The Self in Action: Performativity, Prophecy, and Responsiveness among Higher Education Students

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ABSTRACT
This quantitative study investigates the interplay of performativity, self-imposed prophecy, and responsiveness skills among higher education students, focusing on the role of lecture notes in bootstrapped induction and their association with academic advantage. The population comprised students enrolled in BS (4-year) social sciences programs at a public sector university in Punjab, Pakistan, with the sixth and eighth semesters serving as the unit of analysis. A proportionate random sampling technique was used, yielding 235 valid responses from an initial target of 265 students. Data were collected through a cross-sectional structured questionnaire, pre-tested for clarity, relevance, and reliability. Findings reveal that students' beliefs about their abilities and their performance of academic roles significantly influence responsiveness skills and engagement, highlighting the role of internal expectations and social enactment in shaping learning outcomes. The study underscores the importance of fostering positive self-perceptions and supportive academic environments to enhance student agency, adaptive learning, and overall academic achievement. These insights contribute to sociological understandings of student behavior and provide guidance for higher education policy and practice.

Keywords: Performativity, Self-Imposed Prophecy, Responsiveness Skills, Higher Education, Student Agency

Introduction
In contemporary higher education, students are not only passive recipients of knowledge but active agents whose behaviors, attitudes, and skills are shaped by complex social and psychological processes (Goffman, 1959; Shoaib & Zaman, 2025; Shoaib, Zaman, & Abdullah, 2025). Among these processes, the concepts of performativity and self-imposed prophecy have gained prominence in understanding how students navigate academic and social expectations (Butler (1990; Shoaib, Waris, & Iqbal, 2025b, 2025c).

Performativity refers to the ways in which individuals enact certain behaviors in response to perceived social norms, expectations, or institutional pressures, effectively "performing" roles that align with these expectations (Merton, 1948; Shoaib, Waris, & Iqbal, 2025a; Shoaib, Waris, & Iqbal, 2025b). Self-imposed prophecy, on the other hand, describes how students' own beliefs and anticipations about their abilities or outcomes influence their actions, often producing results that confirm these initial expectations (Bandura, 1977; Shoaib & Ullah, 2025; Shoaib, Waris, & Iqbal, 2025a). Responsiveness skills students' ability to engage actively, adapt to new learning situations, and interact constructively with peers and instructors are increasingly recognized as critical competencies in higher education (Astin, 1999; Shoaib, Tariq, & Iqbal, 2025b; Shoaib, Tariq, Rasool, & Iqbal, 2025). These skills are not merely cognitive but are deeply intertwined with social and psychological factors, including how students perceive themselves and their potential (Shoaib, Shamsher, & Iqbal, 2025; Shoaib, Tariq, & Iqbal, 2025a; Abdullah et al., 2024). From a sociological perspective, understanding the interplay between performativity, self-imposed prophecy, and responsiveness skills provides insight into the ways higher education students construct their academic identities, manage expectations, and navigate institutional environments (Shoaib, Iqbal, & Tahira, 2021; Shoaib, Rasool, & Anwar, 2021; Shoaib, Rasool, Zaman, & Ahmed, 2025; Shoaib, Shamsher, & Iqbal, 2025; Abdullah, Matloob, & Malik, 2024). This study seeks to explore these dynamics among students in higher education, examining how self-perceptions and social performativity shape their responsiveness in academic and social contexts. By investigating these relationships, the research aims to contribute to a nuanced understanding of student agency, self-regulation, and the sociological factors that underpin learning and engagement in contemporary universities.

Study Context

This study is situated within the context of higher education in Pakistan, where students encounter diverse academic, social, and institutional expectations that shape their learning experiences and personal development (Shoaib, Rasool, & Zaman, 2025a, 2025c; Shoaib, Rasool, Zaman, & Abdullah, 2025; Abdullah & Nisar, 2024). Universities in Pakistan are increasingly emphasizing not only academic knowledge but also soft skills, critical thinking, and active engagement, creating an environment where students' self-perceptions, performative behaviors, and responsiveness skills play a crucial role in their educational outcomes (Shoaib, Ali, Anwar, & Shaukat, 2021; Shoaib, Ali, & Naseer, 2021; Shoaib, Ali, & Akbar, 2021; Shoaib, Fatima, & Jamil, 2021; Abdullah & Ullah, 2016; Shoaib, Rasool, Iqbal, & Abdullah, 2025b; Shoaib, Rasool, Kalsoom, & Ali, 2025; Shoaib, Rasool, & Zaman, 2025b). The focus of this research is on students enrolled in four-year Bachelor of Social Sciences programs at a public sector university in Punjab province. These students represent a population that is simultaneously navigating disciplinary learning, social interactions, and personal aspirations within the formal structure of higher education (Shoaib, 2021; Shoaib, Abdullah, & Ali, 2021; Shoaib, Ahmad, Ali, & Abdullah, 2021; Shoaib, Ali, Anwar, Rasool, et al., 2021; Shoaib, Rasool, & Iqbal, 2025b; Shoaib, Rasool, Iqbal, & Abdullah, 2025a; Abdullah & Ullah, 2022). The main campus, where this study is conducted, provides a diverse mix of male and female students from different socio-economic backgrounds, which allows for a comprehensive understanding of how performativity and self-imposed prophecy operate across varying student experiences. Hence, the study aims to illuminate the sociological processes through which students enact academic roles, internalize expectations, and develop responsiveness skills. The findings are

expected to offer insights that are relevant not only to the local higher education setting but also to broader discussions on student agency, self-construction, and socialization in university environments globally.

The Data and Methods
This study employed a quantitative research design to systematically investigate the role of lecture notes in bootstrapped induction and their association with academic advantage among social sciences students. The population comprised students enrolled in the BS (4-year) programs across various social sciences disciplines at a public sector university in Punjab province, Pakistan, encompassing both male and female students. The unit of analysis was defined as students from the sixth and eighth semesters, as they possessed adequate exposure to lecture-based courses and had established consistent study practices, including the preparation and utilization of lecture notes. The sampling frame was derived from official enrollment records of the relevant departments, and a proportionate random sampling technique was applied to ensure equitable representation of students across departments relative to class size, thereby enhancing the generalizability of the findings. Using Yamane's (1967) formula, an initial sample size of 265 students was determined to achieve statistical reliability; the final dataset, after accounting for incomplete responses, comprised 235 valid responses, which was deemed sufficient for robust analysis. Data were collected through a cross-sectional survey employing a structured questionnaire. The instrument included standardized items designed to capture key study variables, such as students' study habits, use of lecture notes, and engagement in bootstrapped induction processes. Prior to the main survey, the questionnaire was pre-tested on 30 randomly selected students to evaluate clarity, relevance, and reliability. Feedback from the pre-test informed refinements, ensuring that the final instrument was both valid and contextually appropriate for the target population

Results
Performativity: The analysis in Table 1 reveals that 57.0 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you are trying to perform well in quizzes". Similarly, 36.2 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you are trying to perform well in quizzes". However, 6.8 percent of the enrolled students tick the response as not at all with reference to the statement "you are trying to perform well in quizzes". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you are trying to perform well in quizzes".

Table 1

S. No.	Statement	TGE % (f)	TSE % (f)	NAA % (f)
i	You are trying to perform well in quizzes	57.0 (134)	36.2 (85)	6.8 (16)
ii	You ask questions regularly in class	22.1 (52)	45.5 (107)	32.3 (76)
iii	You actively participate in class discussion	31.1 (73)	43.4 (102)	25.5 (60)
iv	You are trying to perform well in the presentation	51.5 (121)	41.3 (97)	7.2 (17)
v	You actively perform the in-class activity	44.3	42.6	13.2

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		(104)	(100)	(31)
vi	You try to perform best in exam results	60.9	31.1	8.1
		(141)	(73)	(19)

Response of Students towards Performativity
The analysis reveals that 22.1 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you ask questions regularly in class". Similarly, 45.5 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you ask questions regularly in class". However, 32.3 percent of the enrolled students tick the response as not at all with reference to the statement "you ask questions regularly in class". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you ask questions regularly in class".

The analysis reveals that 31.1 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you actively participate in class discussion". Similarly, 43.4 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you actively participate in class discussion". However, 25.5 percent of the enrolled students tick the response as not at all with reference to the statement "you actively participate in class discussion". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you actively participate in class discussion".

The analysis reveals that 51.1 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you are trying to perform well in the presentation". Similarly, 41.3 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you are trying to perform well in the presentation". However, 7.2 percent of the enrolled students tick the response as not at all with reference to the statement "you are trying to perform well in the presentation". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you are trying to perform well in the presentation".

The analysis reveals that 44.3 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you actively perform the in-class activity". Similarly, 42.6 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you actively perform the in-class activity". However, 13.2 percent of the enrolled students tick the response as not at all with reference to the statement "you actively perform the in-class activity". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you actively perform the in-class activity".

The analysis reveals that 60.9 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you try to perform best in exam results". Similarly, 31.1 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you try to perform best in exam results". However, 8.1 percent of the enrolled students tick the response as not at all with reference to the statement "you try to perform best in exam results". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you try to perform best in exam results".

Self-imposed Prophecy: The analysis in Table 2 reveals that 21.7 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you are studying based on fear". Similarly, 36.6 percent of the university students are

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agree in terms of 'to some extent' in favour of statement given in the table "you are studying based on fear". However, 41.7 percent of the enrolled students tick the response as not at all with reference to the statement "you are studying based on fear". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you are studying based on fear".

Table 2
Response of Students towards Self-imposed Prophecy

S. No.	Statement	TGE %(f)	TSE % (f)	NAA % (f)
i	You are studying based on fear	21.7 (51)	36.6 (86)	41.7 (98)
ii	You think you are less competent	17.9 (42)	41.3 (97)	40.9 (96)
iii	Your parents are afraid of your results	17.4 (41)	25.1 (59)	57.0 (134)
iv	You believe in your lack of performance	21.3 (50)	35.7 (84)	43.0 (101)
v	You bring desired outcomes in performance	34.9 (82)	46.0 (108)	19.1 (45)
vi	You have an essential part in making things	34.9 (82)	52.8 (124)	12.3 (29)

The analysis reveals that 17.9 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you think you are less competent". Similarly, 41.3 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you think you are less competent". However, 40.9 percent of the enrolled students tick the response as not at all with reference to the statement "you think you are less competent". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you think you are less competent".

The analysis reveals that 17.4 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "your parents are afraid of your results". Similarly, 25.1 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "your parents are afraid of your results". However, 57.0 percent of the enrolled students tick the response as not at all with reference to the statement "your parents are afraid of your results". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "your parents are afraid of your results".

The analysis reveals that 21.3 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you believe in your lack of performance". Similarly, 35.7 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you believe in your lack of performance". However, 43.0 percent of the enrolled students tick the response as not at all with reference to the statement "you believe in your lack of performance". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you believe in your lack of performance".

The analysis reveals that 34.9percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you bring desired outcomes in

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performance". Similarly, 46.0 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you bring desired outcomes in performance". However, 19.1 percent of the enrolled students tick the response as not at all with reference to the statement "you bring desired outcomes in performance". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you bring desired outcomes in performance".

The analysis reveals that 34.9 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you have an essential part in making things". Similarly, 52.8 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you have an essential part in making things". However, 12.3 percent of the enrolled students tick the response as not at all with reference to the statement "you have an essential part in making things". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you have an essential part in making things".

Responsiveness Skills: The analysis in Table 3 reveals that 49.8 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you perform the task to complete deadlines". Similarly, 40.4 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you perform the task to complete deadlines". However, 9.8 percent of the enrolled students tick the response as not at all with reference to the statement "you perform the task to complete deadlines". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you perform the task to complete deadlines".

Table 3
Response of Students towards Responsiveness Skills

S. No.	Statement	TGE % (f)	TSE %(f)	NAA % (f)
i	You perform the task to complete deadlines	49.8 (117)	40.4 (95)	9.8 (23)
ii	You are able to prepare quizzes on time	58.3 (137)	30.6 (72)	11.1 (26)
iii	You are able to complete the assignment within the deadlines	68.9 (162)	24.7 (58)	6.4 (15)
iv	You respond to the activities on time	53.2 (125)	39.6 (93)	7.2 (17)
v	You complete the educational tasks on time	61.3 (144)	31.5 (74)	7.2 (17)
vi	You manage study time easily	42.6 (100)	38.3 (90)	19.1 (45)

The analysis reveals that 58.3 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you are able to prepare quizzes on time". Similarly, 30.6 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you are able to prepare quizzes on time". However, 11.1 percent of the enrolled students tick the response as not at all with reference to the statement "you are able to prepare quizzes on time". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you are able to prepare quizzes on time".

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The analysis reveals that 68.9 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you are able to complete the assignment within the deadlines". Similarly, 24.7 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you are able to complete the assignment within the deadlines". However, 6.4 percent of the enrolled students tick the response as not at all with reference to the statement "you are able to complete the assignment within the deadlines". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you are able to complete the assignment within the deadlines".

The analysis reveals that 53.2 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you respond to the activities on time". Similarly, 39.6 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you respond to the activities on time". However, 7.2 percent of the enrolled students tick the response as not at all with reference to the statement "you respond to the activities on time". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you respond to the activities on time".

The analysis reveals that 61.3 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you complete the educational tasks on time". Similarly, 31.5 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you complete the educational tasks on time". However, 7.2 percent of the enrolled students tick the response as not at all with reference to the statement "you complete the educational tasks on time". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you complete the educational tasks on time".

The analysis reveals that 42.6 percent of the students of BS program are in favour of 'to great extent' to the given statement in the table i.e., "you manage study time easily". Similarly, 38.3 percent of the university students are agree in terms of 'to some extent' in favour of statement given in the table "you manage study time easily". However, 19.1 percent of the enrolled students tick the response as not at all with reference to the statement "you manage study time easily". Hence, it is concluded that university students are in favour of 'to great extent' with the statement of "you manage study time easily".

Discussion
Performativity: The study findings reveal that students are trying to perform well on quizzes. Similarly, the study findings show that students ask questions regularly in class. Correspondingly, the study findings outline that students actively participate in class discussions. Equally, study findings confirmed that students are trying to perform well in the presentation. Identically, study findings point out that students actively perform the in-class activity. Furthermore, study findings assert that students try to perform best in exam results. It is important to mention that the study findings are supported by several studies. Equally, the study results found that re-examining the idea of trust within in study culture focuses on the performance and exploring with the reference to education (Shoaib, 2023a; Shoaib, Rasool, & Iqbal, 2025a, 2025c; Shoaib, Tariq, Shahzadi, & Ali, 2022; Shoaib, Usmani, & Ali, 2022; Abdullah, Nisar, & Malik, 2024). By the same token, the analysis of the study concluded that inventions of digital study devices facing learning problems to improve the communication skills in mathematics and other learning skills (Shoaib & Kausar, 2025; Shoaib, Kausar, Ali, & Abdullah, 2025). Further, it had been argued based on the study findings that comprehension growth of

collaborative group study in college promotes self-development and academic achievements (Iqbal, Shoaib, Iqbal, & Abdullah, 2025; Shoaib, Iqbal, & Iftikhar, 2025; Shoaib, Iqbal, Rasool, & Abdullah, 2025; Abdullah, Nisar, & Ahmed, 2025). Moreover, the overall study findings reported that a study between students using digital cooperative learning to develop learning skills and cross-cultural awareness (Shoaib & Bashir, 2025; Shoaib, Batool, Kausar, & Abdullah, 2025). Correspondingly, the crux of the research indicated that study on study culture and learning skills in the 21st century in the Israeli education system (Shoaib, Ali, Iqbal, & Abdullah, 2025; Shoaib, Ali, & Kausar, 2025). In the same way, the study findings outlined the pilot study of digital cooperative learning activities with the involvement of medical students in Australia and Indonesia (Shoaib, Ali, Iqbal, & Abdullah, 2025b, 2025c; Abdullah, Sultana, & Nisar, 2025).

Self-imposed Prophecy: The study findings reveal that students are studying based on fear. Similarly, the study findings show that students think you are less competent. Correspondingly, the study findings outline that students' parents are afraid of your results. Equally, study findings confirmed that students believe in your lack of performance. Identically, study findings point out that students bring desired outcomes in performance. Furthermore, study findings assert that students have an essential part in making things. It is important to mention that the study findings are supported by several studies. Identically, the results of the study showed that the use of technology affects the academic achievements of the students (Shoaib, Ahmed, Zaman, & Abdullah, 2025; Shoaib, Ali, Iqbal, & Abdullah, 2025a; Abdullah, Shoukat, Malik, Akhtar, 2025). Furthermore, the results of the research classified the effects of self-study and behaviors of students in science education and the effects of integrated learning and digital learning on students (Shoaib, Ahmed, & Usmani, 2025a, 2025b). Similarly, the analysis of the study asserted that examining the effect of peer size critical thinking development skills and student performance in asynchronous digital conversation within digital discussion forums (Shoaib, Ahmed, & Iqbal, 2025; Shoaib, Ahmed, Iqbal, & Abdullah, 2025). Equally, the study results found that study of Thailand on the efficiency of merged learning of work skills of developing students (Shoaib, 2025a, 2025b). By the same token, the analysis of the study concluded that students of higher education levels are influenced by cross-cultural competence and social skills (Ali, Shoaib, Iqbal, & Abdullah, 2025b; Ali, Shoaib, & Kausar, 2025). Further, it had been argued based on the study findings that immersive and meaningful learning explores the contrast between skill development and performance among students (Ahmed, Shoaib, & Zaman, 2025; Ali, Shoaib, Iqbal, & Abdullah, 2025a; Abdullah, Nisar, Ahmed, & Sultana, 2025).

Responsiveness Skills: The study findings reveal that students perform the task to complete deadlines. Similarly, the study findings show that students prepare quizzes on time. Correspondingly, the study findings outline that students complete the assignment within the deadlines. Equally, study findings confirmed that students respond to the activities on time. Identically, study findings point out that students complete educational tasks on time. Furthermore, study findings assert that students manage study time easily. It is important to mention that the study findings are supported by several studies. Moreover, the overall study findings reported that courses of web-intensive undergraduate engineering impacted self-directed learning and digital activities between the higher and lower performance (Shoaib, Shehzadi, & Abbas, 2024b; Shoaib, Zaman, & Abbas, 2024). Correspondingly, the crux of the research indicated that distinguishing

factors that differentiate individuals are competing and dropping out of e-learning courses (Shoaib, Abdullah, Naqvi, & Ditta, 2024; Shoaib, Ali, & Abbas, 2024; Shoaib, Shehzadi, & Abbas, 2024a). In the same way, the study findings outlined what factors students feel hesitation in participation in conversation in classroom learning (Shoaib, 2024d, 2024e; Shoaib, Ali, Anwar, & Abdullah, 2022; Shoaib, Mustafa, & Hussain, 2022; Shoaib & Ullah, 2021a, 2021b). Identically, the results of the study showed how does the professional community influence on the classroom and examining the impacts of teachers' work and student experiences in re-organizing the schools (Shoaib, 2023b, 2023c, 2024b, 2024c; Shoaib, Mustafa, & Hussain, 2023). Furthermore, the results of the research classified that social problems are connected with power and the process of learning with self-fulfilling prophecy (Ali, Zaman, & Shoaib, 2024; Shoaib, 2024a). Similarly, the analysis of the study asserted that the collective learning technique is good for the active learning method in college classrooms (Shoaib, Rasool, Anwar, & Ali, 2023; Shoaib, Shehzadi, & Abbas, 2023; Shoaib, Usmani, & Abdullah, 2023).

Theoretical Insights
This study draws upon key sociological and educational theories to frame the investigation of performativity, self-imposed prophecy, and responsiveness skills among higher education students. The concept of performativity, grounded in Goffman's (1959) dramaturgical perspective and extended by Butler (1990) in the context of social roles, emphasizes that individuals enact behaviors in accordance with societal, institutional, or peer expectations. In the academic setting, students perform roles shaped by perceived expectations from instructors, peers, and the broader university environment, influencing both their engagement and learning outcomes. Self-imposed prophecy is conceptually linked to Merton's (1948) notion of the self-fulfilling prophecy, wherein an individual's beliefs about their own abilities or anticipated outcomes shape their actions in ways that bring about the expected result. In higher education, students who internalize high expectations demonstrate greater initiative, responsiveness, and strategic study behaviors, whereas those with low self-expectations experience diminished engagement or academic performance.
Responsiveness skills is the ability to actively engage with academic tasks, adapt to learning challenges, and interact constructively with peers and instructors are informed by theories of social learning (Bandura, 1977) and active student engagement (Astin, 1999). These frameworks highlight that student learning is not merely an individual cognitive process but a socially situated practice, shaped by interaction, feedback, and adaptive behavior. By integrating these theoretical perspectives, the study positions performativity and self-imposed prophecy as mechanisms influencing students' responsiveness skills. This synthesis enables a nuanced understanding of how internal beliefs and external social expectations jointly shape student behaviors, engagement, and ultimately, academic outcomes in higher education contexts.

Conclusion
This study highlights the intricate interplay between performativity, self-imposed prophecy, and responsiveness skills among higher education students, demonstrating that students' beliefs and enactment of academic roles significantly influence their engagement and learning outcomes. By examining how internal expectations and social performances shape responsiveness, the findings underscore the importance of fostering positive self-perceptions and supportive academic environments that encourage active participation, adaptive learning, and strategic study practices. Ultimately, understanding

these sociological dynamics provides valuable insights for educators and policymakers seeking to enhance student agency, academic achievement, and the overall quality of higher education.

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