Original Paper

The Influence of Fandom Culture on the Formation of Primary School Students' Values

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Abstract

The chief object of this study is to survey the influence of fandom culture on the formation of primary school students' values and guidance strategies. Past studies have examined the impact of worshiping stars on the values of teenagers, but there are no specific research or guidance strategies on the effects of fandom culture on the value formation of primary students who are still in the early stages of value formation. The method used in our study is known as the literature analysis method, participatory observation method, questionnaire method, and Data analysis method. The research has recorded valuable data about the influence of fandom culture on the formation of primary school students' values and has proved that the formation of values of primary school students is hardly influenced by fandom culture. This research finally put forward useful strategies to guide primary school students to form correct values from various perspectives.

Keywords

primary schools, fandom culture, values, guidance strategies

1. Introduction

Since the advent of the mobile internet, the phenomenon of primary school students worshiping stars has become a source of controversy. Star-worshiping is a phenomenon in which people are obsessed with famous public figures after learning about them through media channels such as television and radio, and admire them. Their works and even everything related to them. In this phenomenon, this group of people is called "fans", which can be defined as followers of pop culture (e.g., celebrities), ranging from casual audience members to obsessive fans (Stever, 2009). Fandom refers to groups formed by the gathering of fans of a certain public figure, existing offline and online, with a unified goal—to worship the star, and gradually form a diverse fandom culture. Value refers to the overall

evaluation of objective people or events and one's behavior. It is the belief system for distinguishing right from wrong, the criteria for judging the importance of things, and the principles for daily choices and behavior. There may be many different values in a society, such as love and respect, health and vitality, self-confidence and gratitude, etc., with different statuses, but they all together constitute the value system of the society. (Yang, 2017) Some researchers have argued that fandom culture has an impact on the values of primary school children, and believe that a variety of guidance strategies can be used to help them develop the right values. This essay will attempt to demonstrate the influence of fandom culture on the formation of primary school students and the corresponding strategies for guidance.

This article firstly discussed the existing literature on the influence of fandom culture on the formation of values in primary school students, to identify the gaps in this existing research. Second, it considered appropriate research methods and developed a complete plan of research on the topic. Third, it showed the finding and results of the questionnaire survey conducted on the target group, and then discussed, elaborated, and interpreted them. Finally, the conclusions were drawn, and guidance strategies were proposed to correct the values formation of primary school students who have been influenced by fandom culture.

2. Review of literature

With the help of Internet traffic and capitalization, the fandom culture has brought many problems, such as following cars, tailgating, eavesdropping incidents, network violence, and even after the negative news of some public figures breaking the law was exposed, some fans completely lost their views of right and wrong, and brainlessly supported these artists. At the two sessions (the National People's congress and the Chinese People's Political Consultative Conference) in 2020, many deputies and members paid attention to some chaos in the fandom culture and called for rational star worshiping. On September 2, 2021, the State Administration of Radio and Television issued the Notice of the General Office of the State Administration of Radio and Television on Further Strengthening the Management of Literary and Art Programs and Their Personnel on its official website, emphasizing "resolutely resisting the bad fandom culture". Since then, the fandom culture has been highly valued by researchers.

At present, domestic research on fandom culture is divided into the following aspects. The negative effects and guiding strategies of fan groups and their behavior by fandom culture are analyzed from the perspective of communication. Wang Wei argues that it is necessary to actively guide the positive behavior of fans and be wary of the phantom of capital, to build a variety of shows with substance and high quality (Wang, 2021). Yuan Zhixiang believes that the construction of young people's subject consciousness in the fandom culture may bring negative effects such as online violence, passive following, and cultural deviation (Yuan, 2020). In this regard, the positive influence of idols and fandom culture on young people should be brought into play to guide them to enhance their

50

discernment and build a positive sense of subjectivity. The development path of fandom culture from a sociological perspective. Scholar Hu Yong believes that it is necessary to reinstitute the standards of the Internet industry, strengthen the supervision of social public power and enhance the value of social sharing. As fandom culture continues to develop and circle culture opens outward, it can play a greater role in cultural value and social integration (Hu, 2021). Characteristics of fandom culture, its causes, and paths of correction. According to Chen Cong, fandom culture is characterized by paranoid idol worship, distorted promotion and marketing, and a war of words. The causes are diverse, such as the loss of voice of idol stars, inadequate gatekeeper mechanisms, and fans' lost values. To change the negative influence of fandom culture, positive guidance from idols and joint efforts from the government, platforms, and society are needed to remedy the situation, as well as the value of advanced culture to facilitate the adaptation of fandom culture to mainstream culture (Chen, 2020). Causes and guidance challenges of the phenomenon of adolescent groupies. Ms. Chang Simin revealed that in her observation, teenagers worship stars firstly because they reflect their values by supporting the behavior of idols, and secondly because they find that stars have something in common with them, so they regard them as spiritual support and look for a sense of belonging in the act of following stars. Parents and teachers have a mature outlook and have different ideas from teenagers about celebrity chasing, and it is difficult to think from the children's perspective, so it is difficult to intervene. (Zhou & Fu, 2021-9-8)

As mentioned above, most scholars in fandom culture research focus on broad and macro areas, mainly from political and social aspects. Although there have been some studies on the influence, causes, and solutions of fandom culture on adolescents, the recommendations and reflections of these studies on guiding measures are not comprehensive enough. Moreover, no scholar has studied the influence of fandom culture on the formation of values and guidance strategies for primary school students. Primary school students are in the initial stage of value formation, and during this period, various external factors are likely to have a significant impact on the formation of their values, so this research gap needs to be completed urgently. The members of this research group are all from primary education majors, hoping that this research can provide certain theoretical support for the positive guidance of primary school students' values under the fandom culture, and help the healthy physical and mental growth of primary school students.

3. Methodology

This research employed a mixed-methods approach to collect relevant information and data. Firstly, researchers used the literature analysis method to sort out the conceptualization, causes, characteristics, and development characteristics of fandom culture, and theoretically explained the formation process and influencing factors of primary school students' values. Secondly, the researchers used the participatory observation method to enter major social platforms, such as Micro-blog, Post bar, Tik Tok, and QQ fan groups, to conduct long-term in-depth observation of primary school students. Based on

51

the theoretical basis established in the theoretical foundation and the conclusions reached by participatory observation, the researchers designed a questionnaire to understand the "intra-circle involvement "of primary school students in different grades, as well as the degree of influence on the formation of their values and the current situation. Finally, the researchers analyzed the data obtained in the practice stages to obtain the manifestations and reasons for the influence of fandom culture on the formation of primary school students' values and proposed the existing problems and positive guidance strategies of fandom culture.
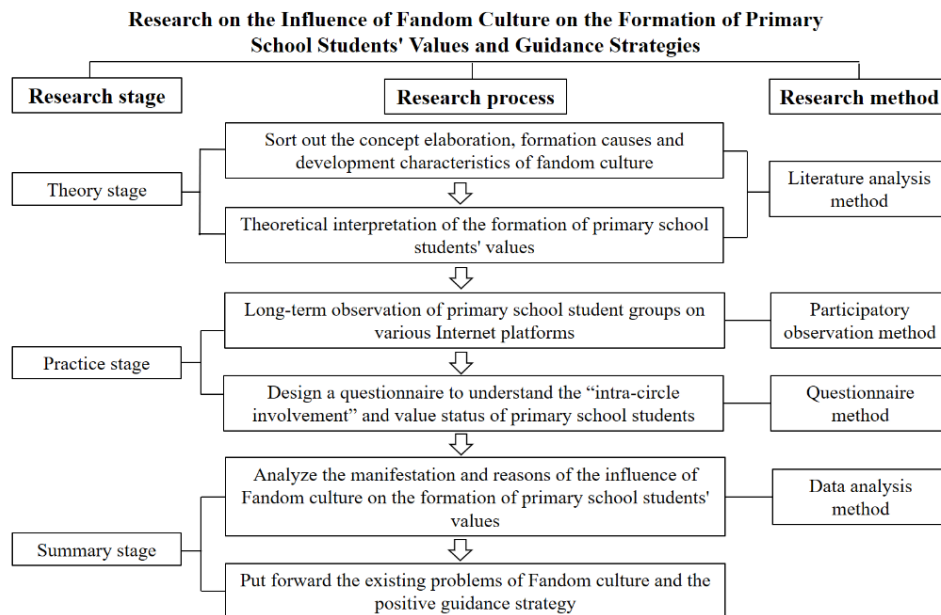
Research on the Influence of Fandom Culture on the Formation of Primary School Students' Values and Guidance Strategies

Research stage	Research process	Research method
Theory stage	Sort out the concept elaboration, formation causes and development characteristics of fandom culture ⇩ Theoretical interpretation of the formation of primary school students' values	Literature analysis method
Practice stage	Long-term observation of primary school student groups on various Internet platforms	Participatory observation method
	Design a questionnaire to understand the "intra-circle involvement" and value status of primary school students	Questionnaire method
Summary stage	Analyze the manifestation and reasons of the influence of Fandom culture on the formation of primary school students' values ⇩ Put forward the existing problems of Fandom culture and the positive guidance strategy	Data analysis method

Figure 1. An Overall Research Technology Roadmap

4. Findings

Table 1 summarizes the demographic information of the respondents which includes their gender, age, grade, internet age, and whether to worship the public figures or not. The gender distribution of respondents was relatively balanced, with 52.7% being male and 47.3% being female. This is because the fact that the questionnaires were distributed in classes, and the classes where the questionnaires were distributed had a very balanced ratio of both males and females. According to the population sample survey on November 1, 2021, the males in Hangzhou were 6,360,000, accounting for 52.1% of the total population, and the females were 5,844,000, accounting for 47.9% of the total population. The sex ratio (the ratio of males to females, using females as 100) is 108.8 (Portal of Hangzhou Municipal People's Government, 2022). Considering that it is difficult to quantify the values of primary school students with too low grades, the researchers mainly distributed the questionnaire to senior primary school students. Table 1 shows most of these students are within two years of their internet age, which also indicates that these primary school students started to access the internet and learn about

52

information on the internet around the age of 9 or 10. In addition, only (46.5%) of those students worship stars, accounting for less than half of the total.

Table 1. Demographic Information of the Respondents

		N	%
Gender	Male	68	52.71
	Female	61	47.29
Age	9	7	5.43
	10	38	29.46
	11	44	34.11
	12	38	29.46
	13	2	1.55
Grade	4	47	36.43
	5	42	32.56
	6	40	31.01
Internet Age	< 6 months	32	24.81
	6 months ~ 1 year	41	31.78
	1~2 years	40	31.01
	2~3 years	8	6.20
	>3 years	8	6.20
To worship stars or not	Yes	70	54.26
	No	59	45.74
	Total	129	100.00

Table 2 shows the preferences and habits of respondents with star-worshiping behavior in the process of star-worshiping. As in table 2 above, 70% of the respondents spend less than half an hour chasing stars every week, 27.1% spend less than 1-hour chasing stars every week, and only 2.9% spend nearly 2 hours chasing stars every week. 57.1% of the respondents have no specific gender orientation in the worship star, with equal love for male and female stars, 32.9% of the respondents prefer male stars and 10% of the respondents prefer female stars. For male stars, 70% of respondents will worship because of their character and creative talent, 68.6% because of their acting skills, and 65.7% because of their temperament. For female stars, 62.9% of respondents will worship because of their creative talent, 61.4% because of their acting skills, and 58.6% because of their character. 42.9% of respondents believe worshiping stars is conducive to learning useful knowledge, and 37.1% believe that worshiping stars is a way to meet like-minded friends. This shows that a large proportion of people want to learn knowledge or make friends in the process of worshiping stars. However, 48.6% of respondents believe

53

that worship stars can lead to too much time, 38.1% believe that worship stars can cause them to be distracted when doing other things, and 32.9% of respondents even mentioned that it can affect their normal social life. They realize that worshiping stars can have a lot of negative effects on their lives. According to the results of the survey, only a small part of primary school students have long-term, multiple access to the Internet. And of that subset of schoolchildren exposed to the Internet, only a small fraction of their time on the Internet is devoted to worshiping stars. For these students, the influence of the Internet and fandom culture is only a small part of their life, and few students take stars as their spiritual support. Most students mainly try to learn some content they are interested in and make friends with like-minded people through the Internet and fandom culture. In addition, according to the current survey results, most of the primary school students' values formation is normal.

Table 2. The Preferences and Habits of Respondents with Star-Worshiping Behavior in the Process of Star-Worshiping

		N	%
Weekly worship star Duration	< 0.5 hours	49	70.00
	0.5~1 hour	19	27.14
	1~2 hours	2	2.86
	> 2 hours	0	0.00
Preference for the gender of the star	Male	23	32.86
	Female	7	10.00
	Both	40	57.14
Preferred type of male star	Appearance	45	64.29
	Character	49	70.00
	Temperament	46	65.71
	Style	39	55.71
	Figure	30	42.86
	Acting skills	48	68.57
	Creative talent	49	70.00
Preferred type of female star	Appearance	38	54.29
	Character	41	58.57
	Temperament	37	52.86
	Style	38	54.29
	Figure	26	37.14
	Acting skills	43	61.43
	Creative talent	44	62.86
The reason for worshiping stars	Like the look of the stars	27	38.57

	Following stars can learn knowledge	29	41.43
	Stars are spiritual sustenance	20	28.57
	Influenced by classmates and friends	21	30.00
	To be a star	9	12.86
The advantages of worshiping stars	Look at the handsome/beautiful man	14	20.00
	Learn something useful	30	42.86
	Find spiritual sustenance	20	28.57
	Feed your fantasies	11	15.71
	Meet like-minded friends	26	37.14
The disadvantages of worshiping stars	Affecting your social life	23	32.86
	It leads to absent-mindedness when doing other things	27	38.57
	Lead to lower grades	22	31.43
	Spend too much money	11	15.71
	Take time away from other things (e.g. studying, going out)	34	48.57
	Total	70	167.14

Schwartz's Value scale was utilized to conduct a questionnaire survey on the formation of the respondent's values and divided into four dimensions: Self-Transcendence, Self-enhancement, Conservation, and Openness to change. For each dimension, the researchers designed some questions to quantify the value formation of the respondents. The questionnaire for this research was designed regarding Schwartz's theory of values, and therefore the data were processed in the four dimensions of this theory (Openness to change, Conservation, Self-enhancement, and Self-Transcendence) during the analysis phase. In table 3, students influenced by fandom culture have closed the Openness to change, Conservation, Self-enhancement, and Self-Transcendence compared to ordinary students. Based on the results obtained for the current study, there is no significant difference in the formation of values between primary school students influenced by fandom culture and other ordinary students. Therefore, fandom culture has almost no influence on the formation of primary school students' values.

Table 3. Data Analysis of Values Formation of Primary School Students Influenced by Fandom Culture

Dimension	M	SD	t	p
Openness to change	2.834	0.677	0.47	0.639
	2.759	0.948		
Conservation	2.841	0.682	-0.67	0.505

		2.918	0.296		
Self-enhancement		2.849	0.739	0.073	0.942
		2.838	0.794		
Self-Transcendence		2.969	0.811	-0.398	0.692
		3.038	0.942		
Formation of values		2.857	0.58	-0.066	0.948
		2.865	0.566		

Table 4. The Influence of Variables on the Formation of Elementary School Students' Values

	Openness to change	Conservation	Self-enhancement	Self-Transcendence	Formation of values
Age	0.329(0.008**)	0.079(0.533)	0.222(0.078)	0.192(0.129)	0.252(0.045*)
Grade	0.340(0.006**)	0.031(0.810)	0.227(0.071)	0.316(0.011*)	0.261(0.037*)
Internet age	0.335(0.007**)	0.092(0.469)	0.221(0.079)	0.026(0.836)	0.228(0.070)
Star-worshiping age	0.067(0.600)	0.119(0.350)	0.066(0.605)	-0.009(0.941)	0.088(0.491)

5. Discussion

This current study aimed to investigate the influence of fandom culture on the formation of primary school students' values and guidance strategies. According to the current survey, fandom culture can have an impact on the formation of values of primary school students. For the time being, its impact on elementary school students is relatively mild. However, based on our analysis of the data on the age of these students and their values influenced by fandom culture, these students' values may become more and more distorted as they grow older and as they are influenced by fandom culture over time. Therefore, to prevent students' values from becoming distorted under the influence of long-term fandom culture, parents, teachers, schools, and relevant government agencies should pay more attention and take appropriate measures to guide the formation of students' values properly.

We also raise some recommendations. Firstly, build a new model of star-worshiping. To solve the long-standing problem that school role model education and students' idol worship are in opposition to each other, psychologist Yue Xiaodong creatively proposed a new educational concept of idol-role model education (YueXiaodong, 2004), which seeks to reconcile the contradiction and conflict between idol worship and role model education, mobilize students' enthusiasm to participate in role model learning, and finally develop a new direction, new resources and new model of role model learning. He tried to reconcile the contradiction between idol worship and role model education, motivate students to participate in role model learning, and finally develop new directions, resources, and models for role model learning. The essence of idol-role model education is to turn idols into role models, overcome

56

the limitations of "pure role models" and "pure idols" and maximize the value of education. The role modeling of idols can be realized through the following three ways. Guiding primary school students to establish a diversified view of idol worship, from spiritual leaders and moral models representing the mainstream culture to ordinary people with charismatic personalities around us are included in the selection of youth idols. Educators should also guide students to discover and explore the outstanding qualities of ordinary but not mediocre people in their lives. Students can share the good deeds of the good people around them in the form of thematic class meetings, and discuss and analyze the noble character and spiritual power of the good people. Educators should guide young people to remove the gorgeous "trappings" and mysterious "halo" of idols, learn to "desensitize" idols, look rationally at the achievements of idols, and break the "overnight fame" mentality. The illusion of "overnight fame", put the idol and the self on an equal footing, let the idol walk down the "altar", and start spiritual communication and dialogue with the idol.

Educators should, on the one hand, pay attention to guiding young people so that their attention to idols shifts from external images to internal personalities, and condense nutrients from different levels (personal talents, successful experiences, noble moral sentiments, etc.) that young people can learn from; on the other hand, they should pay attention to cultivating young people's critical consciousness in the process of idol worship. As students are subjective and active, schools can use this as a basis for a series of inspiring and interactive educational activities to guide students to think independently and evaluate rationally.

Secondly, build a comprehensive guidance mechanism for the whole society. Although the establishment of correct values for elementary school students cannot be achieved without the guidance of school education, it is not enough to rely on school education alone to deal with the negative effects of fandom culture on young people, but also requires the joint efforts of the whole society (JiangDan, 2021). "Fandom culture is also a socialist cultural position." Party and government organs at all levels should attach great importance to fandom culture, actively guide it, make it play positive value guidance, actively spread positive energy, and create a good cultural atmosphere for the healthy growth of youth. The public should abandon the prejudice against fandom culture, and break the stereotype. Moreover, the public needs to "de-stigmatize" fandom culture, and fully respect fandom culture, including respect for differences and individuality, leading to the edifying effect of fandom culture and maximizing its positive value. Schools and teachers should carefully understand the knowledge about fandom culture and accurately analyze the double influence it brings to young people. They also need to scientifically foresee the future development trend of fandom culture, and on this basis, tend to avoid harm and make use of the positive and progressive elements in it to guide it toward the development of advanced socialist culture. Finally, teachers need to keep abreast of students' ideological dynamics and physical and mental characteristics, understand and pay attention to students' learning interests, choose appropriate teaching methods, apply the positive elements of fandom culture to classroom teaching, and help students shape the correct values. In the process of guiding young people to treat

57

star-worshiping and fandom culture correctly, parents must establish a sense of ownership, actively cooperate with school teachers, teach their children carefully, and help them grow up healthily.

Although the researcher has studied the effects of fandom culture on the formation of primary school students' values and recommended guidance strategies as much as possible, there are some limitations in this research. One concern about the findings was that the main form of a survey in this research is the questionnaire method, and the lack of one-on-one interviews with the research subjects may lead to the lack of detailed and in-depth results obtained from the research. Second, there is a lack of a complete values analysis and measurement framework that is rooted in the Chinese socio-cultural context and based on Chinese consumer data. This limitation can lead to the fact that studies on Chinese values still mainly use Western mainstream values theory and metrics, which may not be sufficiently relevant to the actual situation of the respondents (PanYi、GaoLi、ZhangXing、WanYan, 2014). In the face of the negative impact of fandom culture on the formation of primary school students' values, it is necessary to work at multiple levels to address the root causes and create a civilized and healthy spiritual home, so that the entertainment ecology and cultural patterns of contemporary society can be enriched and fandom culture can be guided to a benign development.

Acknowledgment

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