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A Survey of the Youth's Use of Generative AI¹⁾

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Summary

► Survey purpose

To find out about the youth's usage of generative AI in order to formulate methods to promote and support their digital capabilities

► Subjects

2,261 middle and high school students from across the country

► Survey method

Online survey that used quota sampling and took into account gender, age, residential area, and grade

► Survey period

August – September, 2023

► Survey content

The youth's usage of generative AI and digital education experiences

1) This Blue Note is an extract and summary of 'How to Nurture Youth Digital Talent,' a 2023 research report by the National Youth Policy Institute.

1. Level of Generative AI Awareness

- Regarding the question asking how familiar the respondents were about generative AI (e.g., ChatGPT, Google Bard, Microsoft Bing), the most selected questionnaire items were “somewhat familiar (41.4%),” “very familiar (22.1%),” and “not very familiar (15.9%)” in descending order. After calculating the level of generative AI awareness on a five-point scale, the mean score of all respondents was 3.21.
- The analysis of the results in relation to respondent characteristics found that the awareness level was higher among males (3.42 points) than among females (2.98 points). Additionally, the awareness level was found to be higher among high school students (3.38 points) than among middle school students (3.06 points). Respondents who had a higher economic status, higher academic achievements, or parents with higher educational attainment tended to have greater awareness of generative AI.

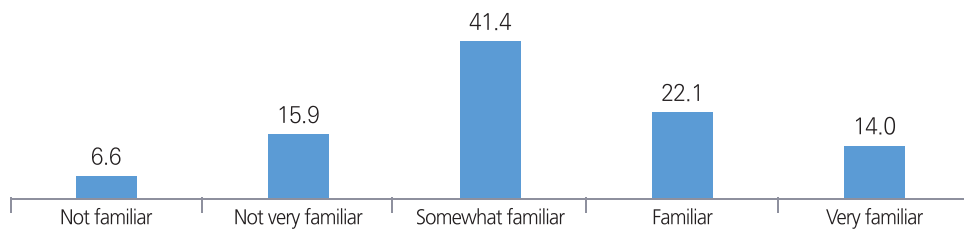
Table 1 Level of generative AI awareness

(Unit: persons, %, points)

Background variables		Sample size	Not familiar	Not very familiar	Somewhat familiar	Familiar	Very familiar	Mean	Standard deviation
All respondents		2,261	6.6	15.9	41.4	22.1	14.0	3.21	1.08
Gender	Male	1,172	4.6	12.5	37.5	26.4	18.9	3.42	1.07
	Female	1,089	8.7	19.6	45.5	17.4	8.7	2.98	1.03
School	Middle school	1,158	8.8	18.3	42.4	19.1	11.4	3.06	1.09
	High school	1,078	4.3	13.3	40.1	25.3	17.1	3.38	1.05
Economic status	High	837	6.0	13.0	35.6	26.6	18.8	3.39	1.11
	Average	1,265	6.6	17.3	45.5	19.4	11.1	3.11	1.03
	Low	159	9.4	20.1	39.6	18.9	11.9	3.04	1.12
Academic level	High	802	4.5	12.3	35.4	27.3	20.4	3.47	1.08
	Average	1,011	7.1	16.5	44.7	20.5	11.2	3.12	1.04
	Low	448	9.2	21.0	44.6	16.3	8.9	2.95	1.05
Political orientation	Conservative	299	11.0	17.7	39.5	18.1	13.7	3.06	1.16
	Moderate	1,510	6.4	16.6	42.7	21.9	12.4	3.17	1.05
	Liberal	452	4.2	12.4	38.3	25.4	19.7	3.44	1.07
Parents' educational attainment	High school	359	6.4	15.0	42.6	24.2	11.7	3.20	1.04
	University	1,196	6.5	16.1	41.0	21.7	14.7	3.22	1.09
	Graduate school	304	5.9	13.2	39.1	26.0	15.8	3.33	1.08
	Other	400	7.5	18.3	43.5	18.3	12.5	3.10	1.08

Source: Lee Chang-ho, Mo Sang-hyeon, Choi Hang-seop. (2023). 'How to Nurture Youth Digital Talent'. p. 161. Sejong: National Youth Policy Institute.

Base: All respondents, N=2261, Unit: %



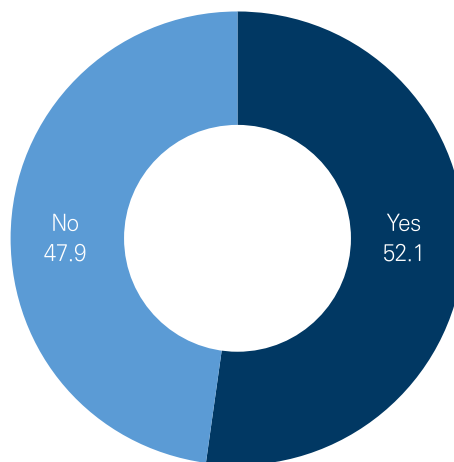
Source: Lee Chang-ho, Mo Sang-hyeon, Choi Hang-seop. [2023]. 'How to Nurture Youth Digital Talent'. p. 160. Sejong: National Youth Policy Institute.

Figure 1 Level of generative AI awareness

2. Proportion of Youth Who Have Used Generative AI

- In response to the query about whether they had used generative AI, 52.1% of youth answered "yes" while 47.9% answered "no."

Base: All respondents, N=2261, Unit: %

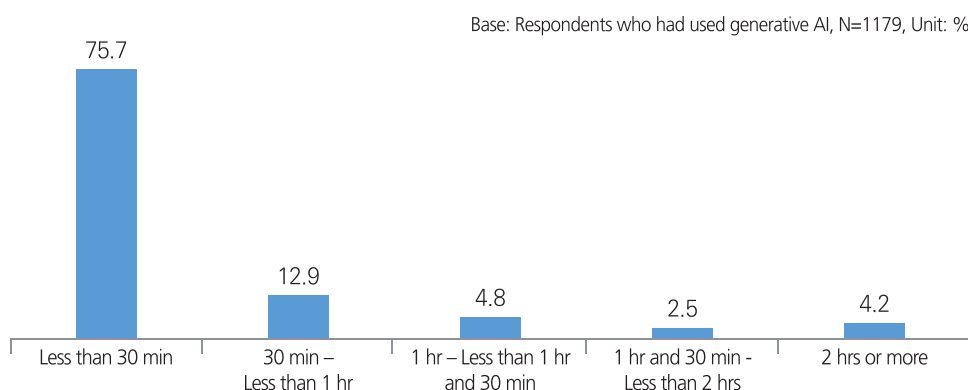


Source: Lee Chang-ho, Mo Sang-hyeon, Choi Hang-seop. [2023]. 'How to Nurture Youth Digital Talent'. p. 162. Sejong: National Youth Policy Institute.

Figure 2 Proportion of youth who have used generative AI

3. Hours Spent Using Generative AI

- Respondents who had used generative AI were asked how many hours per day they used them on average. A majority responded “less than 30 minutes (75.7%),” which was followed by “30 minutes - less than an hour (12.9%).”

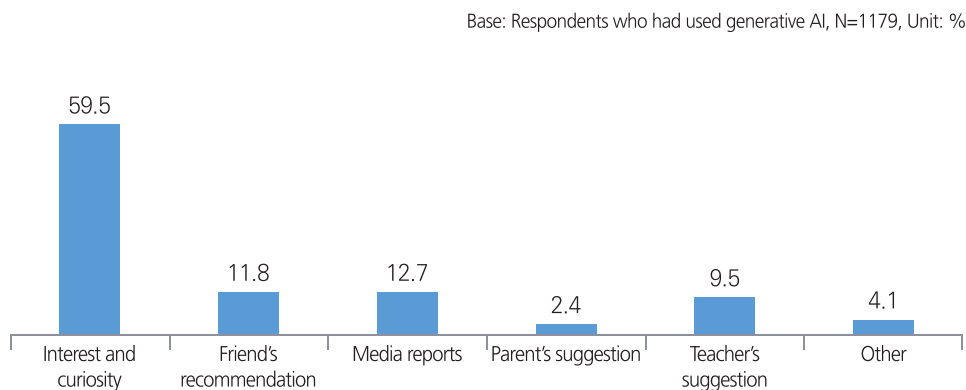


Source: Lee Chang-ho, Mo Sang-hyeon, Choi Hang-seop. (2023). 'How to Nurture Youth Digital Talent'. p. 164. Sejong: National Youth Policy Institute.

Figure 3 Hours spent using generative AI

4. Motivations for Using Generative AI

- Respondents who had used generative AI were asked about their motivation for using them. A majority responded “interest and curiosity (59.5%),” which was followed by “media reports (12.7%)” and “friend’s recommendation (11.8%).” The least chosen response (2.4%) was “parent’s suggestion (2.4%).”



Source: Lee Chang-ho, Mo Sang-hyeon, Choi Hang-seop. (2023). 'How to Nurture Youth Digital Talent'. p. 166. Sejong: National Youth Policy Institute.

Figure 4 Motivations for using Generative AI

5. Purposes of Using Generative AI

- Respondents who had used generative AI were asked to rate three answers to the question about what their main purpose of using them was (calculated on a 5-point scale). The answer with the highest mean score was “to find information I am curious about” (3.93 points), which was followed by “to do homework or an assignment” (3.59 points) and “to produce my own work or creation” (2.88 points).
- Regarding the characteristics of respondents, males scored higher on average in all three answers than females. The better the economic circumstances and the higher the academic level, the higher the respondent’s mean score.

Table 2 Purposes of using Generative AI

(Unit: persons/points)

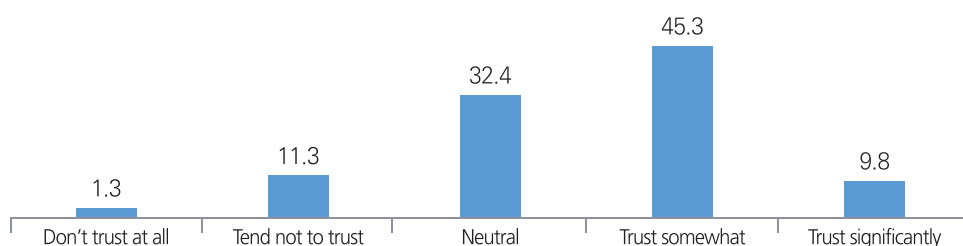
Background variables		Sample size	To find information I am curious about	To do homework or an assignment	To produce my own work or creation
All respondents		1,179	3.93	3.59	2.88
Gender	Male	671	4.00	3.60	2.95
	Female	508	3.83	3.59	2.77
School	Middle school	506	3.77	3.33	2.90
	High school	663	4.05	3.80	2.86
Economic status	High	465	4.03	3.63	3.04
	Average	634	3.88	3.59	2.80
	Low	80	3.69	3.40	2.53
Academic level	High	478	4.04	3.62	2.91
	Average	494	3.93	3.61	2.89
	Low	207	3.67	3.50	2.75
Political orientation	Conservative	150	3.96	3.56	2.81
	Moderate	766	3.94	3.60	2.87
	Liberal	263	3.88	3.59	2.91
Parents’ educational attainment	High school	177	3.85	3.71	2.91
	University	643	3.96	3.58	2.84
	Graduate school	187	3.91	3.56	2.89
	Other	170	3.92	3.56	2.92

Source: Lee Chang-ho, Mo Sang-hyeon, Choi Hang-seop. (2023). ‘How to Nurture Youth Digital Talent’. p. 169. Sejong: National Youth Policy Institute.

6. Level of Trust in Generative AI Information

- Respondents who had used generative AI were asked about how much they trusted them, with 55.0% responding that they trusted them (④ “trust somewhat” (45.3%) + ⑤ “trust significantly” (9.8%)) and 12.6% responding that they did not trust them (① “don’t trust at all” (1.3%) + ② “tend not to trust” (11.3%)). The average score was 3.51 out of 5 points.

Base: Respondents who used generative AI, N=1179, Unit: %



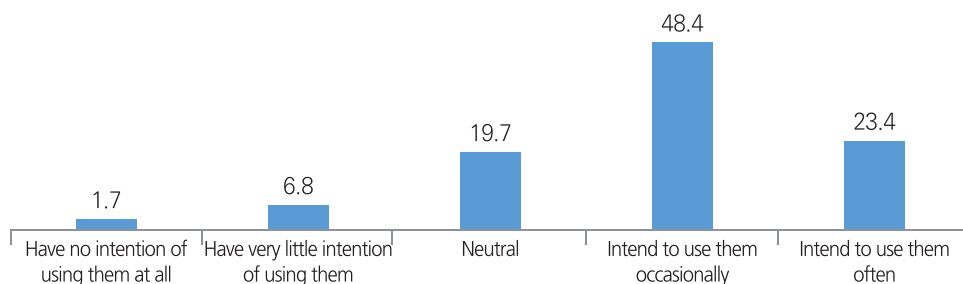
Source: Lee Chang-ho, Mo Sang-hyeon, Choi Hang-seop. (2023). 'How to Nurture Youth Digital Talent'. p. 170. Sejong: National Youth Policy Institute.

Figure 5 Level of trust in generative AI information

7. Intentions for Using Generative AI

- Respondents who had used generative AI were asked whether they intended to keep using them. 71.8% responded that they intended to keep using them (④ “intend to use them occasionally” (48.4%) + ⑤ “intend to use them often” (23.4%)), while 8.5% responded that they did not intend to use them further (① “have no intention of using them at all” (1.7%) + ② “have very little intention of using them” (6.8%)). The average score was 3.85 out of 5 points.

Base: Respondents who used generative AI, N=1179, Unit: %



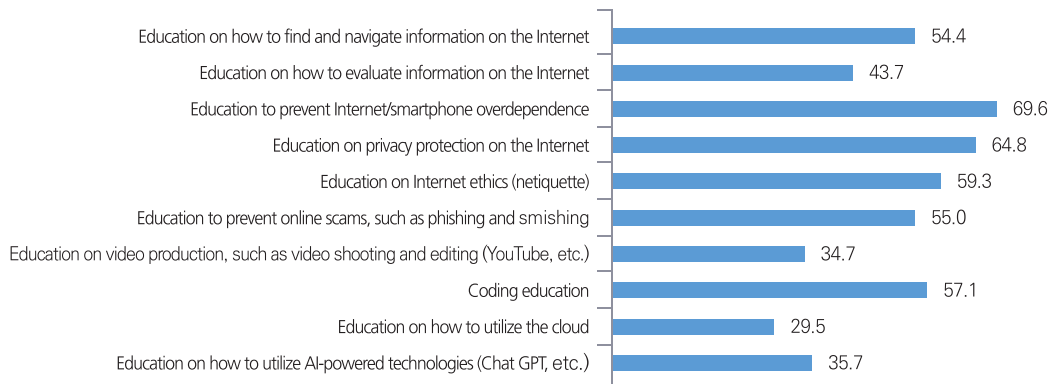
Source: Lee Chang-ho, Mo Sang-hyeon, Choi Hang-seop. (2023). 'How to Nurture Youth Digital Talent'. p. 172. Sejong: National Youth Policy Institute.

Figure 6 Intention to use Generative AI

8. Digital Education Experiences

- All respondents were asked whether they had received digital education (consisting of ten items) at school during the previous six months. The item to which the most respondents indicated “yes” (④ “sometimes” + ⑤ “often”) was “education to prevent Internet/smartphone overdependence (69.6%).” The item to which the least respondents indicated “yes” was “education on how to utilize the cloud (29.5%).” In addition, only 35.7% responded that they had received “education on how to utilize AI-powered technologies.”

Base: All respondents, N=2261, Unit: %



Source: Lee Chang-ho, Mo Sang-hyeon, Choi Hang-seop. (2023). 'How to Nurture Digital Talent'. p. 154. Sejong: National Youth Policy Institute.

Figure 7 Digital education experiences

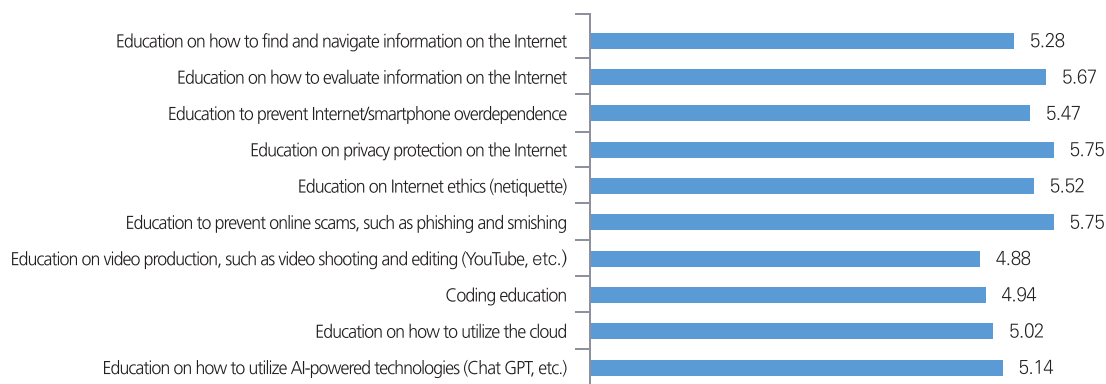
9. Importance of Digital Education

- Of the 10 items that were evaluated for their importance in digital education, the item with the highest mean score²⁾ was “education on privacy protection on the Internet” (5.75 points), which was followed by “education to prevent online scams, such as phishing and smishing” (5.75). Meanwhile, the item with the lowest mean score was “education on video production, such as video shooting and editing (YouTube, etc.)” (4.88 points). In addition, “education on how to utilize AI-powered technologies” had a relatively low score of 5.14.

2) The items were evaluated on a 7-point scale, ranging from 1 to 7 with a higher score indicating higher importance.

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Base: All respondents, N=2261, Unit: %



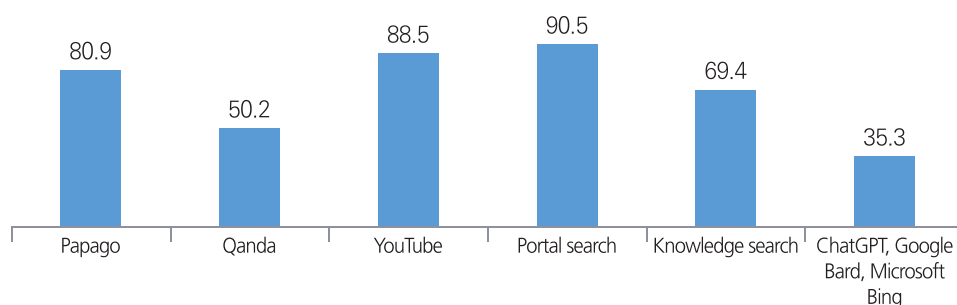
Source: Lee Chang-ho, Mo Sang-hyeon, Choi Hang-seop. (2023). 'How to Nurture Youth Digital Talent'. p. 150. Sejong: National Youth Policy Institute.

Figure 8 Importance of digital education

10. Digital Technologies Utilized for Coursework

- All respondents were asked how often they had used digital technologies (consisting of six items) for coursework, such as assignments. The item to which the most respondents indicated “yes” (④ “sometimes” + ⑤ “often”) was “portal search” (90.5%), which was followed by “YouTube” (88.5%). The item to which the least respondents indicated “yes” was “ChatGPT, Google Bard, Microsoft Bing” (35.3%).

Base: All respondents, N=2261, Unit: %



Source: Lee Chang-ho, Mo Sang-hyeon, Choi Hang-seop. (2023). 'How to Nurture Youth Digital Talent'. p. 158. Sejong: National Youth Policy Institute.

Figure 9 Digital technologies utilized for coursework