Survey Results on Media Use among Late Adolescents

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Summary[1]

- **Survey purpose**
  - ▶ Very few studies have been conducted on the use of media among late adolescents (aged 19-24). In contrast, many related studies have been done representing teenage adolescents. Against this backdrop, this study aims to examine the use of media among late adolescents, which is a blind spot of the government's media policy, and suggest policy measures to strengthen media literacy among this target group.

- **Survey respondents**
  - ▶ 2,214 late adolescents aged 19-24

- **Survey method**
  - ▶ Online survey using quota sampling by gender, age, place of residence, and college enrollment status

- **Survey period**
  - ▶ July 1-31, 2022 (One month)

- **Survey subject**
  - ▶ Media use among late adolescents (OTT services, YouTube, metaverse, etc.)

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1) This Bluenote is an excerpt and summary of 'A Study on the Media Use of Youths and Policy Measures by Age Group III: Late Adolescents,' which is a research task of the NYPI from 2022.

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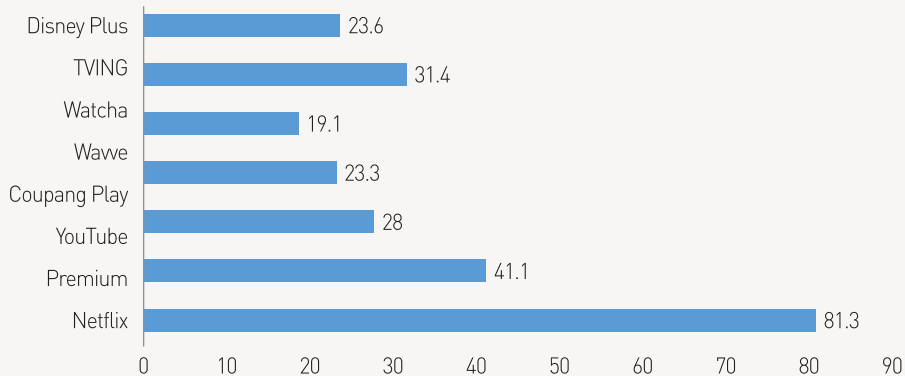
1. Survey on OTT Service Use

■ 66.9% of the respondents said that they had used over-the-top (OTT) media services for the past three months, which translates to two out of every three respondents who had used these services. More females (72.6%) than males (62.4%) used OTT services. And, among non-college students, more employed respondents (68.2%) used these services than those who were unemployed (57.7%). Moreover, the higher their financial status, the more likely the respondents were to use OTT services. In terms of political orientation, the conservative group reflected the largest percentage (72.5%) of OTT service use.

Table 1   Have you used OTT services in the last three months?   (Unit: %)

Classification		Yes	No
Total		66.9	33.1
Gender	Male	62.4	37.6
	Female	72.6	27.4
Age	19	68.2	31.8
	20	67.8	32.2
	21	63.8	36.2
	22	62.6	37.4
	23	67.5	32.5
	24	71.8	28.2
College enrollment	College student	68.3	31.7
	Non-college student	63.3	36.7
Employment	Employed	68.2	31.8
	Unemployed	57.7	42.3
Financial status	Low	64.0	36.0
	Medium	67.3	32.7
	High	69.1	30.9
Political orientation	Conservative	72.5	27.5
	Centrist	64.2	35.8
	Progressive	68.7	31.3

■ Respondents who had reported the use of OTT services were asked to specify the platforms used. The large majority reported using Netflix (81.3%), followed by YouTube Premium (41.1%), TVING (31.4%), Coupang Play (28.0%), Disney Plus (23.6%), Wavve (23.3%), and Watcha (19.1%).

Disney Plus	23.6
TVING	31.4
Watcha	19.1
Wavve	23.3
Coupang Play	28
YouTube Premium	41.1
Netflix	81.3

* Note: Each percentage represents the sum of respondents who reported using OTT services. Use frequency options were 'sometimes', 'often', or 'always'.

Figure 1   **OTT service subscribers (%)**

2. Survey on Metaverse Platform Use

■ Only 15.2% of the respondents said that they had used the metaverse in the past one month from the survey date. This suggests that the metaverse has not spread widely among late adolescents. More college students (17.0%) than non-college students (10.6%) used the metaverse, and more males (17.3%) than females (12.6%) used it. In terms of age, 20-year-olds reflected the highest percentage (20.4%) of metaverse users in the past one month. Among non-college students, there were almost nearly twice as many employed people (13.4%) as unemployed people (7.3%). The respondent group with high financial status showed the highest percentage (21.8%) of using the metaverse.

Table 2   **Have you used OTT services in the last three months?**   (Unit: %)

Classification		Yes	No
Total		15.2	84.8
Gender	Male	17.3	82.7
	Female	12.6	87.4
Age	19	13.5	86.5
	20	20.4	79.6
	21	11.4	88.6
	22	14.2	85.8
	23	17.2	82.8
	24	14.9	85.1
College enrollment	College student	17.0	83.0
	Non-college student	10.6	89.4

Classification		Yes	No
Employment	Employed	13.4	86.6
	Unemployed	7.3	92.7
Financial status	Low	13.8	86.2
	Medium	13.6	86.4
	High	21.8	78.2
Political orientation	Conservative	17.4	82.6
	Centrist	12.2	87.8
	Progressive	20.7	79.3

■ Respondents who had reported the use of OTT services were asked to specify the platforms used. The large majority reported using Netflix (81.3%), followed by YouTube Premium (41.1%), TVING (31.4%), Coupang Play (28.0%), Disney Plus (23.6%), Wavve (23.3%), and Watcha (19.1%).

* Note: Each percentage represents the sum of respondents who reported using the metaverse. Use frequency options were 'sometimes', 'often', or 'always'.

Figure 2　Metaverse platform users (%)

3. Survey on Exposure to Hate Messages

■ 47.6% of the respondents said that they had been exposed to hate messages in the past one month. More females (53.3%) than males (43.1%) were exposed to such content. The age group with the highest percentage of hate message exposure was the 19-year-olds (50.1%). Slightly more college students (48.3%) were exposed to hate messages than non-college students (45.8%). Among non-college students, more employed people (47.3%) than unemployed people (44.1%) were exposed to such content. There was little difference between groups with different economic status. In terms of political orientation, the progressive group showed the highest percentage of hate message exposure compared to other groups.

| Table 3 | Were you exposed to any hate comments in the last one month? | (Unit: %) |

Classification		Yes	No
Total		47.6	52.4
Gender	Male	43.1	56.9
	Female	53.3	46.7
Age	19	50.1	49.9
	20	46.3	53.7
	21	45.5	54.5
	22	48.2	51.8
	23	46.7	53.3
	24	48.8	51.2
College enrollment	College student	48.3	51.7
	Non-college student	45.8	54.2
Employment	Employed	47.3	52.7
	Unemployed	44.1	55.9
Financial status	Low	51.5	48.5
	Medium	45.8	54.2
	High	48.7	51.3
Political orientation	Conservative	54.7	45.3
	Centrist	40.2	59.8
	Progressive	59.2	40.8

■ Respondents who reported being exposed to hate messages in the past one month were asked how often they saw this content targeted at a particular group. Most reported that such content was targeted at males and females at 77.2% and 77.5%, respectively (each figure reflects the sum of 'sometimes' and 'often' responses). Hate messages targeted at males and females were followed by those targeted at the homosexuals (68.9%), disabled (58.2%), the elderly (51.3%), and foreigners (45.7%). Late adolescents, most of whom are in their 20s, were often exposed to gender-based hate comments. This can be attributed to the purported misogyny or misandry phenomenon which has been a social issue in recent years, creating a debate and gender conflict among those in their 20s.

	Never	Seldom	Sometimes	Often	No	Yes	Average (100 points)
Misogyny	9.3	13.5	42.0	35.2	22.8	77.2	67.7
Misandry	7.2	15.3	43.0	34.5	22.5	77.5	68.3
Ableism	14.2	27.5	38.6	19.6	41.7	58.3	54.6
Gerontophobia	21.3	33.1	32.4	13.3	54.4	45.6	45.9
Homophobia	12.0	19.0	41.8	27.1	31.0	69.0	61.4
Gerontophobia	19.4	29.4	37.7	13.6	48.8	51.2	48.5

| Figure 3 | Respondents who were exposed to hate messages targeted at certain groups (%) |

4. Survey on News Media Use

■ The media channels that are often used by late adolescents to get information on news include portals (82.9%), YouTube (78.9%), and social media platforms (67.3%) (Each figure being the sum of 'sometimes,' 'often,' and 'always'). On the other hand, conventional media channels, such as a newspaper and TV, were used by only 45.3%; and a podcast by only 17.5%. YouTube is becoming a major channel for not only teenage adolescents but also late adolescents to get information on current affairs. Among those who reported 'always,' YouTube was the most popular (18.6%), while only 1.6% always used podcast.
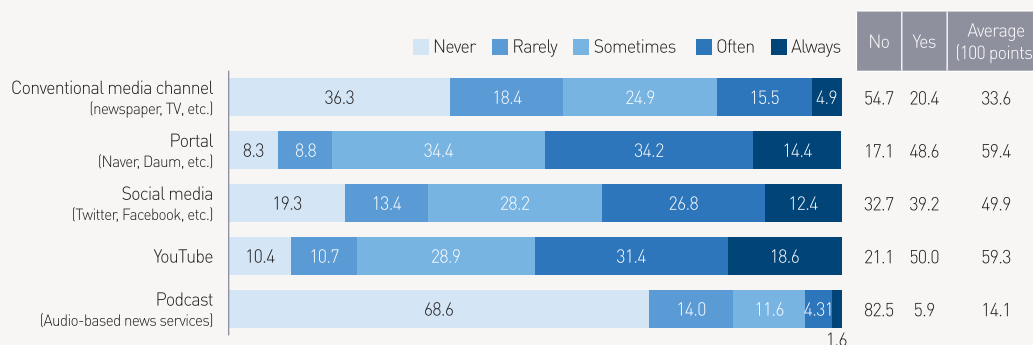
	Never	Rarely	Sometimes	Often	Always	No	Yes	Average (100 points)
Conventional media channel (newspaper, TV, etc.)	36.3	18.4	24.9	15.5	4.9	54.7	20.4	33.6
Portal (Naver, Daum, etc.)	8.3	8.8	34.4	34.2	14.4	17.1	48.6	59.4
Social media (Twitter, Facebook, etc.)	19.3	13.4	28.2	26.8	12.4	32.7	39.2	49.9
YouTube	10.4	10.7	28.9	31.4	18.6	21.1	50.0	59.3
Podcast (Audio-based news services)	68.6		14.0	11.6	4.31 / 1.6	82.5	5.9	14.1

Figure 4 Media channels used by late adolescents to acquire news on current affairs (%)

■ It was found that late adolescents consider the news delivered by conventional media channels, such as newspapers and TV, to be relatively fair (24.6%), although a small percentage use conventional channels. On the other hand, about half of the respondents (52.4%) said that the news delivered on social media platforms is not fair. Nearly as many respondents (42.6%) said that the news delivered on YouTube is not fair. Only 10.4% reported that the news delivered on podcasts is fair. This suggests that late adolescents tend to consider podcasts to be politically slanted. Still, it was found that a low percentage of the respondents considered news media channels, including conventional types, to be fair. From this, it can be inferred that late adolescents have a low degree of trust in news media.

	Completely unfair	Unfair	Neutral	Neutral	Very fair	Not fair	Fair	Average (100 points)
Conventional media channel (newspaper, TV, etc.)	9.8	15.9	49.8	20.6	4.9	25.7	24.6	48.3
Portal (Naver, Daum, etc.)	7.0	25.5	48.9	15.6	3.0	32.6	18.6	45.5
Social media (Twitter, Facebook, etc.)	20.3	32.1	36.5	7.8	3.3	52.4	11.1	35.4
YouTube	15.9	26.7	39.6	13.4	4.4	42.6	17.8	40.9
Podcast (Audio-based news services)	17.2	17.3	55.1	8.7	1.7	34.5	10.4	40.1

Figure 5 Late adolescents' perception of news media in terms of fairness (%)

5. Survey on Smartphone Use

■ 98.6% of the respondents had smartphones. In terms of their average daily smartphone use time, 43.4% reported '5 hours or more,' which constituted the largest group. This indicates that late adolescents exhibit high dependence on smartphones.

Figure 6   Average daily smartphone usage time (%)

■ Late adolescents primarily use smartphones to watch YouTube videos, followed by using messenger apps such as KakaoTalk, using social media, listening to music, and playing online games. Very few respondents used TikTok.

Figure 7   Smartphone functions used (%)

6. Survey on YouTube Usage

■ 77.4% of the respondents said that they had used YouTube in the past one month. More females (80.7%) than males (74.7%) used YouTube, and 23-year-olds constituted the largest age group (79.4%) who used the platform. There was little difference in YouTube usage in relation to college enrollment, employment, financial status, and political orientation.

Table 4 Did you use YouTube in the last one month? (Unit: %)

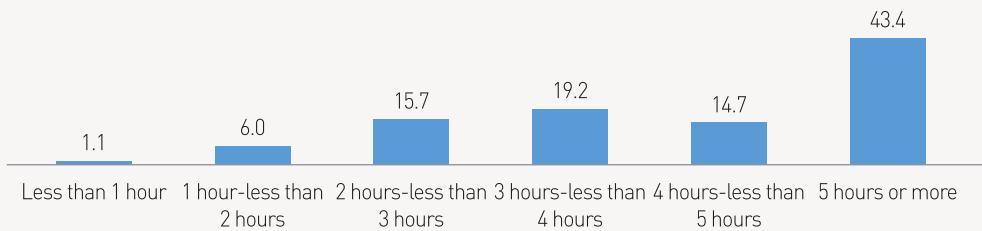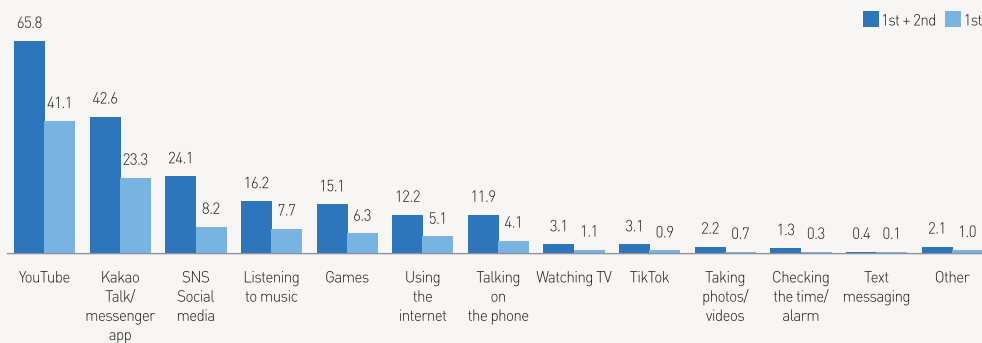| Classification		Yes	No
Total		77.4	22.6
Gender	Male	74.7	25.3
	Female	80.7	19.3
Age	19	76.5	23.5
	20	76.4	23.6
	21	75.7	24.3
	22	79.1	20.9
	23	79.4	20.6
	24	76.8	23.2
College enrollment	College student	77.1	22.9
	Non-college student	78.1	21.9
Employment	Employed	77.1	22.9
	Unemployed	79.4	20.6
Financial status	Low	79.5	20.5
	Medium	77.4	22.6
	High	74.9	25.1
Political orientation	Conservative	77.1	22.9
	Centrist	76.6	23.4
	Progressive	79.3	20.7

■ The types of YouTube content watched by high percentages of the respondents at least once in the past one month include music/dance, eating show/cooking, movie/drama, and comedy/entertainment. On the other hand, not many of the respondents watched stock/investment, learning/education, ASMR, finding employment, or COVID-19 content.

In terms of the type of YouTube content watched 20 times or more in the past one month, music/dance (20.4%) and games (19.2%) ranked highest, followed by comedy/entertainment (14.0%), eating show/cooking (10.9%), and movie/drama (10.7%). Only 6.0% watched news/information on current affairs 20 times or more in the past one month.

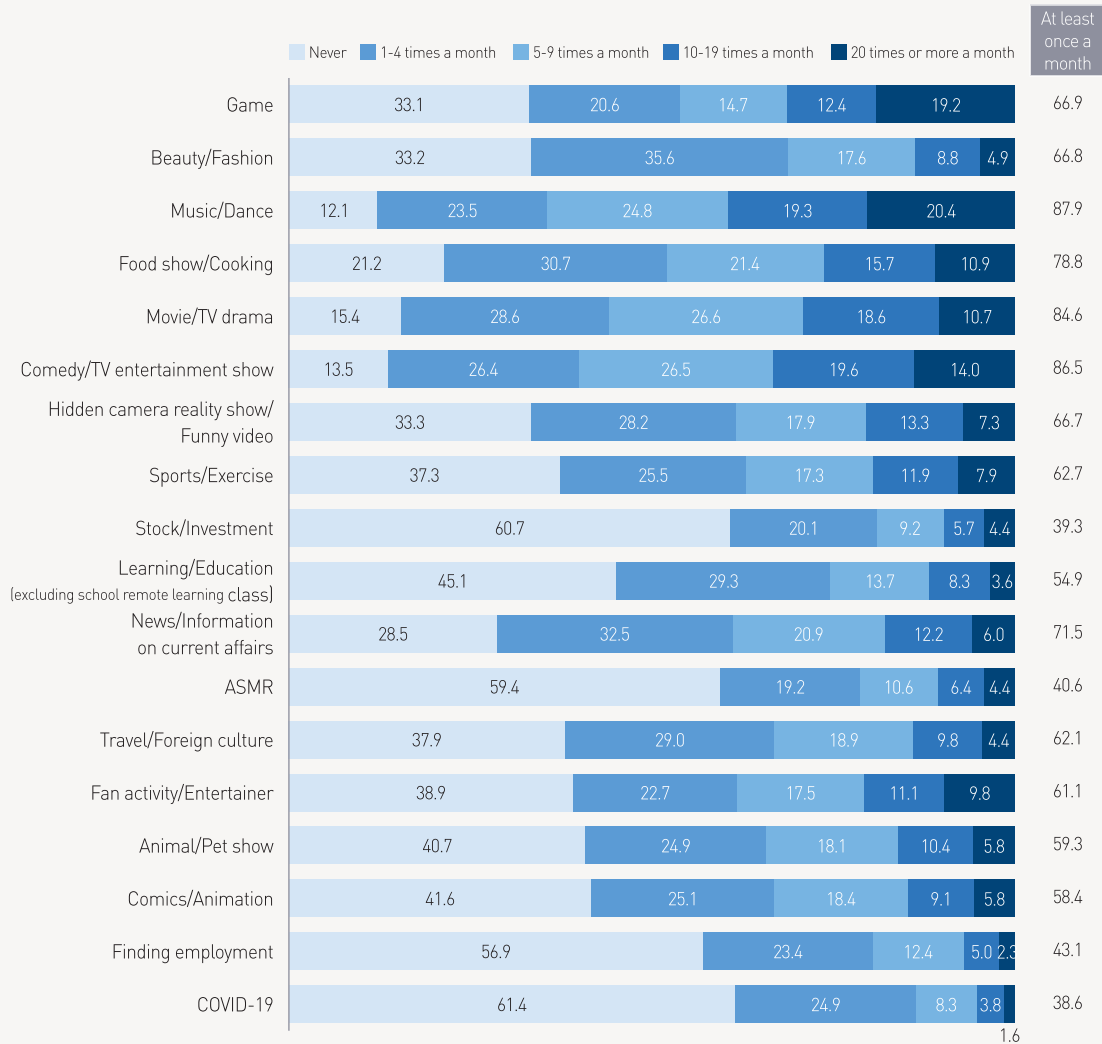|	Never	1-4 times a month	5-9 times a month	10-19 times a month	20 times or more a month	At least once a month
Game	33.1	20.6	14.7	12.4	19.2	66.9
Beauty/Fashion	33.2	35.6	17.6	8.8	4.9	66.8
Music/Dance	12.1	23.5	24.8	19.3	20.4	87.9
Food show/Cooking	21.2	30.7	21.4	15.7	10.9	78.8
Movie/TV drama	15.4	28.6	26.6	18.6	10.7	84.6
Comedy/TV entertainment show	13.5	26.4	26.5	19.6	14.0	86.5
Hidden camera reality show/ Funny video	33.3	28.2	17.9	13.3	7.3	66.7
Sports/Exercise	37.3	25.5	17.3	11.9	7.9	62.7
Stock/Investment	60.7	20.1	9.2	5.7	4.4	39.3
Learning/Education (excluding school remote learning class)	45.1	29.3	13.7	8.3	3.6	54.9
News/Information on current affairs	28.5	32.5	20.9	12.2	6.0	71.5
ASMR	59.4	19.2	10.6	6.4	4.4	40.6
Travel/Foreign culture	37.9	29.0	18.9	9.8	4.4	62.1
Fan activity/Entertainer	38.9	22.7	17.5	11.1	9.8	61.1
Animal/Pet show	40.7	24.9	18.1	10.4	5.8	59.3
Comics/Animation	41.6	25.1	18.4	9.1	5.8	58.4
Finding employment	56.9	23.4	12.4	5.0	2.3	43.1
COVID-19	61.4	24.9	8.3	3.8	1.6	38.6

Figure 8 Frequency of YouTube Use by content type (%)

7. Survey on Media Education

■ Late adolescents are most interested in the type of media education that is focused on how to find useful and reliable information on the internet and compare and analyze the information. They are also interested in video production training and education on determining whether the news has been covered in a fair and accurate manner. On the other hand, they are relatively less interested in training on netiquette, personal information protection, and the media industry.
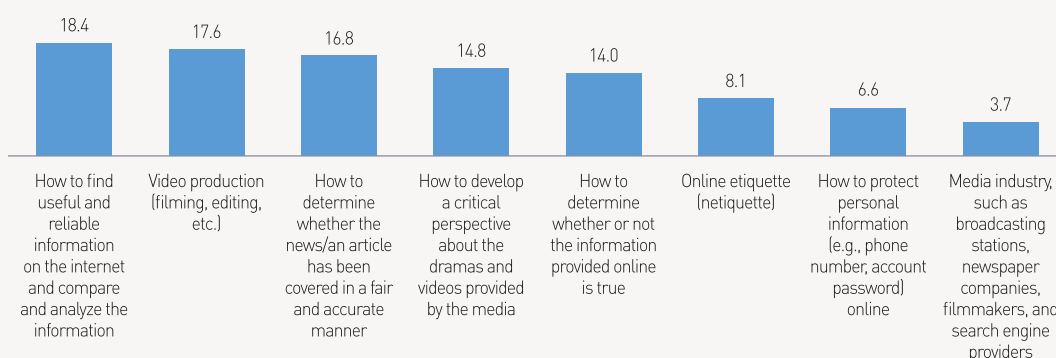
How to find useful and reliable information on the internet and compare and analyze the information	Video production (filming, editing, etc.)	How to determine whether the news/an article has been covered in a fair and accurate manner	How to develop a critical perspective about the dramas and videos provided by the media	How to determine whether or not the information provided online is true	Online etiquette (netiquette)	How to protect personal information (e.g., phone number, account password) online	Media industry, such as broadcasting stations, newspaper companies, filmmakers, and search engine providers
18.4	17.6	16.8	14.8	14.0	8.1	6.6	3.7

Figure 9 Media education types of interest among late adolescents (%)

■ Late adolescents believe that the type of media education that is most necessary and important is how to determine whether the news has been covered fairly and accurately. Other types of education they perceive as important include how to determine whether or not the information provided online is true, and how to find useful and reliable information on the internet and compare and analyze the information. On the other hand, somewhat fewer respondents believed that training on online personal information protection and video production is important. And, very few respondents (1.7%) thought that training on the media industry is necessary or important.

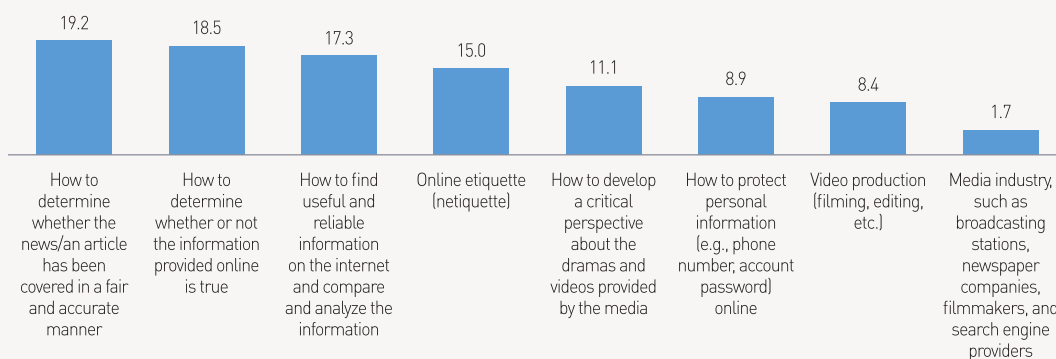| How to determine whether the news/an article has been covered in a fair and accurate manner	How to determine whether or not the information provided online is true	How to find useful and reliable information on the internet and compare and analyze the information	Online etiquette (netiquette)	How to develop a critical perspective about the dramas and videos provided by the media	How to protect personal information (e.g., phone number, account password) online	Video production (filming, editing, etc.)	Media industry, such as broadcasting stations, newspaper companies, filmmakers, and search engine providers
19.2	18.5	17.3	15.0	11.1	8.9	8.4	1.7

Figure 10 Media education types considered necessary/important among late adolescents (%)

8. Survey on Digital Media Literacy

■ Regarding late adolescents' digital media literacy, it was found that they well observe courtesy and etiquette online. However, they showed low aptitude in online social communication skills when expressing political opinions or communicating with others.
The item with the highest rate of 'yes' answers (72.7%) is "I think I well observe ethics and etiquette online." The item "I do not post criticisms of others online" also showed a high percentage of 'yes' answers (72.4%). 70.4% responded 'yes' to "I am considerate of others when communicating with them online," and 70.1% said 'yes' to "I do not use argumentative language or attack others online." As many as 66% of the respondents reported 'yes' to "I filter out harmful content myself," indicating that two out of every three respondents had the capability to filter harmful content. On the other hand, the item with the lowest rate of 'yes' answers (28.0%) is "I can participate in a discussion about important issues through the media." Only 29.2% said 'yes' to "I can actively share opinions with others about political or social issues and problems online," and 33.5% said 'yes' to "I can express my opinion on social issues online."
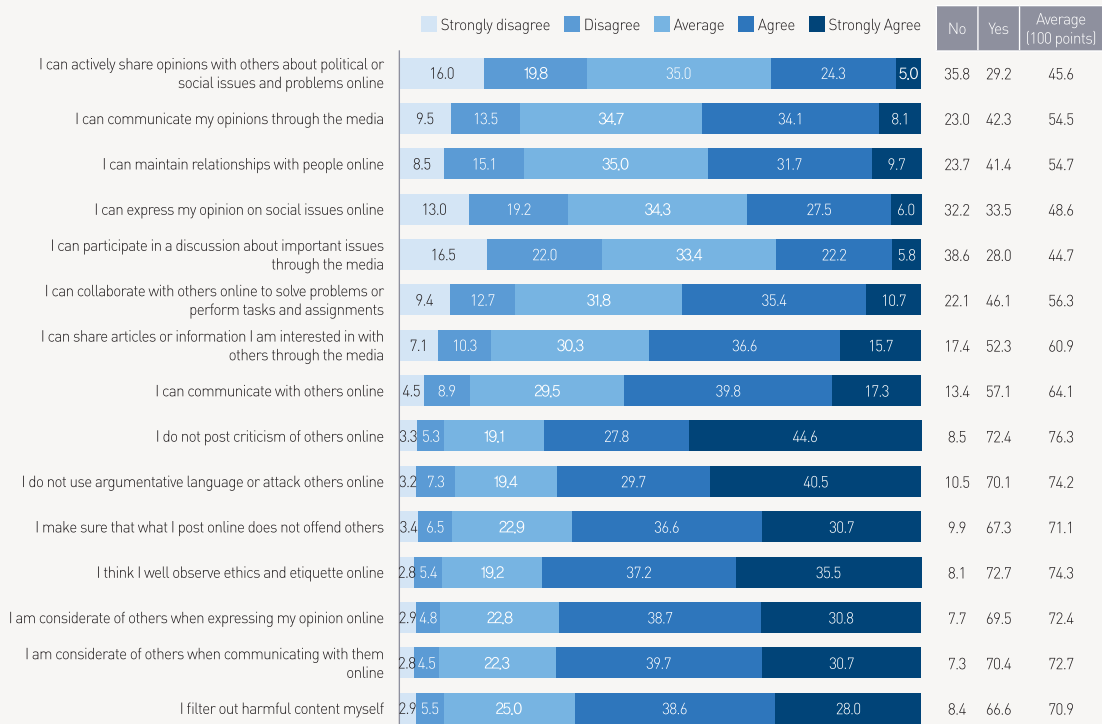
	Strongly disagree	Disagree	Average	Agree	Strongly Agree	No	Yes	Average (100 points)
I can actively share opinions with others about political or social issues and problems online	16.0	19.8	35.0	24.3	5.0	35.8	29.2	45.6
I can communicate my opinions through the media	9.5	13.5	34.7	34.1	8.1	23.0	42.3	54.5
I can maintain relationships with people online	8.5	15.1	35.0	31.7	9.7	23.7	41.4	54.7
I can express my opinion on social issues online	13.0	19.2	34.3	27.5	6.0	32.2	33.5	48.6
I can participate in a discussion about important issues through the media	16.5	22.0	33.4	22.2	5.8	38.6	28.0	44.7
I can collaborate with others online to solve problems or perform tasks and assignments	9.4	12.7	31.8	35.4	10.7	22.1	46.1	56.3
I can share articles or information I am interested in with others through the media	7.1	10.3	30.3	36.6	15.7	17.4	52.3	60.9
I can communicate with others online	4.5	8.9	29.5	39.8	17.3	13.4	57.1	64.1
I do not post criticism of others online	3.3	5.3	19.1	27.8	44.6	8.5	72.4	76.3
I do not use argumentative language or attack others online	3.2	7.3	19.4	29.7	40.5	10.5	70.1	74.2
I make sure that what I post online does not offend others	3.4	6.5	22.9	36.6	30.7	9.9	67.3	71.1
I think I well observe ethics and etiquette online	2.8	5.4	19.2	37.2	35.5	8.1	72.7	74.3
I am considerate of others when expressing my opinion online	2.9	4.8	22.8	38.7	30.8	7.7	69.5	72.4
I am considerate of others when communicating with them online	2.8	4.5	22.3	39.7	30.7	7.3	70.4	72.7
I filter out harmful content myself	2.9	5.5	25.0	38.6	28.0	8.4	66.6	70.9

Figure 11 Digital and media literacy online (%)

■ The analysis results demonstrated two main factors of digital media literacy. First, ethical capability refers to the ability to be considerate of others and observe ethics and courtesy online. Second, social communication capability refers to the ability to actively express opinions about social issues or problems or participate in a discussion online. Ethical capability and social communication capability showed an internal reliability coefficient of 0.928 and 0.888, respectively, indicating high internal reliability for both factors.

Table 5 Analysis results for digital media literacy

	Factors		Cronbach's alpha
	Factor 1 (ethical capability)	Factor 2 (social communication capability)	
I am considerate of others when communicating with them online.	.852		.928
I think I well observe ethics and etiquette online.	.851		
I am considerate of others when expressing my opinion online.	.843		
I do not use argumentative language or attack others online.	.837		
I do not post criticism of others online.	.825		
I make sure that what I post online does not offend others.	.811		
I filter out harmful content myself.	.746		
I can express my opinion on social issues online.		.827	.888
I can participate in a discussion about important issues through the media.		.803	
I can actively share opinions with others about political or social issues and problems online.		.793	
I can communicate my opinions through the media.		.786	
I can collaborate with others online to solve problems or perform tasks and assignments.		.694	
I can maintain relationships with people online.		.677	
I can share articles or information I am interested in with others through the media.		.667	
I can communicate with others online.		.590	

* Note: The Varimax rotation method was used.