

# Discussion on the Correlation of Star Worship and Mental Health among Contemporary Students from the Perspective of Social Work

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**Abstract:** Star worship can not only bring positive psychological experiences to students, but may also trigger a series of mental health problems under inappropriate circumstances. Based on this, this paper explores the correlation between the phenomenon of star worship and mental health among contemporary students from a social work perspective. In addition, this paper explores the effectiveness of interventions, particularly their effectiveness in enhancing students' psychological resilience, behavioral adjustment, and community engagement. This study hopes to promote students' development of healthy star worship concepts and their holistic development through the integration of education, psychological support and community activities.

**Keywords:** Star worship; Social work; Mental health

## 1. Introduction

The phenomenon of star worship has become a social and cultural phenomenon that cannot be ignored in the contemporary students groups. With the rapid development of media and Internet technology, the entertainment culture around the world becomes more diversified and popular, and all kinds of stars and idols quickly become the object of worship and imitation by teenagers<sup>[1]</sup>. This phenomenon shows a very high prevalence, covering almost all age groups, especially among adolescents. From music, movies, sports and all kinds of Internet celebrities, showing a rich diversity. This cultural phenomenon not only promotes the cultural communication and diversification, but also becomes a part of contemporary students' social activities and personal identity, affecting their values, lifestyle and consumption behaviors.

However, the popularity of star-chasing phenomenon is not only an entertainment cultural phenomenon, it has a profound impact on the mental health of adolescents. This effect is a double-edged sword: on the one hand, moderate star-chasing can help teenagers build social relations, enhance self-efficacy, and bring positive factors to personal growth; on the other hand, excessive star-chasing may also lead to psychological dependence, academic neglect, money pressure and other negative consequences, and even cause more serious mental health problems, such as anxiety and depression<sup>[2]</sup>.

For social workers, it is one of the important tasks to understand and intervene in the phenomenon of star worship and help them establish a healthy star-chasing concept and psychological balance. Social workers can implement psychological education and health promotion programs through multiple levels of schools, communities and families to help students understand the reasonable boundaries of star-worship and guide them to develop diverse interests and sound personalities. From the perspective of social work, this study discusses its effective strategies in dealing with the phenomenon of adolescent star-chasing, which not only helps to improve the mental health level of students, but also promotes the realization and development of social work functions.

## 2. Analysis of Star-chasing Phenomenon

### 2.1 Definition and Description of Star-chasing Phenomenon

Star-chasing phenomenon refers to the continuous attention, worship or imitation of a certain public

figure (such as artists, athletes, celebrities, etc.). This phenomenon is widespread around the world, especially among adolescent and student groups. From the perspective of social work, star-chasing is not only a cultural and social phenomenon, it may also affect the psychological development and social behavior of individuals. Star-chasing phenomenon has many forms, including but not limited to tracking the private lives of stars, participating in fan group activities, collecting relevant souvenirs, watching related performances and works, etc. The common characteristics of these behaviors are the extremely high loyalty and emotional devotion to a specific idol, which will also play an important role in the process of self-identity and social identity of teenagers.

## **2.2 Causes of Popularity and Ways To Follow the Stars**

The reason why the phenomenon of star worship is so popular among contemporary students has its profound social culture and psychological roots. First of all, the development of modern media technology has greatly facilitated the acquisition and dissemination of information, enabling students to easily contact and follow their favorite stars. For example, social media platforms such as Weibo and TikTok provide unprecedented opportunities for fans to interact with each other and stars. Secondly, the commercialization of popular culture makes star-chasing become a common consumption behavior. Many entertainment companies have further stimulated the enthusiasm of teenagers by means of careful marketing strategies, such as creating idol packaging and releasing eye-catching works<sup>[2]</sup>.

In terms of star-chasing approaches, students usually participate in two main ways: online and offline. Online channels include social media interaction, participating in online fan groups, watching live broadcasts, and buying digital music or video products, while offline channels include attending concerts, fan meetings, signature meetings, etc. These pathways not only provide opportunities to interact with idols, but also promote the formation of social connections and group identity among fans<sup>[3]</sup>.

## **2.3 Influencing Factors**

The formation and development of star-chasing behavior are influenced by multiple external and internal factors. External factors mainly include media influence and social networks. The media not only provides information about stars, but also shapes the public image of stars, and spreads its influence through various media channels such as TV, movies, music and video, etc. Social networks have changed the way fans interact with stars, making star-chasing activities more convenient and instant. Through social media, fans can instantly access the latest updates of their idols and participate in daily interactions. This "zero distance" communication sense makes star-chasing behavior more attractive<sup>[4]</sup>.

Internal factors involve individual psychological and emotional needs, as well as the influence of family background. From a psychological point of view, star-chasing can satisfy an individual's sense of belonging, identity and worship needs. Adolescence is a key stage for individuals to seek independence and social identity, and star-chasing may become a way for them to construct self-identity and realize their personal value. In addition, family environment and family education also affect students' star-chasing behavior to a certain extent. For example, the openness and support of the family and the attitude and restrictions towards star-chasing activities will have an important impact on the corresponding behavior patterns of students.

## **3. The Impact of Students Chasing Stars on Their Mental Health**

### **3.1 The Positive Impact of Star-worship on Mental Health**

**Improve self-efficacy:** Star-chasing activities usually involve participating in various activities of idols, such as online interaction, signing meetings, concerts, etc. This experience can significantly enhance their self-efficacy when students can successfully participate in these activities, especially when gaining idol recognition or response after the effort. For example, a student who obtains an idol signature through unremitting efforts may feel a sense of accomplishment that can translate into broader confidence that in turn positively influences their performance in other areas of life<sup>[5]</sup>.

**Emotional regulation:** For many teenagers, star-chasing provides an opportunity to escape the stress of daily life. By following and supporting idols, students can temporarily move away from academic, family, or social pressures into an enthusiastic and happy environment. In addition, the music, film, or other art forms of idols may themselves have an emotional healing effect, helping students to find comfort when they are depressed.

Social and group belonging: Star-following also promotes social connections among fans. During the process, students often join various fan groups and participate in online and offline fan activities. These activities not only increase interactions with peers, but also help them find a sense of belonging among groups with shared interests. In these groups, students can share their enthusiasm and receive support and recognition from their peers, which is very beneficial to the social development and emotional stability of teenagers.

### ***3.2 The Negative Impact of Star-worship on Mental Health***

Although it has a positive side, excessive or unhealthy chasing behavior may also have a negative impact on students' mental health:

Over-reliance and idolization: Star-chasing may lead some students to over-rely on their idols for emotional satisfaction and ignore interpersonal relationships and responsibilities in real life<sup>[2]</sup>. In extreme cases, idols may be excessively idealized in the eyes of fans, and when the idols fail to meet these unrealistic expectations, it may cause fans to feel intense loss and other negative emotions. This psychological gap sometimes causes serious mental health problems, such as depression or anxiety disorders.

Financial and time management issues: Excessive star-chasing behavior may affect students' time and financial management. Some students may spend a lot of time and money on idol-related goods and participate in idol activities, which may cause them to neglect their studies and other important life responsibilities. In the long term, this behavior may affect students' academic performance and future career development.

Emotional fluctuations and mental health problems: Star-chasing behavior is extremely emotional input, especially when the idol is involved in negative news or personal life changes, fans may experience violent emotional fluctuations. For those students who are highly emotionally dependent on their idols, such fluctuations may exacerbate psychological stress, induce or aggravate mental health problems, such as anxiety disorders, depression, and sleep disorders.

## **4. Analysis of the Correlation between Star Worship and Mental Health of Students from the Perspective of Social Work**

### ***4.1 Role and Positioning***

The role and positioning of social workers in dealing with the phenomenon of star-chasing among students are multifaceted. Firstly, social workers need to serve as a bridge of information to provide an objective cognition and healthy understanding of star-worshipping culture. In today's society, star-chasing behavior is widely regarded as a part of adolescent culture, but excessive star-chasing behavior may lead to students' academic neglect, social restriction, and mental health problems. Social workers need to help students, parents and teachers understand the positive and negative effects of star-chasing, provide a balanced perspective, and rationalize and normalize it without affecting personal development.

Social workers also need to play the role of a preventive agent to help teenagers establish a healthy outlook on entertainment consumption and self-worth through early intervention. This includes conducting educational workshops, workshops, and mental health promotion activities designed to enhance adolescents' critical thinking skills and enable them to identify and resist star-chasing behaviors that may have negative effects on their mental health<sup>[6]</sup>.

In addition, social workers assume the role of supporters and advocates. As supporters, social workers provide counseling and psychological support services to students who suffer from the negative impact of star worship. As advocates, social workers should promote the development and implementation of policies and procedures conducive to the healthy growth of adolescents, such as promoting the provision of more educational resources on media literacy and mental health in schools and communities.

### ***4.2 Mental Health Assessment and Strategies***

The main strategies used by social workers in assessing students' mental health problems arising from star pursuit include initial screening, detailed assessment, and ongoing monitoring. Initial screening is usually conducted in a school or community setting and involves a simple questionnaire or interview to identify students who may be at risk for mental health problems. Detailed assessment, on the other hand,

involves more in-depth psychological testing and clinical interviews to identify students' specific problems and needs. Ongoing monitoring is a key component to ensure that ongoing support and timely interventions are provided, especially important for students who already exhibit some mental health problems.

In terms of strategies and methods, social workers should adopt student-centered interventions, including cognitive and behavioral therapy, emotional regulation training, and group support activities. Cognitive behavioral therapy helps students identify and change unhealthy thinking patterns that may lead to psychological stress. Emotional regulation training teaches students how to effectively manage and express their emotions, and reduce the impact of emotional fluctuations caused by star-chasing activities on daily life. Group support activities provide a platform for students to share their experiences and learn from the experiences of others, thus creating a supportive community environment.

Social workers also need to work with schools, families, and communities to build support systems. This includes the promotion of mental health education in and outside schools, increasing awareness among students, parents and teachers of the community and collaboration with the media and cultural institutions to promote the development of recreational content standards and strategies that meet the development needs of adolescents.

### ***4.3 Strategies and Methods of Social Work in Promoting Students' Mental Health***

In promoting students' mental health, the main strategies adopted by social workers include enhancing adolescent self-awareness, enhancing their coping skills and providing social support. Self-awareness enhancement can be achieved through workshops, individual and group counselling sessions to enable students to recognize the impact that star-chasing may have on their lives and mental health<sup>[7]</sup>. In addition, interactive activities such as role-playing and scenario simulation are used to enhance students' coping skills in the face of social pressure and emotional distress.

Social support is provided by establishing an open and inclusive campus environment that promotes positive interactions and support among students. Social workers can organize regular group discussion sessions to allow students to express their views and feelings about star-chasing in a safe environment and provide support and understanding to each other. At the same time, social workers should also work with parents to help them understand teenagers' star-chasing behaviors and provide advice on intra—family communication and coping strategies as a way to enhance the function of the family as a social support system.

## **5. The Practice of Social Work in Dealing with the Phenomenon of Star-chasing of Students**

### ***5.1 Psychological Support and Health Education***

In social work practice, providing psychological support and health education is one of the key strategies to help students cope with the psychological stress associated with star-chasing. Through individual and group counseling sessions, social workers provide a safe environment for students to express their feelings and experiences about star-chasing activities. This psychological support aims to help students identify and manage the various emotions that star-chasing may trigger, such as excitement, loss, anxiety, or depression. Social workers use psychotherapy techniques, such as cognitive behavioral therapy, to help students reassess their irrational beliefs and expectations about celebrities, thereby reducing the resulting psychological stress.

In addition, social workers will educate students on how to identify healthy and unhealthy star-chasing behaviors through mental health education activities. This includes educating students about the normal psychological needs and potential psychological risks of star-chasing, and improving their media literacy so that they can critically analyze and consume media content. Health education activities usually take the form of workshops, seminars and promotional activities covering mental health knowledge, emotion management skills, interpersonal relationship management and time management, aiming to enhance students' mental health literacy in a holistic manner<sup>[8]</sup>.

Through these comprehensive support and educational measures, students are able to enhance their mental resilience and learn how to balance their personal interests with their daily responsibilities, so that they can engage in star-chasing in a more healthier way and avoid its negative impact on their studies and lives.

## **5.2 Cooperation to Build a Support System**

In helping students cope with the phenomenon of star-chasing, social work also needs to work closely with schools, families and other social organizations to build a comprehensive support system. This partnership is based on a shared understanding of and responsibility for the mental health needs of students, and through the integration of different resources and expertise, more comprehensive and effective support can be provided to students.

In collaboration with schools, social workers are involved in the development of mental health policies and programs on campus, including courses on mental health and the establishment of mental health counseling centers. These resources aim to educate students on how to manage the stress associated with star-chasing and also provide them with a way to seek help.

In their work with families, social workers work to enhance parents' mental health awareness and parenting skills. This includes organizing parent schools and providing family counselling services to educate parents on how to support their children to participate in star-chasing activities in a healthy manner, and how to communicate effectively with and provide guidance to their children on their star-chasing behaviour. Social work professionals provide parents with practical advice and resources through home visits, telephone counseling or webinars to help them create a supportive and understanding atmosphere in the family environment.

In addition, social workers have established cooperative relationships with community resources such as youth centers, cultural organizations and mental health institutions, taking advantage of the strengths of each party in resource sharing and service provision. By organizing community activities, such as youth clubs and public lectures, social workers not only raise the community's awareness of adolescent mental health, but also provide more opportunities for adolescents to learn and grow.

## **6. Social Work Efforts to Improve the Environment for Star-chasing**

### **6.1 The Role of Social Work in Helping Students Cope with the Phenomenon of Star-chasing and Maintaining Mental Health**

Social work plays multiple roles in helping students cope with the phenomenon of star-chasing and maintain mental health. First, social workers help students understand the multidimensional impact of star-chasing by providing education and resources. Such education aims to enhance students' self-awareness and critical thinking skills so that they can recognize and assess the potential impact of star-chasing on their personal lives and academic studies. For example, by setting up workshops and lessons in schools, social workers educate students on how to balance worship behavior with daily responsibilities while developing a healthy sense of self-esteem and self-worth.

In addition, social workers provide individual counseling services to students who may be psychologically affected by star-chasing activities. In these counseling sessions, social workers use a variety of mental health tools and strategies, such as cognitive behavioral therapy, to help students deconstruct and reconstruct their perceptions of celebrities and the culture of celebrity chasing, so as to alleviate psychological problems such as anxiety and depression.

Social work can also work with families, as the family environment has a direct impact on youth's star-chasing behavior and mental health. Social workers work with parents to provide guidance and support to help them understand the positive and negative aspects of the star-chasing culture and to educate them on how to effectively communicate with and guide their children regarding their star-chasing behaviors.

### **6.2 Effectiveness of Social Work Interventions**

Assessing the effectiveness of social work interventions in responding to the phenomenon of star-chasing can be done on several dimensions. The first is the improvement in mental health. By conducting a before-and-after comparison of students who received social work intervention, significant improvements in self-awareness, emotion management, psychological resilience, and social skills can be observed. These improvements suggest that social work interventions are effective in helping students deal with the psychological stress associated with star-chasing and promoting their overall well-being.

The second is behavioral change. The social work intervention aims to guide students to develop a

healthy pattern of star-chasing behavior. Through continuous education and support, students show more rationality and self-control in the way they follow the stars, e.g. they will handle the relationship between star-chasing and academic and social activities in a more balanced manner and reduce the interference of star-chasing activities in their daily lives.

In addition, the effectiveness of social work interventions is also demonstrated by changes at the family and community levels. Parents and other community members have gained a deeper understanding of the phenomenon of star-chasing through their work with social workers, and they have begun to actively participate in the development and mental health maintenance of adolescents. This broad participation and support helps to build a social environment that is more supportive and understanding of adolescent star-chasing behaviors, thus fundamentally improving adolescent behavior and mental status.

## 7. Conclusion

Star-chasing not only brings positive psychological experiences to students, such as increased self-efficacy, emotional regulation and enhanced sense of social belonging, but can also lead to a range of mental health problems, such as over-dependence, emotional volatility and management imbalance, under inappropriate circumstances. Therefore, in order to help students participate in star-chasing in a healthy way, families, schools and the community need to work together to provide the necessary guidance and support. By analyzing the phenomenon of star-chasing, this paper calls for more attention to be paid to how to balance the recreational activities of adolescents with their psychological development needs. Through the integration of education, psychological support and community activities, adolescents can be more effectively guided to form a healthy concept of star-chasing and promote their holistic and balanced development.

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