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TELEVISION VIEWING AND IDOL WORSHIP BEHAVIORS OF TAIWANESE INDIGENOUS YOUTH

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Abstract

This study investigated differences in the television viewing and idol worship behaviors of Taiwan's indigenous youth and used a questionnaire survey to sample 284 indigenous youths. The collected data were analyzed through descriptive statistics and chi-square tests using SPSS. The research results and suggestions are as follows: (1) Father's education attainment significantly affected the amount of time students spent watching television during the week ($\lambda^2 = 49.537$, $df = 24$, $p = .002$). (2) Father's education attainment had a significant effect on idol worship genres ($\lambda 2 = 47.408$, df = 30, p = .023). (3) According to the chi-square test, differences in television viewing time and idol worship during the week and the weekend failed to meet the threshold for significance, indicating nonsignificant correlation.

Key words: Taiwanese indigenous youths, television viewing behavior, idol worship, education level, father, mother.

Introduction

Background and Motivation

Following economic growth and improvements over time, contemporary society has become a visual-media society. Many people understand the world through a method that no longer fully relies on text reading. Instead, they comprehend the world by relying primarily on reading messages communicated through visuals such as symbols and moving images. This phenomenon is particularly evident in children and adolescents (Lee, 2000), for whom television (TV) has become a primary source of influence on their thinking and behaviors. TV is closely tied to everyone's lives because its operation is so simple; it communicates messages directly and

has a very broad range of applications. Everyone from children to seniors can rapidly familiarize themselves with the functions of TV and easily obtain diverse information. In an environment full of TV culture, TV watching has become a mechanism for promoting the socialization of children and adolescents. According to a study conducted in 1969 by the US National Commission on the Causes and Prevention of Violence, the lower a family's income, the more time the children and adolescents in that family spent watching TV; this is because watching TV was the most inexpensive form of entertainment for these children and adolescents (Li, 1989). This suggests that the leisure and entertainment of children and adolescents from low social classes chiefly revolve around watching TV programs. Because of geographic segmentation, most Taiwanese indigenous peoples receive information at a slower pace than those in urban areas; therefore, TV often becomes a source of entertainment as well as knowledge regarding social trends for them. The most substantial effect of TV on children and adolescents is that it changes their learning process from the traditional "family education → schooling → social education" to "TV education → family education → schooling → social education" (Wu, 1998). Thus, the influence of TV media on the younger generation is evident.

Quick and convenient information media, a diverse and complex social structure, and the successive impacts of foreign cultures have caused idolization to become a common phenomenon that is difficult for new-generation adolescents to resist. Theoretically, adolescents' idolization is a behavioral expression of combined characteristics; it is a distinctive social, cultural, and moral form of their psychology and behavior. Idolization is heavily characterized by strong moral and value indices, and it can indirectly reflect and condition adolescents' personalities as well as the direction and level of their moral development. In terms of personality development, adolescents are in a period of ego identity and ego diffusion; idolization is a process of forming or developing personal values as well as one of seeking self-identification. Adolescents' idolization also has positive functions; for example, it can signify them valuing talented individuals and the virtues and honorable behaviors of people from the past, or commending peers who excel both academically and morally. Idolization thus achieves the effects of self-motivation, self-learning, and imitation.

The present study focused on methods of facilitating the positive development of indigenous adolescents in Taiwan in regards to TV watching and idolization, as well as methods through which parents and educators may assist these adolescents in developing favorable TV-watching habits rather than engaging in blind idolization.

Study Objectives

1. To understand the TV-watching behavior of indigenous adolescent students.
2. To analyze the types of idolization that exist among indigenous adolescent students.

3. To examine the relationship between TV-watching behaviors and types of idolization among indigenous adolescent students.

Research Questions

1. What are the TV-watching behaviors of indigenous adolescent students?
2. What types of idolization exist among indigenous adolescent students?
3. What is the relationship between indigenous adolescent students' TV-watching behavior and idolization?

Noun Definitions

Taiwanese Indigenous Adolescents.

"Taiwanese indigenous adolescents" in this study refers to indigenous adolescent students from various tribal groups in the first to third years of a high school in Pingtung County, Taiwan. The age group of these students was 13–18 years.

Individual Background Variables.

(1) Gender: A total of 284 students participated in this study and were divided by gender; 168 were male, accounting for the majority of the sample at 59.15%, and 116 were female, accounting for 40.85%.

(2) Parents' educational level: This variable was divided into seven categories. Among the study participants, 108 students had fathers who had graduated from high school or vocational high school, accounting for 38.03% and the largest proportion of the total sample size. The second largest category was formed by the 78 students with fathers who had graduated junior high school, accounting for 27.46%; this was followed by elementary school (59 students, 20.77%) and junior college (22 students, 7.75%); the numbers of participants with fathers with other educational levels were in the single digits. Furthermore, 127 students had mothers who had graduated from high school or vocational high school, accounting for 44.72% and the largest proportion of the total sample size. The second largest category was formed by the 66 students with mothers who had graduated junior high school, accounting for 23.24%; this was followed by elementary school (65 students, 22.89%), junior college (11 students, 3.87%), and university (10 students, 3.52%); the numbers of participants with mothers with other educational levels were in the single digits.

(3) Parents' occupations: This study employed the **standard occupational classification system** of the National Statistics of the Directorate-General of Budget, Accounting and Statistics (Executive Yuan, Republic of China). The occupations were divided into 10 categories according to their **detailed occupational titles, scopes, and definitions**. Among the study participants' fathers, the greatest proportion worked as elementary laborers, followed by service and sales workers. The smallest proportion worked as clerical support workers; the second smallest proportion as legislators, senior officials, and managers; and the third smallest proportion as workers in craft and related trades.

Among the mothers, the greatest proportion worked as service and sales workers, followed by elementary laborers. The smallest proportion worked as legislators, senior officials, and managers, and the second smallest in occupations such as clerical support and positions in the armed forces.

(4) Family structure: This was divided into four categories. Among the family statuses of all study participants, most (165 students) were living with both parents, accounting for 58.1% of the total sample. This was followed by 72 students who were only living with a father or mother, accounting for 25.35%; 35 students who were not living with parents and living with grandparents, accounting for 12.32%; and 12 students who were not living with parents and living with other relatives, accounting for 4.23%.

TV-Watching Behavior

In this study, "TV-watching behavior" was defined as the time spent by indigenous students watching TV programs. The first section of the questionnaire was on TV-watching behavior, which served as a basis for examining the TV-watching behavior of students.

Idol Types.

"Idol types" in this study referred to individuals most admired by the first- to third-year indigenous adolescents in the high school in Pingtung County, or those whom they most wished to learn from or imitate. This formed the second section of the questionnaire, and the idol types consisted of the following six categories: (1) movie stars, sports stars, and TV hosts; (2) political figures, government officials, and military leaders; (3) intellectuals such as famous scientists, writers, thinkers, artists, and musicians; (4) other celebrities, including business people and professionals; (5) noncelebrities, including family (parents, siblings, and relatives), peers, and teachers; and (6) fictional characters such as Superman, Sun Wukong, Doraemon, and Harry Potter.

Literature Review

TV-Watching Behavior and Relevant Research

Definition of TV-Watching Behavior.

Sun and Huang (2006) defined TV-watching behavior as the time spent watching TV every day. In a study by Li (2006), TV-watching behavior referred to the frequency of watching TV programs. Based on the results of these two studies, the present study defined TV-watching behavior as the time spent by indigenous students (hereinafter "students") watching TV programs. According to different lifestyles, watching times were divided into weekdays (Monday to Thursday) and weekends (Friday to Sunday). These days were then divided into low, moderate, and high watching times, according to the length of time that students spent watching TV. The watching times were selected by the students themselves according to their own situations. Students selected from three options: (1) the low watching time group, which referred to less than 2 hours per

day; (2) the moderate watching time group, which referred to more than 2 hours but less than 4 hours per day; or (3) the high watching time group, which referred to more than 4 hours per day.

TV-Watching Time.

The invention of TV has changed people's lifestyles and habits; a TV becomes a necessity in the lives of every family and substantially changes people's lifestyles. The time spent by most people watching TV is trackable. In 2000, the Directorate-General of Budget, Accounting and Statistics investigated social trends in Taiwan. Table I shows that, on average, adolescents (aged 15–24 years) watched TV for 1 h 57 min daily (weekly average). Watching times from Monday to Friday (weekdays) were 1 h 40 min, whereas times on days off and Sundays substantially increased to more than 2 h. Compared with other age groups, adolescents spent distinctly less time watching TV, and the relationship between age and TV-watching time presented a direct proportional trend.

Table I. TV-Watching Times for Each Age Group

Age total	Weekly average	Weekdays	Saturday		Sunday	
			Regular day	Day off	Regular day	Day off
	2.19	2.11	2.31	2.37	2.47	2.41
15-24	1.57	1.40	2.25	2.37	2.54	2.46
25-34	2.07	1.57	2.19	2.28	2.42	2.37
35-44	2.07	2.01	2.12	2.22	2.32	2.25
45-54	2.25	2.19	2.30	2.34	2.45	2.42
55-64	2.49	2.48	2.52	2.56	2.46	2.48
65 years and above	3.16	3.16	3.28	3.14	3.15	3.06

Note. Unit = h/min. Source: Directorate-General of Budget, Accounting and Statistics, Executive Yuan (2000).

According to the results of several scholars' research on adolescent students, such students spend the least time watching TV on weekdays, watch for substantially longer periods of time on their days off, and watch for significantly longer periods of time during winter and summer vacation.

Factors Affecting the Audience.

(1) Gender: Adolescents of different genders exhibit different TV-watching times; different watching times affect the methods by which adolescents understand or interpret messages (Chen, 2011). Men and women exhibit substantial differences in media usage behavior. Scholars outside of Taiwan have also indicated that men generally watch the news for a longer period of time than do

women, with average watching times 30 minutes longer (Atkins & Elwood, 1978).

(2) Parents' socioeconomic status: In this study, parents' socioeconomic status referred to the educational levels and occupations of the participants' parents. Adolescents who have grown up in families of different socioeconomic statuses exhibit different degrees of TV-watching behavior. Generally, adolescents with lower socioeconomic status depend more severely on TV. It is possible that families of lower socioeconomic status provide adolescents with less opportunities or channels for other leisure and entertainment, such as attending tutoring classes or learning creative arts, which causes adolescents to remain at home for long periods of time. Wu (2001) found that differences in parents' occupational categories and educational levels resulted in no significant differences in the number of hours that their children watched TV.

(3) Family structure: Some studies have indicated that adolescents in single-parent families exhibit relatively stronger degrees of dependency on TV. Furthermore, studies have suggested that this may be because the parent figure in single-parent families must work outside the home to earn a living for economic reasons, and thus are less able to monitor the TV-watching times of adolescents.

Idolization and Relevant Research

Definition of Idolization.

Lin (1981) suggested that the behavioral expression of adolescents admiring and respecting specific figures is the process through which they seek ego identity and socialization. Individuals change their own thinking and manners by imitating or learning from figures with whom they identify, thereby forming self-values. Therefore, adolescents' idolization is a process of developing self-values, and it can also be a process of seeking self-identification.

According to a reconceptualization of idolization's three elements, it first is a psychological process in which individuals express their consent to accept others, thereby expressing approval and identification; second, it is a behavioral expression of an individual imitating others; and third, it is a process in which an individual generates affective substitute feelings through internalizing values, thereby establishing their self-concept (Hsiao, 2007).

Relevant Research on Idolization.

Three main points were presented regarding idol types in the literature: first, adolescents are increasingly demonstrating an admiration for movie stars, as demonstrated in studies by Lin (1987), Jian (1990), and Tseng and Liu (1995). Second, admiration for parents remained in a fixed state; Jian (1990) indicated that a father was the first choice for a students to idolize. Third, the admiration that students held toward teachers and elders had decreased substantially compared with in the past. However, several studies found that the influence of peers exhibited a gradual increase.

Four main points regarding the sources of idolization were presented in the literature: first, mass media exhibits a strong influence. Sources of mass media are, in order, TV, movies, video media, newspapers and magazines, and broadcasts. Second, peers hold the most significant influence as sources of information about idols; this is followed by family members, with teachers having the least influence. Third, books continue to hold influence, and several studies have suggested that books hold more influence than do teachers. Fourth, online information exhibits a trend of gradually overtaking other channels, and is gradually replacing TV or other traditional forms of media.

Reasons for idolization were summarized in two points: first, the appearance of idols, and second, the expertise and talents of idols are highly valued by adolescents.

Two main points were compiled regarding the methods used to express idolization: first, adolescents identify with an idol's viewpoints, imitate his or her behavior and attire, express admiration, and collect information related to the idol. Second, adolescents consume and purchase products related to their idol, participate in idolizing activities, and engage in creation, which includes establishing idol websites, adapting songs, or scrapbooking.

Relevant Research on Different Variables and Idolization.

Among studies on gender and idolization, Chang et al. (1993) found that the idols most admired by male junior high school students were, in order: movie stars, fathers, historical figures, mothers, classmates or friends, cartoon characters, public figures, other relatives, and teachers. The idols most admired by female students were, in order: movie stars, mothers, fathers, public figures, classmates or friends, other relatives, historical figures, cartoon characters, and teachers.

According to the results of research on socioeconomic status and idolization, Jian (1990), who studied junior high school students, found that those of high socioeconomic status identified most with (in order) their fathers, peers, and public figures; students of middle socioeconomic status identified with their peers, fathers, and mothers; and students of low socioeconomic status identified with their peers, fathers, and mothers.

Few studies have examined family status and idolization. von Feilitzen and Linne (1975) suggested that when children have strained relationships with their parents at home, they tend to seek models for identification among the general public (Chang et al., 1993).

Identity Theory.

Bronfenbrenner (1960) proposed three definitions of identity: first, identity is a behavior expressed using the explicit actions of a model; second, identity is a motivation, with tendencies toward acting similarly to another person; and third, identity is a process, a form of learning by behavior and motivation. Frith (1981) believed that identity is a

highly unique experience, one of a social process or form of interaction. These transformative experiences are a type of esthetic process.

Collective Behavior and Identity.

Klapper (1969) indicated that the primary cause for the formation of social collective behavior and public participation is the collective pursuit of identity. Specifically, people rebuild themselves by means of collective pursuit. Particularly in a social environment with an increasingly deep sense of alienation, many people believe that their own values are often neglected, even harmed, and thus collectively pursue new identification.

Relevant Research on TV-watching Behavior and Idolization

von Feilitzen and Linne (1975) summarized Nordic mass communication and adolescent identity and found that most adolescents identified with adolescent figures on mass media. Regarding the identification status of parents and TV figures for adolescents as well as the relationship with identified TV figures, the study's results revealed a positive correlation between watching TV programs and idol identification. Specifically, for audiences that spend longer periods of time watching TV programs, a larger proportion of these individuals also identify with TV figures. However, Chang et al. (1993) found that although parents have a decisive influence on their children's identity, when adolescents have strained relationships with their parents, relatives, and playmates, TV figures then become their primary models for identification.

Research Design and Implementation

Research Framework

Figure 1 presents the framework of the present study, which is categorized into background variables (gender, family structure, parents' educational levels, and parents' occupations), TV-watching-behavior variables (length of time spent watching), and idol-type variables (six types: movie stars, sports stars, and TV hosts; political figures, government officials, and military leaders; intellectuals; other celebrities; noncelebrities; and fictional characters).

Study Participants

The present study primarily focused on indigenous adolescents. The researchers employed purposive sampling to examine first- to third-year indigenous adolescent students from various tribes in a high school in Pingtung County, Taiwan. A total of 284 students aged 13–18 years were investigated.

Methods

A questionnaire was employed to conduct an empirical examination of the students. The examination was administered using an on-site "actual distribution and actual collection" method. A total of 284 copies of the questionnaire were distributed, and 284 copies were collected for a response rate of 100%. All questionnaires were collected, compiled, and analyzed, and after applying

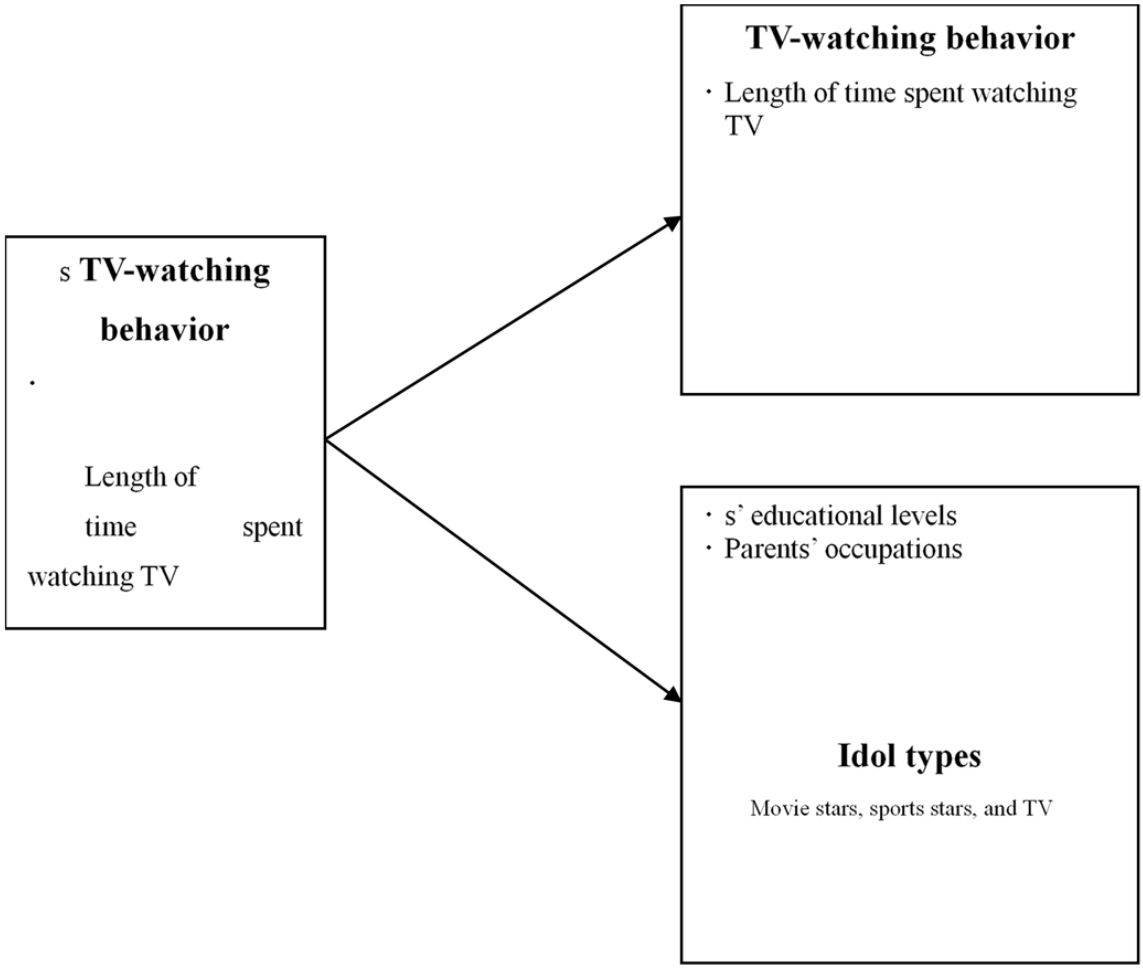


Figure 1. Research framework for investigating the TV-watching behavior and idol types of Taiwanese indigenous adolescents.

strict inspection and verification for multiple times, the confirmed number of invalid questionnaires was 0, with 284 valid responses, for a valid response rate of 100%.

Research Tools

The questionnaire used in this study consisted of a TV-watching behavior questionnaire and an idol types questionnaire, which were drafted by referencing the survey tools of Chen (2004)

and Wu (2001), respectively. Both parts were reviewed for expert validity.

TV-Watching Behavior Questionnaire.

In this questionnaire, TV-watching times were divided into two types according to different lifestyles: during the week (Monday to Thursday) and weekend (Friday to Sunday). According to the length of time for which students watched TV, five categories of watching times were established: 1 h, 1–2 h, 2–3 h, 3–4 h, and more than 4 h. Students selected the option that matched their behavior.

Idol Types Questionnaire.

The primary purpose of this questionnaire was to understand the role models who students most wished to learn from and imitate. The six idol types were (1) movie stars, sports stars, and TV hosts; (2) political figures, government officials, and military leaders; (3) intellectuals, including famous scientists, writers, thinkers, artists, and musicians; (4) other celebrities, including business people and professionals; (5) noncelebrities such as family (parents, siblings, and relatives), peers, and teachers; and (6) fictional characters such as Superman, Sun Wukong, Doraemon, and Harry Potter.

Data Analysis Methods

After the questionnaires were collected, the data on the students' TV-watching behaviors and idol types were registered and analyzed using SPSS. The research questions were analyzed individually, and the significance level of this study was consistently set at $\alpha = .05$. The data analysis methods employed in this study are explained as follows:

Descriptive Statistics.

This refers to the distribution of personal attribute variables of the valid sample, which was used to indicate an overview of the sample and analyze the basic information of valid questionnaires. Frequency distributions and percentages were employed to analyze three sections of participants' questionnaire results: various background information (gender, family structure, parents' educational levels, and parents' occupations), TV-watching behavior (length of time spent watching), and idol types (the role models they most wished to learn from and imitate).

Reliability Test.

In this study, an internal consistency analysis was conducted using the Cronbach's α to test each factor to measure the internal consistency between items of that factor. A larger α value indicated a greater correlation between items of a factor, and therefore higher internal consistency. Generally, $\alpha > .5$ indicates high reliability, whereas $< .35$ indicates low reliability. According to Gay (1992), a reliability coefficient greater than .90 for any test or scale indicates it possesses highly favorable reliability.

Chi-Squared Test.

A chi-squared test was employed to test the differences between the TV-watching times and idol types of students from different backgrounds, as well as to test differences in idol types among different watching times. Differ-

ent background variables of students' basic information were retrieved as independent variables, which comprised students' gender, family structure, father's educational level, mother's educational level, father's occupation, and mother's occupation. "TV-watching time" and "idol types" were retrieved as dependent variables for conducting statistical tests.

Analysis and Discussion

Based on the research framework, a variety of data analysis methods were employed on the collected questionnaire data to investigate the students' TV-watching behaviors and idolization, which are described in this section.

Analysis of Students' TV-Watching Times

According to students' different lifestyles, TV-watching times were divided into two types: during the week (Monday to Thursday) and weekend (Friday, Saturday, and Sunday). Then, according to different days, the lengths of time that students spent watching TV were investigated and divided into five different categories; the study participants selected from among these five options according to their own situations: 1 h, 1–2 h, 2–3 h, 3–4 h, and more than 4 h. The researchers examined whether gender, parents' socioeconomic status, and family structure affected students' TV-watching times.

Differences between TV-Watching Times Among Students of Different Genders.

Results of the chi-squared test indicated the following: (1) differences in TV-watching times during the week between genders did not reach a significant level ($\chi^2 = 3.442$, $df = 4$, $p = .487$). Table II shows that the watching times of male students during the week were approximately 1–2 h, whereas it was 2–3 h for female students, indicating that on regular days, female students generally watched TV for longer than did male students. (2) Differences in TV-watching times during weekends between genders did not reach a significant level ($\chi^2 = 4.670$, $df = 4$, $p = .323$). Table III shows that the watching times of male students increased during weekends to approximately 2–3 h, whereas female students

Table II. Cross-Tabulation of TV-Watching Times During the Week and Gender

TV-watching time during the week	Gender		Total (%)
	Male (%)	Female (%)	
1 h	12.7	8.1	20.8
1–2 h	19.7	10.9	30.6
2–3 h	12.3	12.0	24.3
3–4 h	9.2	5.3	14.4
More than 4 h	5.6	4.2	9.9
Total	59.5	40.5	100.0

Table III. Cross-Tabulation of TV-Watching Time During Weekends and Gender

TV-watching time during the weekend	Gender		Total (%)
	Male (%)	Female (%)	
1 h	4.2	3.5	7.7
1–2 h	12.0	4.6	16.5
2–3 h	19.0	13.0	32.0
3–4 h	8.5	5.6	14.1
More than 4 h	15.8	13.7	29.6
Total	60.5	39.5	100.0

watched for more than 4 h, indicating that both male and female students spent more time watching TV on weekends.

Therefore, differences in TV-watching times between the genders during the week and weekends did not reach significance. This may be because on regular schooldays during the week, the time spent by male and female students watching TV was monitored by their parents, whereas on weekends parents felt more able to relax restrictions on watching time. Thus, TV-watching times for male and female students increased together, yet no significant differences were observed, indicating that both during the week and on weekends no differences were revealed in TV-watching times between male and female students.

Differences in TV-Watching Times among Students with Parents of Different Socioeconomic Status.

This subsection presents an investigation of parents' educational levels and occupations. The results of a chi-squared test indicated a significant difference between the seven major categories of fathers' educational level and TV-watching times during the week (χ^2 = 49.537, F = 24, p = .002). Figure 2 presents the statistics of each item. Chi-squared test results for other dimensions did not reach significance; these dimensions were father's educational level on weekend TV-watching times, mother's educational level on TV-watching times during the week or weekend, and parents' occupations on TV-watching times during the week or weekend (Table IV).

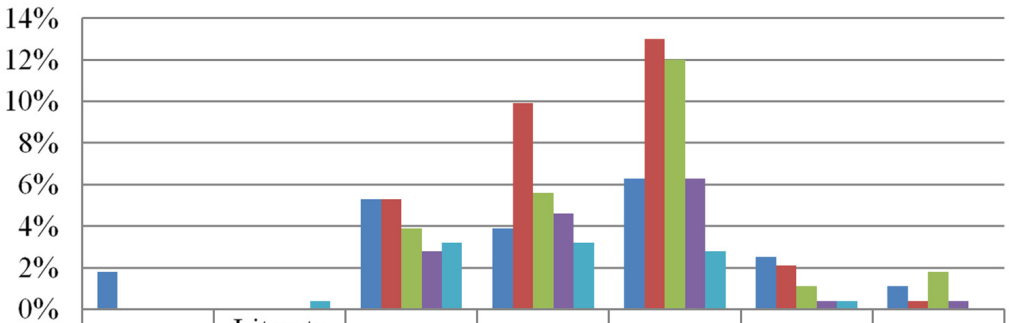
Therefore, according to the aforementioned data, only fathers' educational level caused significant differences in students' TV-watching times during the week. Disciplining of students may be related to their fathers' educational level, or this may be because the father assumes the primary role in disciplining in the family.

Differences in TV-Watching Times among Students with Different Family Structures.

The results of a chi-squared test indicated that differences in TV-watching times during the week for students with different family structures did not reach significance (χ^2 = 12.203, df = 12,

Table IV. Summary of a Chi-squared Test on Parents' Socioeconomic Status and TV-Watching Times

Educational level	Time	χ^2	*df*	*p*
Father's educational level	During week	49.537	24	.002
	Weekend	27.126	24	.299
Mother's educational level	During week	23.840	24	.471
	Weekend	20.304	24	.679
Father's occupation	During week	32.905	32	.617
	Weekend	30.644	32	.721
Mother's occupation	During week	28.133	32	.663
	Weekend	34.887	32	.332



	Illiterate	Literate (no education)	Elementary	Junior high	Vocational high school	Junior college	University
1 h	1.80%		5.30%	3.90%	6.30%	2.50%	1.10%
1-2 h			5.30%	9.90%	13.00%	2.10%	0.40%
2-3 h			3.90%	5.60%	12.00%	1.10%	1.80%
3-4 h			2.80%	4.60%	6.30%	0.40%	0.40%
More than 4 h		0.40%	3.20%	3.20%	2.80%	0.40%	

Figure 2. Cross-tabulation and bar chart of fathers' educational level and TV-watching times during the week.

p = .430), as shown in Table V. Furthermore, TV-watching times during the weekend did not reach significance (χ^2 = 15.65, df = 12, p = .208).

Descriptive statistics indicated that both during the week and weekend, the TV-watching times of students who lived with both parents and of those who lived with one parent were approximately 1–2 or 2–3 h. Students who lived with grandparents or relatives also watched TV for approximately 1–2 h. Furthermore, although TV-watching times during the weekend were slightly longer than those during the week, they were not affected by family structure.

Table V. Summary of a Chi-Squared Test on Family Structures and TV-Watching Times

		÷^{2}	df	p
Family structure	During week	12.203	12	.430
	Weekend	15.650	12	.208

Thus, no significant differences were observed in TV-watching times during the week and weekend for students with different family structures. Possible reasons may be that for students who live with their grandparents or relatives, after they return home from school, relatives in the home restrict their TV-watching times. Students living in these family structures may also have exhibited the shortest TV-watching times because relationships with grandparents or relatives are not as intimate as those with parents; students feel they are living under someone else's roof, as well as embarrassed asking their grandparents or other relatives if they can watch for longer.

Analysis of Students' Idol Types

Next, the researchers examined whether gender, family socioeconomic status, and family structure affected idol types among students, and obtained the following results and findings.

Differences in Idol Types Among Students of Different Genders.

The results of a chi-squared test indicated no significant difference in idol types between genders (χ^2 = 1.736, df = 5, p = .884). In Table VI, the idol type of approximately 85% of students was movie stars, sports stars, or TV hosts. Thus, the researchers could infer that the idol types of students were dominated by famous celebrities in TV programs. According to an analysis of the correlation between idol gender and student gender, male students tended to admire male celebrities, whereas female students tended to admire female celebrities; the correlation coefficient was .327, which reached significance.

Based on the aforementioned results, significant differences were observed in idol type among students of different genders; however, they did not particularly value other idol types.

Table VI. Cross-Tabulation of Gender and Idol Types

Idol type	Gender		
	Male	Female	Total
Movie stars, sports stars, and TV hosts	142	98	240
Political figures, government officials, and military leaders	3	2	5
Intellectuals	6	5	11
Business people, professionals	4	2	6
Noncelebrities such as family, friends, and teachers	9	7	16
Fictional characters (e.g., Superman)	5	1	6
Total (number of people)	169	115	284

Finally, according to statistics on the names of the idols most admired by students, Jeremy Lin and A-Mei received the most votes as male and female celebrity representatives, accounting for 9.9% and 7.7%, respectively. Jeremy Lin is a popular figure in the world of basketball, whose popularity grew for various reasons linked to the National Basketball Association, whereas A-Mei is a well-known indigenous Taiwanese singer. Show Lo, who accounted for 6.3%, may have become a role model admired by several students because of his indigenous background as well as his singing and dancing abilities. Additionally, Wang Lee Hom (3.2%) and Jay Chou (2.8%) received several votes because of their singing abilities.

Differences in Idol Types among Students with Parents of Different Socioeconomic Status.

According to the results of a chi-squared test, excluding the significant difference between fathers' educational level and students' idol types (χ^2 = 47.408, df = 30, p = .023), no other variable reached significance for idol type. Table VII indicates that the idol types of students were somewhat influenced by their fathers' educational levels. The greatest number of students admired movie stars, sports stars, and TV hosts and had fathers who had graduated vocational high school.

Table VII. Summary of the Chi-Squared Test on Parents' Educational Level and Occupation and Students' Idolization

Educational level and occupation	÷^{2}	*df*	*p*
Father's educational level	47.408	30	.023
Mother's educational level	32.252	30	.356
Father's occupation	53.346	40	.184
Mother's occupation	51.636	40	.103

Possible reasons may be that, as the real role models that students most often came into contact with in their daily

lives and the students' primary care providers, fathers had considerable influence on the students' choice of idle types.

Differences in Idol Types among Students with Different Family Structures.

According to the results of a chi-squared test, differences in idol types between different family structures did not reach significance ($\chi^2 = 9.438$, $df = 15$, $p = .854$).

Possible reasons may be that the top few idol types for students of different family structures were roughly the same, similar to the statistics in Table VIII. Regardless of family structure, the highest proportion of students admired movie stars, sports stars, or TV hosts, whereas other idol types accounted for much smaller proportions, and thus did not reach significance. Evidently, students exhibited a high degree of admiration or preference for movie stars, sports stars, and TV hosts, who are perhaps also their first role model for imitation.

Table VIII. Cross-Tabulation of Family Structure and Idol Type

Idol type	Family structure				Total
	Living with parents	Living with a single parent	Not living with parents; living with grandparents	Not living with parents; living with relatives	
Movie stars, sports stars, and TV hosts	137	61	31	11	240
Political figures, government officials, and military leaders	3	1	0	1	5
Intellectuals	7	2	2	0	11
Businesspeople and professionals	4	1	1	0	6
Noncelebrities (family, friends, and teachers)	12	4	0	0	16
Fictional characters (e.g., Superman)	3	2	1	0	6
Total (number of people)	166	71	35	12	284

Analysis of TV-Watching Behaviors and Idol Types

Differences in Idol Type Among Students with Different TV-Watching Times.

According to results of a chi-squared test on idol type and TV-watching times during the week and weekend, differences during the week did not reach significance (χ^2 = 23.103, *df* = 20, *p* = .284); neither did differences during the weekend when there were no classes (χ^2 = 29.554, *df* = 20, *p* = .077). Table IX shows that regardless of whether there were classes or not, no association was observed between students' TV-watching times and idol types.

Table IX. Summary of a Chi-Squared Test on TV-Watching Times and Idol Types

		χ^2	*df*	*p*
Idol type	During week	23.103	20	.284
	Weekend	29.554	20	.077

Possible reasons may be that for students, long periods of TV watching do not affect their selection of idol type. This would indicate that TV-watching times play no role in students' studentsing times play.

Conclusion and Recommendations

Conclusion

Analysis of Students' TV-Watching Times.

(1) Gender: The results of a chi-squared test revealed no significant differences between the TV-watching times of students of different genders during the week and weekends. Female students watched TV for longer than male students during the week, whereas during the weekend, both male and female students watched TV for longer periods.

(2) Socioeconomic status: The results of a chi-squared test indicated a significant difference between the seven major categories of fathers' educational level and TV-watching times during the week. However, the chi-squared tests of other dimensions did not reach significance.

(3) Family structure: The results of a chi-squared test revealed no significant difference in the TV-watching times of students from different family structures during the week and weekends. Although TV-watching times during the weekend were slightly higher than those during the week, times were not affected by differences in family structure.

Analysis of Idol Types among Students.

(1) Gender: The results of a chi-squared test revealed no significant difference in idol types between genders. A cross-tabulation indicated that the idol types of students were predominantly well-known celebrities from TV programs. Male students tended to admire male celebrities and female students tended to admire female celebrities, rendering a correlation coefficient of .327 and reaching significance. In the questionnaire, in terms of the most popular male and female celebrities, Jeremy Lin accounted for 9.9% and A-Mei for 7.7% of votes by male and female students.

(2) Socioeconomic status: The results of a chi-squared test indicated a significant difference between fathers' educational level and students' idol types. The highest number of students admired movie stars, sports stars, and TV hosts and had fathers who had graduated from vocational high school.

(3) Family structure: The results of a chi-squared test revealed no significant difference between idol types among different family structures. According to the data in a cross-tabulation, regardless of family structure, the highest proportion of students admired movie stars, sports stars, or TV hosts; other idol types accounted for exceedingly small proportions.

Analysis of TV-Watching Behaviors and Idol Types.

The results of a chi-squared test revealed no significance difference between idol types and TV-watching times during the week and weekend when no classes were in session. This indicated that no correlation existed between TV-watching behavior and idol type.

Recommendations

Family Education.

In this study, the researchers found that a father's educational level significantly affected children's TV-watching times and idol types. Therefore, fathers should set an example and establish themselves as favorable role models. Moreover, parents should gain a deeper understanding of students' idolizing behavior and provide proper guidance and assistance, engaging with them on joint discussions of idols' real selves and actual conditions. This will enable their children to clearly distinguish and select positive idols, generating the psychological effect of wishing to emulate exceptional figures, thereby rendering idolization benign.

School Education.

Regarding verbal teaching, teachers can discuss topics related to idols with students during regular life education or through guidance activities to guide students in proper idolizing behavior. In terms of teaching by example, teachers are one idol of students and possess a

certain degree of influence. Therefore, teachers should lead by example and become a favorable role model for students. Regarding teaching environment, schools can employ weekly meeting times to promote positive idolizing behavior and organize activities similar to "Commendable People and Deeds" events to recognize positive idols.

Social Education.

TV media should implement TV program classification systems and thoroughly engage in positive social education. Celebrities should be encouraged to take advantage of the influence they have as an idol or their credibility to engage in positive public welfare activities; thus, they can demonstrate the positive side of society, guiding students in following their example and practicing what they have learned.

Future Research.

The present study adopted questionnaires. Future studies are recommended to combine qualitative in-depth interviews to supplement the voices of indigenous adolescent students. The injection of more diverse, in-depth dialogs could thus more clearly outline the relationships between TV media and indigenous adolescent students.

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