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Global Media Content: Engagement and Interpretation by the Greek Audience

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ABSTRACT

This research aims at investigating how audiences from different demographics and regions in Greece engage in and interpret global media content. A quantitative research was conducted, using a convenience and snowball sampling of 615 citizens. Our results indicate that Greek audience primarily does not believe that global media content affects cultural characteristics. Yet the younger, less educated participants and the residents of urban areas are quite vulnerable. What is more, rural residents create, share, discuss about, and learn from global media content in a less frequent manner than urban residents. Finally, women and younger, more educated audience are more inspired to learn about a particular culture based on global media content, believing that it has the power to shape societal attitudes. These insights contribute valuable knowledge to the field of media studies, particularly in understanding the nuanced ways in which global media content is engaged with by different demographic groups.

Keywords: Greek Audience, Global Media Content, Global Media Consumption, Differences, Demographic Characteristics.

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INTRODUCTION

In today's interconnected world, global media content has the power to transcend borders and reach audiences from diverse demographics and regions (Luqiu & Kang 2021). When we refer to "global media content", we mean content on a global scale that audiences watch, listen to, or read across various media types and on any device. The way in which individuals engage with and interpret this global media content, varies significantly, based on multiple factors. Some indicative examples of these factors are the cultural background, the type of social context, and the different demographic characteristics of the audience (Shahbaznezhad

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et al. 2021).

Understanding how audiences from different demographics and regions interact with global media is essential for media producers, marketers, and policymakers, whose goal is to create content, which resonates with diverse audiences (Flew 2018). This paper explores the complex relationship between audiences and global media content, expanding the existing knowledge around the nuances of interpretation and engagement across various demographic groups and different regions of permanent residence. Through the examination of these factors and differences, valuable and significant insights can be gained, into the impact of global media on individuals and societies worldwide.

The primary goal of this paper is to explore how audiences from diverse demographics and regions engage with and interpret global media content, and to identify the differences that exist among them. The specific objectives are as follows:

1. Analyze the variations in media consumption habits across different demographic groups.
2. Investigate the differences in engagement behaviors among various demographic audiences.
3. Assess the cultural impact of global media on different audiences.
4. Compare the cultural influence of global media across different demographic groups.

These objectives are addressed through primary quantitative research, with further details provided in the Methodology section.

Research Questions

The research questions addressed in this paper, based on the findings from the primary quantitative research, are as follows:

1. What are the differences in media consumption habits among audiences from different demographic groups?
2. How do engagement behaviors vary between audiences with different demographics?
3. To what extent do global media influence audiences culturally?
4. What are the differences in the cultural impact of global media across various demographic groups?

Literature Review

Global Media Consumption Habits Between Different Types of Audiences

The habits concerning global media consumption vary significantly among audiences with different demographic characteristics (Ghersetti & Westlund 2018), including their gender, age, socio-economic status, and cultural background. The existing literature proves that younger audiences, such as millennials and Gen Z, tend to consume global media content primarily through digital platforms (Aikat 2019; Dunas & Vartanov 2020; Serbanescu 2022). Characteristic examples of these digital platforms are social media, streaming services, online news sites, podcast platforms and online forums. Even more, younger audiences are more likely to engage with user-generated content, such as vlogs and social media posts (Mayrhofer et al. 2020). In contrast, older audiences prefer traditional media channels, such as for example TV and print publications, for consuming global media content (Thurman et al. 2019).

Several studies point out that gender plays a crucial role in global media consumption habits, as well (Thussu 2018; Twenge & Martin 2020). Specifically, research indicates that men and women present differences at their preferences, concerning the type of the global media content (Boczkowski & Mitchelstein 2013; Kurtuluş et al. 2015). For example, studies have shown that men are more likely to consume sports and action-oriented content (Meân 2014), while women may gravitate towards lifestyle, fashion, and entertainment-focused media (Shephard et al. 2016).

Audiences with different socio-economic backgrounds might have varying access to global media content. Specifically, higher-income individuals might have greater access to premium content through subscription-based services (Punj 2015), while lower-income individuals may rely on free-to-access platforms for their media consumption (Hendriyani et al. 2012). Socio-economic status also influences the types of devices, which are more frequently used for media consumption. Affluent audiences are more likely to own smartphones, tablets, and smart TVs (Kennedy & Holcombe-James2022).

Cultural background, also, plays an important role in the type of global media consumption habits. Audiences that come from different cultural backgrounds might have distinct preferences for content that reflects their values, beliefs, and traditions (Athique 2017). For example, audiences coming from Asian countries show a greater preference for contents, which have strong cultural references (Kim & O'Connor 2011; Ross & Nightingale

2003). On the contrary, Western audiences gravitate towards content, which is more aligned with Western values and norms (Willems 2014).

Audiences that are more educated, such as for example college graduates and postgraduates, tend to consume global media content in a more critical and analytical manner. They show preference to in-depth news articles, documentaries, and long-form content. They more often prefer global media content which provides detailed information and analysis. Higher-educated audiences are more likely to seek out diverse perspectives and sources of information, including international news outlets and academic publications. On the other hand, individuals with lower levels of education are possible to gravitate towards more accessible and entertaining forms of global media content, such as for example viral videos, social media posts, and visual content. They may prefer content that is easy understandable and visually engaging (Albertazzi & Cobley 2013; Müller & Schulz 2021; Park et al. 2020).

As about the region of permanent residence of the audiences, studies indicate that one of the key differences in global media consumption habits between urban and rural audiences is their access to technology. Urban areas typically have better infrastructure and higher internet penetration rates (Reddick et al. 2020). This means that they allow their residents to access a wide range of digital media content through smart phones, tablets, and computers (Huang et al. 2021). In contrast, rural areas might have limited access to high-speed internet and modern devices, leading residents to rely more on traditional media channels, such as television and radio. Moreover, permanent residents of urban are as might be more likely to participate in online discussions, social media groups, and virtual events, which are all related to global media content. They may also have access to a bigger network of like-minded individuals with whom they can share and discuss media content (Chan & McNeal 2006; Gustafsson & Nielsen 2017; Laskar 2023; Van Eldik et al. 2019).

Cultural Impact

The cultural impact of global media content is profound, shaping societal norms, values, beliefs, and behaviors across diverse audiences. Research has proved the ability of global media content to influence the cultural beliefs and values of the audience although the extent of this influence varies depending on the special characteristics of the audiences (Flew 2018; Ross & Nightingale 2003).

For example, studies indicate that younger audiences are more likely to be culturally influenced by the global media content. This is happening because younger people are

characterized by higher levels of digital fluency, social media engagement, and exposure to a variety of cultural influences. On the other hand, older audiences are more likely to be influenced by traditional media sources and cultural narratives that align with their generational experiences and values (Osgerby 2020).

Also, the audiences' gender plays a significant role in which extent they are culturally impacted by global media content. Women might be more influenced by representations of gender roles, body image, and relationships in media content (Sarkar 2014). Men, on the other hand, may be impacted by portrayals of masculinity, power dynamics, and social behaviors in global media content (Barlett et al. 2008; Carter et al. 2013).

Furthermore, audiences that come from different ethnic backgrounds are more possible to be culturally impacted. Specifically, minority groups may find representation, visibility, and empowerment in media content that celebrates diversity and challenges stereotypes (Gillespie, 2002). Mainstream media content, which perpetuates cultural stereotypes or biases, is also able to significantly impact on how audiences perceive themselves and the other members of their ethnic communities (Ramasubramanian et al. 2017).

Even more, higher-income audiences are more exposed to diverse media content and cultural experiences. This leads to broader perspectives and influences. Also, audiences with lower income levels are more influenced by mainstream media content, from which dominant cultural narratives and societal norms are reflected (Morgan 2009).

Finally, individuals that live in urban and rural areas, as well as different regions or countries, are culturally impacted by global media content in distinct ways, which reflect their local context, traditions, and values, as well. Urban audiences are more open to diverse cultural influences from around the world (Crane 2016; Norris & Inglehart 2009). This is not happening in the case of rural audiences, who prioritize content which is more locally relevant and resonant with their community values (Jenkins & Nielsen 2020; Wang et al. 2023).

Methodology

Research Sample

This research's sample consists of 615 Greek citizens, gathered by convenience sampling, in combination with snowball sampling technique. More analytically, 399 of the participants are women (64.9%), while the rest 216 are men (35.1%). In terms of age, 144 participants are

aged between 18-25 years old (23.4%), 162 participants are aged between 26-35 years old (26.3%), 60 of the participants are aged between 36-45 years old (9.8%), 129 of them are aged between 46-55 years old (21%), 63 of them are aged between 56-65 years old (10.2%) and the rest 57 participants are more than 65 years old (9.3%).

Regarding their educational level, 63 of the participants have completed primary education (10.2%), 174 of them have completed secondary education (28.3%), 144 of the participants are holding a bachelor's degree (23.4%), 177 of them are holding a master's degree (28.8%) and the rest 57 participants have a PhD (9.3%). Moreover, 252 of the participants are retired or unemployed (41%), 120 of them are working as civil servants (19.5%), 204 of them are private sector employees (33.2%), while the rest 39 participants are self-employed or business owners (6.3%).

In terms of the region of permanent residence, the majority of 351 participants declared an urban area (57.1%). Even more, 108 of the participants declared a semi-urban area (17.6%) and the rest 156 participants declared a rural area (25.4%).

Research Tool

The research tool was a questionnaire consisting of closed-ended questions and questions of the 5-point Likert scale. The questionnaire consists of four parts. In the first part of the research tool, information about the demographics and other characteristics of the participants were collected. Specifically, participants were asked about their gender, age, education, occupation, and the region of their permanent residence.

In the second part of the questionnaire, information about media consumption habits of the participants was collected. At the beginning, participants were asked to evaluate on a scale from one to five ten types of global media content, depending on the frequency they consume them during their everyday life. These types of global media content were news, TV series, web series, films, music, documentaries, social media influencers' content, video games, podcasts, and virtual reality experiences. The Cronbach's Alpha reliability index for this scale is 0.79, proving acceptable reliability levels.

Continuing with the second part of the questionnaire, participants were asked to evaluate on a scale from one to five eight platforms depending on the frequency they use them to access global media content. These platforms were TV, streaming services, social media, podcast platforms, online news websites, video sharing platforms, virtual reality platforms and online forums. The Cronbach's Alpha reliability index for this scale is 0.78, proving

acceptable reliability levels.

In the third part of the questionnaire, information about audience engagement is collected. First of all, participants were asked to evaluate on a scale from one to five seven ways of engagement depending on the frequency they use them engaging with global media content. These ways of engagement were watching, listening, sharing, interacting, discussing, creating, and educating or learning. The Cronbach's Alpha reliability index for this scale is 0.80, proving acceptable reliability levels.

Then, participants had to answer between "Yes" or "No" in two questions. The first one was "Do you follow global media personalities or influencers?" and the second one was "Have you ever participated in online discussions or communities related to global media content"?

In the fourth part of the questionnaire, information about cultural impact is collected. Participants had to answer between "Yes" or "No" in three questions. The first one was "Does global media content influence your cultural beliefs or values?", while the second one was "Have you ever been inspired to learn more about a particular culture or region based on global media content?" and the last one was "Do you think global media content has the power to shape societal attitudes and behaviors"?

Research Data

The research data was collected using the Google Forms platform. The questionnaire was first transferred to this platform and then electronically distributed to the recipients. The researcher informed the recipients that they needed to be over 18 years old to participate in the research sample. Participants were also informed about the research purpose, its academic and practical significance, their anonymity, and the voluntary nature of their participation. The response rate among recipients was 47%. Data collection occurred in two periods: from 3/2/2024 to 16/3/2024 and from 8/7/2024 to 19/8/2024. After the data was collected, statistical analysis was conducted using SPSS (v.23).

Research Results

Table 1 shows the mean scores and standard deviation of how much participants are consuming each one of the following types of global media content during their everyday life. More specifically, it is observed that news is moderately used (M= 3.34) and the same happens with music (M= 3.26) and films (M= 2.71). In terms of the social media influencers'

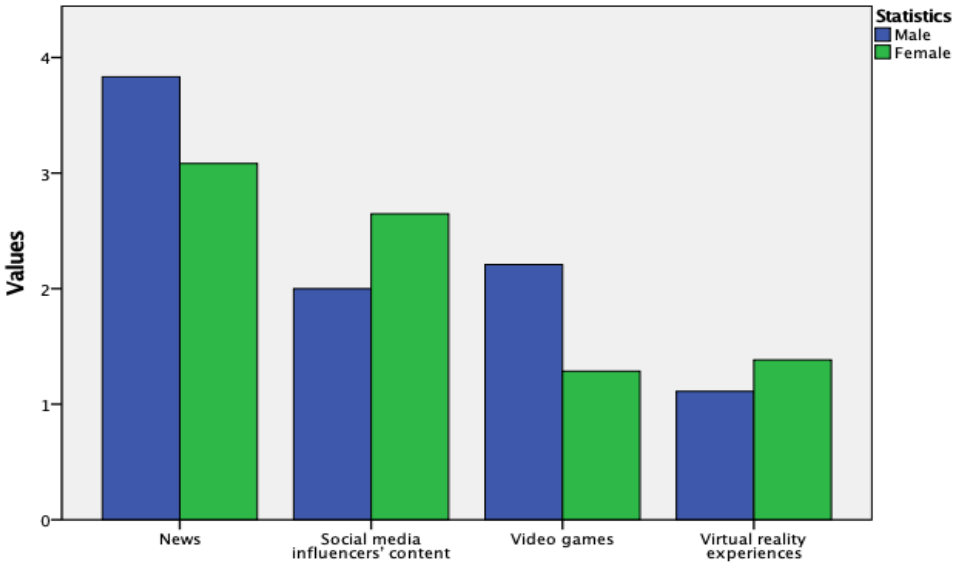
content, it is less used by the participants (M= 2.41), like documentaries (M= 2.30), web series (M= 2.26) and TV series (M= 2.17).

Table: 1. Media Consumption Habits: Types of Global Media Content

	Mean	Std. Deviation
News	3.34	1.39
Music	3.26	1.34
Films	2.71	1.34
Social media influencers'content	2.41	1.51
Documentaries	2.30	1.12
Web series	2.26	1.33
Television series	2.17	1.12
Podcasts	2.13	1.34
Video games	1.61	1.18
Virtual reality experiences	1.29	0.77

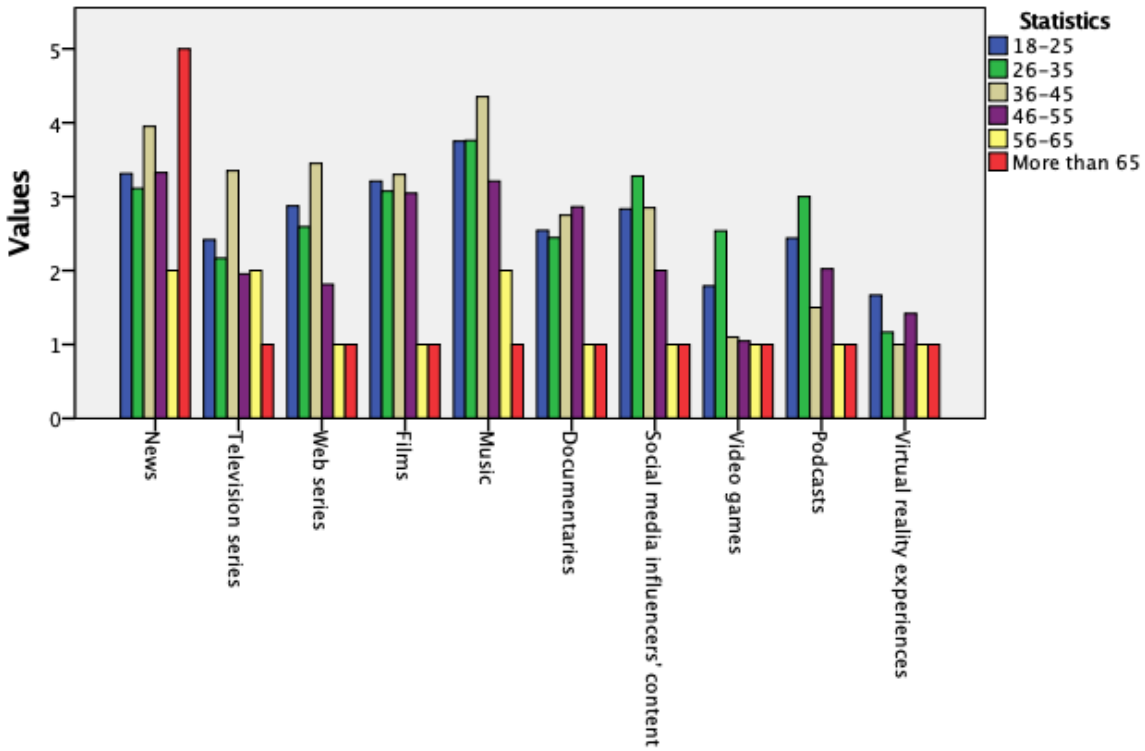
Independent samples t-Test results showed statistically significant differences between the use of several types of global media content regarding the participants' gender (p-value<0.05). Men are watching news (t= 3.81) and are playing video games (t= 5.76) more frequently than women, while women are using social media influencers' content (t= -2.97) and are having virtual reality experiences more frequently than men (t= -3.09) (Diagram 1).

Diagram: 1.Types of Global Media Content VS Gender



Anova results showed statistically significant differences between the use of all these types of global media content regarding the participants' age (p-value<0.05). More analytically, participants that are over 65 years old are watching to the news more frequently (F= 13.40) than the other groups of ages. Participants that are over 65 years old are watching less TV series (F= 11.84), and they infrequently listen to music (F= 37.05) compared to the other groups of ages. Participants that are over 56 years old watch less web series (F= 20.84), films (F= 26.78), documentaries (F= 20.84) and social media influencers' content (F= 16.97), than the other groups of ages. Participants which are younger than 36 years old play video games (F= 16.18) and listen to podcasts (F= 15.83) more frequently than the older ones, while those who are younger than 26 years old have more frequent virtual reality experiences (F= 4.91) than the other groups of ages (Diagram 2).

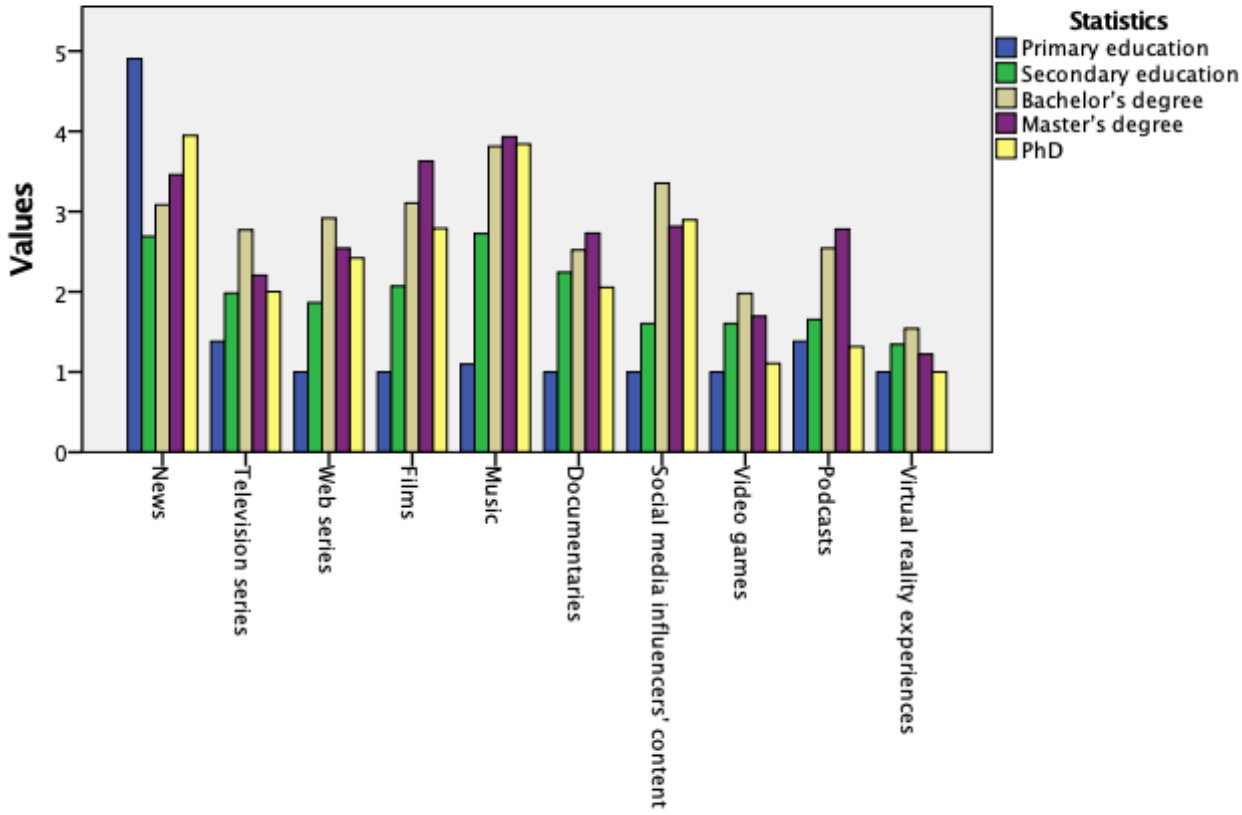
Diagram: 2.Types of Global Media Content VS Age



Anova results showed statistically significant differences between the use of all the ten types of global media content regarding the participants' educational level (p-value<0.05). Participants that have completed primary education watch the news more frequently than the

others (F= 13.95), while they watch TV series (F= 11.64), web series (F= 11.64), films (F= 31.63), documentaries (F= 11.96), and social media influencers' content (F= 20.56) more infrequently than the other participants and the same happens with the music listening (F= 38.86). Participants that are holding a bachelor's degree are playing video games more frequently than the others (F= 3.73) and they have more virtual reality experiences (F= 2.98). Finally, participants that have a master degree listen to podcast more frequently than the others (F= 11.82) (Diagram 3).

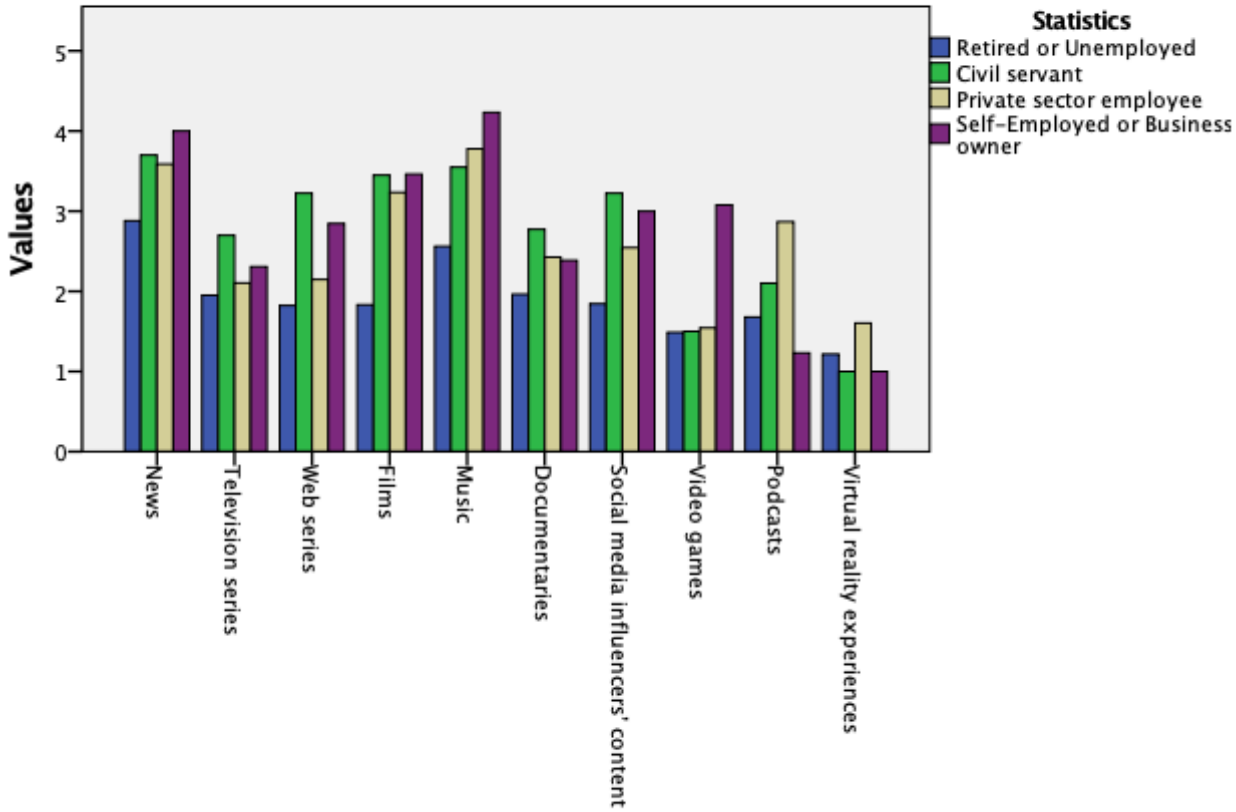
Diagram: 3.Types of Global Media Content VS Education



Anova results showed statistically significant differences between the use of all the ten types of global media content regarding the participants' professional occupation (p-value<0.05). Those who are retired or unemployed watch the news (F= 5.99), TV series (F= 4.34), web series (F= 12.96), films (F= 29.57), documentaries (F= 5.50) and social media influencers' content (F= 9.68) more infrequently than the others, and the same happens with their frequency of music listening (F= 16.98). Those who are self-employed or own a business play

video games more frequently than the other ones (F= 7.95). Finally, participants that work to the private sector listen to podcasts (F= 14.25) and have virtual reality experiences (F= 7.04) more frequently than the others (Diagram 4).

Diagram: 4.Types of Global Media Content VS Occupation



Anova results showed statistically significant differences between the use of all the types of global media content, except news, regarding the participants' region of permanent residence (p-value<0.05). Participants that declared a permanent residence to a rural area, watch TV series (F= 11.98), web series (F= 9.30), films (F= 28.88), documentaries (F= 19.84), and social media influencers' content (F= 8.16) less frequently than the others. They also listen to music (F= 46.29) and podcasts (F= 12.22) more infrequently than the other and they have less virtual reality experiences (F= 10.34) (Diagram 5).

Diagram: 5.Types of Global Media Content VS Permanent Residence

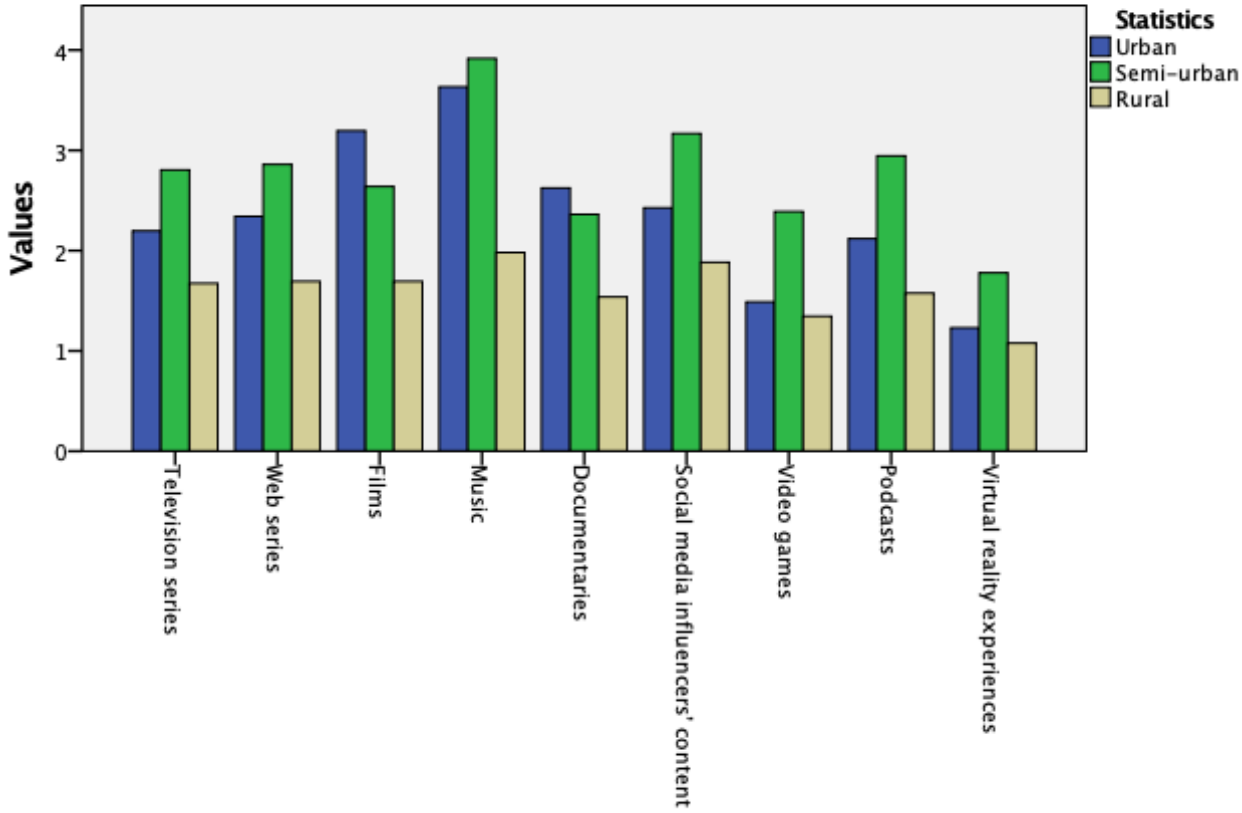


Table 2 shows the mean scores and standard deviation of how much participants are using each one of the following platforms to access global media content. Social media platforms are moderately used by the participants (M= 3.37), and so as TV (M= 2.91), streaming services (M= 2.77) and online news websites (M= 2.57). Podcast platforms are used infrequently (M= 2.34). Online forums (M= 1.74), video sharing platforms (M= 1.74) are used infrequently, as well. Finally, virtual reality platforms are hardly used at all (M= 1.28).

Table: 2. Media Consumption Habits: Types of Platforms

	Mean	Std. Deviation
Social media (YouTube, TikToketc)	3.37	1.56
TV	2.91	1.39
Streaming services (Netflix etc)	2.77	1.40
Online news websites (CNN, BBC etc)	2.57	1.44
Podcast platforms (Spotify etc)	2.34	1.42

Online Forums (Quora, IMDb etc)	1.74	1.11
Video sharing platforms (Vimeo etc)	1.74	1.07
Virtual reality platforms (Playstation VR etc)	1.28	0.87

Table 3 shows the results of the Pearson correlation test between the different types of social media content and the different platforms. The results show that news is watched more frequently by TV, streaming services, online news websites, video sharing platforms and online forums. Television series are watched more frequently by TV, streaming services, social media, online news websites and online forums. Web series are watched more frequently by streaming services, social media, online news websites, video sharing platforms, virtual reality platforms and online forums. Films are watched more frequently by TV, streaming services, social media, online news websites, video sharing platforms, virtual reality platforms and online forums.

Music is listened more frequently by streaming services, social media, podcast platforms, online news websites, video sharing platforms, virtual reality platforms and online forums. Documentaries are watched more frequently by TV, streaming services, social media, online news websites, video sharing platforms, virtual reality platforms and online forums. Social media influencers' content is watched more frequently by streaming services, social media, podcast platforms, online news websites, video sharing platforms, virtual reality platforms and online forums. Video games are played more frequently by streaming services, social media, online news websites, video sharing platforms, virtual reality platforms and online forums. Finally, podcasts are listened more frequently by streaming services, social media, podcast platforms, online news websites, video sharing platforms, virtual reality platforms and online forums (Table 3).

Table: 3. Correlation Between Types of Social Media Content and Types of Platforms

	TV	Streaming services	Social media	Podcast platforms	Online news websites	Video sharing platforms	Virtual reality platforms	Online Forums
News	0.66*	0.20*	0.13	-0.06	0.43*	0.14*	0.02	0.16*
Television series	0.31*	0.34*	0.36*	0.11	0.38*	0.13	-0.02	0.30*
Web series	-0.02	0.52*	0.53*	0.11	0.24*	0.33*	0.34*	0.34*
Films	0.14*	0.71*	0.59*	0.06	0.47*	0.39*	0.25*	0.57*
Music	0.02	0.65*	0.74*	0.46*	0.60*	0.37*	0.23*	0.36*
Documentaries	0.16*	0.40*	0.38*	0.07	0.34*	0.47*	0.16*	0.16*
Social media influencers' content	0.01	0.54*	0.54*	0.45*	0.22*	0.38*	0.40*	0.23*
Videogames	0.01	0.47*	0.43*	0.07	0.35*	0.21*	0.36*	0.47*

Podcasts	-0.20*	0.46*	0.52*	0.89*	0.21*	0.43*	0.36*	0.17*
Virtual reality experiences	-0.05	0.21*	0.17*	0.34*	0.16*	0.43*	0.34*	0.21*

**Statistically significant correlation (p-value<0.05)*

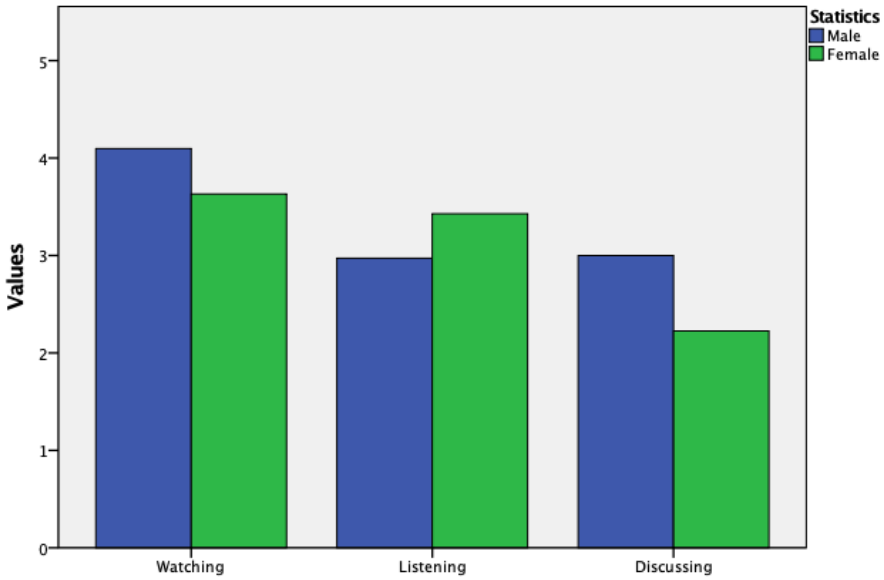
Table 4 shows the mean scores and standard deviation of how much participants are using each one of the following ways of engagement with the global media content. The results show that participants frequently watch the global content (M= 3.79). They moderately listen to global media content (M= 3.26) and are educated by it (M= 2.95). Even more, it is observed that participants infrequently discuss global media content (M= 2.49), share it (M= 2.08), interact with it (M= 2.02) and create it (M= 1.65).

Table: 4. Ways of Audience's Engagement

	Mean	Std. Deviation
Watching	3.79	1.33
Listening	3.26	1.40
Educating/Learning	2.95	1.37
Discussing	2.49	1.30
Sharing	2.08	1.16
Interacting	2.02	1.10
Creating	1.65	0.86

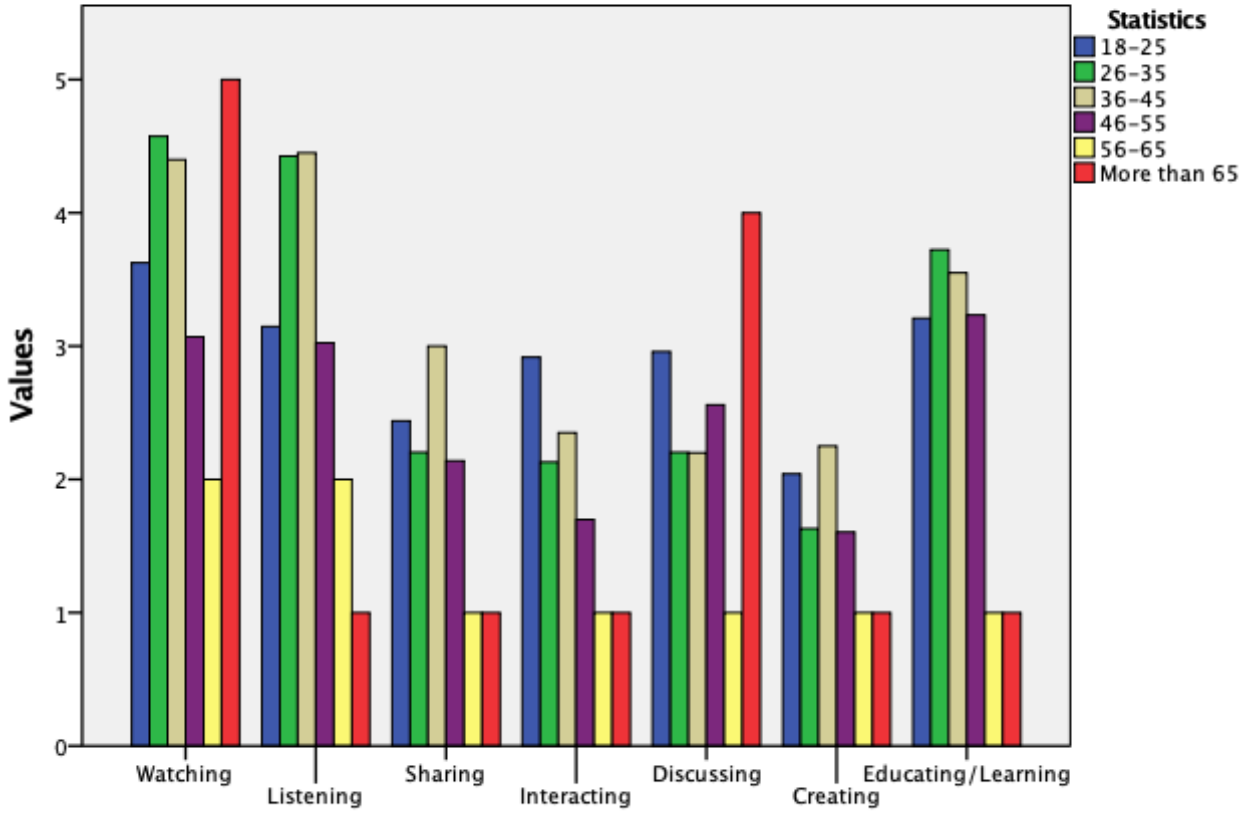
Independent samples t-Test results showed statistically significant differences between three ways of engagement, regarding the participants' gender (p-value<0.05). Men are watching (t= 2.47) and discussing (t= 4.23) the global media content more frequently than women, while women are listening to it more frequently than men (t= -2.25) (Diagram 6).

Diagram: 6.Ways of Engagement VS Gender



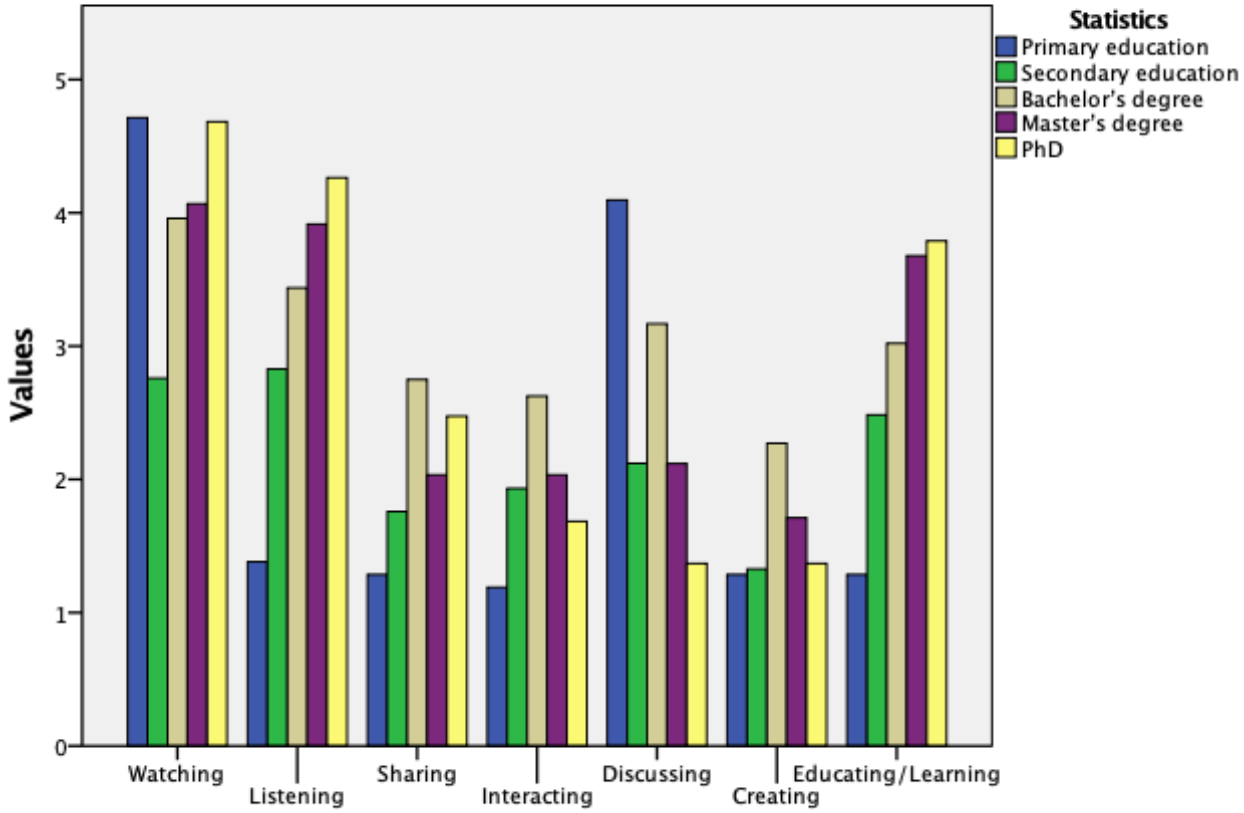
Anova test results showed statistically significant differences between all the alternative the ways of engagement, regarding the participants' age (p-value<0.05). Participants who are aged more than 65 years old are watching to (F= 31.08) and discussing (F= 17.53) about the global media content more frequently than the younger ones, while they are listening to it more infrequently (F= 56.68). Finally, participants that are more than 55 years old share (F= 13.67), interact with (F= 21.58), create (F= 10.42) global media content and they learn from it (F= 41.64) more infrequently than the younger ones (Diagram 7).

Diagram: 7.Ways of Engagement VS Age



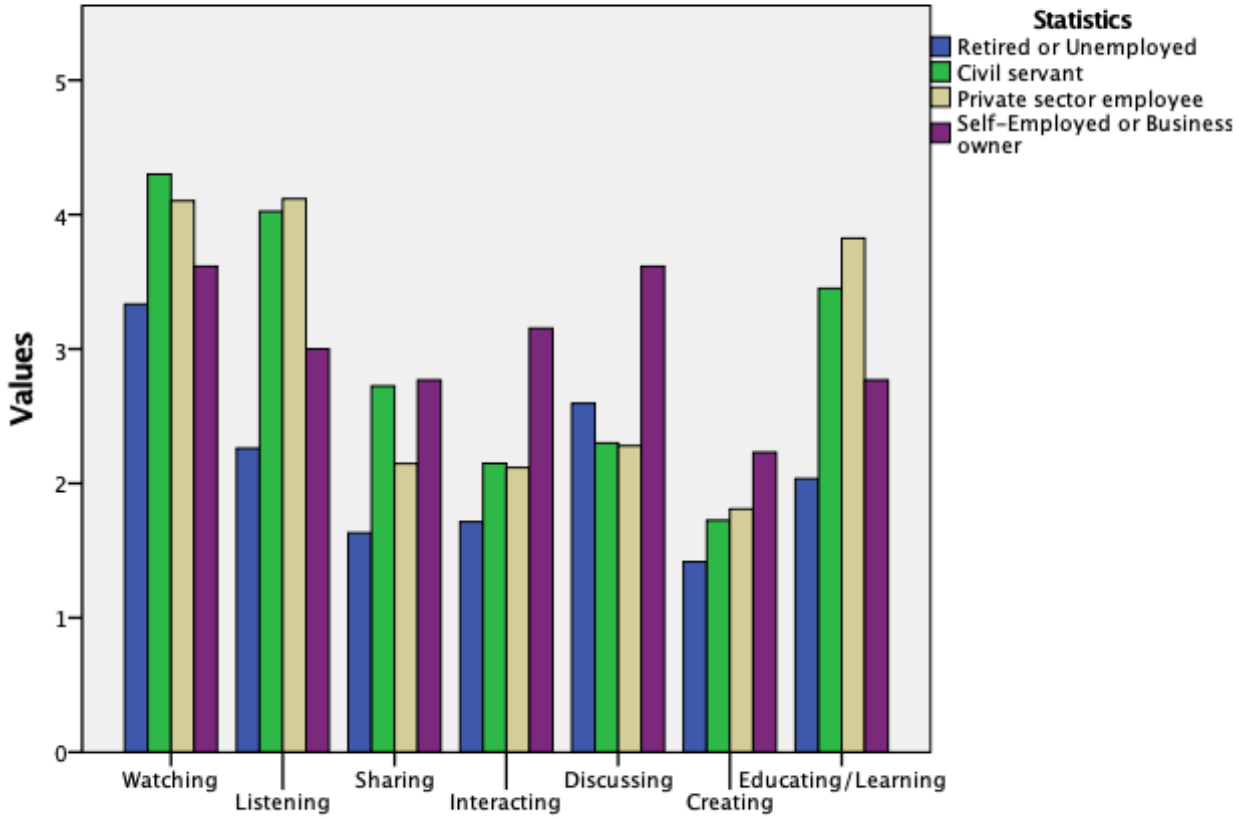
Anova test results showed statistically significant differences between all the alternative ways of engagement, regarding the participants' education (p-value<0.05). Participants that have completed secondary education watch (F= 19.18) global media content less frequently than the others. Participants that have completed primary education listen to (F= 24.31), share (F= 9.43), interact with (F= 8.08), create (F= 11.79) and are educated by (F= 21.29) global media content less frequently than the others, while they discuss for it (F= 24.88) more frequently (Diagram 8).

Diagram: 8.Ways of Engagement VS Education



Anova test results showed statistically significant differences between all the alternative ways of engagement, regarding the participants' occupation (p-value<0.05). Participants that are retired or unemployed watch (F= 7.13), listen to (F= 43.69), share (F= 11.35), interact with (F= 7.78), create (F= 5.16), and are educated (F= 34.82) from global media content less frequently than the others. Participants that are self-employed or business owners discuss (F= 4.47) about the global media content more frequently than the rest (Diagram 9).

Diagram: 9.Ways of Engagement VS Occupation



Anova test results showed statistically significant differences between all the alternative ways of engagement, regarding the participants' region of permanent residence (p-value<0.05). Participants of rural areas of permanent residence listen to (F= 37.71), share (F= 18.18), interact with (F= 23.25), discuss about (F= 6.96), create (F= 25.88), and learn (F= 31.79) from global media content less frequently than the others. Participants from semi-urban areas watch (F= 3.66) global media content more frequently than the other ones (Diagram 10).

Diagram: 10.Ways of Engagement VS Region of Residence

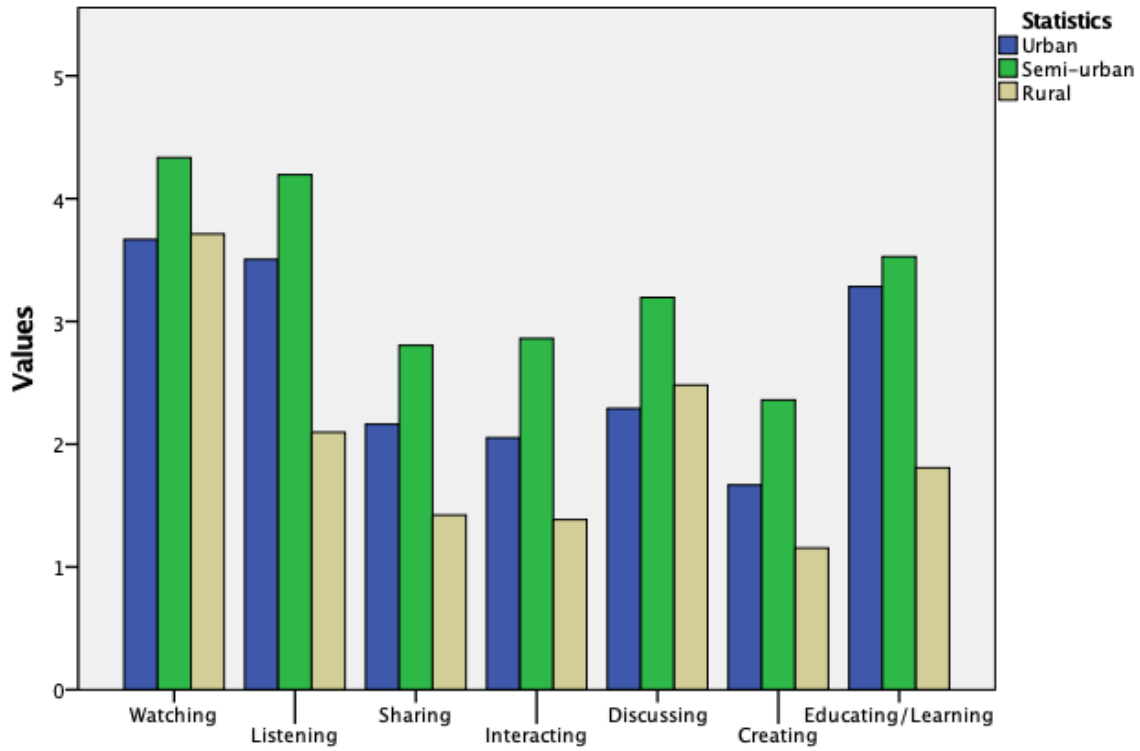
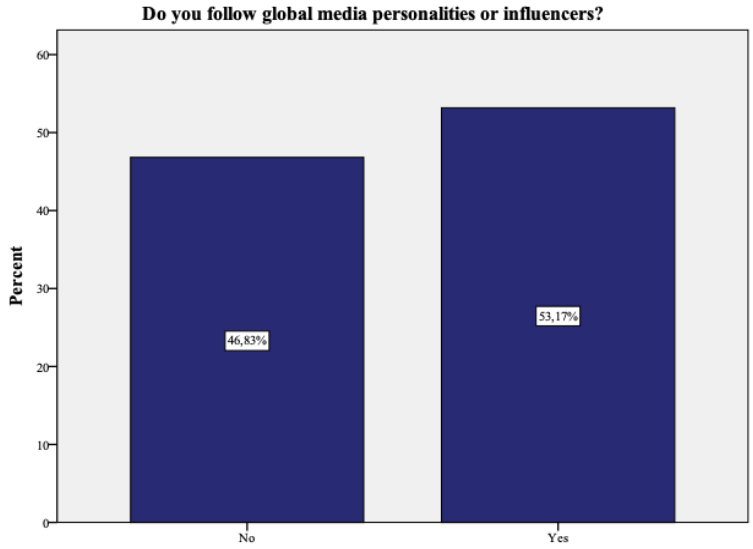


Diagram 11 shows that 46.83% of the participants don't follow global media personalities or influencers. The rest 53.17% declared that they follow them.

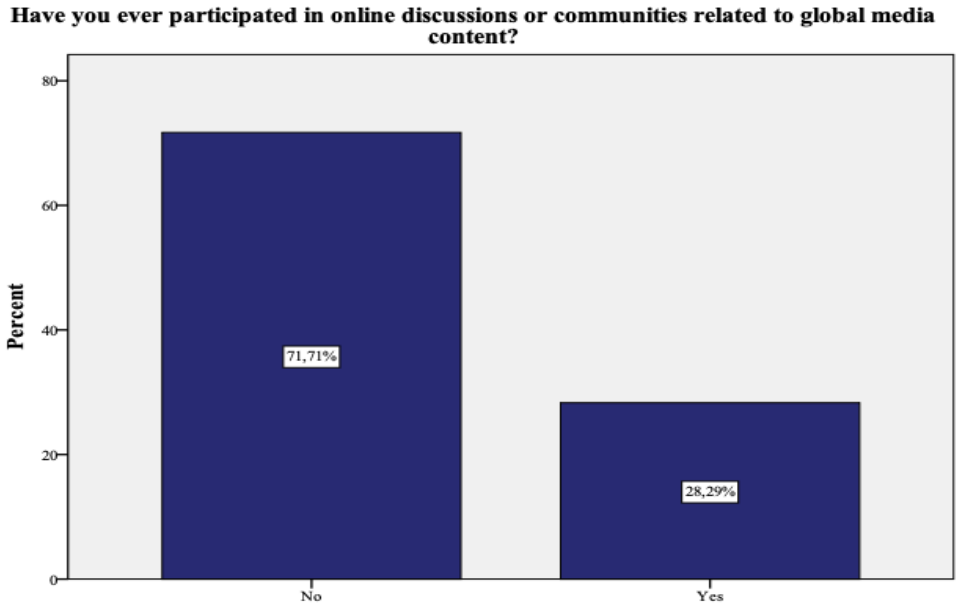
Diagram: 11. Do Participants Follow Global Media Personalities or Influencers?



Chi-square tests proved that there are statistically significant correlations (p-value<0.05) between the variable "Do you follow global media personalities or influencers" and the participants' gender (df= 1, Pearson Chi-Square= 4.56), age (df= 5, Pearson Chi-Square= 64.78), educational level (df= 4, Pearson Chi-Square= 90.74), and region of residence (df= 2, Pearson Chi-Square= 26.50). More analytically, men, older and less educated participants, and those who are permanent residents of rural areas follow global media personalities or influencers less frequently than the others.

Diagram 12 shows that 71.71% of the participants have not participated in online discussions or communities related to global media content, while the rest 28.28% have.

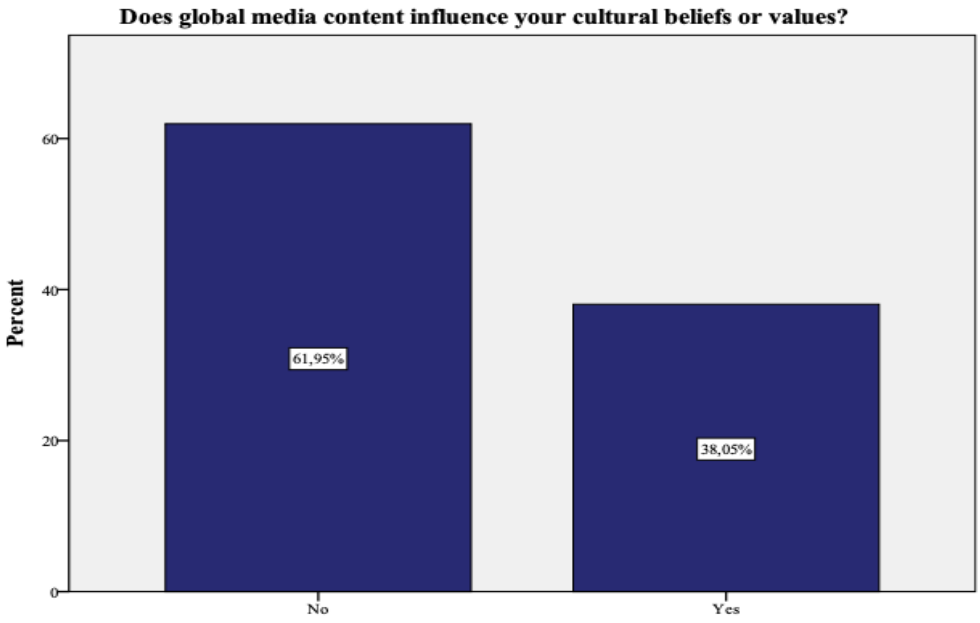
Diagram: 12. Have **Participants Ever Participated in Online Discussions or Communities Related to Global Media Content?**



Chi-square tests proved that there are statistically significant correlations (p-value<0.05) between the variable "Have you ever participated in online discussions or communities related to global media content?" and the participants' age (df= 5, Pearson Chi-Square= 24.58), occupation (df= 3, Pearson Chi-Square= 19.45), and region of residence (df= 2, Pearson Chi-Square= 21.67). More analytically, older participants, participants who are self-employed or business owners, and those who are permanent residents of rural areas participate less frequently in online discussions or communities related to global media content, than the others.

Diagram 13 shows that 61.95% of the participants believe that global media content does not influence their cultural beliefs, while the rest 38.05% disagree with this statement.

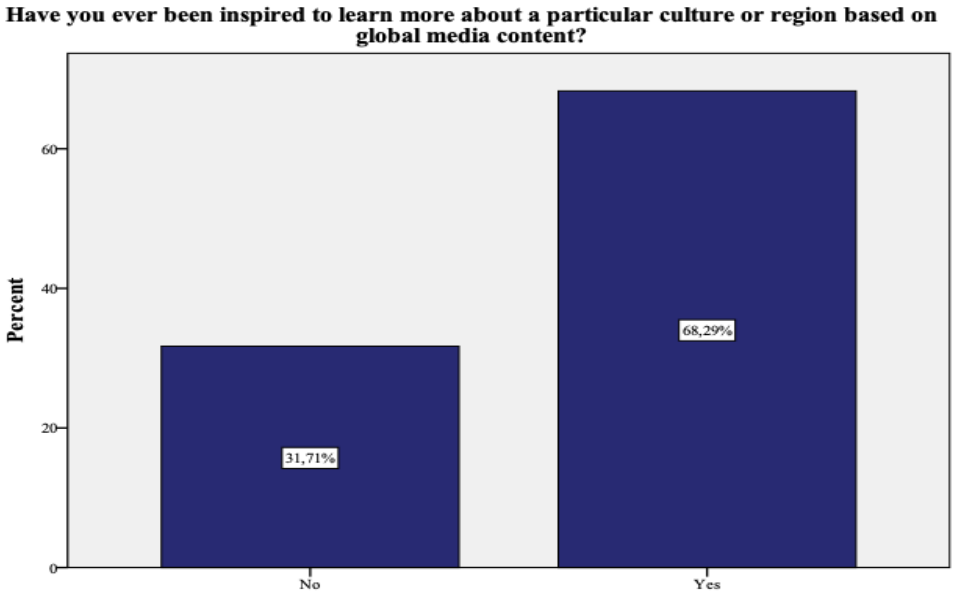
Diagram: 13. Does **Global Media Content Influence Participants' Cultural Beliefs or Values?**



Chi-square tests proved that there are statistically significant correlations (p-value<0.05) between the variable "Does global media content influence your cultural beliefs or values?" and the participants' age (df= 5, Pearson Chi-Square= 38.39), educational level (df= 4, Pearson Chi-Square= 23.28), and region of residence (df= 2, Pearson Chi-Square= 33.57). More analytically, the cultural beliefs of older, more educated participants, and those who are permanent residents of rural areas are less influenced by global media content. This means that cultural beliefs of younger, less educated participants and those who are permanent residents of urban and semi-urban areas are more influenced by global media content.

Diagram 14 shows that 68.29% declared that they have been inspired to learn more about a particular culture or region based on global media content. The rest 31.71% have not been inspired to do that.

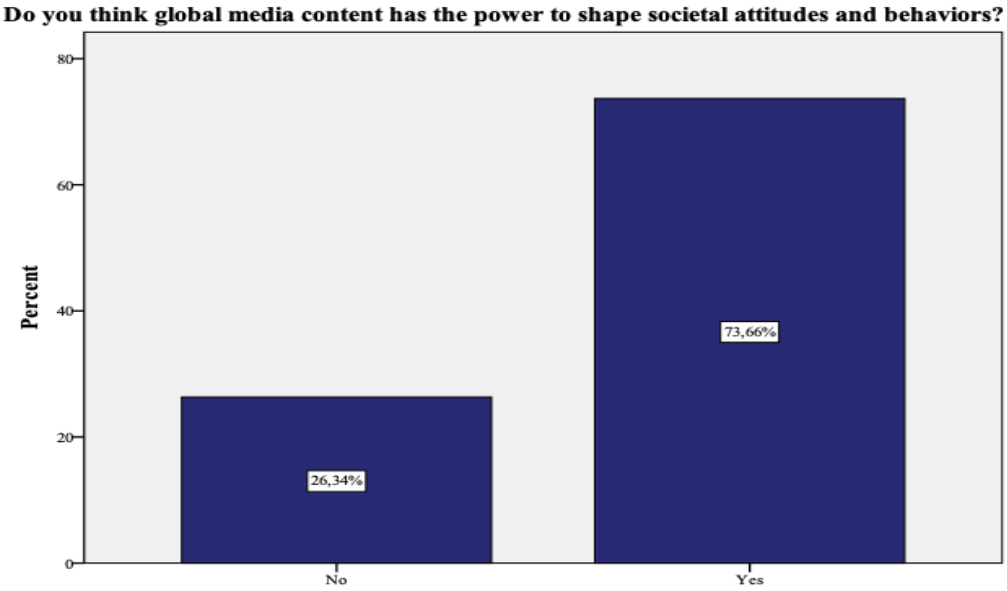
Diagram: 14. Have Participants Ever Been Inspired to Learn More About a Particular Culture or Region Based on Global Media Content?



Chi-square tests proved that there are statistically significant correlations (p-value<0.05) between the variable "Have you ever been inspired to learn more about a particular culture or region based on global media content?" and the participants' gender (df= 1, Pearson Chi-Square= 10.23), age (df= 5, Pearson Chi-Square= 108.12), educational level (df= 4, Pearson Chi-Square= 102.29), occupation (df= 3, Pearson Chi-Square= 56.32), and region of residence (df= 2, Pearson Chi-Square= 70.18). More analytically, women, younger, more educated participants, those who are self-employed or business owners, and those who are permanent residents of urban and semi-urban areas are more inspired to learn more about a particular culture or region based on global media content.

Diagram 15 shows that 73.66% believe that global media content has the power to shape their societal attitudes and behaviors. The rest 26.34% don't believe that they do.

Diagram: 15. Do Participants Think Global Media Content Has the Power to Shape Societal Attitudes and Behaviors?



Chi-square tests proved that there are statistically significant correlations (p-value<0.05) between the variable "Do you think global media content has the power to shape societal attitudes and behaviors?" and the participants' gender (df= 1, Pearson Chi-Square= 4.02), age (df= 5, Pearson Chi-Square= 142.16), educational level (df= 4, Pearson Chi-Square= 107.07), occupation (df= 3, Pearson Chi-Square= 75.47), and region of residence (df= 2, Pearson Chi-Square= 92.42). More analytically, women, younger, more educated participants, those who are self-employed or business owners, and those who are permanent residents of urban and semi-urban areas believe that global media content has the power to shape societal attitudes and behaviors, in contrast to the rest of the participants.

CONCLUSION

This study provides a comprehensive analysis of how different demographic groups within the Greek audience engage with and interpret global media content. Our findings highlight notable variations in media consumption and cultural impact across various demographics, including age, gender, education level, and residence location. Our findings align with the study by Ghersetti & Westlund (2018), which also confirmed the presence of such differences.

Our research confirms that global media content consumption habits and cultural effects are significantly influenced by demographic characteristics. Men and younger audiences are more likely to engage with certain types of media content, such as video games

and podcasts, while older individuals and those in rural areas tend to consume more traditional media formats like TV news. Similarly, educational levels play a crucial role in shaping media engagement and interaction, with higher educational attainment correlating with a broader and more critical engagement with global media.

Furthermore, our study reveals that while many participants do not perceive global media as influencing their cultural characteristics, younger and more educated individuals, along with those living in urban areas, are more inclined to believe in and be affected by these influences. This disparity underscores the complex relationship between global media consumption and cultural perception.

Specifically, according to our findings men are more likely than women to watch news and play video games, while women engage more frequently with social media influencers and virtual reality experiences. Additionally, we found that men tend to watch and discuss global media content more often, whereas women are more likely to listen to it. Similar gender-based differences in global media use and consumption habits were also supported by the studies of Boczkowski & Mitchelstein (2013) and Kurtuluş et al. (2015).

Our study also demonstrates that older participants tend to watch the news more frequently but consume less TV series, music, web series, films, documentaries, and social media influencer content compared to younger audiences. The same trends were observed among unemployed and retired individuals. Additionally, younger audiences were found to play video games and listen to podcasts more frequently. Furthermore, older audiences engage more often in watching and discussing global media content than younger ones, although they listen to it less frequently. These findings align with the studies of Aikat (2019), Dunas & Vartanov (2020), and Serbanescu (2022), which highlighted that younger audiences primarily consume global media content through digital platforms.

This research also reveals that audiences with lower educational levels watch the news more frequently but consume TV series, web series, films, documentaries, and social media influencer content less often than those with higher education. In contrast, individuals with higher educational levels engage more frequently in playing video games, listening to podcasts, and having virtual reality experiences. Moreover, less educated audiences are less likely to watch, listen to, share, interact with, create, or learn from global media content compared to their more educated counterparts. This suggests that audiences with higher educational levels engage with global media content in more diverse ways, supporting the

findings of Albertazzi & Cobley (2013), Müller & Schulz (2021), and Park et al. (2020), who noted that such audiences have the ability to consume global media content in a more critical and analytical manner.

Additionally, our research reveals that participants residing in rural areas watch TV series, web series, films, documentaries, and social media influencer content less frequently than those in urban or semi-urban areas. This may be due to the lower income levels typically found in rural areas, as Kennedy & Holcombe-James (2022) and Hendriyani et al. (2012) have noted that lower-income audiences tend to consume global media content through more traditional and freely accessible channels. We also found that rural residents listen to music and podcasts less frequently and have fewer virtual reality experiences. Furthermore, those living in rural areas engage less frequently in listening to, sharing, interacting with, discussing, creating, and learning from global media content compared to residents of urban and semi-urban areas. These findings are consistent with the studies of Chan & McNeal (2006), Gustafsson & Nielsen (2017), Laskar (2023), and Van Eldik et al. (2019).

The research findings indicate that men, older individuals, those with lower levels of education, and permanent residents of rural areas follow global media personalities or influencers less frequently than others. Additionally, older participants, self-employed individuals or business owners, and rural residents are less likely to engage in online discussions or communities related to global media content.

Participants in this study generally do not believe that global media content impacts their cultural characteristics, contrary to the findings of Flew (2018) and Ross & Nightingale (2003). However, younger individuals, those with lower educational levels, and residents of urban and semi-urban areas are more susceptible to such influences, aligning with the studies of Crane (2016), Norris & Inglehart (2009), Jenkins & Nielsen (2020), Wang et al. (2023), and Osgerby (2020). Conversely, women, younger participants, those with higher educational levels, self-employed individuals or business owners, and residents of urban and semi-urban areas are more inclined to be inspired to learn about different cultures or regions through global media content. They also believe that global media has the power to shape societal attitudes and behaviors, unlike other participants.

These insights contribute valuable knowledge to the field of media studies, particularly in understanding the nuanced ways in which global media content is engaged

with by different demographic groups. They also offer practical implications for media producers and marketers aiming to tailor content to diverse audiences more effectively.

Future research could build on these findings by exploring the specific mechanisms through which global media content impacts cultural attitudes and behaviors. Additionally, longitudinal studies could provide deeper insights into how these dynamics evolve over time as media consumption patterns shift.

In conclusion, this study underscores the need for a nuanced understanding of global media engagement and interpretation, highlighting the diverse ways in which demographic factors shape media experiences and cultural perceptions. By acknowledging these differences, stakeholders can better address the varied needs and preferences of global media audiences.

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Makale Bilgisi/Article Information

Etik Beyan:	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan edilir.	***Ethical Statement:***	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Çıkar Çatışması:	Çalışmada kişiler veya kurumlar arası çıkar çatışması bulunmamaktadır.	***Conflict of Interest:***	The authors declare that declare no conflict of interest.
Yazar Katkı Beyanı:	Birinci yazarın makaleye katkısı %70, ikinci yazarın makaleye katkısı %30'dur.	***Author Contribution Declaration:***	The contribution of the first author to the article is 70% and the contribution of the second author to the article is 30%.
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