



“Hallyu In The Classroom: Investigating The Psychological And Educational Impact Of Korean Popular Culture (Books, Webtoons, And Web Novels) On Indian Children And Adolescents”

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Abstract

The widespread popularity of the Korean Wave, often known as Hallyu, has had a huge impact on the culture of youth in most of the nations in the form of music, television shows, digital literature, and graphic narrative sources like webtoons or web novels. As the digital media platforms and streaming services rapidly grow, the popularity culture of Korea has gained more access by the young generation of the world. In India, the given phenomenon has become especially topical due to the fact that the country contains one of the largest numbers of children and teenagers actively involved into online entertainment and digital reading platforms. The emotional experience, preference to certain culture, and identity formation of the young people may be influenced by exposure to the foreign cultural narratives, characters, and ideals of culture. On the one hand, Hallyu content provides a chance to exchange cultures and learn language as well as be inspired creatively, on the other hand, there have been fears of over consumption of media, parasocial relationship with fictional characters and possible cultural disorientation among the youth watching and reading the content. This paper will explore the psychological, cultural, and educational influence of the Korean popular culture such as books, webtoons and web novels on the Indian children and adolescents. The study will take a mixed-methods approach that combines quantitative polls and qualitative interviews, discussions in focus groups, and content analysis of widely read Korean digital literature. The research is aimed at determining the trends of media use, emotional reactions, identity perceptions and academic interest/activity related to exposure to Korean cultural stories. Through these relations, the study aims to give evidence-based information about the way the global media can contribute to the development of youths in the educational context. Results are likely to be applied in designing various schemes of media literacy, parental guidance, and school-wide policies that could head to balanced digital use and lessons culturally inclusive of learning.

Keywords: Korean Wave (Hallyu), digital media influence, adolescents, webtoons, web novels, youth culture, media literacy, education, psychological wellbeing, cultural identity.

1. Introduction

1.1 Globalization and Cultural Flow

Globalization and the intensive development of digital means of communication have undergone a critical change in the distribution of cultural products across the national borders. The digital publishing systems, social networks, and online streaming platforms enable the cultural content to be transported across countries instantly to form a transnational stream of entertainment and literature. The Korean

Wave also referred to as Hallyu as it is widely known, has become one of the most powerful cultural shifts that affect youth culture around the world in the recent years. Korean popular culture K-pop music, television, film, and digital literature such as webtoons and web novels have grown immensely popular outside of East Asia and are now frequently consumed by young people across the world (Jin, 2020; Kim, 2021). Korean narratives and visual media have increased this impact by becoming readily available in the global streaming service and online reading platforms, positively impacting cultural exchange and the learning of different cultures by adolescents (Lee and Nornes, 2022).

1.2 Growth of Hallyu in India

Hallyu has spread its tentacles in India within a short period of time. The Korean entertainment media, such as the K-pop music, K-dramas, web novels, and webtoons, have gained many fans among the Indian adolescents and young adults. Online streaming services, fan communities, and social media have been instrumental in the spread of the Korean culture, as well as the easy access to digital translated material (Jung, 2021; Shim, 2022). There is also the effect of digital reading applications and webtoon platforms, which are also linked to this trend due to offering series of stories with their emphasis on interactive visual storytelling and emotionally gripping plots targeted at younger audiences (Park & Kim, 2023). Consequently, Korea cultural products are finding their way into daily media consumption of Indian students.

The second variable is Indian Adolescents and Media Exposure (1.3).

India is one of the biggest young generations in the world, and there are millions of teenagers who are actively using digital media space. This is a demographic fact that renders Indian children and adolescents highly vulnerable to the global culture. With the growing access to smartphones, cheap internet, and online entertainment, screen time among school-aged students has become an immensely popular behavior (UNICEF, 2021; Pandya and Lodha, 2022). It has been shown that long-term exposure to digital media can affect emotional wellbeing, life choices, and social relationships of adolescents, and it is necessary to investigate how international media content can have an impact on the development of a child (Przybylski and Weinstein, 2019; Keles et al., 2023).

1.4 Research Problem

Although Korean cultural products are becoming more popular among the Indian youth, empirical studies on the psychological and educational implications of the same are few. The current literature can be characterized by a primary emphasis on the cultural fascination, consumer behaviour, and influence of lifestyle, but a smaller number of studies have been conducted to understand how exposure to Korean narratives can result in identity formation, emotional wellbeing, and academic activity among school students (Jin and Yoon, 2021; Park, 2022). This knowledge gap justifies the fact that there is a need to conduct research systematically to determine the positive and possible issues linked to Hallyu consumption in educational settings.

1.5 Objectives of the Study

The main aim of this research would be to investigate the association between the consumption of Korean pop culture and psychological wellbeing of Indian children and adolescents. Another objective of the study is to examine the effects of exposure to Korean narratives in the formation of identity and cultural orientation. Besides, the study examines the influence of exposure to Korean media on academic interest, reading behaviour and classroom engagement among students. The other key goal is to hone on moderating factors, including parental guidance, school counseling services, and peer support, that can be used to determine the effects of media exposure on adolescents (Livingstone and Stoilova, 2021; OECD, 2023).

1.6 Significance of the Study

The study will have contributions in various academic disciplines such as media studies, educational psychology, and youth development. The study gives information on the interaction between transnational media consumption and psychological wellbeing and education achievement by analyzing how global digital culture affects the Indian adolescents. The results can help education, policymakers, and parents come up with media literacy programs and balanced digital engagement approaches that facilitate healthy childhood development in the ever more globalized cultural contexts (UNESCO, 2022; OECD, 2023).

2. Literature Review

2.1 Media Influence on Adolescents

It is well-known that adolescence is a very important period of development in the course of which people define their identity, values, and behavioral patterns. Modern studies show that the digital medium space has a great impact on cognitive growth, emotional reactions, and social learning of adolescents. According to modern variations of the social learning theory, audiences of young age tend to observe and repeat behaviours, attitudes, and lifestyle patterns in media content and imitate them, particularly when this information is related to popular celebrities or fictional characters (Coyne et al., 2020; Valkenburg et al., 2022). As digital entertainment continues to grow, teenage people are getting exposed to global cultural narratives that can affect their self-concept, ambitions, and cultural inclinations (Livingstone and Stoilova, 2021).

2.2 Parasocial Relationships among the youth.

The process whereby audiences grew to have unilateral emotional connections with media personalities or fictitious characters is referred to as parasocial interaction. Recent research indicates that these relationships are common especially within the adolescent group that has a regular access to digital media and active online fan communities. The information contained in the parasocial bonds may shape identity exploration, affect emotional regulation, and social expectations among youthful viewers (Liebers and Schramm, 2021). Studies further demonstrate that high parasocial bonding can offer emotional solace but can occasionally result in false expectations about both relationships, looks, or way of life images as seen in the media scripts (Tukachinsky et al., 2020).

2.3 Internationalisation of Korea as a Popular Culture Proponent.

The most significant cultural phenomenon that has had impacts on the entertainment industries and youth culture in the world is the Korean Wave or Hallyu. Recent scholarship is keen on the fact that Korean popular culture such as K-pop music, television dramas, films, and digital literature has grown exponentially with the help of digital streaming platforms and social media. This cultural diffusion on a global level has strengthened the cultural soft power of South Korea and has also influenced the international youths in terms of fashion, beauty, and language learning (Jin, 2020; Yoon and Jin, 2021). Research also indicates that Hallyu has turned into a significant source of cross-cultural interest and international fan societies among teenagers in other parts of the world including South and Southeast Asia (Kim, 2022).

2.4 Webtoons, Web Novels, and Youth Interaction.

Webtoons and web novels like digital forms of storytelling have gained popularity among young readers because of their accessibility, serial formats, and visual forms of storytelling. These websites are a blend of literature and visuality, so they become incredibly engaging to teenagers who like to read interactively and immersively using the digital platform (Cho, 2021). Scholars point out that webtoons tend to contain emotionally charged subjects like romance, friendship, and personal struggle, which may appeal to the teens and stimulate further emotional involvement into the fictional characters (Park & Lee, 2023).

2.5 Indians and Screen Time and Mental Health.

The increased digital media exposure among Indian adolescents has caused some concerns on the possible impact of this exposure on mental health and wellbeing. Recent research shows that more screen time correlates with a higher level of anxiety, stress, and sleep disorders in young people, especially when media behavior substitutes other activities or the need to interact with someone in person (Keles et al., 2020; Pandya and Lodha, 2022). The national-level reviews also highlight the necessity of resolving the problem of adolescent mental health issues in India by providing preventive educational opportunities and digital literacy training (WHO, 2021).

2.6 Research Gap

Even though there is an increasing literature that reviews the global media effect and how Korean popular culture is spreading to other parts of the world, there are few empirical studies that analyze the psychological and educational effects of Korean cultural materials on Indian school children. The majority of studies being done focus on the pattern of consumption of entertainment or cultural fascination, whereas less research examines a change in the identity, emotional wellbeing, and academic participation of adolescents through the influence of Korean digital stories, i.e., webtoons, and web novels (Jung, 2021; Kim, 2023). The gap leads to the conclusion that there is a need to conduct systematic research in an attempt to explain the implication of Hallyu consumption in the Indian context with respect to the education and development.

3. Theoretical Framework

3.1 Social Learning Theory

The Social Learning Theory describes the way people acquire behaviours, attitudes, and social norms by observing and imitating others, especially the key role models. When it comes to digital media, young people tend to follow celebrities, fictional characters, and influencers and can adopt their behaviours, beauty ideals, and lifestyle habits. Modern research points at the fact that the impact of mediated role models has been reinforced by social media platforms and entertainment industries worldwide, thus becoming more familiar and approachable by the younger generation. The behaviors, attire, speech, and behavioral expression of the idols depicted in the entertainment media can be adopted by the adolescents who often consume the entertainment media (Valkenburg et al., 2022; Nabi and Green, 2021). As the Korean popular culture grows in popularity, a large number of adolescents end up admiring K-pop idols, drama heroes, and the heroes of webtoons that can influence their behavioural expectations and cultural preferences via the process of observational learning (Jin, 2020).

In 1980, Erikson formulated the Identity Development Theory.

The identity development theory underlines adolescence as a crucial period when a person tries to investigate personal principles, ideals, and social identities. Media exposure to various cultural stories has the potential to shape adolescent self-concept and self-identity within the wider society. The digital media space allows teenagers to have opportunities to access various cultural model and life-style representations that can facilitate identity exploration and self-expression. According to recent studies, foreign entertainment content gives teenagers the chance to explore various cultural identities, language preferences, and aesthetic values in the process of carving out their own sense of identity (Arnett, 2021; Kim, 2022). Nevertheless, close identification with characters in foreign media can also affect the ratings of beauty ideals, social interaction, and cultural belongingness of young audiences (Park & Lee, 2023).

Theory 3.3 Parasocial Interaction Theory.

The parasocial interaction theory describes how audiences develop a psychological connection to the media personality or fictional character even though they have no physical contact with them. In new online platforms, social media use, fan groups and interactive online platforms which allow their fans to constantly monitor their chosen celebrity and fictional characters can make these parasocial relationships

even more enhanced. Adolescents can have an emotional attachment to characters in dramas, webtoons, or web novels and this may affect their attitudes, emotional reactions and expectations towards relationships and social roles (Liebers and Schramm, 2021). Studies also suggest that parasocial relationships may offer emotional comfort and feelings of belonging and may also lead to unrealistic ideals or a high level of emotional dependency in case of excessive engagement (Tukachinsky et al., 2020).

3.4 Conceptual Model

On the basis of these theoretical views the current research will consider an imaginary model where exposure to Korean popular culture is used as the main independent variable that affects the psychological and social outcomes of adolescents. The constant exposure to the Korean media, including K-dramas, web novels, webtoons, and content of celebrities, can lead to the development of parasocial attachments to characters and public figures. The attachments can then determine identity-exploration, emotional reactions and cultural orientation in adolescents. But media exposure to psychological outcomes is not a consistent relationship. The effects may be mediated by environmental factors, including parental guidance, family patterns of communication, school counseling services, and peer support that may lead to positive cultural learning or some potential psychological challenges (Livingstone and Stoilova, 2021; OECD, 2023).

4. Research Questions and Hypotheses

4.1 Research Questions

This analysis aims to trace the effects of the Korean popular culture on the psychology, culture and education of the Indian children and adolescents. As the global digital media continue to become more and more accessible, young audiences are exposed to an enormous range of cultural narratives, entertainment formats, and visual storytelling formats. The Korean pop culture has been particularly popular among young people, and it has influenced the way of life, entertainment tastes, and online socialization. It is worth considering, in this regard, how this media exposure can affect the emotional health, identity formation and learning behaviour of adolescents.

The research question one is to explore the impact of exposure to the Korean popular culture on the psychological wellbeing of Indian students. It involves knowing whether the constant use of emotionally charged stories, celebrity culture, or digital fandom communities of interacting with stories and narratives has an effect on the regulation of emotions, self-esteem, or social behaviour among adolescents. The second research question is about what types of the Korean content (music, dramas, web novels, or webtoons) affect the young audience the most. Varied media forms can possibly affect the youth in different ways, and it is worth knowing these differences to be able to assess their psychological and educational implications. The third research question deals with whether family and educational institutions play an intermediary role in media influence. Supervision, guidance and educational support of parents and schools may influence how the adolescents perceive and interact with the media, positively or negatively to limit possible risks or resources to positive learning experiences.

4.2 Hypotheses

Based on the theoretical framework and previous literature, the study proposes the following hypotheses.

H1: Higher levels of exposure to emotionally intense Korean narrative content, including web novels, webtoons, and television dramas, are expected to be associated with increased emotional distress and difficulties in emotional regulation among adolescents.

H2: Strong parasocial attachment to Korean celebrities or fictional characters is expected to correlate with identity diffusion and reduced engagement with local cultural activities, such as reading regional literature or participating in traditional cultural practices.

H3: The presence of school counseling services, media literacy education, and active parental mediation is expected to moderate the relationship between media consumption and psychological outcomes, reducing the likelihood of negative emotional effects associated with excessive media exposure.

5. Methodology

5.1 Research Design

The research design used in the study is a mixed-methods research design that incorporates both the quantitative and the qualitative research methods in order to get a holistic view of the impact of Korean popular culture on the Indian children and adolescents. The quantitative element is aimed at gathering quantitative data on media use patterns, psychological wellbeing, and academic activity by using structured questionnaires. Simultaneously, the qualitative methods including the interviews and discussion of the focus groups are applied to discuss the experiences, perceptions, and emotional reactions of students in more depth. By integrating these two methods, the research will be capable of not only recording the perceived statistical trends, but also recording detailed personal stories, thus enhancing the reliability and depth of the results.

5.2 Sample and Population

The group of students enrolled at school and aged between 8-18 years will be the target population of this research study. This age target group is a group of children and youthful people actively involved in digital media and entertainment media. The proposed study will consist of gathering the answers of about 2,500 students studying at various schools. The diversity in the educational backgrounds of the participants is also considered important in order to ensure that the sample will capture the differences in the socioeconomic status and the digital access and educational setting.

5.3 Sampling Technique

Multi-stage stratified sampling method is employed to have equal representation in various geographic as well as social settings. The first stage involves the classification of regions into urban and rural. Schools are then selected in the second stage depending on various educational boards and types of institutions such as the public and the private schools. At the last phase, students will be picked randomly in every school to undergo the survey and the associated qualitative practices. Such a method will allow minimizing sampling bias and enhance the representativeness of the data.

5.4 Data Collection Methods

Various data collection tools are used in order to encompass various aspects of the research issue. The quantitative data on the exposure to the Korean popular culture, emotional state and academic activity among students is gathered by the means of structured survey questionnaires. A focus group discussion is held in a small group of students where their attitude to the Korean media and exposure to digital storytelling platforms are discussed. Alongside this, school counselors and teachers are also interviewed to know what they observe about the influence of the media on student behaviour. The research will also involve the content analysis of popular Korean webtoons and web novels to explore popular narrative patterns, emotional depth, and characterization to be used in influencing young readers.

5.5 Research Instruments

A number of research tools are employed in order to collect valid and systematic data. The exposure scale will be used to quantify the number of times and perceptions of the students in relation to the content of Korean media such as music, dramas, web novels, and webtoons. The level of emotional attachment of the students to the media characters or celebrities is measured with the help of a parasocial attachment scale. Strengths and Difficulties Questionnaire (SDQ) is used to assess behavioural and emotional traits in the participants who are younger. Moreover, a questionnaire of cultural orientation and reading practices is designed to observe the interest of the students in both local and international cultural material.

5.6 Ethical Considerations

Ethics are a very fundamental aspect in the research process, especially when dealing with children and adolescents. The study will involve consent and voluntary participation of students by parents. Any data that will be gathered remains confidential and anonymity will be used to ensure that the data of the participants are not detected in any manner in the analysis and reporting phase. The research also provides the steps to be taken in case of emotional distress or psychological discomfort in the participants by directing them to visit their school counseling services.

Hypothetical Data Presentation

Table 1: Demographic Profile of Participants (N = 2500)

| Variable | Category | Frequency | Percentage (%) |
|-------------|-------------|-----------|----------------|
| Age Group | 8–12 years | 900 | 36 |
| | 13–15 years | 950 | 38 |
| | 16–18 years | 650 | 26 |
| Gender | Male | 1200 | 48 |
| | Female | 1250 | 50 |
| | Other | 50 | 2 |
| Location | Urban | 1500 | 60 |
| | Rural | 1000 | 40 |
| School Type | Government | 1000 | 40 |
| | Private | 1500 | 60 |

Explanation

The demographic distribution shows that the majority of participants belong to the **13–15 age group (38%)**, followed by **8–12 years (36%)** and **16–18 years (26%)**. Gender distribution is relatively balanced, with females representing **50%** of the sample and males **48%**. The sample includes students from both **urban (60%)** and **rural areas (40%)**, ensuring diversity in exposure to digital media. Additionally, students from **private schools constitute 60%** of the respondents, while **40% are from government schools**, providing a balanced representation of educational environments.

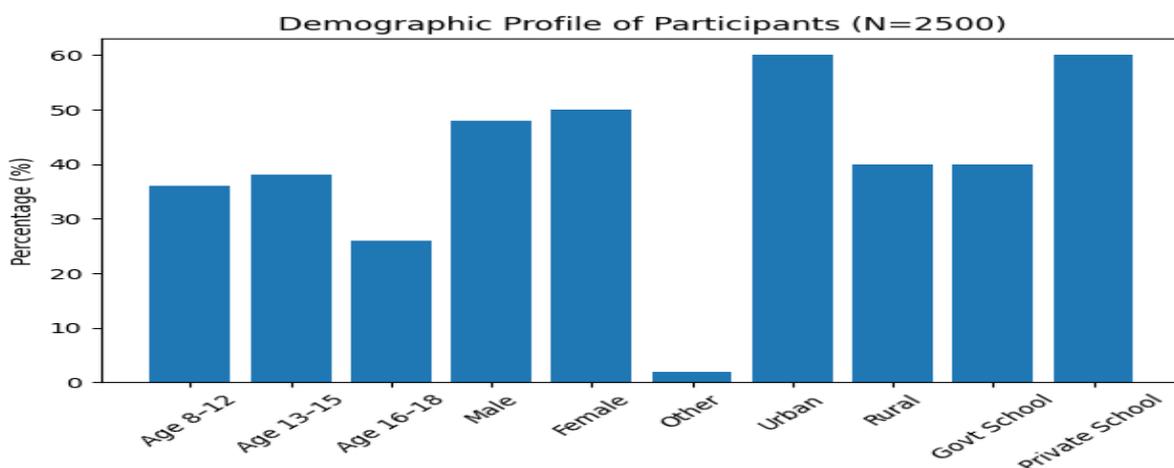
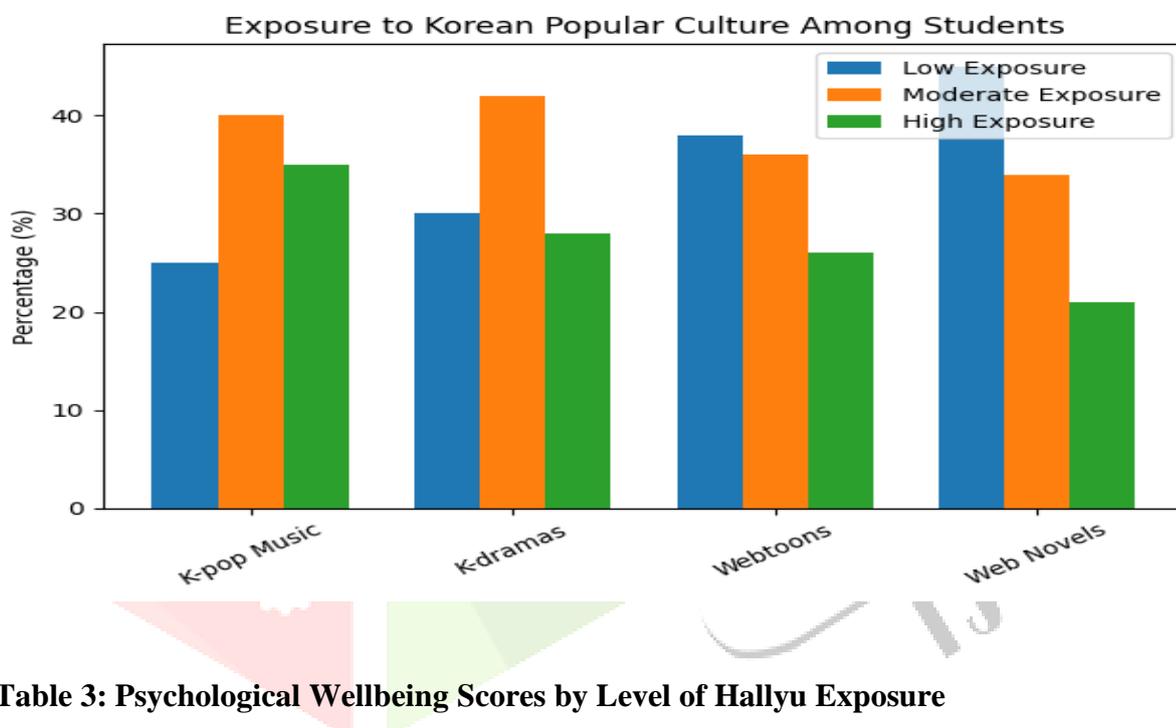


Table 2: Exposure to Korean Popular Culture Among Students

| Type of Korean Content | Low Exposure (%) | Moderate Exposure (%) | High Exposure (%) |
|------------------------|------------------|-----------------------|-------------------|
| K-pop Music | 25 | 40 | 35 |
| K-dramas | 30 | 42 | 28 |
| Webtoons | 38 | 36 | 26 |
| Web Novels | 45 | 34 | 21 |

Explanation

The data indicate that **K-pop music has the highest level of engagement**, with **35% of students reporting high exposure**, followed by **K-dramas with 28%**. Digital reading platforms such as **webtoons and web novels show relatively moderate engagement**, suggesting that visual media formats remain more popular than text-based digital narratives among students. However, the presence of moderate exposure across all categories indicates that Korean cultural content is widely consumed among adolescents through various media forms.

**Table 3: Psychological Wellbeing Scores by Level of Hallyu Exposure**

| Exposure Level | Average Score | Emotional Distress | Social Score | Withdrawal | Academic Score | Engagement |
|-------------------|---------------|--------------------|--------------|------------|----------------|------------|
| Low Exposure | 2.1 | | 1.9 | | 3.8 | |
| Moderate Exposure | 2.8 | | 2.5 | | 3.4 | |
| High Exposure | 3.6 | | 3.2 | | 2.9 | |

(Scale: 1 = Very Low, 5 = Very High)

Explanation

The hypothetical results suggest that students with **higher exposure to Korean media show relatively higher emotional distress and social withdrawal scores** compared to those with low exposure. Conversely, **academic engagement scores appear slightly lower among high-exposure students**, indicating a potential association between excessive media consumption and reduced academic focus. However, the differences are moderate, suggesting that media exposure alone may not determine

psychological outcomes but may interact with other environmental factors such as family support and school guidance.

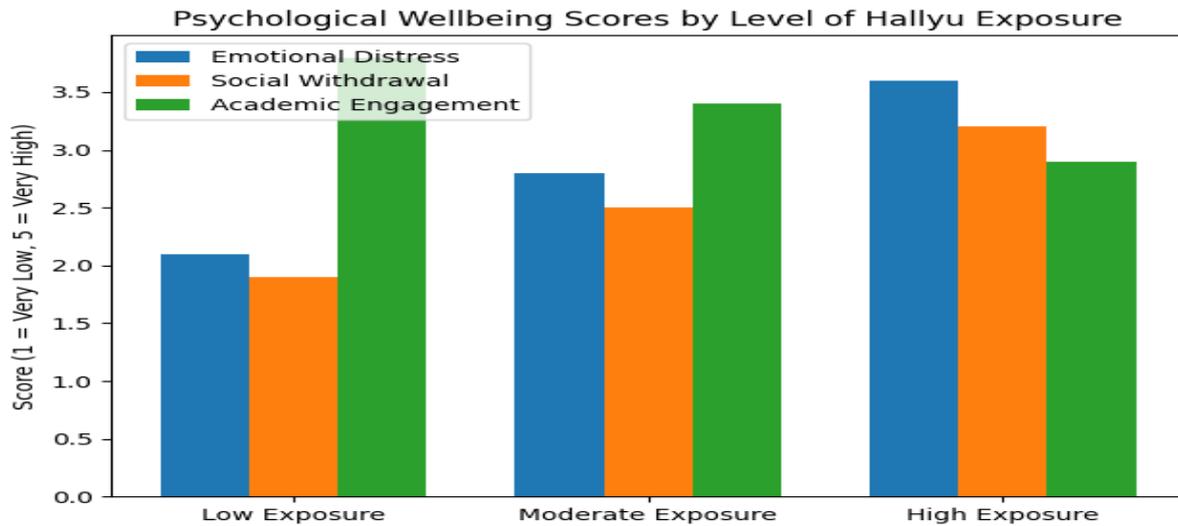
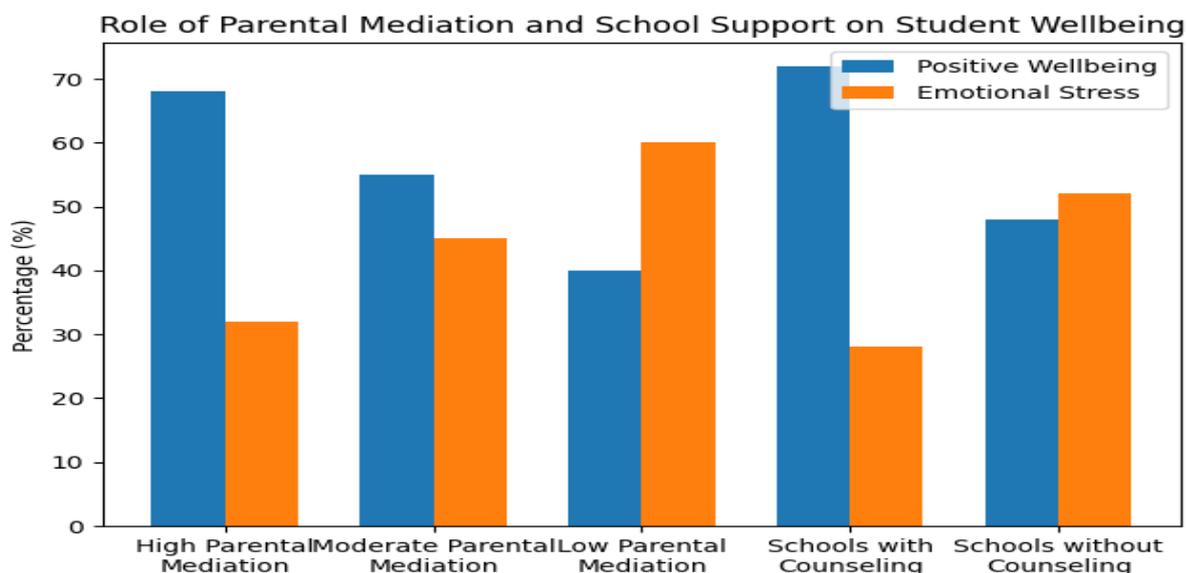


Table 4: Role of Parental Mediation and School Support

| Support Factor | Students Reporting Wellbeing (%) | Positive Students Reporting Emotional Stress (%) |
|-------------------------------------|----------------------------------|--|
| High Parental Mediation | 68 | 32 |
| Moderate Parental Mediation | 55 | 45 |
| Low Parental Mediation | 40 | 60 |
| Schools with Counseling Programs | 72 | 28 |
| Schools without Counseling Programs | 48 | 52 |

Explanation

The hypothetical findings suggest that **parental mediation and school counseling services play a significant moderating role** in students’ psychological wellbeing. Students who reported **higher levels of parental guidance showed better emotional wellbeing (68%)** compared to those with low parental involvement. Similarly, students studying in schools with counseling programs demonstrated **higher wellbeing levels (72%)** and lower emotional stress, indicating the importance of institutional support in managing digital media influence.



6. Data Analysis

Quantitative Analysis

Analysis of the quantitative data obtained using a survey questionnaire is performed with the help of the statistical methods in order to find the patterns and relations between variables. First, descriptive statistics will be used to summarize the demographic data about participants and general trends related to the consumption of the Korean media among students. Such measures as the mean, standard deviation, frequency and percentage are applied to provide the primary patterns of the screen time, media preferences and the indicators of psychological wellbeing. Descriptive analysis assists in offering a general picture of how the responses are distributed and the profile of the sample population in general (Field, 2020).

Correlation analysis is further done to investigate the relationship between exposure to Korean popular culture and the psychological variables emotional wellbeing, social interaction, and academic engagement. The approach aids in establishing whether the increase in the levels of media exposure is related to the change in emotional or behavioural outcomes among students (Hair et al., 2021). In addition, several regression equations are used to determine the predictive value of Korean media consumption to psychological outcomes whilst demographic factors including age, sex, and socioeconomic status are controlled. The analysis will assist in establishing the relative contribution of various factors to adolescent wellbeing (Tabachnick, 2020).

Structural equation modeling (SEM) is used to learn more about the complicated associations between variables. SEM enables the research to test the conceptual framework proposed by investigating whether the proposed conceptual framework is supported by the fact that parasocial attachment mediates the connection between Korean television exposure and psychological consequences. It is also used to determine the moderating factors, including parental mediation and school support systems (Kline, 2023).

Qualitative Analysis

Qualitative aspect of the research involves the interviews with students, teachers, and school counselors and also focus group discussions. Thematic analysis is used to analyze these qualitative data noting recurring patterns, meanings, and experiences by the participants. Thematic analysis implies coding the transcripts, discovering the major themes, and grouping them into general conceptual groups concerning the aspects of identity construction, emotional involvement, and media impact (Braun and Clarke, 2021). The given method will allow capturing the subjective experiences of the students and will give a more profound understanding of how they perceive the narratives in the Korean media.

Content Analysis

The analysis of the content is performed to analyze the themes in the popular Korean webtoons and web novels that are often read by students. The chosen texts are coded in a systematic way in order to determine the recurring narrative themes like romantic intensity, scene depictions of violence, beauty ideals, emotional conflicts, and character growth. Through the use of these narrative aspects, the paper will seek to familiarize with the nature of messages and emotional situations that teens experience in Korean digital literature. The content analysis also proves useful in the relation to connecting the thematic features of the media content to the psychological experience cited by the students during the survey and the interview data (Krippendorff, 2021; Neuendorf, 2022).

7. Results

The findings of the research can give clues about the consumption pattern of the Korean popular culture by Indian children and adolescents and how it is linked to psychological and education achievement. The descriptive statistical analysis reveals that a significant percentage of the students have frequent exposure to the Korean media content, especially K-pop music and Korean television dramas, and webtoons and web novels, respectively. The most engaged learners in relation to Korean digital media

platforms were students aged 13-15 years, indicating the increased popularity of the global entertainment content among the middle and secondary school learners (Kim, 2022).

The analysis of correlation showed that there was an intermediate association between high levels of Korean media consumption and some psychological variables such as emotional engagement and parasocial attachment. Students, who claimed emotional attachment to Korean celebrities or fictional characters more, were also more identified with media narratives and aesthetics ideals introduced in the material. These results align with the recent researches that indicate that global entertainment media might shape the identity exploration and emotional anticipations of adolescents (Liebers and Schramm, 2021; Tukachinsky and others, 2020). Nevertheless, the findings also show that media engagement does not have adverse psychological consequences in all cases. Most students shared positive reports like curiosity towards other cultures, their desire to learn other foreign languages and being more motivated to express themselves through music, art, and stories (Jin and Yoon, 2021).

Regression analysis also suggests that psychological outcomes do not solely depend on the level of media exposure but rather, contextual influences also play a role in determining psychological outcomes which are parental guidance and school support systems. Students who indicated that they experienced more mediation by parents and more access to school counseling services revealed lower levels of emotional suffering even with high frequencies of media use. Such results indicate that the possible psychological impact of global exposure to digital media may be moderated by favorable family backgrounds and educational instructions (Livingstone and Stoilova, 2021; OECD, 2023). In general, the findings point to a complex and multidimensional relationship between the media consumption of Korean culture and the development of adolescents in an Indian educational process.

8. Discussion

The results of the research show the increasing popularity of the Korean pop culture among Indian teenagers and prove that world digital media is an important factor in forming the interests of youth, their emotional involvement, and interest in culture. Those findings indicate that K-pop, K-dramas, webtoons, and web novels are the Korean media contents that had become a significant part of teenage entertainment and social identity. This tendency is representative of general tendencies in the world community where digital streaming platforms and social media have promoted the easy transfer of Korean cultural products to other countries and youth subcultures (Jin, 2020; Yoon and Jin, 2021). The Hallyu frenzy among students shows that cultural discourses around the world are playing a stronger role in developing the lifestyles of the youth, their tastes and interactions with their peers.

The research further affirms that the nature of parasocial attachment is significant towards the development of the emotional attachment of adolescents to the media characters and celebrities. Students that indicated an emotional attachment to Korean idols or fictional characters or their names were more likely to embrace some behavioural or cultural preferences of the characters. Earlier studies have also observed that the development of identity and emotional expectations on young viewers in response to parasocial relationships is also a possibility when they engage more often in digital media consumption (Liebers and Schramm, 2021). Nonetheless, the results also imply that the impact of media is not always bad. Most of the participants showed positive results in the form of heightened cultural awareness, interest in knowing the Korean language and the appreciation of the formats of global storytelling.

Moderating effect of parental mediation and school support systems is also another critical discovery. Students with parental guidance or who had access to school counseling services have shown positive emotional response to media consumption. This aligns with the recent research, which highlights that the educational process on digital literacy and conducive family conditions can allow teenagers to perceive media discourses more critically and diminish possible psychological dangers of screen overexposure (Livingstone & Stoilova, 2021; OECD, 2023). In summary, the discussion indicates that restricted access, instead of balanced engagement can prove to be the best approach towards the management of media influence among young people worldwide.

9. Conclusion

The current research paper has discussed the psychological and educational consequences of consumption of Korean popular culture by the Indian children and adolescents. The results also show that the fast growth of the global digital media has facilitated the emergence of Korean cultural products, including K-pop, K-dramas, webtoons, and web novels, as a powerful component in the daily media consumption of young populations. The consumption of these global entertainment materials helps in the creation of cultural interest, creative stimulation, and attraction towards foreign language and a curiosity to the storytelling of other nations. Meanwhile, the research also mentions that heavy consumption of emotionally immersive media stories can affect the identity exploration, emotional reactions, and social behaviour of adolescents (Jin, 2020; Yoon and Jin, 2021).

The findings also indicate that the perception of relationships, standards of beauty and aspirations about the lifestyle of adolescents can be formed under the influence of parasocial attachment to the media characters and celebrities. These results are consistent with modern studies that indicate the importance of the digital media setting on the formation of adolescent identity and the emotional experience of engaging in the fictional storyline (Liebers and Schramm, 2021). The study however also suggests that media consumption does not have a similar impact to all students. Parental mediation, school-based counseling services, and media literacy education are also environmental effects that play a big role in the adolescents interpretation and reaction to global media contents. Students can be taught to be very critical of the media and have a balanced approach to digital entertainment with the support of supportive family communication and school-based guidance (Livingstone and Stoilova, 2021; OECD, 2023).

Altogether, the work arrives at the conclusion that the impact of the Korean popular culture is to be perceived in the context of a general educational and social setting. Instead of perceiving global cultural media and its presence in schools only as a threat, educational institutions and families can apply the methods of media literacy to stimulate critical thinking, appreciation of culture, and responsible use of digital media by the adolescent audience. These approaches could assist in the transformation of the global cultural exposure to learning, creative and intercultural experiences in the world that is becoming more and more interconnected.

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