

Avatars of adoration for children ~Fictional heroes and heroines and real-world occupations~

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Abstract: This study clarifies the relationship between Japanese children's view of real-world occupations and fictional heroes and heroines. I think heroes and heroines are concrete ideals for people. Therefore, I deduce that the occupation of such heroes and heroines are ideal occupations for people. I also believe that people's opinions are affected by the various media they use. To clarify the above, children's actual situation must be understood. Children form their views of occupations mainly on the basis of their interests. Therefore, I conducted a questionnaire survey intended for upper-grade elementary school students. This survey mainly asked about the children's desired future occupations, the heroes and heroines they admired, and how children use media. In this study, on the basis of children's ideals, I compare the ways children see real-world occupations and fictional heroes and heroines. In the future, to compare between countries and cultures, similar research is needed into the views of people about heroes and heroines in other countries. Also, opinions about heroes and heroines in American comics, called *Amecomi* in Japanese", especially need to be investigated.

Keywords: *Heroes and Heroines, Occupations, Children, Media*

Introduction

The purpose of this study is to clarify the relationship between Japanese children's view of occupations and their view of heroes and heroines in the media. The hypothesis is that occupations children want to pursue (*Occupations*), *Occupations of heroes* and *Occupations of heroines* are the same. And the reasons given for children wanting to pursue certain professions (*Reasons of occupations*) and the reasons for liking certain heroes and heroines (*Reasons of heroes*, *Reasons of heroines*) are the same. Children watch and are influenced by *Occupations of heroes* and *Occupations of heroines*. It will depend on countries, cultures and genders. This study focuses on Japanese. By the Studies of Fujimoto (2007) and Tanaka (2012), I think the occupations of heroes and heroines can be ideal occupations for some people. I think such a model applies to children, and Sakakibara (2009) and Takee (1969) describe the reasons for this influence.

Method and Practice

1. Complete a questionnaire

Contents of questionnaire: occupations, heroes and heroines, use of media

Participants: 193 elementary school 5th and 6th grade students

2. Statistical processing of survey data

Missing values: Missing values were removed. I made two populations (46 and 91 participants).

Results

There is almost no correlation between *Occupations* and *Occupations of heroes* and *Occupations of heroines* (Table 1). Also, there is negative correlation between *Occupations* and the percentage of time spent watching anime (*Percentage of anime*). However, the details are not clear. There are not many common factors for most of *Reasons of occupation*, *Reasons of heroes* and *Reasons of heroines* (Table 2). However, the reasons, 'money', 'family', and 'recommendation of parents and teachers', have some relation. There are two reasons that children want to pursue a particular occupation: one group includes values such as 'suitable', 'fun', and 'cool'. The other includes values such as 'helpful', 'money', 'family and recommendation of parents and teacher'. They do not have any relation to gender of participants. Here, 'suitable', *Reasons of heroes*, 'suitable' and 'fun', *Reasons of heroines*, are related. *Reasons of heroines* and gender of participants are also related.

Table 1: Correlation coefficient of *Occupations*, *Occupations of heroes* and *Occupations of heroines* and *Percentage of anime* (Populations: 46 and 91)

	Occupations	Occupations of heroes	Occupations of heroines	Percentage of anime
Occupations	1 (1)	-.041 (.058)	-.011 (-.042)	-.342* (-.277*)
Occupations of heroes	-.041 (-.058)	1 (1)	.297*(.338*)	.048 (-.044)
Occupations of heroines	-.011 (-.042)	.297*(.338*)	1 (1)	-.234(-.119)
Percentage of anime	-.342*(-.277*)	.048 (-.044)	-.234 (-.119)	1 (1)

Table 2: Comparison of factors for *Reasons of occupations*, *Reasons of heroes*, *Reasons of heroines* (Population: 91)

Reasons	Heroes	Heroines	Occupations	Heroes and Heroines 'Other'	Heroes and Heroines 'money' 'family'	Occupations 'family' 'parents and teachers'
Occupations 'suitable'	.056	.111	.798	.031	-.055	-.022
Occupations 'helpful'	.155	-.052	.635	.031	-.087	.272
Occupations 'fun'	.000	.114	.764	-.027	.099	-.066
Occupations 'money'	-.097	-.010	.560	.272	.042	.135
Occupations 'cool'	-.036	-.012	.785	-.009	-.035	.029
Occupations 'family'	-.048	.136	.425	-.061	.239	.306
Occupations 'parents'	.045	.040	.255	.180	.025	.711

and teacher'						
Occupations 'other'	-.022	.048	.108	.243	.078	-.039
Heroes 'similar'	.0505	.576	.111	.190	.267	.071
Heroes 'helpful'	.256	.720	.076	.191	-.123	.123
Heroes 'fun'	.216	.759	.175	.240	.126	-.151
Heroes 'rich'	.168	.688	-.027	.077	.449	.070
Heroes 'cool'	.244	.777	.045	.060	-.108	-.205
Heroes 'family'	.173	.673	.052	.079	.561	.113
Heroes 'parents and teachers'	.157	.768	-.056	-.199	-.090	.161
Heroes 'other'	.009	.224	-.061	.581	.051	.148
Heroines 'similar'	.722	.166	.147	.168	-.059	-.140
Heroines 'helpful'	.878	.128	.028	.099	-.147	.167
Heroines 'fun'	.897	.176	.106	.197	-.093	-.020
Heroines 'rich'	.799	.173	-.030	-.100	.277	-.063
Heroines 'cool'	.807	.116	.015	.096	-.002	.020
Heroines 'family'	.797	.193	-.059	-.069	.382	.046
Heroines 'parents and teacher'	.688	.224	-.125	-.250	.007	.175
Heroines 'other'	.306	-.002	-.026	.760	-.308	.132

Discussion

Children seem to think of *Occupations* and the *Occupations of heroes* and *Occupations of heroines* separately. For this reason, Japanese heroes and heroines and occupations may be hardly related. Also, there is a relationship between the *Reasons of occupations* and the *Reasons of heroes* and *Reasons of heroines*; this is the evaluation or influence from others. *Reasons of occupations* can be classified into two reasons, related to an individual's own evaluation and related to evaluation by others. In the view of evaluation or influence from others, adoration of occupations and heroes and heroines are the same. But these are not appeals of themselves. Conversely, if they are longed by the appeals of themselves, children choose them by each other reasons. This time I found a difference between the genders. A study on a different age group may provide a different result. Also, results will be different if other countries are targeted.

Conclusion

I found that the hypothesis was partly correct, and I have three subjects for further study. First, a study targeted at another country. Second, to clarify more precisely the characters of occupations and heroes and heroines. Third, a study targeted at children of a different age group.

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