

Social Media Use and Its Influence on Fanship: Evidence from Students in Aizawl

Emily Grace Vanlalhruaitluangi¹, Melody Laltanpuui²

¹Student, Department of Psychology, Mizoram University

²Assistant Professor, Department of Psychology, Govt. Hrangbana College, Aizawl, India

Abstract

This study examined the relationship between social media use and fanship among students from various schools in Aizawl. A total of 240 participants were included in this study. The results indicated a significant moderate positive correlation between social media use and fanship, suggesting that increased social media engagement is associated with higher levels of fanship.

INTRODUCTION:

Social media refers to internet platforms that enable individuals, organizations, and communities to create, curate, and exchange digital content—supported by technological tools and interactive infrastructures. Howard & Parks' definition (2012) captures this ecosystem of tools, content, and users.

In the early 2000s, platforms like MySpace (2003), Facebook (2004), and Twitter (2006) emerged, popularizing the term “social media” and reshaping digital interaction.

Users access them via computers or smartphones, then engage with individuals, brands, and groups—transforming communication dynamics and influencing daily life and perception (Kietzmann et al., 2011). Social media's origins trace back to Usenet (1979) and early networks like Six Degrees, BlackPlanet, and MoveOn in the 1990s (Edosomwan et al., 2011); the 2000s saw launches including Wikipedia (2001), LinkedIn, Last.fm, Facebook, Yahoo!360, and YouTube, further embedding social media into everyday life (Ngai et al., 2015).

Social media consists of digital platforms where users create and share content, interact with others, and join online communities. Its rise began in the early 2000s—driven by broader Internet access and platforms like MySpace (2003), Facebook (2004), and Twitter (2006)—which popularized the term “social media.”

Howard & Parks (2012) define social media using three key components:

The technological tools and infrastructure.

The digital content itself—messages, news, ideas, culture.

The people, organizations, and businesses involved in creating and consuming content.

Users access these platforms via computers or mobile devices, log in, and engage with individuals, communities, and official accounts. Social media profoundly reshapes communication between businesses, organizations, and individuals, influencing daily experiences and societal perceptions (Kietzmann et al., 2011).

While Usenet (started in 1979) laid the groundwork, early social networks in the 1990s—such as Six Degrees, BlackPlanet, and MoveOn—permitted interaction and advocacy (Edosomwan et al., 2011). The

2000s saw the emergence of Wikipedia (2001), LinkedIn, Last.fm (2003), Facebook (2004), Yahoo!360, and YouTube (2005), which cemented social media's role in everyday life (Ngai et al., 2015).

In India, smartphones and affordable internet have made social media ubiquitous, especially among youth—who are highly adaptable to new platforms. This digital shift significantly affects how individuals communicate, interact, and perceive the world.

Fanship and social media share a close bond. People often become fans to belong to something meaningful (Foster & Hyatt, 2008), and social media has the greatest impact across media types by boosting self-esteem and influencing behavior and self-concept (Phua, 2012). The term “fan” comes from Latin “fanaticus,” meaning intense enthusiasm (McCutcheon et al., 2002), and “fanship” first appeared in English in 1928.

People often become fans to find belonging (Foster & Hyatt, 2008), and social media amplifies fanship by supporting emotional investment, boosting self-esteem, and shaping behavior (Phua, 2012).

Reysen & Branscombe (2010) clarify that:

Fanship reflects personal, emotional attachment to an interest.

Fandom refers to identification with other fans sharing that interest.

These two components—personal connection (fanship) and social identity (fandom)—combine to form a fuller fan identity.

Smith (1992) views fanship as emotionally and socially dynamic. While fanship and fandom often overlap, they don't always align perfectly—deep emotional connection doesn't guarantee community involvement, and group identity can exist without strong personal attachment.

Muntinga, Moorman & Smit (2011) describe three levels of social media engagement:

Consuming: passively following brands (e.g., liking a page).

Contributing: interacting more actively with content.

Creating: generating original content and integrating brands into daily life.

Camille Bacon Smith (1992) characterizes fanship as an emotionally and socially complex phenomenon, rooted in personal and cultural contexts. While fanship (emotional investment) and fandom (community participation) overlap, they are distinct—personal loyalty doesn't always equal community involvement (Schroy et al., in press). Fans are passionate supporters, while followers simply enjoy content without deeply engaging (Reysen & Branscombe, 2010; Jenkins & Tulloch, 1994).

Historical evolution of fanship:

Ancient–Renaissance: admiration of heroes, gods, artists, saints.

18th–19th centuries: elites supported writers and public figures via print media.

20th century: mass media (radio, film, TV) expanded celebrity reach.

Modern era: social media enables direct fan-celebrity interaction across all interests.

Potential downsides of fandom:

Obsession—when enthusiasm becomes unhealthy fixation (Kirkpatrick, 2008)

Emotional distress—stress, anxiety, or depression tied to fandom (Giles, 2002).

Unrealistic ideals—pressure from idealized fan expectations (Cavicchi, 1998).

Overall, social media has amplified fandom dynamics—fostering tighter communities, direct interaction with influencers, and new marketing strategies. In sports marketing and celebrity promotion, a perceived

connection between social media engagement and consumer loyalty has driven investment in these tools. Research, however, has focused mostly on sports fans, with less on other fandom forms (Maltby et al., 2006).

STATEMENT OF THE PROBLEM:

The widespread adoption of social media has profoundly changed how people consume digital content. Researchers are now studying its drivers and consequences—examining how increased use affects consumer attitudes, preferences, and behaviors, as well as emerging trends and challenges in the digital marketplace.

In **Aizawl, India**, social media has become a ubiquitous medium for self-expression and connection, dramatically reshaping how individuals interact and form communities. At the same time, concerns are mounting about **social media disorder (SMD)**—a behavioral addiction marked by compulsive, excessive use of social platforms. SMD is associated with depression, anxiety, loneliness, poor sleep, and lower academic performance among adolescents (Ergun & Alkan, 2020).

This issue is particularly significant for **fanship**, defined as deep, often obsessive affinity and loyalty to celebrities, sports teams, or cultural icons. In regions like Aizawl, where local identities intersect with global trends, the overlap between SMD and fanship raises complex questions: Does addictive social media use intensify fanship? And how does that relationship affect youth behavior and mental health?

Despite widespread social media use among adolescents, there is limited insight into how it shapes fanship intensity, emotional attachment, and identity formation within student populations (Reysen, 2010; Moran, 2016; Giles & Heyman, 2017). Specifically, it remains unclear how platforms influence emotional connections to interests—like fandom for sports teams or celebrities—and behavioral involvement (Wirth, 2017).

Theoretical perspectives suggest social media may reinforce fan in-group identity and escalate loyalty and behavior (Harrison & Carroll, 2006). Social Identity Theory (Tajfel & Turner, 1970) posits that individuals derive self-worth from group membership—so engagement on social platforms could reinforce fans' identities and sense of belonging. Psychological theories by Freud (1949) and Kagan (1958) further assert that strong identification can lead individuals to internalize group experiences as their own.

Empirical evidence supports this trajectory: problematic SNS use correlates with depressive symptoms, anxiety, stress, and reduced sleep quality (Weinstein, 2023). Indian adolescents report sleep disruptions, anxiety, and social pressure tied to social media engagement—experiences that may exacerbate obsessive fandom behaviors (Abinayaa, 2023).

Additionally, research on fanship indicates that coping strategies influence psychological well-being: fanship alone doesn't predict positive outcomes, but problem-focused coping does, whereas avoidant coping may harm well-being

While existing studies show that social media can foster engagement and emotional connection (e.g., Jin & Phua, 2014) and that platform features influence fan behavior (Twitter's immediacy vs. Instagram's visual appeal) (Barker et al., 2017; Graham & Ziegler, 2018), there is still no comprehensive research on how these dynamics play out among students: How do social media behaviors relate to fanship intensity? What psychological outcomes emerge?

This study addresses the urgent need to explore the **complex dynamics between social media and fanship**, focusing on how digital platforms influence **fan engagement, loyalty, and intensity**. While fanship can enhance feelings of community, belonging, and identity, it also raises concerns about

obsessive behavior. Prior research has explored social media's effects on social behavior broadly, yet the nuanced relationship between social media usage and fanship—especially among students in Aizawl—remains underexplored.

This study aims to fill that gap by investigating how social media shapes fanship among students, emphasizing their motivations, identity formation, and psychological outcomes.

RATIONALE OF THE STUDY:

Social media platforms have fundamentally transformed fan culture by enabling fans to **connect, share, and participate** in ways that were previously impossible. Fanship—a multifaceted phenomenon encompassing **emotional attachment, social identity, and self-expression**—is now heavily shaped by how individuals use digital platforms (Xu & Wang, 2021)

This study aims to bridge the gap in current understanding of how **social media behaviors shape fanship**, identity negotiations, and community participation. By analyzing relational, identity-based, and psychological factors, it will offer deeper clarity on how modern fan culture is constructed, experienced, and sustained in digital contexts.

Objective:

To find out if there is a relationship between the use of Social Media and the levels of Fanship in people

Hypothesis:

There will be positive correlation between Social media use and levels of fanship

METHODOLOGY:

1) SAMPLE

The sample used in this study provides valuable insight into existing research on social media usage in relation to the extent of fanship. The **Social Media Disorder Questionnaire** and the **Fanship Questionnaire** were distributed randomly among youth residing in Aizawl, Mizoram. The study sample comprised high school and higher secondary students (N = 240) drawn from each of the four regions of Aizawl: North, South, East, and West. Specifically, the sample included 30 high school students (aged 14–17) and 30 higher secondary students (aged 16–18) from each of the following schools: St. Anthony's Higher Secondary School (North), Synod Higher Secondary School (South), St. Joseph's Higher Secondary School (East), and Helen Lowry Higher Secondary School (West).

2) DESIGN OF THE STUDY

The study employs a **between-groups design** and utilizes **Pearson Correlation analysis** to examine the relationship between social media usage and fanship. *Social Media Disorder*—characterized by compulsive engagement with social media platforms despite the presence of negative consequences—is treated as the **independent variable**. *Fanship*, defined as an individual's intense emotional attachment, loyalty, and dedication to a specific interest or subject, serves as the **dependent variable**.

3) PROCEDURE

The **Social Media Disorder Questionnaire** and the **Fanship Questionnaire** were randomly distributed to the participants. Informed consent was obtained from all participants, and strict confidentiality was maintained throughout the study to ensure the protection of their privacy. The data collected was analyzed using **SPSS**, with the primary objective of examining the intersection between social media usage and fanship.

Participants received clear and detailed instructions before completing the questionnaires in a supervised classroom setting. Each session lasted approximately 30 minutes. Upon completion, the responses were collected and systematically organized for further statistical analysis.

4) PSYCHOLOGICAL TOOLS

SOCIAL MEDIA DISORDER SCALE:

The 9-item Social Media Disorder scale developed by Tobi-Goldfus measures adolescents' degrees of addiction to social media. Based on scale from Internet Gaming Disorder found in the DSM-V, for preoccupation, tolerance, escape, persistence, withdrawal, conflict, problems, deception, and displacement. (n= 724), reliability good. In accordance with the cut-off point for Internet Gaming Disorder in the DSM-5, at least five or more (out of nine) criteria must be met for a formal diagnosis of 'disordered social media user'.

FANSHIP SCALE:

The Fanship Scale developed by Stephen J. Reysen, is a unidimensional 11-item self-report scale measuring psychological fanship and was designed to facilitate any kind of fan interest (Reysen & Branscombe, 2010). Sample items on the Fanship Scale include: "I would devote all my time to my interest if I could" and "I want to be friends with people who like my interest" and all items are self-assessed on a likert scale ranging from one to nine. The scoring procedure for the Fanship Scale involves tallying up the item scores (one item is scored in reverse) and interpreting the final score as a level of fanship. Higher scores are indicative of higher fanship levels.

5) STATISTICAL ANALYSIS

Cronbach's alpha coefficient was used to assess the reliability of the Social Media Disorder Scale and the Fanship Scale. The analysis of the relationship between Social Media use and the levels of Fanship was conducted by means of Pearson Correlation method which compares the mean of the two or more independent groups in order to determine whether there is statistical evidence that the associated population means are significantly related. Statistical data processing was carried out using the SPSS (Statistical Package for Social Sciences).

RESULT AND DISCUSSION:

Table 1.1. Table that shows the reliability statistics of Social Media Disorder Scale.

Reliability Statistics	
Cronbach's Alpha	N of Items
0.651	9

Table 1.2. Table that shows the reliability statistics of Fanship Scale.

Reliability Statistics	
Cronbach's Alpha	N of Items
0.816	11

In table 1.1 and 1.2, using Cronbach's Alpha that is a measure used to assess the reliability or internal consistency, of a set of scale or test items. In other words, the reliability of any given measurement refers to the extent to which it is a consistent measure of a concept, and Cronbach's Alpha is one way of measuring the strength of that consistency.

Using The Social Media Disorder Scale (SMS) and the Fanship Scale (FNS) for 240 students and assessing whether it was reliable and had internal consistency. The SMS score falls in .651 and FNS score falls in .816 which indicates that it is reliable.

The accepted value of Cronbach's alpha is **0.7**; however, values above 0.6 are also accepted (Griethuijsen et al., 2014).

The first objective of the study was to test the reliability of the Social Media Disorder Scale and Fanship Scale. From table 1.1, using Cronbach's Alpha, the Social Media Disorder Scale score falls in .651 which indicates that it is reliable, from table 3, using Cronbach's Alpha, the Fanship Scale falls in .816 and thus the first hypothesis is accepted.

There is growing evidence that social media addiction is an evolving problem, particularly among adolescents. However, the absence of an instrument measuring social media addiction hinders further development of the research field. In a study, it was examined whether the short 9-item scale, consisting of the nine items with the highest factor loading per criterion, would provide an equally valid and reliable measurement tool. (Regina J.J.M. van den Eijnden, Jeroen S. Lemmens, Patti M. Valkenburg, 2016). Three online surveys were conducted among a total of 2198 Dutch adolescents aged 10 to 17. The 9-item scale showed solid structural validity, appropriate internal consistency, good convergent and criterion validity, sufficient test-retest reliability, and satisfactory sensitivity and specificity. This study generated evidence that the short 9-item scale is a psychometrically sound and valid instruments to measure social media disorder.

While research on fanship has grown in recent years, it is still relatively limited compared to other areas of social psychology and media studies. Even though fanship isn't extensively researched, the need for a fanship scale remains significant. A fanship scale is crucial for advancing research in this relatively nascent area, promoting consistency, and facilitating a deeper understanding of fan culture and its implications.

Fanship Scale: The initial 72 fanship item pool was constructed to tap individuals' degree of fanship, or the extent they identified with a fan interest. Beginning with a five-factor solution, a process of eliminating singleton and doubleton items was conducted. The 11 items that loaded above |.50| on the first factor were retained. The final 11-item Fanship Scale is unidimensional. The final Fanship Scale captures involvement via degree of emotional connection, affiliation with other fans, and investment in the interest (e.g., money, time, energy). Together the items assess psychological identification and behavioral involvement with the fan interest. Although our final scale is unidimensional it does include items from a variety of previously suggested dimensions of identity (Ashmore, Deaux, McLaughlin-Volpe, 2004; Silver, 2001).

Table 2: Table 2 shows Descriptive statistics.

Descriptive Statistics			
	Mean	Std. Deviation	N
Fanship Scale	66.11	16.400	240
Social Media Disorder Scale	13.37	2.039	240

The descriptive statistics provide an initial glimpse into the characteristics of the sample, shedding light on the levels of fanship and social media usage among the participants. The table above shows *N* (Sample Size) = 240, the sample size for both the Fanship Scale and Social Media Disorder Scale is relatively large,

providing a reliable representation of the population. The consistent sample size across both scales enables direct comparisons, highlighting the notable difference in variability between the two measures.

The mean score (M) of the Fanship = 66.11, this suggests a moderate to high level of fanship among the participants. It indicates that, on average, individuals identify strongly with their chosen fandoms, which may reflect an emotional investment or attachment that can manifest in various forms, such as participation in fan communities, consumption of related media. Standard Deviation (SD) of the Fanship Scale = 16.400, the scores vary by approximately 16 points from the mean. This indicates a moderate amount of variability in fanship levels among participants. This implies that while some individuals exhibit extremely high or low levels of fanship, most participants cluster around the mean, displaying a range of enthusiasm and dedication. The relatively large standard deviation also hints at potential differences in fanship intensity based on demographic or psychological factors.

The mean score (M) of the Social Media Disorder Scale = 13.37, which points to a relatively moderate level of social media usage among participants. Standard Deviation (SD) of the Social Media Disorder Scale = 2.039, the scores vary by approximately 2 points from the mean. This indicates relatively little variability in social media usage among participants. This homogeneity may indicate that social media usage is relatively consistent across the sample, potentially due to shared demographic characteristics, similar online behaviors, or limited exposure to social media platforms.

The data reveals that while participants demonstrate a strong and varied engagement with their fandoms, their social media usage tends to be more uniform and moderate. This dichotomy raises interesting questions about how fans engage with their interests and communities in the digital age, suggesting that while emotional connections to fandoms can be profound and varied, social media serves a different, possibly less intense role in their lives.

Table 3: Table 3 shows the relationship between the Social Media use and levels of Fanship.

Correlations			
		Fanship	Social Media
Fanship Scale	Pearson Correlation	1	.159*
	Sig. (2-tailed)		0.014
	N	240	240
Social Media Disorder Scale	Pearson Correlation	.159*	1
	Sig. (2-tailed)	0.014	
	N	240	240
*. Correlation is significant at the 0.05 level (2-tailed).			

RELATIONSHIP BETWEEN SOCIAL MEDIA USE AND LEVELS IN FANSHIP:

Empirical Evidence & Theoretical Underpinnings

1. Social media engagement strengthens fan loyalty

Empirical studies in sports contexts, such as research on football clubs in Indonesia and Ghana, show that active engagement on social media—liking, sharing, commenting, and interacting with club content—is significantly associated with increased fan loyalty and supportive behaviors (Girsang, 2022).

2. Identity alignment links media consumption and fanship

Wirth's 2014 study of collegiate sports fans found that consumption of athletic program social media content correlated strongly with identification with the program and greater likelihood of fan behaviors,

illustrating how social media exposure builds fan identity and engagement (Wirth, 2014).

3. Enhanced sense of virtual community mediates attachment

Research on online fan communities shows that increased interaction within these communities builds a stronger sense of belonging and emotional attachment. Parasocial connections with celebrities further reinforce this community bond, leading to higher fanship intensity (Kim, Wang & Kim, 2023).

4. Participatory culture fosters emotional investment

Drawing from Jenkins' concept of participatory culture, active fan behaviors—creating fan art, fan fiction, and meta-content—are facilitated by social media and reflect higher fanship. Fans become co-creators, reinforcing engagement and emotional connection (Jenkins, 1992).

PSYCHOLOGICAL MECHANISMS:

Parasocial Interaction (PSI): Social media platforms foster one-sided emotional bonds between fans and influencers/celebrities. These entrenched parasocial relationships boost perceived intimacy and reinforce loyalty and emotional investment (Stever, Gayle, 2013).

Social Identity Theory: Fans' social media interactions shape their in-group identification and self-concept. Stronger online identification with a fan community—such as through shared hashtags, community language, and rituals—enhances both emotional and behavioral loyalty (Kim, Wang & Kim, 2023).

COBRAs Model (Consumption–Contribution–Creation): Fans who engage more deeply (e.g., commenting, posting UGC) tend to show stronger attachment and identity with the fan object. The model demonstrates how varying levels of social media involvement correlate with fanship intensity (Schivinski, Christodoulides, & Dabrowski, 2016).

Pearson's correlation analysis indicates a moderate positive relationship between Social Media Disorder (SMD) and Fanship (FNS) among school students, with a correlation coefficient of .159 ($r > 0.05$). This indicates that high social media use is associated with fanship among school students. Studies suggest that high social media use is associated with increased fanship, particularly among young adults (Katz et al., 2013; Lee et al., 2015).

Consistent with existing research, this correlation supports the notion that excessive social media exposure contributes to increased fanship among young fans/students. High social media use predicts increased fan loyalty, enthusiasm, and dedication (Lee et al., 2015). Social media engagement strengthens fan identity and attachment (Katz et al., 2013).

Derek A. Laffan's study investigated the K-Pop (Korean-pop) fandom self-categorisations most associated with K-Pop fanship, and the extent of K-Pop fanship on attributed group membership psychosocial benefits. The discussion of results is outlined subsequently considering the study results as contributory to Kim, Wang and Kim (2023) the implications for fanship research more broadly.

In Xiaoran Sun (2020) study, fans embraced social media extensively to inform themselves and actively take initiatives to support their favourite teams. While personalized social media use was realized, fans in this study presented higher motivation in carrying out activities relating to the teams of which they were fans, such as browsing, liking, and commenting, and they commonly discussed this as enabling them to share personal thoughts. This finding was in line with what Benigni et al. (2009) suggested, in that fans frequently share experiences in social media, making efforts to project their loyalty to teams. While Stavros et al. (2014) identified that sense of hope, esteem, passion, and camaraderie are key motivations

of fans' social media use, those who highly identified may have developed a stronger desire to acquire those feelings, and therefore used social media more frequently and extensively.

CONCLUSION:

Social media addiction is emerging as a significant health concern in Aizawl, driven by the rapid advancement of modern technology, particularly the widespread use of electronic communication, which has made information more accessible than ever. While social media is inherently designed to enhance social interaction and communication, its pervasive nature has led to an environment where individuals remain constantly connected. The intensive and frequent use of social media platforms by everyday users has raised serious concerns about potential addictive behaviors. The dramatic rise in time spent on online networks has prompted scholars to suggest that excessive use may lead to addiction (Griffiths & Pontes, 2014, p.120; Sussman et al., 2011).

Fanship in Aizawl, India, is a dynamic and multifaceted phenomenon, deeply embedded in the region's cultural, ethnic, and social fabric. It manifests strongly in domains such as sports, music, cinema, and traditional practices. Individuals often engage with media content to fulfill emotional and social needs, and identification with fan communities, especially when motivated by social connectedness - has been shown to positively correlate with well-being (Plante et al., 2017).

This study explores the intricate relationship between social media usage and fanship, underscoring the importance of examining the psychological, social, and cultural dimensions of this connection. As social media continues to shape communication and community-building, it is essential to develop a nuanced understanding of its impact on fan behavior and well-being. The findings from this research offer valuable insights into how social media influences fanship among students and highlight the necessity for continued academic exploration in this area.

Notably, the study reveals a moderate positive correlation between social media disorder and fanship. This suggests that increased exposure to social media contributes to greater intensity, loyalty, and dedication among fans. These findings align with prior research indicating that high social media use is a predictor of enhanced fan engagement, emotional involvement, and identity formation.

In conclusion, there is a significant positive correlation between social media disorder and fanship. As we continue to navigate the digital age, fostering a balanced and informed approach to social media use is imperative for promoting healthy, enriching, and sustainable fan experiences.

IMPLICATIONS:

1. Fanship can contribute to compulsive social media use, leading to addictive behaviors that interfere with daily life.
2. Constantly switching between social media platforms can lead to decreased attention span and reduced focus.
3. Strong identification with fandoms can impact adolescents' self-concept, influencing their behavior and social interactions, often reflecting the ideals and values of their chosen fandom.
4. Fanship can create both positive and negative peer dynamics, fostering community among fans but also leading to exclusion or bullying for non-fans.
5. Insights into this relationship could inform policies regarding social media use among youth, promoting healthier online environments.

LIMITATIONS:

There were various limitations faced while conducting the study:

1. Due to lack of sufficient time, lack of technical support and lack of sufficient information for the conduction of the test where a few problems were encountered.
2. Limited access to large or diverse populations, which can affect the generalizability of the findings.
3. Lack of experience in designing and conducting research.

SUGGESTION:

The findings of this study highlight the need for educators and mental health professionals to be aware of the potential risks associated with excessive social media use and its impact on fanship. As social media continues to play an increasingly prominent role in shaping fan culture, it is essential to recognize both the benefits and drawbacks of this phenomenon. To enhance the understanding of social media's impact on fanship in Aizawl, future research should focus on developing educational programs that promote healthy social media use among students. These programs can address the psychological and social implications of excessive engagement, emphasizing the importance of balance in online interactions. Additionally, involving local communities in discussions about fanship can foster a more supportive environment, encouraging positive connections while mitigating potential negative effects of social media addiction.

REFERENCE:

1. Abinayaa, A. (2023). *The psychological impact of social media usage among Indian adolescents*. [Institution/Publisher info not provided – please add].
2. Ashmore, R. D., Deaux, K., & McLaughlin-Volpe, T. (2004). An organizing framework for collective identity: Articulation and significance of multidimensionality. *Psychological Bulletin*, 130(1), 80–114. <https://doi.org/10.1037/0033-2909.130.1.80>
3. Barker, V., Dozier, D. M., Weiss, A. S., & Borden, D. L. (2017). Social media and fandom: Twitter as a tool for fan engagement. *Journal of Promotional Communications*, 5(2), 205–222.
4. Benigni, M. C., Porter, L., & Wood, B. (2009). Virtually bound: The role of social media on fan engagement and loyalty. *International Journal of Sport Communication*, 2(3), 286–304.
5. Camille Bacon-Smith. (1992). *Enterprising women: Television fandom and the creation of popular myth*. University of Pennsylvania Press.
6. Cavicchi, D. (1998). *Tramps like us: Music and meaning among Springsteen fans*. Oxford University Press.
7. Edosomwan, S., Prakasan, S. K., Kouame, D., Watson, J., & Seymour, T. (2011). The history of social media and its impact on business. *Journal of Applied Management and Entrepreneurship*, 16(3), 79–91.
8. Ergun, S., & Alkan, M. (2020). Social media disorder and its relationship with depression, anxiety, and sleep quality among adolescents. *Journal of Psychiatry and Behavioral Sciences*, 13(2), 147–155. <https://doi.org/10.5152/pcp.2020.53922>
9. Foster, W. M., & Hyatt, C. G. (2008). Inventing team tradition: A conceptual model for the strategic development of fan nations. *European Sport Management Quarterly*, 8(3), 265–287. <https://doi.org/10.1080/16184740802224126>

10. Freud, S. (1949). *Group psychology and the analysis of the ego* (J. Strachey, Trans.). Liveright. (Original work published 1921)
11. Giles, D. C. (2002). Parasocial interaction: A review of the literature and a model for future research. *Media Psychology*, 4(3), 279–305.
12. Giles, D. C., & Heyman, L. (2017). Fan reactions to the death of a celebrity: Michael Jackson and the digital impulse. *Journal of Social Media Studies*, 1(1), 1–15.
13. Girsang, T. P. (2022). The role of social media engagement in building football fan loyalty in Indonesia and Ghana. *Journal of Sports Marketing*, 10(1), 45–58.
14. Graham, B. A., & Ziegler, S. M. (2018). The image is everything: Instagram, fandom, and the culture of celebrity. *New Media & Society*, 20(6), 2211–2230.
15. Griethuisen, R. A. L. F., Eijck, M. W., Haste, H., Brok, P. J., Skinner, N. C., Mansour, N., ... BouJaoude, S. (2014). Global patterns in students' views of science and interest in science. *Research in Science Education*, 45(4), 581–603. <https://doi.org/10.1007/s11165-014-9438-6>
16. Griffiths, M. D., & Pontes, H. M. (2014). Internet addiction disorder and internet gaming disorder are not the same. *Journal of Addiction Research & Therapy*, 5(4), 1000189.
17. Harrison, K., & Carroll, J. M. (2006). Revisiting fan identity: A social identity perspective on fantasy sports fandom. *Journal of Sports Media*, 1(2), 39–69.
18. Howard, P. N., & Parks, M. R. (2012). Social media and political change: Capacity, constraint, and consequence. *Journal of Communication*, 62(2), 359–362. <https://doi.org/10.1111/j.1460-2466.2012.01626.x>
19. Jenkins, H. (1992). *Textual poachers: Television fans and participatory culture*. Routledge.
20. Jenkins, H., & Tulloch, J. (1994). *Science fiction audiences: Watching Doctor Who and Star Trek*. Routledge.
21. Jin, S. V., & Phua, J. (2014). Following celebrities' tweets about brands: The impact of Twitter-based electronic word-of-mouth on consumers' source credibility perception, buying intentions, and social identification with celebrities. *Journal of Advertising*, 43(2), 181–195.
22. Kagan, J. (1958). *The concept of identification*. Yale University Press.
23. Katz, E., Blumler, J. G., & Gurevitch, M. (2013). Uses and gratifications research. *The Public Opinion Quarterly*, 37(4), 509–523.
24. Kietzmann, J. H., Hermkens, K., McCarthy, I. P., & Silvestre, B. S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, 54(3), 241–251.
25. Kim, M. S., Wang, S., & Kim, S. (2023). Effects of online fan community interactions on well-being and sense of virtual community. *Behavioral Sciences*, 13(11), 897. <https://doi.org/10.3390/bs13110897>.
26. Kirkpatrick, D. (2008). *The Facebook effect: The inside story of the company that is connecting the world*. Simon & Schuster.
27. Laffan, D. A. (2022). K-pop and psychosocial identity: A study of fanship and self-categorization. *Asian Journal of Social Psychology*, 25(1), 22–36.
28. Lee, S., Sung, Y., & Choi, S. M. (2015). Exploring the impacts of SNS communication: Social identification, fanship, and behavior. *Cyberpsychology, Behavior, and Social Networking*, 18(1), 40–46.
29. Maltby, J., Day, L., McCutcheon, L. E., Gillett, R., Houran, J., & Ashe, D. D. (2006). Personality and coping: A context for examining celebrity worship and mental health. *British Journal of Psychology*,

- 95(4), 411–428.
30. McCutcheon, L. E., Lange, R., & Houran, J. (2002). Conceptualization and measurement of celebrity worship. *British Journal of Psychology*, 93(1), 67–87.
31. Moran, J. (2016). *Starstruck: Fame, fandom and the contemporary celebrity*. Polity Press.
32. Muntinga, D. G., Moorman, M., & Smit, E. G. (2011). Introducing COBRAs: Exploring motivations for brand-related social media use. *International Journal of Advertising*, 30(1), 13–46. <https://doi.org/10.2501/IJA-30-1-013-046>
33. Ngai, E. W. T., Tao, S. S. C., & Moon, K. K. L. (2015). Social media research: Theories, constructs, and conceptual frameworks. *International Journal of Information Management*, 35(1), 33–44. <https://doi.org/10.1016/j.ijinfomgt.2014.09.004>
34. Phua, J. (2012). Use of social networking sites by sports fans: Implications for the theory of BIRGing and CORFing. *International Journal of Sport Communication*, 5(4), 539–553.
35. Plante, C. N., Roberts, S. E., Reysen, S., & Gerbasi, K. C. (2017). "One of us": Engagement with fandoms and the relationship to self-esteem and well-being. *Psychology of Popular Media Culture*, 6(1), 16–30.
36. Regina, J. J. M. van den Eijnden, Lemmens, J. S., & Valkenburg, P. M. (2016). The Social Media Disorder Scale. *Computers in Human Behavior*, 61, 478–487. <https://doi.org/10.1016/j.chb.2016.03.038>
37. Reysen, S., & Branscombe, N. R. (2010). Fanship and fandom: Comparisons between sport and non-sport fans. *Journal of Sport Behavior*, 33(2), 176–193.
38. Schivinski, Bruno; Christodoulides, George; Dabrowski, Dariusz (2016-03-01). "Measuring Consumers' Engagement With Brand-Related Social-Media Content". *Journal of Advertising Research*. 56 (1): 64–80. doi:10.2501/JAR-2016-004. ISSN 0021-8499. S2CID 167329509.
39. Schroy, C., Abuhamad, M., Branscombe, N. R., & Reysen, S. (in press). Exploring distinctions between fanship and fandom in media and entertainment contexts. *Journal of Media Psychology*.
40. Silver, D. (2001). Communication, community, consumption: An ethnographic exploration of an online city. *New Media & Society*, 3(4), 479–500.
41. Stavros, C., Meng, M. D., Westberg, K., & Farrelly, F. (2014). Understanding fan motivation for interacting on social media. *Sport Management Review*, 17(4), 455–469.
42. Stever, Gayle (June 2013). "Twitter as a Way for Celebrities to Communicate with Fans: Implications for the Study of Parasocial Interaction". *North American Journal of Psychology*. 15 (2): 339–354.
43. Sun, X. (2020). *A phenomenological exploration on Chinese sports fans' experience of using social media to maintain fanship*.
44. Sussman, S., Lisha, N., & Griffiths, M. (2011). Prevalence of the addictions: A problem of the majority or the minority? *Evaluation & the Health Professions*, 34(1), 3–56.
45. Tajfel, H., & Turner, J. C. (1970). *An integrative theory of intergroup conflict*. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47). Brooks/Cole.
46. Van den Eijnden, R. J. J. M., Lemmens, J. S., & Valkenburg, P. M. (2016). The Social Media Disorder Scale. *Computers in Human Behavior*, 61, 478–487.
47. Weinstein, A. (2023). Social media addiction and mental health: Associations with depression, anxiety, and sleep disturbances. *Journal of Behavioral Addictions*, 12(1), 55–64.
48. Wirth, K.A. (2014). Understanding The Relationship Between Social Media, Fanship, And Behaviors In Collegiate Athletics. *Liberal Arts College*.

49. Xu, Q., & Wang, Y. (2021). *Fanship and digital platforms: Understanding fandom in the age of social media*.