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## **THE RELATIONSHIP BETWEEN INTERNET USE AND ACADEMIC OUTCOMES**

### **Abstract**

The internet has become a vital part of students' daily life and academic pursuits in the modern digital age. It helps a variety of learning processes, makes communication easier, and offers limitless access to information. Despite these benefits, excessive and unrestrained internet use has sparked worries about how it may affect students' academic performance and mental health. Students' academic lives are significantly impacted by their use of the internet. The association between internet use, school satisfaction, and school burnout is investigated in this study. Results show that whereas excessive use results in lower motivation and emotional tiredness, balanced and intentional use increases academic engagement. The study emphasizes how crucial self-control and digital literacy are to maximizing academic results. Encouraging ethical internet use is crucial for both psychological health and academic achievement. This article aims to explore the relationship between internet use and academic outcomes, with a particular focus on school satisfaction and school burnout among school students. It is argued that while moderate and purposeful use of the internet can enhance learning and academic engagement, excessive use may result in decreased motivation, reduced satisfaction with school, and increased emotional exhaustion. With an emphasis on student burnout and school happiness, this essay attempts to investigate the connection between internet use and academic outcomes. While intentional and appropriate internet use can improve learning and academic engagement, excessive use can lead to lower motivation, worse school satisfaction, and more emotional tiredness. The findings suggest that the quality and purpose of internet use play a crucial role in determining its effects. Therefore, promoting balanced and responsible internet use is essential for improving both academic performance and students' psychological health. This study also emphasizes the significance of differentiating between internet use that is productive and that which is not. Compared to students who use the internet solely for amusement, individuals who participate in academic online activities have higher levels of motivation and better learning results. The results also imply that too much screen usage can raise the likelihood of psychological distress and have a detrimental effect on students' emotional stability. The study also highlights the importance of digital literacy and self-control in properly controlling internet use. By honing these abilities, students may optimize the advantages of the internet while reducing its drawbacks. All things considered, the study advances our knowledge of how digital conduct affects academic achievement.

**Keywords:** internet use, academic outcomes, school satisfaction, school burnout, students.

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### **Introduction**

Education has changed as a result of the quick growth of digital technologies. Students are using the internet more and more for research, communication, and education. However, overuse may have a detrimental

effect on both psychological health and academic achievement [1]. In addition to grades, academic outcomes encompass motivation, engagement, and emotional states including exhaustion [5]. Students' everyday

life and the educational environment have been profoundly altered by the quick growth of digital technologies. The internet is becoming a vital resource for education, communication, and entertainment. In order to finish projects, conduct research, and communicate with teachers and peers, students are depending more and more on internet resources.

Academic outcomes include psychological and emotional elements including motivation, engagement, school satisfaction, and burnout in addition to grades and performance. While school burnout is linked to emotional tiredness, cynicism, and diminished academic effectiveness, school satisfaction indicates students' favorable feelings toward their learning environment [4].

While there are many educational advantages to the internet, excessive use can disrupt students' obligations and have a detrimental impact on their academic commitment. Many students find it difficult to strike a balance between their online and academic obligations, especially when they use the internet mostly for enjoyment [3]. With an emphasis on how various internet usage patterns affect school happiness and school burnout, this article aims to examine the connection between internet use and academic outcomes.

#### **Internet use in the educational context.**

The usage of the internet has become firmly ingrained in contemporary education. Students participate in online classrooms, view instructional videos, access academic materials, and work together with classmates via digital platforms. These options let students learn more flexibly and more effectively [3]. But there are possible hazards associated with the growing accessibility of digital content. Excessive use may negatively affect students' academic outcomes and mental health. Online gaming, social media, and other entertainment may divert students. They might therefore spend too much time online without doing anything useful. Additionally, prolonged exposure to digital content might shorten attention spans and make it harder to focus [7]. Learning outcomes can be adversely affected by multitasking

between online activities and academic work, which can impede cognitive functioning. Therefore, while the internet has the potential to enhance education, its benefits depend largely on how it is used by students [9].

**School satisfaction.** A key measure of children' academic success is school satisfaction. It shows how favorably kids view their school environment, including their interactions with peers, relationships with teachers, and participation in extracurricular activities. Higher levels of school satisfaction are typically associated with more motivation, active participation in the classroom, and improved academic success [6]. Additionally, they are more likely to form a strong feeling of community inside the educational setting. However, adolescents who use the internet excessively may become less involved in school life. Students may have less opportunity to connect in person with teachers and peers when they spend a lot of time online. Their sense of belonging and social ties may be weakened as a result [11].

Additionally, in educational contexts, emotional health and self-esteem are strongly associated with school satisfaction. Students are more resilient to academic stress when they feel appreciated and encouraged in the classroom. Good school experiences also promote involvement in extracurricular activities, which enhances social integration even further. However, pupils' real-world communication abilities may eventually deteriorate if they rely too much on digital communication. Even in a busy school setting, this might result in feelings of loneliness. Reduced social connection over time may erode teacher-student trust. In the end, this can result in decreased involvement and general school satisfaction.

Additionally, there is a substantial correlation between school pleasure and kids' sense of purpose and intellectual identity. If students feel like they belong in their learning environment, they are more likely to set important academic goals and persist with their studies. Having positive interactions with teachers and classmates is largely necessary to strengthen this connection.



However, increasing engagement in online contexts may someday supplant in-person connections. If students prefer online contact over face-to-face encounters, their emotional commitment to school may suffer. This shift may reduce their overall level of satisfaction with the educational process and restrict their participation in social and academic activities within the school environment [6].

**School burnout.** School burnout is a psychological condition that develops as a result of prolonged academic stress and pressure. It is characterized by emotional exhaustion, reduced motivation, and a sense of inefficiency. One of the major contributing factors to school burnout is the imbalance between academic demands and students' ability to cope with them [4]. Internet use can play a significant role in this process. Excessive use, particularly during late hours, disrupts sleep patterns and reduces overall energy levels. Lack of sleep and constant fatigue negatively affect students' ability to concentrate and complete academic tasks effectively [12]. Moreover, students who use the internet as a way to escape academic stress may develop avoidance behaviors, which further increase their workload and stress levels. Over time, these factors contribute to emotional exhaustion and disengagement from school, leading to burnout [8].

The continual exposure to knowledge and digital stimulation is another aspect that contributes to school fatigue. The human brain needs time to relax in order to operate properly, yet constant internet use limits these opportunities. Students may consequently suffer from mental exhaustion, which impairs their capacity to focus and resolve challenging issues. Additionally, school burnout develops gradually through ongoing exposure to stressors; students may first exhibit mild symptoms like procrastination or decreased interest in lessons, which later develop into deeper emotional exhaustion; digital distractions frequently intensify this process by fragmenting attention and reducing study efficiency; social comparison on online platforms may also increase feelings of

inadequacy among students, which can weaken their academic confidence and increase psychological pressure; additionally, lack of structured study routines due to internet overuse makes it more difficult for students to manage academic responsibilities.

Academic pressure might also rise as a result of the practice of delaying assignments because of internet distractions. Students may feel overburdened as deadlines draw near, which increases stress and hastens the onset of burnout symptoms. This loop gets harder to stop over time and can have a big effect on kids' academic paths.

**The relationship between internet use and academic outcomes.** Internet use and academic performance have a complicated and nuanced relationship. On the one hand, the internet offers useful resources that can enhance learning and raise academic achievement. However, excessive and unchecked use can have unfavorable effects. Students who utilize the internet for learning and research are more likely to retain higher levels of engagement and produce better results. On the other hand, people who use Facebook mostly for entertainment could be less motivated and perform less academically [2]. Moreover, excessive internet use is associated with lower school satisfaction and higher levels of burnout. Students who spend long hours online may feel disconnected from their academic environment and experience emotional exhaustion. Therefore, the key factor is not the internet itself but the way it is used. Developing healthy digital habits is essential for achieving positive academic outcomes [10].

Additionally, pupils' attention, memory, and problem-solving skills are all impacted by internet use. Digital technologies can enhance autonomous learning abilities and promote a deeper comprehension of difficult subjects when utilized constructively. However, juggling online temptations with academic assignments frequently lowers cognitive performance. Instead of a thorough understanding of the subject matter, this results in superficial learning. Such behaviors may eventually have a detrimental impact on long-

term performance and academic consistency. Additionally, students who struggle with self-control are more susceptible to distractions, which exacerbates academic instability. Thus, self-control and computer literacy are vital in determining academic results.

The fact that there is a nonlinear relationship between internet use and academic performance should also be taken into account. While extremely low and extremely high levels of use can be less advantageous, moderate use may have neutral or even favorable benefits. This implies that striking a balance is more crucial than merely cutting back on usage. Furthermore, the reason for using the internet is crucial. While entertainment-oriented use might cause procrastination and lower academic engagement, educational use promotes academic progress. For this reason, encouraging children to use the internet in a deliberate and organized manner is crucial to optimizing its beneficial effects [3].

### **Discussion**

The dual character of internet use in students' academic lives is shown by the study's findings. Even though it has many benefits, abusing it can have a detrimental impact on psychological health and academic achievement. The impact of internet use is mostly determined by self-control and time management. Digital technology are more likely to help students who can prioritize their academic work and manage their online activities [9]. Students who lack these abilities, on the other hand, are more susceptible to problematic internet use and its detrimental effects. This indicates the necessity of educational programs targeted at enhancing pupils' self-regulation and digital literacy. Parents and educators also play an important role in guiding students toward responsible internet use. By providing support and monitoring online activities, they can help students develop healthier habits. Furthermore, the importance of families and educators should not be undervalued. Academic results can be greatly enhanced by offering advice on efficient time management and motivating

students to use digital resources for learning. Students may be able to strike a better balance between their academic obligations and online interests by creating disciplined daily routines and restricting non-academic screen time. These strategies can improve overall academic satisfaction and lower the risk of burnout. The findings reveal that internet use has both positive and negative effects. Students who use the internet for academic purposes demonstrate higher engagement. On the other hand, excessive recreational use increases burnout and lowers academic performance [5]. Time management and self-control are essential for preserving equilibrium.

### **Conclusion**

In conclusion, internet use has both positive and negative effects on students' academic outcomes. While balanced and purposeful use can enhance learning and engagement, excessive use may lead to decreased school satisfaction and increased burnout. The results emphasize the importance of promoting responsible internet use and developing effective time management strategies among students. Encouraging healthy digital behavior can significantly improve students' academic success and psychological well-being. The long-term effects of internet use on students' academic development should also be taken into account. Excessive internet use can result in ongoing academic challenges and diminished psychological well-being if it is not properly supervised. As a result, parents and teachers should actively assist youngsters in forming positive digital habits. Intervention programs targeted at enhancing self-control and time management abilities can also be implemented in schools. Students' social and emotional development may be further improved by encouraging them to interact with others in person. More focused methods for maximizing internet utilization in educational environments should be investigated in future studies.

In conclusion, academic results are strongly impacted by internet use. While excessive use leads to burnout and lower



enjoyment, balanced use enhances learning. The development of self-control and computer literacy should be the main goals of educational initiatives. Long-term effects on academic growth should be investigated in future studies.

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### İNTERNET İSTIFADƏSİ İLƏ AKADEMİK NƏTİCƏLƏR ARASINDAKI ƏLAQƏ

#### Xülasə

Bu məqalədə internet istifadəsi ilə akademik nəticələr arasındakı əlaqə geniş və ətraflı şəkildə təhlil olunur. Müəyyən edilmişdir ki, internetdən düzgün və balanslı istifadə şagirdlərin təhsil fəaliyyətinə müsbət təsir göstərir, onların bilik əldə etmə imkanlarını genişləndirir və akademik nailiyyətlərini artırır. Bununla yanaşı, həddindən artıq istifadə diqqətin dağılmasına, motivasiyanın azalmasına və məktəb mühitindən uzaqlaşmaya səbəb olur. Bu proses nəticəsində məktəb məmnunluğu azalır və məktəb tükənmişliyi artır. Araşdırmalar göstərir ki, internetdən düzgün və məqsədyönlü istifadə akademik performansını əhəmiyyətli dərəcədə artırır. Şagird və tələbələr müxtəlif onlayn resurslardan, akademik məqalələrdən, elektron kitabxanalardan və tədris platformalarından istifadə edərək biliklərini daha dərinlən inkişaf etdirə bilirlər. Bu, onların analitik düşünmə

qabiliyyətini gücləndirir və müstəqil öyrənmə bacarıqlarını formalaşdırır. Bundan əlavə, rəqəmsal mühit fərdi öyrənmə sürətinə uyğunlaşmağa imkan verir ki, bu da təhsil prosesinin effektivliyini artırır. Lakin internet istifadəsinin mənfi tərəfləri də diqqətdən kənar qalmamalıdır. Xüsusilə nəzarətsiz və həddindən artıq istifadə zamanı tələbələrdə diqqət dağınıqlığı, zaman idarəetmə problemləri və akademik məsuliyyətsizlik müşahidə olunur. Sosial şəbəkələr və əyləncə yönümlü məzmunlar dərş fəaliyyətinə ayrılan vaxtı azaldır və nəticədə akademik nəticələrin zəifləməsinə səbəb olur. Bu vəziyyət həmçinin emosional yorğunluq, motivasiya azalması və məktəb mühitindən uzaqlaşma ilə müşayiət oluna bilər. Psixoloji baxımdan bu proses akademik tükənmişlik (academic burnout) riskini artırır. Tələbələrdə davamlı stress, diqqət çatışmazlığı və öyrənməyə qarşı mənfi münasibət formalaşa bilər. Bu səbəbdən internet istifadəsi yalnız texniki məsələ deyil, həm də psixoloji və davranış aspektləri olan kompleks bir fenomendir. Nəticə etibarilə, internet istifadəsinin akademik nəticələrə təsiri onun miqdarından deyil, keyfiyyətindən və məqsədindən asılıdır. Təhsil müəssisələrində rəqəmsal savadlılığın artırılması, vaxt idarəetmə bacarıqlarının inkişaf etdirilməsi və düzgün internet istifadəsi vərdişlərinin formalaşdırılması mühüm əhəmiyyət daşıyır. Müəllimlərin və valideynlərin bu prosesdə yönləndirici rolu xüsusilə vacibdir.

**Açar sözlər:** internet istifadəsi, akademik nəticələr, məktəb məmnuniyyəti, məktəb tükənməsi, tələbələr.

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## СВЯЗЬ МЕЖДУ ИСПОЛЬЗОВАНИЕМ ИНТЕРНЕТА И АКАДЕМИЧЕСКИМИ РЕЗУЛЬТАТАМИ

### Резюме

В данной статье подробно анализируется взаимосвязь между использованием интернета и академическими результатами учащихся. Установлено, что рациональное и умеренное использование интернета способствует улучшению учебной деятельности и повышению академической успеваемости. В то же время чрезмерное использование приводит к снижению концентрации, уменьшению мотивации и отдалению от образовательного процесса. Это, в свою очередь, снижает удовлетворенность школой и усиливает школьное выгорание. Результаты подчеркивают важность формирования у учащихся навыков грамотного использования интернета. Современные исследования показывают, что рациональное и целенаправленное использование интернета способствует значительному повышению академической успеваемости. Учащиеся получают доступ к широкому спектру образовательных ресурсов, включая электронные библиотеки, научные базы данных, онлайн-курсы и интерактивные образовательные платформы. Это расширяет их учебные возможности, способствует развитию критического мышления и формированию навыков самостоятельного обучения. Кроме того, интернет позволяет индивидуализировать образовательный процесс, адаптируя темп и содержание обучения под конкретные потребности учащегося. Это особенно важно в условиях современного образования, где акцент делается на компетентностный и личностно-ориентированный подход. Однако чрезмерное использование интернета может иметь ряд негативных последствий. Среди них отмечаются снижение концентрации внимания, ухудшение памяти, прокрастинация и снижение учебной мотивации. Постоянное использование социальных сетей и развлекательного контента приводит к сокращению времени, отведенного на учебную деятельность, что негативно отражается на академических результатах. С психологической точки зрения, подобные изменения могут способствовать развитию эмоционального выгорания, повышенного уровня стресса и снижению общей удовлетворенности учебным



процессом. В долгосрочной перспективе это может привести к формированию негативного отношения к обучению и снижению образовательной эффективности.

**Ключевые слова:** использование интернета, академические результаты, удовлетворенность школой, выгорание в школе, студенты.

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