

CLASSROOM SOCIOCULTURAL CONTEXT AND STUDENTS' AGENTIC ENGAGEMENT

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Abstract: This study is aimed to find out the relationship between classroom sociocultural context and students' agentic engagement. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2025-2026. Research instruments on classroom sociocultural context and students' agentic engagement were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the study found to exhibit a high level of classroom sociocultural context. This means that the provisions relating to classroom sociocultural context is oftentimes observed. The study revealed a high level of students' agentic engagement. This indicates that the provisions relating to students' agentic engagement are embodied in the item is oftentimes observed. The results of the study also confirm that there is a significant relationship between classroom sociocultural context and students' agentic engagement. This implies that the higher the classroom sociocultural context, the higher is the students' agentic engagement. Thus, the null hypothesis of no significant relationship between classroom sociocultural context and students' agentic engagement was rejected.

Keywords: classroom sociocultural context, students' agentic engagement, school administration and supervision, quantitative research.

I. INTRODUCTION

Students' agentic engagement refers to their proactive involvement in shaping their own learning by expressing opinions, asking questions, seeking help, and contributing ideas that influence classroom activities and decisions. However, a growing problem in many schools is the lack of student agentic engagement, where students passively follow instructions instead of actively participating in their education. This disengagement is often rooted in teacher-centered approaches that limit students' opportunities to take initiative or make meaningful choices in their learning process. As a result, many students become compliant but disconnected learners, doing what is required but without genuine interest or ownership of their learning (Reeve & Shin, 2020).

Adolescents in the United Kingdom are experiencing record levels of low students' agentic engagement. Students report rising boredom, stress, and a disconnect between classroom work and real-world relevance. This signals similarly low levels of agentic empowerment in systems with traditional, rigid structures. One contributing factor to this problem is the overemphasis on standardized testing and rigid curricula, which often leaves little room for student voice or choice. In many classrooms, instruction is focused heavily on preparing for exams or meeting specific content standards, leaving minimal space for creativity and discussion (Reeve & Shin, 2020).

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Meanwhile, in South Korea, research shows a sharp decline in student participation in extracurriculars and student organizations. Faced with a hyper-competitive academic environment and an increasingly tough job market, many university students prioritize career-related activities and deem social or civic involvement less valuable. This points toward a lack of agency and choice in shaping their own learning and engagement (Jang, Basarkod, Reeve, Marsh, Cheon & Guo, 2024).

In the Philippines, low student agentic engagement is seen in the online academic writing class (Grade 12, Manila), a study involving 540 Grade 12 students in a Catholic university found that while behavioral, emotional, and cognitive engagement were high, agentic engagement such as students proactively shaping instruction, was present but minimal. This suggests students participated and felt involved, but were less inclined to take initiative or direction (Salayo, Fesalbon, Valerio & Litao, 2020).

In the local context, the low students agentic engagement is captured by the results of the National Achievement Test where there is only 5.94% of Grades 7-10 learners in English is grade ready. This data poses issues on low achievement of students academically. To address the problem of limited agentic engagement, schools must intentionally foster a classroom culture that values student voice, autonomy, and contribution hence this study is proposed to underscore the relationship between classroom sociocultural context and students' agentic engagement to ascertain the relationship between the two variables. Today, the researcher has rarely come across with a study on the study regarding these two variables. It is in this context that the researcher prompted to conduct this study to address geographical gap.

II. BODY OF ARTICLE

Statement of the Problem

This study is aimed to find out the relationship between classroom sociocultural context and students' agentic engagement. Specifically, this study sought to answer the following objectives:

1. What is the level of classroom sociocultural context in terms of:
 - 1.1 Teacher Support;
 - 1.2 Promoting Mutual Respect;
 - 1.3 Promoting Task-related Interaction, and
 - 1.4 Promoting Performance Goals?
2. What is the level of students' agentic engagement in terms of:
 - 2.1 Behavioral Engagement;
 - 2.2 Emotional Engagement;
 - 2.3 Agentic Engagement, and
 - 2.4 Cognitive Engagement?
3. Is there a significant relationship between classroom sociocultural context and students' agentic engagement?

Hypothesis

Ho1. There is no significant relationship between classroom sociocultural context and students' agentic engagement.

III. METHODOLOGY

Research Design

This study employed non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is essential to use a classification system of non-experimental methods highly descriptive of what we do, and which also allows us to communicate effectively in an interdisciplinary research environment.

Correlational research designs evaluate the nature and degree of association between two naturally occurring variables (Johnson, 2012). This study will find out the significance of the relationship between classroom sociocultural context and students' agentic engagement.

Statistical Treatment

The following statistical tools were used in the analysis of data.

Mean. This was used to determine the level of classroom sociocultural context and students' agentic engagement.

Pearson r. This was used to determine the significance of the relationship between classroom sociocultural context and students' agentic engagement.

IV. RESULTS AND DISCUSSION

Level of Classroom Sociocultural Context

Shown in Table 1 is the level of classroom sociocultural context with an overall mean of 4.11 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Table 1. Classroom Sociocultural Context

Indicators	Mean	Descriptive Levels
Teacher Support	4.12	High
Promoting Mutual Respect	4.09	High
Promoting Task-related Interaction	4.11	High
Promoting Performance Goals	4.13	High
Overall	4.11	High

Among the enumerated indicators, promoting performance goals has the highest mean rating of 4.13 or high, teacher support, 4.12 or high, promoting task-related interaction, 4.11 or high, and promoting mutual respect, 4.09 or high.

The result of the study is consistent with the statement of Eun (2023) who verifies that The classroom sociocultural context refers to the social, cultural, and environmental factors within a classroom that influence teaching and learning. It encompasses the interactions between students and teachers, the cultural backgrounds, values, and beliefs of both learners and educators, as well as the norms, expectations, and resources present in the classroom environment. This context shapes how students engage with content, how teachers design instruction, and how learning experiences are interpreted and internalized.

The result of the study supports the statement of Lantolf & Poehner (2023) who validates that a strong sociocultural context recognizes diversity in language, ethnicity, socioeconomic status, and prior knowledge, and it leverages these differences to create inclusive and meaningful learning opportunities. For example, collaborative group work, peer discussions, and culturally relevant examples can enhance understanding and participation. Teachers who are sensitive to the sociocultural context can adapt their instructional strategies, classroom management, and communication approaches to better meet the needs of all students.

Level of Students' Agentic Engagement

Shown in Table 2 is the level of students' agentic engagement with an overall mean of 4.12 with a descriptive equivalent of high indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which was appended in this study.

Among the enumerated indicators, behavioral engagement has the highest mean rating with a mean score of 4.15 or high, agentic engagement, 4.14 or high, Cognitive Engagement, 4.11 or high, and Emotional Engagement, 4.10 or high.

Table 2. Students' Agentic Engagement

Indicators	Mean	Descriptive Levels
Behavioral Engagement	4.15	High
Emotional Engagement	4.10	High
Agentic Engagement	4.14	High
Cognitive Engagement	4.11	High
Overall	4.12	High

The result of the study is consistent with the statement of Reeve & Jang (2022) who reports that Students' agentic engagement refers to the proactive role that students take in their own learning by expressing their opinions, asking questions, seeking clarification, and contributing ideas to shape the learning process. Unlike passive participation, agentic engagement emphasizes students' intentional actions to influence their learning environment, including interactions with teachers, peers, and instructional content.

The result of the study supports the statement of Zambrano, Kennedy, Aguilera, Yates & Patal (2022) who emphasizes that agentic engagement can be promoted through classroom practices that encourage student voice, choice, and autonomy. For example, teachers can provide opportunities for students to suggest project topics, ask clarifying questions during discussions, participate in decision-making about group work, or reflect on their learning strategies. When students feel their contributions matter and that they can impact classroom outcomes, they are more likely to take ownership of learning, demonstrate persistence in challenging tasks, and engage deeply with content.

Significance on the Relationship between Classroom Sociocultural Context and Students' Agentic Engagement

Illustrated in Table 3 were the results of the test of relationship between variables involved in the study. The overall correlation had a computed value of 0.412 with a probability value of $p < 0.01$ which is significant at 0.05 level. Hence the null hypothesis which states that there is no significant relationship between classroom sociocultural context and students' agentic engagement is rejected.

Table 3. Significance on the Relationship between Classroom Sociocultural Context and Students' Agentic Engagement

Pair	Variables	Correlation Coefficient	p-value	Decision on Ho
IV and DV	Classroom Sociocultural Context and Students' Agentic Engagement	0.412	0.000	Reject

The result of the study is in agreement with the statement of Jang & Reeve (2025) who indicates that A significant relationship between classroom sociocultural context and students' agentic engagement indicates that the social and cultural environment of the classroom plays an important role in encouraging students to actively shape and influence their learning. The classroom sociocultural context includes factors such as teacher support, mutual respect among students, collaborative learning opportunities, and shared norms that value participation and dialogue. When students feel respected, supported, and included in the classroom community, they are more likely to express their ideas, ask questions, and contribute meaningfully to learning activities. This supportive environment motivates students to take initiative and become active participants rather than passive recipients of instruction.

The result of the study reflects the statement of Pigford (2022) who reports that teacher practices within the sociocultural context strongly influence students' willingness to demonstrate agentic engagement. When teachers promote open communication, encourage diverse perspectives, and create opportunities for collaborative interaction, students feel more confident in voicing their opinions and suggesting improvements to learning tasks. A classroom culture that values cooperation, trust, and shared responsibility allows students to feel safe in expressing their thoughts and experimenting with new ideas. As a result, students are more inclined to influence the direction of classroom activities, seek clarification, and take ownership of their learning processes.

The result of the study confirms the statement of Khabar, Fallah & Lotfi Gaskaree (2025) who emphasizes that the sociocultural context helps shape students' motivation and sense of belonging, both of which are essential for sustaining agentic engagement. Classrooms that promote inclusivity, cultural awareness, and respectful interactions foster a sense of community where students feel valued and empowered. In such environments, learners are more likely to engage cognitively, emotionally, and behaviorally by actively participating in discussions, collaborating with peers, and contributing ideas that shape their educational experiences. Therefore, strengthening the classroom sociocultural context can significantly enhance students' agentic engagement and support deeper, more meaningful learning outcomes.

V. CONCLUSION

Based from the findings of the study, conclusions are drawn in this section. The study found to exhibit a high level of classroom sociocultural context. This means that the provisions relating to classroom sociocultural context is oftentimes observed.

The study revealed a high level of students' agentic engagement. This indicates that the provisions relating to students' agentic engagement are embodied in the item is oftentimes observed.

The results of the study also confirm that there is a significant relationship between classroom sociocultural context and students' agentic engagement. This implies that the higher the classroom sociocultural context, the higher is the students' agentic engagement. Thus, the null hypothesis of no significant relationship between classroom sociocultural context and students' agentic engagement was rejected.

VI. RECOMMENDATIONS

The study found to exhibit a high level of classroom sociocultural context. The researcher recommends that the students may improve in the area of promoting mutual respect as this has the lowest mean among all the indicators. The students are encouraged to actively contribute to creating a respectful and supportive classroom environment by valuing and respecting each other's opinions during discussions and learning activities. Students may also be mindful of their words and actions to ensure that no one feels embarrassed or discouraged when participating in class. Avoiding teasing, ridicule, or negative comments about others' ideas or answers helps build trust and confidence among classmates. Furthermore, students may take responsibility for promoting kindness and mutual respect in classroom interactions.

Teachers may intentionally cultivate a classroom environment that promotes respect, inclusivity, and positive communication among students; teachers may also actively monitor classroom discussions to prevent teasing, ridicule, or negative remarks toward classmates' ideas or answers, and teachers can incorporate collaborative learning activities that encourage empathy, cooperation, and respectful dialogue among students. Strategies such as group discussions, peer feedback sessions, and reflective activities can help students practice respectful communication and appreciate the perspectives of others.

The study revealed a high level of students' agentic engagement. The researcher recommends that students may improve in the area of emotional engagement since this has the lowest mean rating among all the indicators. Students may develop a positive attitude toward learning by actively participating in classroom activities and approaching tasks with curiosity and openness; students may also try to connect classroom topics to their personal interests and real-life experiences. Finding relevance in what they are learning can make activities more enjoyable and meaningful, additionally, students can improve their classroom experience by maintaining a positive mindset and being open to learning new things.

The results of the study also confirm that there is a significant relationship between classroom sociocultural context and students' agentic engagement. Given the significant relationship between classroom sociocultural context and students' agentic engagement, all educational stakeholders may work together to create a supportive, respectful, and inclusive learning environment that encourages active student participation. Students may practice respectful communication, value diverse perspectives, and take initiative in expressing ideas and asking questions during learning activities.

Teachers are encouraged to foster a positive classroom climate by promoting mutual respect, providing opportunities for collaboration, and encouraging student voice and choice in classroom tasks.

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Principals may support teachers by promoting school policies and professional development programs that emphasize inclusive and student-centered classroom practices. District supervisors may provide guidance, resources, and monitoring to ensure that schools maintain socio-culturally responsive environments that empower students to actively shape their learning experiences.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the topics presented in this study.

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