

The Impact of Digital Media Consumption on the Academic Performance of Children in the Global South: A Bibliometric Analysis Using Scopus Database

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ABSTRACT

Children weave their academic paths across the ever-changing landscapes of the digital era, among the powerful carpets of the Global South. This research delves into the intricate relationship between digital media consumption and academic performance among children in the Global South, utilizing qualitative methodologies and comprehensive bibliometric analyses of data spanning from January 2023 to February 2024. Our objective is to discern patterns and trends within academic literature retrieved from the Scopus database, elucidating the impact of digital media on children's educational trajectories in the region. Employing VOS Viewer software and advanced Excel, we conduct co-occurrence, citation, co-authorship network, and co-citation analyses, alongside a country-wise digital media consumption examination. These techniques reveal thematic emphases, influential works, collaborative networks, and regional variations, elucidating the multidimensional nature of the relationship. Our findings illuminate diverse facets of this complex association, from keyword frequencies to collaborative networks, thus enriching understanding of digital media's role in shaping academic pathways. Ultimately, this research underscores the need for nuanced educational policies and practices attuned to the evolving digital landscape, informed by our comprehensive insights into the dynamic interplay between digital media consumption and academic achievement among children in the Global South.

KEYWORDS

Digital media consumption, Academic performance, Children, Global South, Bibliometric analysis, Scopus database.

Introduction

The impact of digital media on children's daily existence, especially in the Global South, has sparked a conversation on how it affects academic achievement in the ever-changing digital age (Lim, 2020). As per the United Nations Conference on Trade and Development (UNCTAD), the Global South comprises the following regions: Africa, Asia, Oceania, Latin America and the Caribbean, and South America (UNCAD, 2019). Due to its unbeatable access to information and educational materials, digital media has emerged as a crucial aspect of children's lives. This is especially noticeable in the Global South, where even the remotest and underprivileged communities are seeing an increase in the use of digital media (Bouquillion et al., 2024). It is critical to comprehend the effects of this digital transition on children's academic achievement, as highlighted by the United Nations Conference on Trade and Development (UNCTAD), which highlights the opportunities and problems encountered by the Global South (UNCTAD, 2019).

India is an intriguing example due to its rapidly developing digital ecosystem. The nation has reportedly consumed more digital media than ever before, with daily averages expected to reach over two hours by 2022 after surpassing 1.4 hours in 2020. Simultaneously, the Indian education system faces difficulties like capacity limitations, disparities, and administrative roadblocks (Statista, 2022). A thorough investigation of the relationship between digital media and academic results should be undertaken in context with recent research that reveals a troubling negative association between internet and social media addiction and Indian students' academic performance (Mukand, 2023). This study uses a multifaceted theoretical framework to negotiate the challenging ground of digital media's effect on academic achievement. Based on the ideas of ICT for Development (ICT4D) and Communication for Development (C4D), the study acknowledges the dynamic role of important intermediaries, such as families, schools, welfare systems, communities, businesses, and governing bodies, in both influencing and being influenced by teenagers' experiences with digital media (Heeks, 2018). With a focus on comprehending the experiences of younger adolescent females, the lens covers gender and adolescence (Lim, 2020).

The wider goals of Gender and Adolescence: Global Evidence (GAGE) are in line with this method of creating evidence-based interventions. One of the main forces behind the digital age's transformation of education is the rise of mobile technology (Khadim, 2021). According to the UNESCO study "Rethinking Education" (2015), mobile technology can close the digital divide and provide everyone with access to high-quality, egalitarian education. This is consistent with the growing availability of mobile internet connections in low- and middle-income nations (LMICs). The review emphasizes how critical it is to recognize how ICTs and digital media may improve girls' lives in several ways, including participation, education, health, information, and communication (Affairs, 2022). Because of the possible negative effects on health and academic performance, screen media usage (SMU) has drawn attention to how it affects children's and youth's lifestyles. Studies indicate correlations between sedentary activities associated with screens and health hazards, such as obesity and overweight. There are also worries about the possible harm that SMU's meddling with academic pursuits like reading and studying might do to students' academic performance. The association between SMU and academic achievements is complicated by contradictory studies as well as factors related to age, gender, and socioeconomic background (Ponti et al., 2017). The dynamic nature of technology and its far-reaching effects on society must be taken into consideration as we attempt to understand how children's use of digital media affects their academic achievement in the Global South (Lim, 2020).

Digital media's merger with diverse languages, cultural norms, economic activity, and community dynamics reveals a complex web of interrelated issues that go beyond conventional educational paradigms (Bohnert & Gracia, 2020). Beyond the sphere of academic success, children's use of digital media affects their social connections, cognitive development, and identity formation. Their worldview and self-perception are shaped by a multitude of factors they come across when navigating virtual environments, ranging from social networks to instructional information (O'Keeffe & Clarke-Pearson, 2011). As a result, the investigation goes beyond simple academic measures to include comprehensive evaluations of children's well-being and socioemotional growth.

Furthermore, the mechanics of digital media consumption accentuate already-existing inequalities in access to opportunities, resources, and digital literacy by combining them with wider socioeconomic inequities (Geurts et al., 2021). Bridging the digital divide becomes morally required in the Global South, where growing digital connections and infrastructure constraints coexist. In addition to facilitating access to digital resources, educational policy should aim to develop media literacy, digital citizenship, and critical thinking abilities, all of which are necessary for safely navigating the digital world. It becomes clear that parents, teachers, and other community members play a critical role in regulating children's digital experiences and reducing hazards (Mukand, 2023). Giving educators and parents access to tools and advice on digital parenting and responsible use of technology may help create environments that are supportive of the development of children as a whole. Using digital media as a catalyst for social change and innovative education can be made easier with the support of local organizations and community-based initiatives (O'Keeffe & Clarke-Pearson, 2011).

Objective:

1. To understand the correlation between digital media consumption and academic performance among children in the Global South.
2. To identify patterns and trends from the bibliometric data and provide insights that could inform educational policies and practices.

Methodology:

This study uses a qualitative methodology to examine the complex link between children's academic achievement in the Global South and their intake of digital media using an extensive bibliometric analysis employing the Scopus database. The research, which takes place between 2023 (January) and 2024 (February), focuses on academic works that explore how digital media affects kids' academic paths. We gathered relevant study publications that discuss the relationship between children's academic performance in the Global South and their usage of digital media, published between 2023 and 2024, using the Scopus database. Articles that shed light on the subtleties and intricacies of this relationship are given preference in the selection requirements. Co-occurrence analysis, citation analysis, co-authorship network analysis, and co-citation, country-wise digital media consumption analysis are all performed using the VOS Viewer software and in advance Excel. These analyses play a critical role in revealing recurring concepts, relationships between keywords, influential works, collaborative networks, and related concepts in the academic environment.

We visualised the frequency and correlations among terms using VOS Viewer's co-occurrence analysis function. This aids in the identification of major patterns, providing a detailed examination of many digital platforms and their effects on children's academic journeys.

We investigated relevant publications, key concepts, valuable researchers, and new clusters in the area of digital media consumption and academic performance by looking at citation patterns and author networks. This analysis sheds light on the social and intellectual frameworks that support this area of research. An examination of co-authorship was carried out to uncover the collaborative efforts and multidisciplinary character of the research. The knowledge of the complex problem is aided by the resultant network of authors and clusters, which shows important contributions, research trends, and potential gaps. Country-wise digital media consumption analysis was conducted using advanced Excel to provide a detailed understanding of regional variations and their impact on academic achievements. We investigate the interrelated concepts and contributions in academic discourse, with a particular focus on co-citation analysis.

By identifying significant authors and the contributions they have in common, this approach enhances the discussion on the effects of digital media on academic achievement by highlighting thematic resonances. By using these analytical techniques, the research aims to provide a thorough knowledge of the complex link between children's use of digital media and their academic achievement in the Global South, therefore offering insightful recommendations for educational policies and practices.

The table below summarizes the key processes and steps undertaken in the methodology:

Sl.No	Process	Description
1.	Literature Search	Extensive search conducted on the Scopus database to gather relevant publications between January 2023 and February 2024, focusing on the relationship between children's academic performance in the Global South and their usage of digital media.
2.	Selection Criteria	Preference given to articles discussing the nuances of the relationship between children's academic performance and digital media usage.
3.	Analytical Techniques	Co-occurrence analysis, citation analysis, co-authorship network analysis, co-citation analysis, and country-wise digital media consumption analysis performed using VOS Viewer software and advanced Excel.
4.	Co-occurrence Analysis	Utilized VOS Viewer's co-occurrence analysis to visualize the frequency and correlations among terms, aiding in the identification of major patterns and digital platforms' effects on children's academic journeys.
5.	Citation and Author Network Analysis	Investigated citation patterns and author networks to identify relevant publications, key concepts, valuable researchers, and new

		clusters in the area of digital media consumption and academic performance.
6.	Co-authorship Network Analysis	Examined collaborative efforts and multidisciplinary character of the research to understand the social and intellectual frameworks supporting this area of study.
7.	Country-wise Digital Media Consumption Analysis	Conducted using advanced Excel to understand regional variations and their impact on academic achievements, providing a detailed understanding of country-wise digital media consumption patterns.
8.	Co-citation Analysis	Examined interrelated concepts and contributions in academic discourse, focusing on identifying significant authors and their common contributions to enhance the discussion on the effects of digital media on academic achievement.
9.	Knowledge Synthesis and Insight Generation	By employing these analytical techniques, aimed to provide a thorough understanding of the complex link between children's use of digital media and their academic achievement in the Global South, thereby offering insightful recommendations for educational policies and practices.

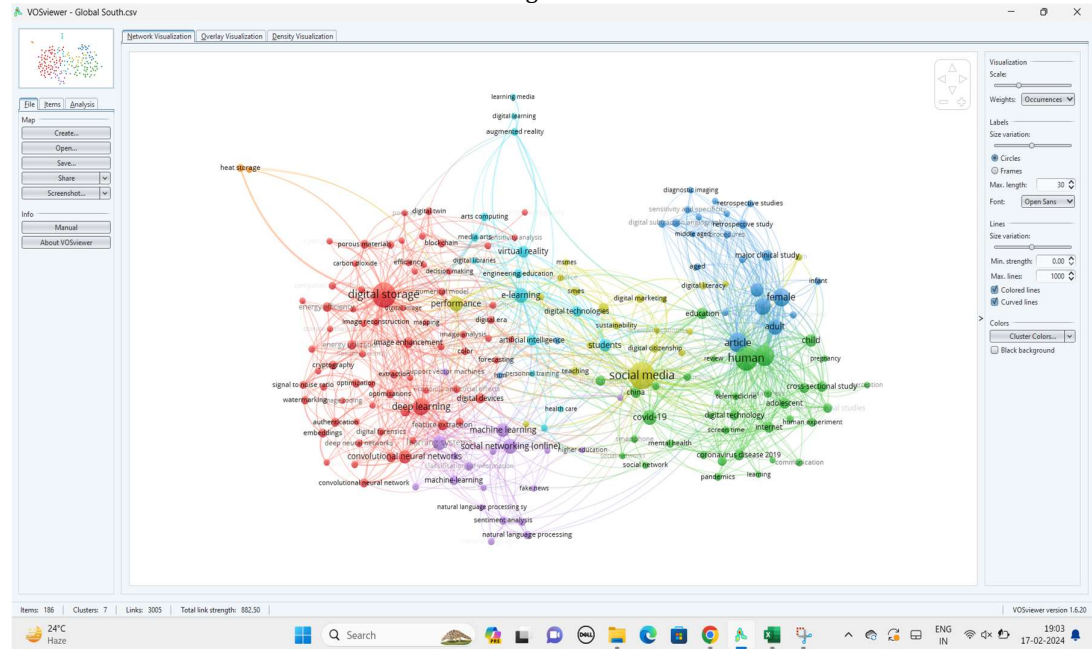
These types of research are essential in the field of education to uncover recurrent patterns, make links between keywords, analyse influential works, map collaborative networks, and clarify connected concepts. Not only does this technique highlight conceptual structure, but it also enhances conversations about how digital media affects academic achievement by recognising important contributors and their collaborative efforts. With a focus on the Global South, the study aims to provide a comprehensive understanding of the complex link between children's use of digital media and their academic achievement. By exploring this issue, it hopes to offer insightful information that may guide the creation of educational methods and policies that are specific to these areas' requirements.

DATA ANALYSIS AND INTERPRETATION

Bibliometric Analysis

CO-OCCURRENCE ANALYSIS: UNVEILING DIGITAL MEDIA'S ACADEMIC INFLUENCE

Figure: 1



Source: Self-Created

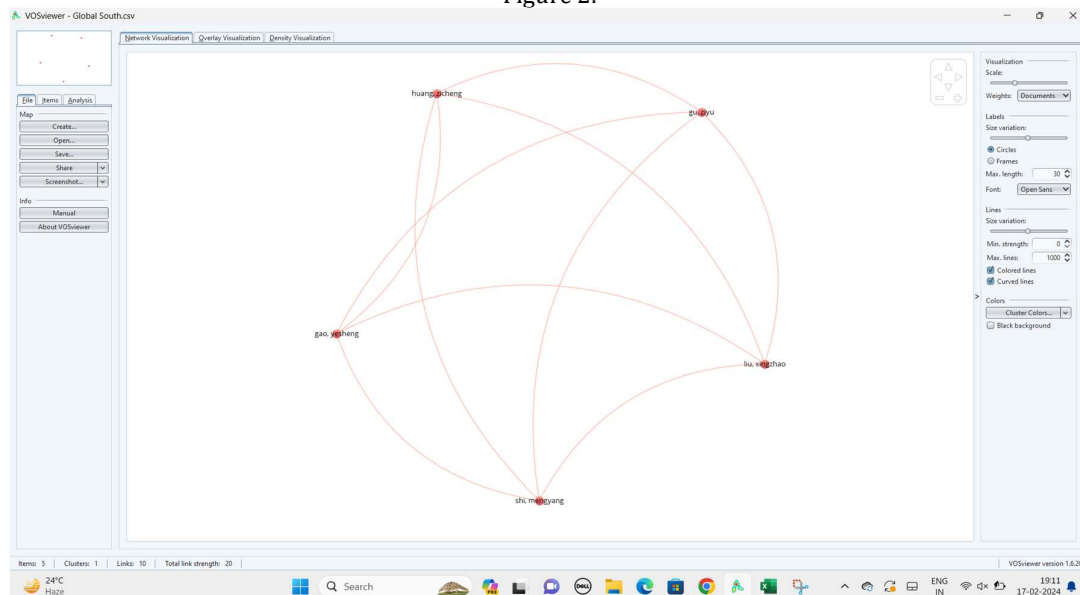
Children's media consumption in the digital era has increased significantly, which raises the question of how it affects scholastic achievement, especially in the Global South (Geurts et al., 2021). Examining the complicated network of research on this subject, a bibliometric study, which makes use of data from the Scopus database for the years 2023 and 2024, clarifies the complex link between children's academic achievement in the Global South and their usage of digital media. In a world where digital connectedness enters every aspect of life, it is critical to comprehend how children's digital media intake affects their academic development. Using the VOS viewer program, we opted to do a co-occurrence analysis on all keywords to identify common patterns and relationships across the body of research. The purposeful selection of co-occurrence analysis in the VOS viewer software is in perfect alignment with the goals of the research. This approach is useful in determining the relationship between children's use of digital media and their academic achievement in the Global South. The co-occurrence analysis provides insights that could potentially guide educational policies and practices by revealing underlying patterns and trends in the wide range of literature by showing the frequency of the context combinations.

The analysis reveals several key insights. Firstly, the centrality of "Digital Media Consumption" underscores its significance in the discourse, intertwined with terms like "social media," "digital learning," and "online education." These connections provide an in-depth review of different digital platforms and how they affect children's academic paths. Furthermore, the clear connection between "Academic Performance" and "Digital Media Consumption" highlights the large amount of work devoted to analyzing this relationship. Terms like "educational attainment" and "learning outcomes" relate to the complexity of academic success in the digital age. Moreover, the addition of "Machine Learning & AI" highlights the significance of cutting-edge technologies in data analysis and interpretation, offering deeper insights into the intricate relationship between academic achievement and digital media usage.

Last but not least, the close relationship between "social media" and "mental health" highlights the significance of holistic child development, linking academic success with emotional well-being. As a result, the study presented above provides a detailed understanding of how children in the Global South's use of digital media affects their academic achievement. Through the utilization of co-occurrence analysis through the VOS viewer software, we were able to identify complex relationships and recurring concepts, providing insightful information that can be applied to educational policies and practices. Given the intricacy of the study question, the amount of literature, and the main goal of figuring out how children in the Global South's digital media usage and academic achievement relate to one another.

CITATIONS AND AUTHORS: INSIGHTS INTO DIGITAL LEARNING

Figure 2:



Source: Self-Created

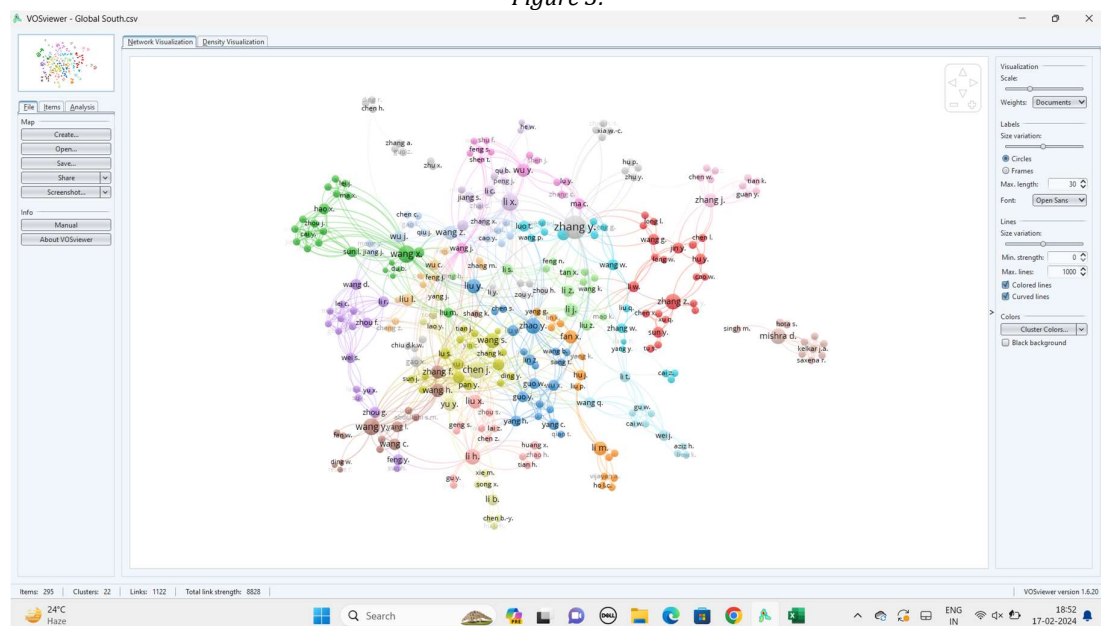
It is critical to comprehend how children's use of digital media impacts their academic achievement in the Global South in the technologically advanced world we live in today (Livingstone et al., 2017). We conducted a bibliometric analysis to shed light on this problem. Using data from the Scopus database, we

intended to find correlations, patterns, and trends in academic publications from 2023 and 2024. We used VOSviewer software, a powerful instrument that provides insights into scholarly landscapes, in an effort to learn more about this field of study. We started by exploring citations, which are an essential part of scholarly writing. We sought to identify key publications, relevant concepts, and developing trends in the area of academic performance and digital media use by looking at citation patterns. Understanding the theoretical foundations of the discipline and recognizing influential works influencing academic discourse required this method.

By identifying important researchers, cooperative networks, and developing areas of study, we aimed to reveal the social structure of the academic community through this approach. The comprehension of the social and intellectual frameworks behind studies on children's academic performance in the Global South and their use of digital media has been enhanced by this comprehensive approach. But why did we decide on this specific strategy? The justification for this stems from this study objective, which is to educate educational policies and practices by identifying relationships between digital media usage and academic achievement. Through a close examination of author networks and citation patterns, we were able to spot trends, holes, and important voices in the literature. As a result, we were better equipped to offer advice and meaningfully add to the conversation on children's use of digital devices and academic achievement in the Global South. We have concluded that using the 'citations' and 'authors' settings in VOSviewer was not only necessary but also a necessary decision. These resources gave us priceless insights that expanded comprehension of the field of this study and prepared us to handle the intricate relationship between children's use of digital media and their academic achievement in the Global South. Individuals set out on a path towards better policymaking and improved teaching methods in an increasingly digital world through thorough bibliometric analysis.

CO-AUTHORSHIP NETWORKS IN DIGITAL MEDIA IMPACT STUDIES

Figure 3:



Source: Self-Created

Knowing how media affects academic achievement is essential in the digital age, when media exposure for children is pervasive (Geurts et al., 2021). This study explores this intricate link by using the Scopus database to conduct a bibliometric analysis of co-authorship networks. To provide insights that might influence educational practices and policies in the Global South, this extensive study attempts to identify patterns and trends in data from 2023 and 2024.

The VOS viewer illustration above paints a striking picture of cooperative efforts about children's academic achievement and digital media. Various groups of writers, each symbolized by a different shade, depict an international academic community tackling this important topic. The intricacy of this network, which has 285 authors, 712 co-authorship linkages, and a total link strength of 904, highlights how diverse the subject area is. Why did we choose to use the VOS viewer for co-authorship analysis? This

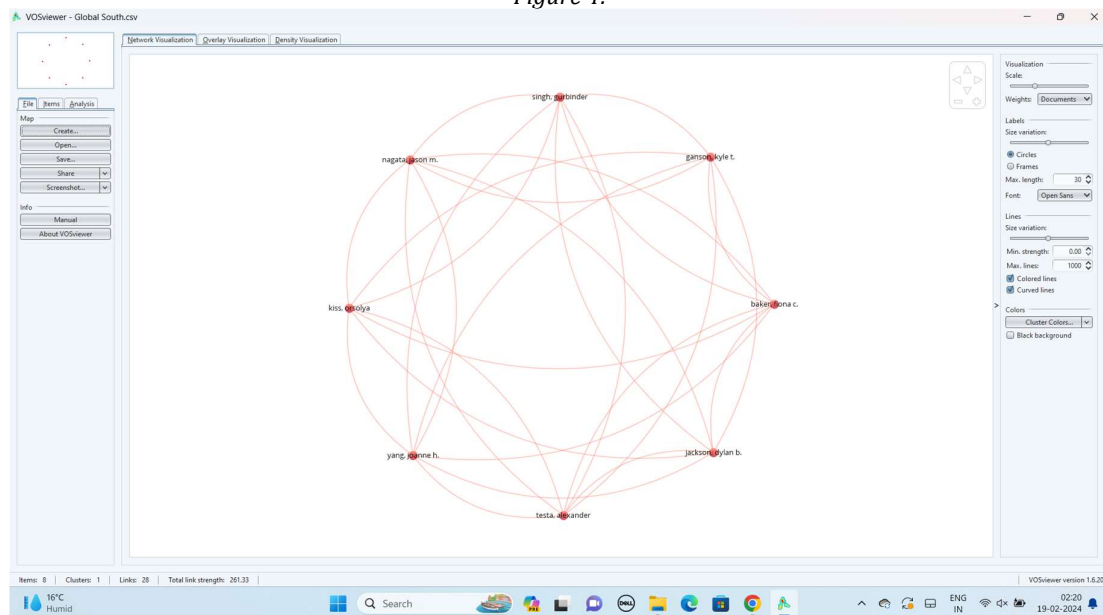
decision becomes clear when you look at the complex network of partnerships. Co-authorship networks highlight the multidisciplinary aspect of the study as well as important contributions. The cross-disciplinary links shown here highlight the need for a comprehensive knowledge of how digital media affects academic achievement. This bibliometric study reveals prominent researchers and works, leading us to influential items influencing the conversation. The network's clusters show different research trends, illuminating certain subtopics and approaches that have gained popularity recently. The co-authorship network's depiction of the collaborative environment is in perfect harmony with the goal of the study, which is to find patterns and trends in children's academic achievement and digital media use in the Global South.

Through comprehending the research patterns and findings presented inside the network, educators and policymakers acquire significant knowledge. With this knowledge, they may modify educational policies and procedures to better suit the changing digital media environment. The co-authorship network points the way toward evidence-based tactics that improve learning outcomes in the Global South, acting as a compass. In conclusion, a comprehensive picture of cooperative efforts to comprehend the influence of digital media on children's academic performance is provided by the co-authorship network analysis performed using the Scopus database. Through comprehending the research patterns and findings presented inside the network, educators and policymakers acquire significant knowledge. With this knowledge, they may modify educational policies and procedures to better suit the changing digital media environment. The co-authorship network points the way toward evidence-based tactics that improve learning outcomes in the Global South, acting as a compass.

In conclusion, a comprehensive picture of cooperative efforts to comprehend the influence of digital media on children's academic performance is provided by the co-authorship network analysis performed using the Scopus database.

IMPACT ANALYSIS THROUGH BIBLIOGRAPHIC COUPLING

Figure 4:



Source: Self-Created

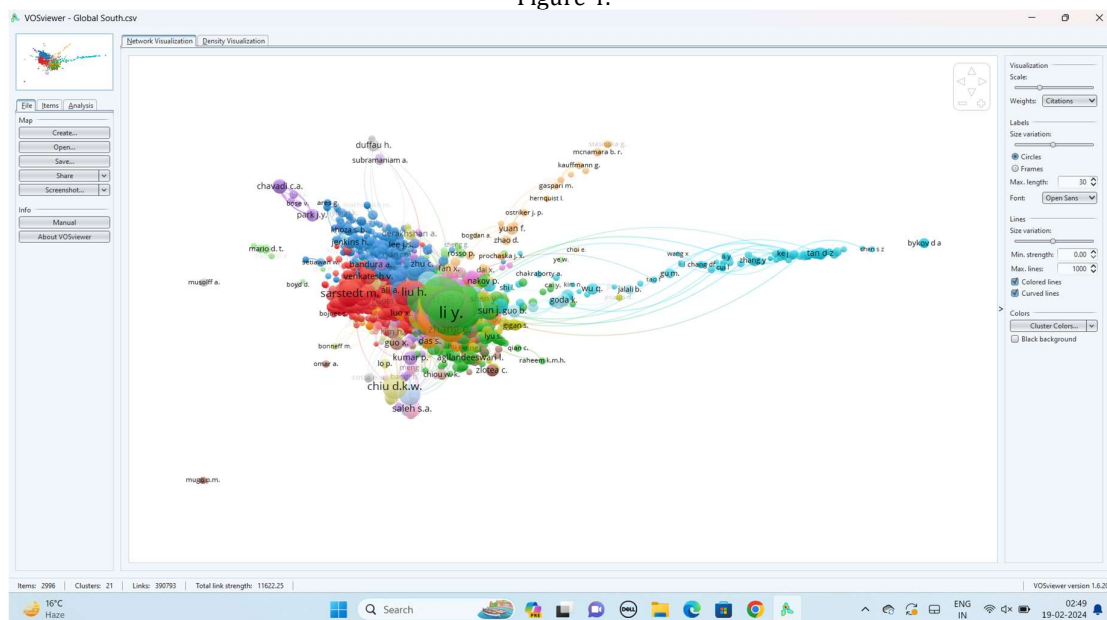
In an effort to comprehend the complex relationship that exists between children's use of digital media and their academic achievement in the Global South, this research explores a multitude of scholarly works. In order to properly interpret the academic environment, we do a bibliographic study utilizing the VOS viewer program, with a particular emphasis on author collaboration and citation networks. Why did we decide on this strategy? For inquiry, the bibliographic coupling of authors in the VOS viewer program seems to be an effective tool. This research intends to uncover dominant theories, methods, and significant personalities within the discourse by looking at the linkages and connections between writers. This analysis fits in well to guide educational policies and practices since it not only offers a landscape picture of the body of current knowledge but also assists in identifying research gaps and possible partners for future projects.

A substantially linked area is seen in the VOS viewer screenshot, indicating significant author collaboration or citation. Different levels of connections between the nodes that represent different authors show how they are related to one another bibliographically. The absence of notable differences in size between nodes suggests that research output is distributed fairly, emphasizing a collaborative culture among academics. This academic network's interesting elements are revealed by the analysis. The consistent size of the nodes indicates a balanced authorship, while the number of connecting lines indicates different levels of collaboration. A higher degree of common references or cooperation is indicated by a denser network. Furthermore, the thickness of connecting lines provides insight into the frequency of citations and the level of intellectual collaboration among writers.

This bibliometric analysis acts as a guide for the investigation. By pinpointing the main players and comprehending the structure of the discourse, we gain the knowledge that is essential to properly situating research. The relationships shown in the VOS viewer image highlight areas for improvement, prominent voices, and cooperative opportunities. These links set the stage for the quest for new knowledge on the relationship between children's academic achievement in the Global South and their use of digital media. The bibliometric analysis guides us through this academic landscape, influencing the research's course and adding to the larger discussion on this crucial intersection between technology and education.

CO-CITATION ANALYSIS IN CHILDREN'S DIGITAL LEARNING

Figure 4:



Source: Self-Created

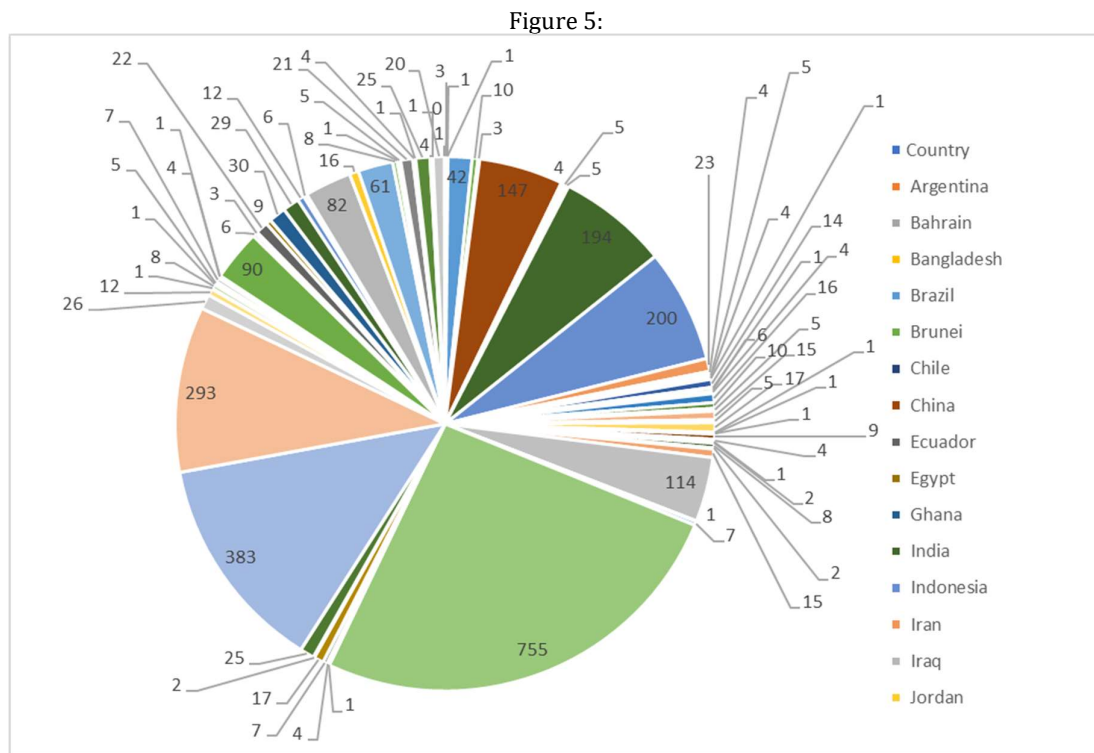
In the fast-paced world of digital media consumption and its effects on children's academic achievement in the Global South, bibliometric research reveals important new information. This study makes use of the Scopus database to analyze the complex relationships and identify trends that may influence educational policies and practices. The rationale for the decision to utilize the co-citation analysis technique in the VOS viewer program is its ability to clarify the academic discourse related to the research goal. We can access the collective knowledge of academic discourse by navigating through a maze of interrelated ideas and contributions and concentrating on referenced authors. The co-citation network snapshot offers a visual tapestry where names like "huang@bing," "li@b.u," "shi@zone," and "zhi@bing" emerge as stalwarts in the field. The discussion on the effects of digital media on academic achievement is enhanced by their prominence, which shows a thematic resonance and convergence of ideas.

In this network of references, we find not just links but also lines of common research and overlapping perspectives. The interaction between writers such as "li@b.u" and "huang@bing" suggests a more sophisticated investigation of the relationship between educational results and cognitive development in digitally enhanced contexts. The network's link strength of 29, with three articles and four linkages, highlights the depth of these academic discussions. With more connections than authors, the depth and

breadth of their contributions are amply demonstrated, since they cover a wide range of topics within the field of study. These bibliometric evaluations act as compass points in the rapidly evolving digital ecosystem, helping scholars navigate the maze-like body of literature. They provide organized insights into dominant patterns, disputed claims, and developing viewpoints, opening up new lines of investigation and decision-making.

As we continue to explore the relationship between digital media and academic achievement, this approach not only reveals the academic environment but also challenges us to challenge presumptions, look for gaps in knowledge, and design a path towards comprehensive understanding and well-informed action. Ultimately, based on the Scopus database, the co-citation study is a lighthouse guiding the academic conversation on the relationship between children's academic achievement in the Global South and their use of digital media.

COUNTRY-WISE DIGITAL MEDIA CONSUMPTION AND ACADEMICS



The bibliometric analysis of the gathered data indicates notable differences in the amount of research produced about how children's academic performance is affected by digital media intake in various Global South nations. The greater number of publications published in countries like China, India, and Indonesia suggests that these nations have increased coverage or focused attention on this important issue. Given their vast populations and quickening tendencies towards digitization, China (755), India (383), and Indonesia (293) have the highest amount of publications. However, nations with a lower number of publications might not have as much research to provide a thorough understanding of this association. This discrepancy highlights the need for more equitable international research initiatives to fully comprehend this problem in a variety of settings and cultural situations. This analysis is essential to this research because it draws attention to current research trends and gaps in the Global South. It helps to pinpoint areas with high levels of research undertaken there and areas with low levels of information. By comprehending these trends, educational policies may be adjusted to take into account insights gained worldwide in addition to internal national data. This ensures that to improve children's academic performance in the face of rising digital media use, interventions are comprehensive, tailored to the setting, and supported by a wide variety of findings.

A quantifiable indicator of the amount of research produced in each nation is provided by the statistics from the Scopus database. This enables us to determine which nations are at the forefront of this field of

study and where any gaps may exist. For instance, the large number of articles from China indicates a robust research capability and interest in this field. However, nations with a lower number of publications might gain from more research being done. This analysis offers a macro-level perspective on the research landscape, which is directly related to the topic. It improves the comprehension of the areas where the bulk of research is being done as well as potential sites for further study. Policymakers and educators in these nations may use this to better understand the present level of research in this field and to guide future research initiatives. To sum up, the Scopus database bibliometric analysis offers insightful information on research trends and patterns in the Global South. It contributes to the understanding of the relationship between children's use of digital media and their academic achievement in various areas, which influences educational practices and policy. This bibliometric study relies heavily on the data from the Scopus database, which is shown in the pie chart. It offers a numerical assessment of the amount of research produced in every nation, assisting us in determining patterns, opportunities, and deficiencies in the field. This analysis, which offers a broad overview of the research environment in the Global South, is closely tied to the study and its goals. It assists educators and policymakers in understanding the present status of research in this field and provides guidance for future research initiatives.

FINDINGS AND RESULTS

In the rapidly changing digital era, when children in the Global South must negotiate the confusing world of digital media, this research sets out to explore the complicated link that exists between the use of digital media and academic achievement (Lim, 2020). To extract complex insights and patterns, this study uses a qualitative methodology and four different bibliometric analyses: co-occurrence, citations and authors, co-authorship networks, and co-citation.

Our investigation, which starts with the co-occurrence analysis performed using the VOS viewer program, reveals the main topics in the discussion. The keyword "digital media consumption" comes into play, closely associated with the terms "social media," "digital learning," and "online education." Terms like "learning outcomes," "educational attainment," and "academic performance" are close together, indicating a comprehensive investigation of academic accomplishment in the digital age. Moreover, the addition of "Machine Learning & AI" highlights the significance of cutting-edge technology in comprehending the intricate relationship between academic achievement and digital media.

By examining authors and citations, this study reveals the theoretical foundations of the topic. Important authors, seminal works, and developing patterns surface, offering a thorough grasp of the academic environment. We find a troubling negative association between Indian students' academic performance and internet and social media addiction by closely examining citation trends. This result calls for a more thorough investigation of how digital media affects academic performance, especially in light of India's growing digital economy and educational difficulties.

Turning now to co-authorship networks, this analysis highlights how cooperatively researchers have studied the impact of digital media on academic achievement. The detailed structure of this network, which has 285 authors, 712 co-authorship linkages, and a total link strength of 904, highlights how diverse the topic is. Various author groups, each symbolized by a different hue, create a picture of international intellectual cooperation. This interwoven network emphasizes the multidisciplinary character of research and the importance of having a comprehensive grasp of the problem.

Further insights are provided by the bibliographic coupling of authors with the VOS viewer software. The substantially linked field shows that writers have significantly collaborated or referenced one another. Different levels of connections between the nodes that represent different authors show how they are related to one another bibliographically. This equitable dissemination of study findings demonstrates the academic community's collaborative spirit, which is essential for developing a sophisticated knowledge of how digital media affects academic achievement.

Finally, the VOS viewer software's co-citation analysis technique reveals a complex web of related concepts and contributions. Prominent names such as "li@b.u" and "huang@bing" imply a convergence of viewpoints and a thematic resonance. The network's 29 link strength highlights the depth of academic discussions that cover a wide range of topics within the study domain.

A bibliometric analysis of the collected data reveals significant variations in the amount of research conducted in different Global South countries about the impact of digital media use on children's academic performance. The fact that more publications have been published in China, India, and Indonesia implies that these nations have given this significant topic greater exposure or attention. China (755), India (383), and Indonesia (293), with their large populations and rapidly digitizing inclinations,

have the biggest number of publications. However, countries with fewer publications may not have enough data to fully comprehend this relationship. This discrepancy highlights the need for more equitable international research initiatives to fully comprehend this problem in a variety of settings and cultural situations. This analysis is essential to this research because it draws attention to current research trends and gaps in the Global South. It helps to pinpoint areas with high levels of research undertaken there and areas with low levels of information. In general, this qualitative study explores the complex landscape of digital media's influence on children's academic achievement in the Global South by using four different types of bibliometric analysis. This study offers insightful information to guide educational policies and practices, from identifying key topics to revealing collaboration networks and identifying prominent writers. In navigating this intricate network, we highlight the multidisciplinary and cooperative efforts required to address this crucial nexus of technology and education in the Global South, in addition to shedding light on the relationship between digital media use and academic achievement.

Comprehensive discussion for policymakers and educators regarding digital media consumption and the academic performance of children in the Global South, according to the analysis.

In the dynamic digital environment of the Global South, where children's academic pursuits are closely linked to their use of digital media, this thorough study provides educators and policymakers with insightful information. Using four bibliometric analyses and a qualitative investigation, the study explores the complex link between children's academic achievement in the region and digital media use. First and foremost, policymakers need to recognize the importance of "Digital Media Consumption" in the academic conversation. The complex relationships that exist between concepts like "social media," "digital learning," and "online education" highlight how diverse digital involvement is. As digital media increasingly governs children's lives, regulators need to acknowledge its dual potential as an educational resource and a source of difficulties. Teachers have a significant influence on how children use technology. The results emphasize the necessity of a well-rounded strategy. It becomes essential to use digital media, such as "online education," for educational objectives while being aware of the possible drawbacks associated with "social media" and its effects on mental health. Programs for digital literacy should be incorporated into the curriculum to provide students with the tools they need to appropriately use the internet.

Co-authorship networks highlight the collaborative character of research and highlight the need for multidisciplinary efforts. It is the responsibility of policymakers and educators to promote cooperation among various stakeholders, such as industry, academia, and community organizations. This cooperative strategy guarantees a comprehensive comprehension of the obstacles and possibilities posed by digital media in the field of education (UNCAD, 2019). Regarding the particular results pertaining to India, authorities must exercise caution regarding the adverse relationship that exists between internet and social media addiction and scholastic achievement. Parents and educators can reduce these risks with the use of targeted interventions like educational campaigns and digital parenting tools (Wohlfart & Wagner, 2022). The study also emphasizes how crucial it is to take cultural quirks and regional circumstances into account when designing educational initiatives. It is the primary objective of policymakers to provide inclusive and culturally sensitive pedagogies that respect children's identities and cultural heritage. To sum up, the study provides educators and policymakers with a compass by providing a path for navigating the complexity of digital media use and how it affects children's academic performance in the Global South. The results of the bibliometric study show that the research output of different countries in the Global South differs significantly. This disparity reflects not just the volume of research but also the different levels of focus on the problem of how digital media affects children's academic performance. Due to their vast populations and growing digitalization, countries like China, India, and Indonesia which publish a lot are prioritising this issue. The smaller number of publications in other nations, however, raises the possibility that the problem is not well understood elsewhere. The data from the Scopus database serves as a valuable tool in identifying these trends. This area of study, highlights both the innovators and slow adopters by providing a numerical depiction of each country's research output. It provides a clear picture of the present status of research and the areas that need greater attention, which is important information for educators and lawmakers. This analysis emphasises the necessity of a worldwide, cooperative approach to research. We can make sure that educational policies and interventions are not only thorough and context-specific, but also supported by a wide range of findings by recognising the trends and gaps in the literature. In the end, this will support improving kids' academic achievement in the face of the growing usage of digital media. Thus, our bibliometric analysis represents a call to action for countries with lower levels of research productivity. It highlights how important it is for these nations to increase their research spending in order to fully comprehend how children's use of

digital media affects their academic achievement. Then and only then will it be possible for us to create strategies and interventions that work and are specific to the requirements and conditions of every nation in the Global South. Policymakers and educators may work together to create an educational environment that equips kids to succeed in the digital age by utilizing the transformational potential of digital media while addressing its drawbacks.

Limitation of the Study:

1. The study's findings may not be entirely generalisable beyond the global south due to regional variations in digital media access, educational infrastructure, and socio-economic factors.
2. The study's scope is limited to publications available in the Scopus database, potentially excluding relevant research from other sources.

Future Scope of the Study:

1. Investigate longitudinal effects by tracking digital media consumption and academic performance over time.
2. Explore interventions or educational strategies aimed at mitigating negative impacts and maximizing positive outcomes of digital media use on academic achievement.

DISCUSSION & CONCLUSION

Where children's academic routes connect with the digital world in the dynamic landscape of the Global South. This study explores the complex relationships between academic performance and digital media consumption. We extract the complex network of connections using thorough bibliometric research, illuminating major concepts and trends that reoccur in academic discourse.

Our analysis highlights the complex nature of this important connection, from the importance of "Digital Media Consumption" to the collaborative networks guiding research activities. At this critical point, policymakers and educators need to strike a balance between protecting against the dangers of digital media and maximizing its transformational potential. The conclusions drawn from our investigation highlight the necessity of sophisticated strategies based on cross-disciplinary cooperation and cultural sensitivity. The many requirements and difficulties that children in the Global South experience must be addressed by specialized interventions and educational programs as we traverse the digital era. Furthermore, our analysis of research output highlights the necessity of balanced research initiatives, enabling all countries to have access to the information required to guide evidence-based policies and practices. Our findings essentially act as a compass, pointing researchers in the direction of a future in which children flourish academically in the middle of the digital revolution. We begin a shared journey towards a more knowledgeable, inclusive, and empowered educational landscape for future generations by taking the knowledge gained from this study to mind.

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