback engagement in English learning. *Behavioral Sciences*, 13(5), 428.
17. Gray, J., Sandvoss, C., & Harrington, C. L. (2007). *Fandom: Identities and Communities in a Mediated World*. NYU Press.
18. Huang, W., Zhou, J., Yi, X., & Jing, X. (2025). Fans' self-identity crisis and reconstruction in the context of idol disgraced: Evidence for a self-identity configuration. *Acta Psychologica*, 257, 105122.
19. Hettinger, V., & Groene, S. (2016). Are You "Fan" Enough? The Role of Identity in Media Fandoms. *Psychology of Popular Media Culture*, 5(4), 324–339. <https://doi.org/10.1037/ppm0000080>.
20. Hills, M. (2002). *Fan Cultures*. Routledge.
21. Ito, M., Baumer, S., Bittanti, M., Boyd, D., Cody, R., Herr-Stephenson, B., & Tripp, L. (2010). *Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media*. MIT Press.
22. Jenson, J. (2016). *Fans, Bloggers, and Gamers: Exploring Participatory Culture*. NYU Press.

23. Jenkins, H. (1992). *Textual Poachers: Television Fans and Participatory Culture*. Routledge.
24. Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide*. NYU Press.
25. Jenkins, H. (2006). *Fans, Bloggers, and Gamers: Exploring Participatory Culture*. NYU Press.
26. Jenkins, H., Clinton, K., Purushotma, R., Robison, A. J., & Weigel, M. (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century*. MIT Press.
27. Jenkins, H., Ito, M., & boyd, d. (2015). *Participatory Culture in a Networked Era: A Conversation on Youth, Learning, Commerce, and Politics*. Polity.
28. Kamberi, M. (2025). The types of intrinsic motivation as predictors of academic achievement: the mediating role of deep learning strategy. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2482482>.
29. Kirschner, P. A., & Karpinski, A. C. (2010). Facebook® and academic performance. *Computers in Human Behavior*, 26(6), 1237–1245. <https://doi.org/10.1016/j.chb.2010.03.024>.
30. Lammers, J. C., Curwood, J. S., & Magnifico, A. M. (2012). Toward an Affinity Space Methodology: Considerations for Literacy Research. *English Teaching: Practice and Critique*, 11(2), 44-58.
31. Leo, A., Wilcox, K., & Tobin, J. (2022). From the classroom to the community: peer relationships in an ecological context. *American Journal of Qualitative Research*, 6(3), 74-98.
32. Lewis, L. A. (1992). *The Adoring Audience: Fan Culture and Popular Media*. Routledge.
33. Li, H. (2025) Impact of collaborative learning on student engagement in college English programs: mediating effect of peer support and moderating role of group size. *Front. Psychol.* 16:1525192. doi: 10.3389/fpsyg.2025.1525192.
34. Ma, S., Wu, Z., Wang, Y., & Li, Y. (2021). The Impact of College Students' Achievement Goal Orientation on Learning Investment: The Mediating Role of Future Time Insight. *Sports & Social Psychology*, 1(1). <https://doi.org/10.37420/j.ssp.2021.004>.
35. Martinez-Yarza, N., Solabarrieta-Eizaguirre, J. & Santibáñez-Gruber, R. (2024). The impact of family involvement on students' social-emotional development: the mediational role of school engagement. *Eur J Psychol Educ* 39, 4297–4327. <https://doi.org/10.1007/s10212-024-00862-1>.
36. Morris, L. S., Grehl, M. M., Rutter, S. B., Mehta, M., & Westwater, M. L. (2022). On what motivates us: a detailed review of intrinsic v. extrinsic motivation. *Psychological Medicine*, 52(10), 1801–1816. doi:10.1017/S0033291722001611.
37. Murray, James. 2019. "Fan Identification in Professional Sport." St. John Fisher College.
38. Pearson, R. (2010). *Reading Lost: Perspectives on a Hit Television Show*. I.B. Tauris.
39. Pedler M, Hudson S, Yeigh T. The teachers' role in student engagement: A review. *Australia Journal of Teacher Education* (Online). 2020;45(3): 48–62. <https://search.informit.org/doi/abs/10.3316/ielapa.270830255864389>.
40. Reeve, Johnmarshall & Tseng, Ching-Mei. (2011). Agency as a fourth aspect of students' engagement during learning activities. *Fuel and Energy Abstracts*. 36. 257-267. 10.1016/j.cedpsych.2011.05.002.
41. Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary educational psychology*, 61, 101860.
42. Sanguinetti, Hilary, "Exploring the Implications: The Impact of Universal Design for Learning on Student Engagement and Motivation in Diverse Classroom Environments" (2024). Doctor of Education (EdD). 235.<https://digitalcommons.georgefox.edu/edd/235>.
43. Sandvoss, C. (2005). *Fans: The Mirror of Consumption*. Polity.
44. Schunk, D., Pintrich, P. & Meece, J. (2002). *Motivation in Education: Theory, research and applications* (3rd edn). Upper Saddle River, NJ: Pearson-Merrill.
45. Sun, Z., Dai, J., & Xie, S. (2026). Adolescent identity and social worlds in online fan community: Evidence from text analysis and grounded theory among Chinese high school students. *Acta Psychologica*, 263, 106227.
46. Vansteenkiste, M., Lens, W., & Deci, E. L. (2014). Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation. *Educational Psychologist*, 41(1), 19-31.
47. Wang, M.-T., & Holcombe, R. (2010). Adolescents' perceptions of school environment, engagement, and academic achievement in middle school. *American Educational Research Journal*, 47(3), 633–662. <https://doi.org/10.3102/0002831209361209>.



48. Yamane, T., (1967). Elementary Sampling Theory, New Jersey: Prentice-Hall, Inc.
49. Ye, X. (2024) A review of classroom environment on student engagement in English as a foreign language learning. Front. Educ. 9:1415829. doi: 10.3389/feduc.2024.1415829