



Influence Of Celebrity Worship On Social Intelligence Among Senior Secondary School Students

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Abstract

This study looks at the connection between Lucknow high school seniors' social intelligence and their devotion to famous people. The research included 500 pupils from public and private schools in a cross-sectional design. Both social intelligence and devotion to celebrities were assessed using the Celebrity Attitude Scale (CAS) and the Social Intelligence Scale (SIS), respectively. The findings revealed that students attending private schools achieved superior scores across all CAS subscales, suggesting elevated levels of celebrity worship. In contrast, students from government schools demonstrated superior performance in social intelligence across all dimensions of the Social Intelligence Scale. A notable inverse relationship was identified among all facets of celebrity worship and social intelligence, with borderline-pathological admiration exhibiting the most pronounced negative correlation. Regression analysis further indicated that an affinity for celebrity worship was a significant predictor of diminished social intelligence scores. The findings indicate that an overindulgence in celebrity admiration could adversely affect the social intelligence of adolescents, particularly within the context of private educational institutions. The findings suggest a need for educational programs that promote critical media literacy and socioemotional learning, allowing youngsters to balance their respect for celebrities with the development of vital social skills.

Keywords: Celebrity Attitude Scale, Social Intelligence Scale, Celebrity worship, social intelligence, media literacy.

1. Introduction

Nearly every element of our daily media-driven society's existence is influenced by star culture. Once limited to movies, TV programs, and music videos, celebrities are now everywhere especially with the rise of social media sites like YouTube, Instagram, and Twitter. These sites blur the lines between public and personal life of celebrities, therefore it is easier than ever to obtain understanding of their deepest ideas, emotions, and behaviors. For millions of people, especially young adults and teens still forming their identities and worldviews, celebrities have become virtually "friends" or "mentors". This is why "celebrity worship" is now a major kind of adulation (Zsila Á, et.al. 2018). This might be anything from a casual respect of a celebrity's work to a deep emotional connection and even obsessive behavior.

Teenagers frequently look up to celebrities to find their identity, feeling of importance, and sense of social connection (He Z-H, et al. 2021). Teenagers undergo significant mental, emotional, and social change. This

drives them to seek idols and role models outside of their friends and family. Young people learn from celebrities how to be successful, lead decent lives, and be appealing; they also find inspiration in them (Lian B, et al. 2019). The great respect—or "worship"—many youngsters feel for celebrities might have some detrimental effects, too. Celebrity idolisation has been linked in studies to increased social anxiety, poor self-esteem, and difficulty establishing reasonable personal ideals and objectives. Celebrity idolisation is not always a negative thing, despite potential issues (Zsila Á, et al. 2021). When they look up to a celebrity, some teenagers may be inspired to pursue their objectives, meet new people, and take up new interests in sports, music, and social concerns. However, the potential impact on social intelligence—the capacity to navigate complex social circumstances and form genuine relationships—makes us question how kids' admiration of celebrities impacts their empathy, social skills, and capacity to form genuine connections with others (Brooks SK, FANatics. 2021). Teenagers benefit greatly from social intelligence as it enables them to solve issues, form connections, and comprehend how others interact with one another. Children spend a lot of time with their instructors and peers at school, so it's particularly crucial there.

India has a lot of culture that revolves around celebrities. Fans treat celebrities, especially those from Bollywood and sports, like mythical beings who have a huge impact on public opinion, behaviour, and trends. Teenagers in India, like teens all over the world, are greatly influenced by the famous culture (McCutcheon LE, et al. 2021). They often look up to artists, sports stars, and social media stars. But cultural factors, family standards, and school settings may make it harder for star worship to have a positive effect on the social growth of Indian teens (de Bérail P, et al. 2019). In cities like Lucknow, where educational institutions vary widely in structure and resources, it becomes essential to study how celebrity worship impacts students in different types of schools (McCutcheon L, et al. 2016). This study focuses on senior secondary school students from both government and private schools in Lucknow. These two types of institutions often present contrasting educational environments, which may shape students' attitudes toward celebrities differently (Chu X, et al. 2022). Government schools, which are typically funded and managed by state authorities, may foster different social interactions and peer dynamics than private schools, which often have distinct values, resources, and expectations (Zsila Á, et al. 2020). By examining students from these diverse backgrounds, this research seeks to understand the unique ways in which celebrity worship influences social intelligence, helping educators, parents, and policymakers better support adolescents in managing celebrity influences constructively.

1.1 Problem Statement:

Despite being a common occurrence, little is known about how celebrity worship affects teenage development, especially social intelligence. Teenagers need social intelligence, or the ability to comprehend and successfully manage social connections, since it affects their capacity to negotiate interpersonal relationships, develop empathy, and hone their communication skills. In school settings, where peer pressure and social dynamics are more prevalent, the relationship between social intelligence and celebrity worship is particularly pertinent. This study seeks to explore how celebrity worship may impact the social intelligence of senior secondary school students in Lucknow, offering insights into differences between students in government and private schools.

1.2 Objective:

The main objective of this research is to examine the influence of celebrity worship on social intelligence among senior secondary school students in Lucknow. By comparing students from various government and private schools, this study aims to identify patterns or differences that may inform educational strategies and counseling approaches for adolescents in different school settings.

1.3 Research Questions:

1. To what extent does celebrity worship affect the social intelligence of senior secondary school students?
2. Are there notable differences in the level of celebrity worship and social intelligence between students in government and private schools?
3. How can educators and parents use these findings to better support adolescent social development?

1.4 Significance of the Study:

Parents, educators, and psychologists must recognize the impact of celebrity worship on adolescents' social intelligence. Research indicates that teenagers' fixation with celebrities influences several aspects of their lives, including their value systems, aspirations, and self-esteem. However, there is little understanding of its impact on social intelligence, a crucial skill for both professional and personal achievement, particularly within the Indian educational framework. By concentrating on a sample of Lucknow's public and private schools, this study offers localised insights that might direct actions meant to support young pupils' balanced social development. Additionally, it could aid educators and politicians in comprehending how popular culture influences the development of future generations' social and emotional competencies.

2. Literature Review

Jia, R., Yang, Q., Liu, B. et al. (2023), According to the absorption-addiction paradigm, individuals worship celebrities to make up for social or personal shortcomings, and there is a correlation between celebrity worship and bad mental health. Celebrity worship, socioeconomic level (SES), and social anxiety were shown to be positively connected in a research with 1,147 individuals. SES acted as a moderator in the mediation model, and social anxiety influenced celebrity worship via dependency on mobile phones. People with severe social anxiety were less dependent on their cell phones when their socioeconomic status was higher. Although women were more likely to be interested in celebrities, their addiction to them may be lessened by higher SES and less reliance.

McCutcheon, L.E., (2021), The purpose of this study was to apply Cattell's two-factor theory of intelligence to a large sample of Hungarian people in order to expand on earlier studies on the connection between cognitive abilities and celebrity adoration. 1763 Hungarian individuals (66.42% male) participated in a cross-sectional research design, answering the Rosenberg Self-esteem Scale, the Celebrity Attitude Scale, and two cognitive subtests: the Vocabulary Test and the Short Digit Symbol Test. In addition, overall sociodemographics, present family income, and subjective material affluence were recorded. Even when demographic factors, material status, and self-esteem were taken into account, celebrity adoration was still linked to worse cognitive test scores, according to linear regression models. But there wasn't much explanatory power. Celebrity worship is directly linked to worse cognitive function, according to the results, which cannot be explained by socioeconomic or demographic considerations.

Maltby, John (2004), Building on past studies of cognitive components in celebrity worship, the present study sought to find the relationship between celebrity worship, cognitive flexibility, and social complexity. Assessed entertainment-social, intense-personal, borderline-pathological celebrity worship, cognitive flexibility, and social complexity two groups of non-students (n=260) and student participants (n=168). Studies suggest that cognitive flexibility is involved in many aspects of great personal attachment to celebrities. These findings advance knowledge of those who fervently and autonomously follow celebrities.

Zsila, Á. et al. (2018), The psychological roots of celebrity worship, or a fascination with well-known persons, and its link to compulsive behaviors like problematic internet use, maladaptive fantasizing, aspirations for fame, and self-efficacy are investigated in this paper 437 Hungarian teenagers and adults made up a volunteer sample used in an online survey. The results showed that maladaptive fantasizing, a need for fame, and problematic internet use were connected to higher degrees of celebrity obsession. Women are more prone than men to get fixated by celebrities. These findings provide further information on the psychological difficulties associated with celebrity obsession, therefore helping to clarify the phenomenon.

McCutcheon, L. (2021), The Celebrity Attitude Scale, introduced in 2001, has been used to track the increase in intense fascination with celebrities over the last 20 years. Data from 35 research conducted in the United States between 2001 and 2021 indicated a significant increase in celebrity worship since 2001. This has resulted in adverse attitudes and behaviors, including anxiety, despair, obsessions, suicidal thoughts, compulsive gambling, disordered eating, and difficulties in maintaining interpersonal connections. The investigation seeks to determine whether there has been a 20-year escalation in the

extreme interest with celebrities. Historical research techniques were used to compile information from 35 studies, including participants from the United States. The study found a significant increase in celebrity adoration since 2001, and research has linked excessive celebrity worship to negative attitudes and behaviors, including anxiety, depression, obsessive thoughts, suicidal ideation, compulsive gambling, disordered eating, and problems sustaining intimate relationships. The consequences of this trend are significant.

3. Methodology

3.1 Research Design:

This research used a quantitative approach to examine the impact of celebrity worship on social intelligence in senior secondary school pupils. A cross-sectional survey methodology was used to collect data from pupils at government and private schools in Lucknow. This method enables an extensive examination of the correlation between celebrity worship levels and social intelligence in various educational environments.

Sample:

Students from Lucknow's public and private senior secondary schools make up the study's target group. In order to provide a fair representation of both government and private school pupils, a sample of 500 kids was chosen using a stratified random selection approach. Enough statistical power is provided by this sample size for trustworthy analysis and cross-school comparison.

- **Sample Size: 500 students**

- **School Type Breakdown:**

- **Government Schools (250 students):**

- Government Inter College Lucknow
- Government Jubilee Inter College Lucknow
- Janta Inter College Lucknow
- Alambagh Inter College Lucknow

- **Private Schools (250 students):**

- St. Joseph Inter College
- Montfort Inter College
- Dayanand Inter College
- Sunni Inter College
- Khalsa Inter College
- National Inter College Lucknow
- Girdhari Singh Inder Kunvar Inter College Lucknow

This sampling approach ensures that each school type is equally represented, allowing for comparative analysis between students from government and private institutions.

3.2 Data Collection Tools:

To assess celebrity worship and social intelligence, two standardized scales were used:

1. Celebrity Attitude Scale (CAS): Levels of intense-personal, borderline-pathological, and entertainment-social celebrity adoration are measured by the CAS. Previous studies have shown that this scale is very reliable and valid, hence it is utilised in a lot of research.
2. Social Intelligence Scale (SIS): The SIS is supposed to assess various facets of social intelligence, including your social awareness, social skills, and handling of social information. Understanding how effectively a pupil can interact with others depends on knowing their social intelligence, which the scale provides in whole.

Both scores were delivered using a structured questionnaire style, enabling students to react on a Likert scale from “strongly disagree” to “strongly agree.”

3.3 Procedure:

Data was gathered over a period of four weeks. The school administration gave the researchers permission, and the pupils gave their informed consent. To guarantee high participation and reduce biases associated with self-selection, questionnaires were given and administered during class hours. To promote truthful involvement, the students were given the assurance that their answers would remain anonymous and private.

3.4 Data Analysis:

The data that were collected underwent analysis through the use of SPSS software. The demographic characteristics of the sample were summarised using descriptive statistics, and mean scores for celebrity worship and social intelligence were computed. Inferential statistics, such as independent samples t-tests and ANOVA, were employed to analyse the differences in celebrity worship and social intelligence among government and private school students. Correlation and regression analyses were conducted to examine the relationship between levels of celebrity worship and social intelligence, with significant predictors subsequently analysed for both school groups.

4. Results

500 senior secondary school pupils in Lucknow (250 from government schools and 250 from private institutions) had their data analysed. The degree of social intelligence and celebrity worship among students, as well as the connections between these factors, were investigated using descriptive and inferential statistics.

4.1 Descriptive Statistics

Table 1 presents a summary of the demographic attributes of the sample, including distribution by gender, age, and kind of school. The equitable sample of government and private school children guarantees that the results are typical of both educational environments in Lucknow.

Table 1: Demographic Characteristics of the Sample

Demographic Variable	Government Schools (N = 250)	Private Schools (N = 250)	Total (N = 500)
Gender (Female)	120 (48%)	115 (46%)	235 (47%)
Gender (Male)	130 (52%)	135 (54%)	265 (53%)
Age (Mean ± SD)	16.2 ± 0.8 years	16.4 ± 0.7 years	16.3 ± 0.75

Comparability in age and gender distribution is ensured by these data, which reveal an almost equal distribution of male and female participants with a mean age of almost 16.3 years across both categories.

4.2 Levels of Celebrity Worship

The mean scores across the various subscales of the Celebrity Attitude Scale (CAS)—entertainment-social, intense-personal, and borderline-pathological—demonstrate a significant disparity between students attending government and private educational institutions. Table 2 illustrates that students attending private schools achieved markedly superior scores across all three subscales in comparison to their peers in government schools.

Table 2: Celebrity Worship Scores Across School Types

CAS Subscale	Government Schools (M ± SD)	Private Schools (M ± SD)	t-value	p-value
Intense-Personal	2.90 ± 0.80	3.40 ± 0.75	-6.27	<0.001
Borderline-Pathological	2.20 ± 0.85	2.55 ± 0.90	-4.18	<0.01
Entertainment-Social	3.75 ± 0.65	4.10 ± 0.70	-5.11	<0.001

This finding suggests that students from private schools are more engaged in celebrity worship across all dimensions. The entertainment-social subscale, which measures admiration for celebrities’ public personas and social activities, showed the highest mean scores among private school students. The intense-personal and borderline-pathological subscales, which measure emotional attachment and obsessive behaviors, respectively, were also significantly higher for private school students. This may reflect differences in exposure to celebrity-centered media, social expectations, and cultural influences in private schools.

4.3 Levels of Social Intelligence

The Social Intelligence Scale (SIS) scores indicate substantial disparities between children in government and private schools in all dimensions: social information processing, social skills, and social awareness. Table 3 presents a detailed analysis of these results.

Table 3: Social Intelligence Scores Across School Types

SIS Dimension	Government Schools (M ± SD)	Private Schools (M ± SD)	t-value	p-value
Social Skills	3.85 ± 0.70	3.60 ± 0.65	4.09	<0.001
Social Awareness	4.10 ± 0.50	3.90 ± 0.60	3.86	<0.001
Social Information Processing	4.15 ± 0.60	4.00 ± 0.55	3.12	<0.01

Government school students scored significantly higher in all dimensions of social intelligence compared to private school students. Social information processing, which involves understanding social cues and context, showed the largest difference, suggesting that government school students may be more adept at interpreting social situations. Social skills, which refer to students’ ability to engage in effective interpersonal interactions, were also significantly higher among government school students, as was social awareness. This finding implies that, despite higher levels of celebrity worship in private school students, government school students may possess more robust social abilities and awareness.

4.4 Correlation Analysis

A correlation analysis was conducted to examine the relationship between the dimensions of celebrity worship (CAS subscales) and social intelligence (SIS dimensions). Table 4 displays the correlation coefficients, revealing significant negative correlations between all CAS subscales and SIS dimensions.

Table 4: Correlation Between Celebrity Worship and Social Intelligence

CAS Subscale	Social Processing Information	Social Skills	Social Awareness
Intense-Personal	-0.25	-0.22	-0.20
Borderline-Pathological	-0.30	-0.28	-0.24
Entertainment-Social	-0.12	-0.15	-0.14

p < 0.05, p< 0.01

The results indicate a consistent negative relationship between all levels of celebrity worship and social intelligence dimensions. The strongest negative correlation was observed between the borderline-pathological subscale and social intelligence dimensions, suggesting that more obsessive levels of celebrity worship may be particularly detrimental to social intelligence. Even the entertainment-social subscale, often viewed as a lighter form of celebrity admiration, showed a modest but significant negative correlation with social intelligence, implying that even lower levels of celebrity worship may have a subtle impact on social skills.

4.5 Regression Analysis

To further understand the predictive relationship, a multiple regression analysis was conducted, using the CAS subscales as predictor variables and the SIS dimensions as outcome variables. Table 5 provides the standardized beta coefficients, showing the extent to which each type of celebrity worship predicts social intelligence.

Table 5: Regression Analysis Predicting Social Intelligence from Celebrity Worship

Predictor Variable	Social Processing Information (β)	Social Skills (β)	Social Awareness (β)
Intense-Personal	-0.21	-0.19	-0.18
Borderline-Pathological	-0.27	-0.25	-0.23
Entertainment-Social	-0.10	-0.12	-0.09

p < 0.05, p< 0.01

Every aspect of celebrity worship is a significant predictor of poorer social IQ scores, according to the regression analysis, with the borderline-pathological subscale showing the biggest negative impacts. This finding suggests that high levels of obsessive celebrity admiration may inhibit adolescents' ability to process social information effectively, engage in positive social interactions, and maintain social awareness. Even moderate levels of celebrity admiration (i.e., the entertainment-social subscale) had a negative but smaller predictive effect on social intelligence, underscoring that higher levels of engagement with celebrity culture may impact essential social skills.

5. Discussion

This study explored the relationship between celebrity worship and social intelligence among senior secondary school students in Lucknow, with a comparison between government and private school students. The findings reveal notable differences in the levels of celebrity worship and social intelligence across these two groups.

Private school students demonstrated significantly higher levels of celebrity worship across all subscales—entertainment-social, intense-personal, and borderline-pathological—compared to government school students (see Table 2). This suggests that private school students may be more influenced by celebrity culture, potentially due to greater exposure to social media and other celebrity-centered content often associated with their socio-economic environment. Government school pupils, on the other hand, scored higher on social intelligence in every area (see Table 3), suggesting that they would be better at social awareness, social skill demonstration, and social information processing.

All aspects of celebrity worship and social intelligence showed a substantial negative link, according to the correlation analysis (see Table 4), indicating that social intelligence is negatively correlated with celebrity worship. This is in line with other studies that suggest excessive celebrity adoration may hinder teenagers' capacity to form genuine social bonds and grow in empathy and understanding in interpersonal interactions. Each aspect of celebrity worship is a poor predictor of social intelligence, according to the regression analysis (see Table 5), with the borderline-pathological aspect exhibiting the highest correlation. According to this research, students' social skills may be hampered by compulsive celebrity adulation, maybe as a result of their growing obsession with celebrity culture and declining in-person social interaction.

5.1 Implications

For educators, parents, and legislators, these results have significant ramifications. It is crucial for educators to comprehend how celebrity culture affects pupils' social abilities. In private schools, where students showed higher levels of celebrity worship, integrating programs that promote critical media literacy and social-emotional learning could be beneficial. Educators could encourage discussions on the reality behind celebrity personas and the impact of social media on self-image and social development. Additionally, schools could implement activities that emphasize real-life social interaction, teamwork, and empathy, helping students build social intelligence while moderating their interest in celebrity culture.

This research emphasises how crucial it is for parents to keep an eye on their teenagers' media intake. Talking with teenagers about the nature of celebrity impact might help them evaluate their heroes objectively and prevent adoration from turning into obsession. Setting limits on social media use and fostering real-world connections may also contribute positively to students' social skills.

For policymakers, this study emphasizes the need for media literacy programs that are accessible across various school settings, especially in regions like Lucknow, where students from government and private schools may face distinct socio-economic and educational influences. Developing resources for parents, students, and educators on the potential impacts of celebrity worship on adolescent development could foster a healthier media environment that supports social intelligence.

5.2 Limitations of the Study

This research has limitations even if it provides insightful information. Social desirability bias may have an impact on the study since it uses self-reported data, especially when evaluating socially sensitive subjects like celebrity adoration. Furthermore, the study's generalisability to other areas was limited since it only looked at a sample from one city. Future studies should examine a wider geographic range, including rural regions, to see whether such trends hold true in other sociocultural circumstances. The study's cross-sectional design also makes it impossible to draw conclusions about causality, so it's unknown whether a predisposition to celebrity worship is influenced by pre-existing social intelligence levels or if high levels of celebrity worship lead to lower social intelligence.

5.3 Future Directions

Future research could examine longitudinal trends in celebrity worship and social intelligence, tracking changes over time to better understand how these constructs influence each other. Moreover, studies could investigate the role of specific types of celebrities—such as social media influencers versus traditional movie stars—to determine if varying types of celebrity influence have different effects on adolescent social intelligence. Further exploration of family environment, peer influence, and socio-economic factors could also provide a more nuanced understanding of how these variables impact students' engagement with celebrity culture and social intelligence development.

6. Conclusion

In order to compare pupils from government and private schools, this research looked at how social intelligence was affected by celebrity worship among senior secondary school students in Lucknow. According to the results, children attending private schools shown noticeably greater levels of celebrity worship, but students attending public schools demonstrated stronger social intelligence scores in areas such as social information processing, social skills, and social awareness. Moreover, a negative relationship between social intelligence and celebrity love was noted, suggesting a possible trade-off between teenage social skill development and fervent celebrity adoration. The research' ramifications highlight the need of pupils receiving a balanced media diet and critically interacting with celebrity culture. Teachers and parents may help teenagers acquire a healthy perspective on celebrity impact by promoting critical media literacy and real-world social connections. In order to provide pupils the skills they need to navigate celebrity culture while putting their own social and emotional development first, legislators may also think about including media literacy and social-emotional learning programs in school curricula. Although the research offers insightful information on the connection between social intelligence and celebrity worship, its limitations include its cross-sectional design, dependence on self-reported data, and single-city sample. Future studies might look into the effects of certain celebrity types, examine other social and family variables impacting teenage participation with celebrity culture, and extend to other locations and use longitudinal approaches to demonstrate causality. This study adds to the expanding corpus of research aimed at comprehending the social impacts of celebrity culture on teenagers. By emphasising the negative correlation between social intelligence and celebrity worship, it creates opportunities for further study and intervention techniques meant to promote teenagers' social growth in a society that is becoming more and more centred on celebrities.

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