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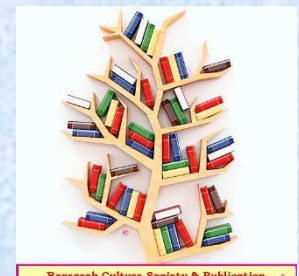


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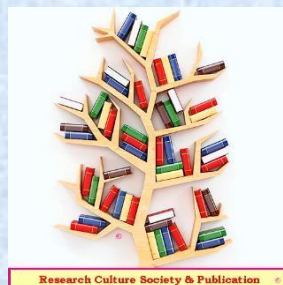
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COVER PAGE Volume: 6 Issue: 7 July – 2022		
PAPER / ARTICLE TITLE – NAME OF AUTHOR – DOIs	FULL TEXT	Page No.
<p>Literary Accounts: A Humanized Space of 'Red Corridor' — Dr. Navdeep Kaur Gill</p> <p>PAPER ID : IJRCS202207001 DOIs:10.2017/IJRCS/202207001</p>		1-3
<p>IMPACT OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) ON THE FORMAL EDUCATION OF STUDENTS IN PUBLIC ESTABLISHMENTS IN BENIN: CASE OF CEG2-SAVALOU — Adolphe AHONNON, Alassane Boukary BIGA, Gilchrist GOUTHON, ADOKO Frenckel</p> <p>PAPER ID : IJRCS202207002 DOIs:10.2017/IJRCS/202207002</p>		4-20
<p>Fullerenes a carbon molecule with vivid biomedical applications — Neeraj kumar Prajapati, Shashi Kiran Misra, Angad Kumar, Anupriya Kapoor</p> <p>PAPER ID : IJRCS202207003 DOIs:10.2017/IJRCS/202207003</p>		21-28

Biomedical applications of quantum dots — Angad Kumar, Shashi Kiran Misra, Anupriya Kapoor, Neeraj Kumar Prajapati

PAPER ID : IJRCS202207004

[DOIs:10.2017/IJRCS/202207004](https://doi.org/10.2017/IJRCS/202207004)



29-42

An Empirical Study on the Status of the Narikuravar, the Peripatetic Nomads in Tirunelveli, Tamil Nadu, South India — Dr. M. S. Thangam

PAPER ID : IJRCS202207005

[DOIs:10.2017/IJRCS/202207005](https://doi.org/10.2017/IJRCS/202207005)



43-48

Indian exports of food product's in competitive global market — S. Shanmuganathan, Dr. S. Gopalsamy

PAPER ID : IJRCS202207006

[DOIs:10.2017/IJRCS/202207006](https://doi.org/10.2017/IJRCS/202207006)



49-54

A Descriptive Quantitative Study on "Employee Perception of Stress during Training at Workplace" — Vijeth J.K, Raj Kishore S.N, Dr. Satyanarayana

PAPER ID : IJRCS202207007

[DOIs:10.2017/IJRCS/202207007](https://doi.org/10.2017/IJRCS/202207007)



55-60





Buddhist Monasteries of Western Himalaya and its Functions — Dr. Ankush Gupta

PAPER ID : IJRCS202207008

[DOIs:10.2017/IJRCS/202207008](https://doi.org/10.2017/IJRCS/202207008)



61-66

<p>ASSESSMENT AND DISTRIBUTION OF SLOP OF MOSAM RIVER BASIN IN NASHIK DISTRICT — Dr. Pralhad Y. Vyalij</p> <p>PAPER ID : IJRCS202207009 DOIs:10.2017/IJRCS/202207009</p>		<p>67-70</p>
<p>EFFICACY OF E-LEARNING FOR VALUE INCULCATION: A LITERATURE REVIEW — LAXMI MEHER</p> <p>PAPER ID : IJRCS202207010 DOIs:10.2017/IJRCS/202207010</p>		<p>71-77</p>
<p>THE POSITION OF KUUM’S ULAYAT LAND BECOME A PROPRIETARY TRANSFER OF PEOPLE’S ULAYAT RIGHTS OUTSIDE OF TRADITIONAL PROVISIONS IN NAGARI HEAD HILALANG, 2X11 KAYU TANAM DISTRICT, PADANG PARIAMAN — Vivi Leosti Ratman, Dr.Ferdi, Prof. Dr. Zefrizal Nurdin</p> <p>PAPER ID : IJRCS202207011 DOIs:10.2017/IJRCS/202207011</p>		<p>78-80</p>
<p>IMPLEMENTATION OF THE PRINCIPLE OF JUSTICE IN SETTLEMENT OF DISPUTES FOR THE DISTRIBUTION OF JOINT ASSETS DUE TO DIVORCE IN DECISION NUMBER 983/PDT.G/2019/PA.PDG — Sri Ayu Ramadani, Prof. Dr. Yaswirman, Dr. Yasniwati</p> <p>PAPER ID : IJRCS202207012 DOIs:10.2017/IJRCS/202207012</p>		<p>81-82</p>

IMPLEMENTATION OF INVESTIGATIONS BY OFFICIAL CIVIL SERVANT INVESTIGATORS (PPNS) MINISTRY OF COMMUNICATIONS AND INFORMATICS ON CRIMINAL ACTS OF ILLEGAL USE OF RADIO FREQUENCY SPECTRUM — Rian Rusmana Putra, Prof. Dr. Ismansyah, Dr. Nani Mulyati

PAPER ID : IJRCS202207013

[DOIs:10.2017/IJRCS/202207013](https://doi.org/10.2017/IJRCS/202207013)



83-84

Analysis of Minerals of wild vegetable Cassia obtusifolia from Poladpur — Jadhav, J. Y., Kamble, S.S. and Gawali, S.P.

PAPER ID : IJRCS202207014

[DOIs:10.2017/IJRCS/202207014](https://doi.org/10.2017/IJRCS/202207014)



85-89

Roles of Humanitarians in Mahasweta's The Glory of Sri Sri Ganesh and Water — Ashis Sahu

PAPER ID : IJRCS202207015

[DOIs:10.2017/IJRCS/202207015](https://doi.org/10.2017/IJRCS/202207015)



90-91




Law Enforcement Against Online Gambling Crimes in the Jurisdiction of the Pariaman District Court, West Sumatra — Fatika Putriyola Aulia, Prof. Dr. Elwi Danil, Dr. Nani Mulyati

PAPER ID : IJRCS202207016

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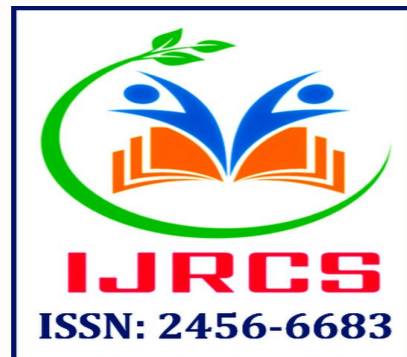
92-93

<p>IMPLEMENTATION OF SEPARATION OF ASSETS IN A MARRIAGE AGREEMENT IN THE FORM OF A NOTARY DEED (CASE STUDY IN KAMPAR DISTRICT IN 2020) — Wanda Octarian, Dr. Azmi Fendri, Dr. Delfiyanti</p> <p>PAPER ID : IJRCS202207017 DOIs:10.2017/IJRCS/202207017</p>		<p>94-95</p>
<p>GANGGAM BAUNTUAK LAND DELIVERY FROM ULAYAT TRIBE AND ITS CERTIFICATION IN NAGARI KINALI, PASAMAN BARAT REGENCY — Bagus, Prof. Dr. Yulia Mirwati, Dr. Zefrizal Nurdin</p> <p>PAPER ID : IJRCS202207018 DOIs:10.2017/IJRCS/202207018</p>		<p>96-97</p>
<p>PUB CULTURE – SHOULD IT BE CURBED? — Dr. S. Shanthi</p> <p>PAPER ID : IJRCS202207019 DOIs:10.2017/IJRCS/202207019</p>		<p>98-99</p>
<p>SELF-CONCEPT PLAYS A DYNAMIC ROLE IN THE DEVELOPMENT OF EMOTIONAL MATURITY — Dr. Anisha, Miss Nisha</p> <p>PAPER ID : IJRCS202207020 DOIs:10.2017/IJRCS/202207020</p>		<p>100-106</p>

<p>DUE TO THE LEGAL DEPOSIT OF CERTIFICATE OF LAND RIGHTS TO A NOTARY/PPAT RELATED TO THE CHANGING PROCESS OF LAND RIGHTS IN THE CITY OF PADANG — Triesha Morina Ramadi, Dr. Mardenis, Dr. Azmi Fendri</p> <p>PAPER ID : IJRCS202207021 DOIs:10.2017/IJRCS/202207021</p>		<p>107-109</p>
<p>Design, Development, and Evaluation of a Module in Writing Sections of a Quantitative Health Research Paper for Flexible Learning — Leong-on, M.S.G., Penaverde, F., Perez, J.G. Jr., Santiago, K.L., Caras, J.F., Marquez, J.A., Gelle, Z.G., Tubola, M., Guerrero, C.R., Jamili, J.J. Palec, M.B., Esteva, S.G., Abila, C.P., Daguay, A.</p> <p>PAPER ID : IJRCS202207022 DOIs:10.2017/IJRCS/202207022</p>		<p>110-115</p>
<p>EXECUTION OF FIDUCIARY GUARANTEE AFTER CONSTITUTIONAL COURT DECISION NUMBER. 2/PUU– XIX/2021 (Study at PT. Pegadaian, Branch Tarandam, Padang) — Vonny Sri Elmi, Prof. Dr. Busyra Azheri, Dr. Yussy Adelina Mannas</p> <p>PAPER ID : IJRCS202207023 DOIs:10.2017/IJRCS/202207023</p>		<p>116-118</p>

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IMPACT OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) ON THE FORMAL EDUCATION OF STUDENTS IN PUBLIC ESTABLISHMENTS IN BENIN: CASE OF CEG2-SAVALOU

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Abstract: *The purpose of this study is to determine the impact of ICT, mainly the Internet and mobile phones on the education of students at CEG2-Savalou, it focuses on the transformations that the use of ICT causes at school, for both students and teachers. The objective is to assess the risks that students could face in the use of ICT. The size of our sample is 110 subjects chosen by the reasoned choice technique. This sample, made up of learners in the final year class and teachers, was submitted to the questionnaire. From our investigations, it appears that the subjects declare to expose their private life more at 76% against 24%. 19% of teachers use ICT to prepare their lessons, to communicate by messaging with their colleagues, i.e. 39%. The results also show that the transformations that the use of ICT causes in school upset the perceptions, the representations, as well as the practices and previous behaviors of the pupils who must be wary of the use of ICT as they do currently.*

Key Words: *Students, Incidence, ICT, Formal education, Past behaviors, Preventive treatment.*

1. INTRODUCTION :

The use of information and communication technologies is essential, because it is part of the future, regardless of the profession that young people will exercise in the years to come. In other words, the place is no longer at the time of the discussion between the necessities or not of the introduction of ICTs in the life of all the inhabitants of the planet. Today, the importance of ICT no longer needs to be demonstrated. This is why there is not a social sector where it is not used. And the use made of it is just as diverse as it is diversified. It is one of the usual means most present in social relations and provides the essential links between the home, the place of employment of the parents and the school.

The process of adoption of ICT in education in Africa is in transition. A decade ago, it seems to be at the beginning of a marked shift from experimentation in the form of small-scale, donor-supported, NGO-led pilot projects to a new phase of systemic integration influenced by national government policies and multi-stakeholder driven implementation processes (Rondeau, 1997).

In the African countries south of the Sahara, particularly in Benin, ICTs and the many services they offer are still developing at a snail's pace in most major cities alongside mobile telephony, which has experienced rapid, even prodigious, development. Even if the uses of ICTs are still embryonic in Benin, educated adolescents show great enthusiasm for using ICTs in their daily lives. They browse the web, attracted by hobbies, videos and films focusing on violence, sexuality, but also visit dating sites such as (WhatsApp, Facebook, Gmail, Tweeter, Snapchat, viber, etc.) to weave friendships with other young people across the planet.

But these young Internet users are sometimes unaware of the dangers or misdeeds abounding in the ICTs to which they are exposed, certainly blinded by the passion that drives them when they browse the web or handle their mobile phones. It is clear that the dangers that await young people on the Internet and through their telephones come

from the more or less negative effects of their use, which seems unmoderated by young students. Thus, it goes without saying that ICTs are like a double-edged sword, which can be both beneficial and harmful, determining the lives of young people on the behavioral and cognitive level. This is why our study strives to highlight them, with a view to providing a preventive solution approach. ICTs through the Internet raise many concerns about their influence on the moral and mental health of immature minds on the black continent. This remark was made by Dupont (2001) and Legendre (2000) when they noted that “The Internet medium has also highlighted proven and potential deviations in terms of ethics”.

Indeed, ICTs are made up of two facets, the most noble and beneficent consisting of rich and varied documentary and cognitive resources, opportunities for distance learning, for weaving virtual friendly ties, etc. The other, dark and harmful, highlighted by cyber delinquency, scams, video games, violent and pornographic films, sites conveying xenophobic, fundamentalist and socially deviant ideas, etc. thus harboring proven and potential risks that pose a dangerous threat to students. Both the benefits and the risks associated with these ICTs can have a decisive influence on the lives of these young students.

As far as we are concerned here, we want to determine the impact of ICT, mainly the Internet and mobile phones on the education of students at CEG2-Savalou, so this is what we are aiming for. This much broader horizon is that of the basic common culture of our country. Like these programs, we place ourselves in a break with their recent predecessors, which only conceived of digital as instrumental and operational, in the restricted field of Usual Information and Communication Technologies (TUIC).

1.1. State of the Problem

The use of Information and Communication Technologies has become essential in our current society. Young people show a great ease in the use of these tools, but it is necessary to help them to have a reasoned, responsible and safe use.

Nowadays young learners have an array of technological tools to acquire knowledge and open up to the world. Therefore, ICTs are of considerable use in education, which is in the process of integrating our daily routine to the point of fascinating students. We then notice that the management or consumption by young people of this diverse and varied information distilled through the Internet, mobile phones and other modern tools for sharing and transmitting knowledge seem to direct them towards the playful aspect and entertaining rather than cognitive, educational and cultural. Often, when these young people go to cybercafés, use their mobile phones as playful tools, they seem to be primarily looking for information focused on entertainment, games, etc. as evidenced by the constant downloading of music videos, videos or films dealing with sexuality, violence of all kinds. Indeed, few are those who exploit the cognitive data or virtual documentary resources that the Web contains to improve their educational achievements and improve their intellectual skills. We also realize that the World Wide Web, this "technological jungle" is full of harmful factors likely to disadvantage the conduct and school learning of students in CEG2-Savalou.

Pouts-lajus (1998), affirms that young people have “invested communication machines with such enthusiasm that it modifies their social being, and also their psychology”. The Internet is increasingly exerting an irresistible attraction and a decisive influence on young people to the point of adversely modifying their personality. Indeed through the chat, school teenagers try to forge a new personality, most cases distort, having fun trapping each other in this virtual world.

Rigaut (2001), speaks rather of a “cyber friendliness” which is this form of relationship between Internet users, and which, according to him, frees them from the conventions of real sociability, and thus allows them to become different. Therefore, one can ask what role does the Internet tool play in the establishment of social relationships that young people form today? It is to be feared that in the long run pupils will become dependent on ICT, losing their social bearings and sociability, becoming incapable of strengthening their personality outside the world of ICT. The pupils' mobile phones by their ringtones in class disturb the teachers enormously in the dispensation of their lessons. Accustomed to abbreviating words and expressions in a whimsical, unacademic way, learners end up acquiring inabilities in spelling and grammar, resulting in mistakes that swarm on their homework and exam papers. In addition, their attention may slacken during lessons, because they discreetly take pleasure in viewing images, music videos or even violent or pornographic films between friends and girlfriends. We realize, in view of the rush of young Internet users in cybercentres, that it is essentially the playful side of the tool that particularly interests them. The playful facet of ICT and especially the Net easily wins over the instructive one when we measure the fervor of adolescents to revel in all that is recreational.

Tiemtore (2006), clarifies this question thinking that Information and Communication Technologies are used by Africans first for entertainment and rarely for culture. And this thanks to the access they allow to a very large quantity of video and audio files on the Internet, games and also, through the use of means of communication (mail, chat, discussion forum, IP telephony, networks social, etc).

ICTs are therefore comparable to a revolver which, used by a soldier, serves to save human lives threatened by real dangers, but becomes harmful in the hand of a criminal. Since the advent of ICT in Benin, young people have shown real enthusiasm in its adoption as a tool of communication, but above all of entertainment always present at the heart of the routine of daily life, hence slippages linked to their uses which seem immoderate. Thus, our study could allow students, their supervisors, school administrators and governors to get out of the game. Having become aware of the risks associated with the unscrupulous use by learners of these ultramodern communication tools, they can sound the alarm, seeking to counter the impact of ICT on the education and instruction of students at CEG2-Savalou. The introduction of ICT teaching in official school programs would be an effective way of making learners understand that ICT is a real springboard for their culture or the acquisition of academic performance and not a playground or technological gadgets intended to the search for leisure and the satisfaction of fantasies.

The sources of education for young people have diversified beyond the framework of the family, the social environment and the school. As the future of Africa our continent and particularly our country Benin rests on the shoulders of the youth, it is urgent to provide them with quality education. Young people have an interest in being well educated and competent, but above all they must be better educated. Therefore, this noble task immediately engages the responsibility of teachers, public authorities and parents who should seek to integrate ICT into educational vectors, while taking care to limit their perverse repercussions on the personality and school curriculum of young people. If students are supported pedagogically by teachers who guide them or orient them towards the advantageous use of the Internet, which they should primarily consider as a cognitive tool and their cell phones as communication tools, they would be able to use them practically on purpose. Thus their impact on their pedagogical skills and behaviors would be reduced for the good of all. Among the most common uses of the Internet by young people, we can find browsing on social networks such as Facebook, twitter, etc., instant messaging, commonly called "chat", blogs, and network games (role games). These spaces of communication and these virtual worlds conceal pitfalls that we must learn to avoid.

According to a study conducted on young people and the Internet by two media sociologists, Kredens and Fontar (2010), among the risks identified by young people, a bad encounter is the answer most often given. Other risks are viruses, bugs and spam. The third risk is the display of violent or adult content, and lastly, scams and money-related problems.

ICTs, through the Internet, represent immense progress in the service of humans, but it is still necessary to make good use of them. From primary school to college, the practices and behaviors of young people facing the Internet are changing. The dangers are therefore found in all areas: bad encounters, invasions of privacy, the violence of the content of certain sites visited, cyber scams, cyber delinquency and misinformation (use of erroneous information). It has been proven that ICTs develop inductive intelligence, which is different from the deductive intelligence that is required of young people at school. The aforementioned sociological survey showed that among the most common activities among young students, we find watching videos, listening to music, games, research for oneself, online chatting and lastly place, research for school.

ICT bring together, it should be remembered, a set of resources necessary to manipulate information and particularly computers, programs and networks.

Risky uses of ICT by students can have different qualifications:

- breaches of privacy through the dissemination of personal data and photos;
- harassment, intimidation and threats;
- erroneous use of training data due to poor orientation of research;
- the culture of ease: the increase in laziness because everything seems to be on the internet or can be found at hand through ICT (calculator and internet on mobile phones, virtual library on iPad, etc. .).
- the drop in the level of pupils due to the daily use of ICT
- cyber child pornography;
- exposure of the child to the dangers of virtual worlds (network games);

In order to carry out our study, we set ourselves a general objective which is to determine the risks that students could face in the use of ICT capable of influencing their academic skills and their personalities.

2. Methodological approach :

Any research work that aims to be scientific compels its author to necessarily adopt a methodology or an approach that should enable him to develop and present reliable results. It is therefore important for us to present our methodology, which is structured as follows: nature of the study, sampling, data collection instruments, conduct of the study and difficulties.

2.1 Nature of the study

To carry out our research work, we opted for a descriptive and analytical study, both quantitative and qualitative, which should allow us to better understand our object of study. It is therefore descriptive insofar as our concern is to describe the repercussions of ICT on the education of Beninese schoolchildren and the risks they entail.

2.2 Target population

Our survey population is made up of two categories, namely students and their teachers. The learners themselves constitute the first target of our investigation which interests us in the first place. Then come the teachers who are able to identify the influence of innovative communication technologies on their learners due to the fact that they observe their behavior in classes and in the courtyard of the establishment.

2.3 Sampling

2.3.1 Sample size

Our sample size is 110 subjects. This number of respondents is distributed among the students, exclusively terminales, the majority of around 75 or 68%. The teachers are 35 subjects, that is to say 32% of the total number of the target population.

2.3.2 Sampling method and technique

We adopted a similar sampling method and technique for our 2 categories of the survey population. It is the non-probability method with accidental sampling that is used to collect data from our respondents. Indeed, the choice of our subjects in the field both on the side of the students and teachers are occasional insofar as our meeting with them depends essentially on their presence and their availability at the workplace (CEG2-SAVALOU) or even elsewhere in other frames.

2.4 Data collection instruments

Due to the nature of our study (both quantitative and qualitative), we used two main data collection instruments, namely the interview and the questionnaire. These two research tools allowed us to collect essential information to understand our object of study.

2.4.1 Questionnaire

It is our main tool for collecting data during our survey at CEG2-SAVALOU which has allowed us to gather various information inherent to our study theme.

2.4.2 Questionnaire administration

Once we had formulated the questionnaires and the interview protocol, we went to the field of investigation to distribute them to our respondents. On site, we first had to introduce ourselves to the administrative officials of CEG2-SAVALOU, in this case the Director who, having taken note of our authorization to investigate, allowed us to investigate within his Establishment. Immediately, we contacted Mr. LEGBA Toussaint who is the general supervisor of the CEG. The latter was responsible for distributing the questionnaires to fellow teachers with a clear head, but the part of the students had to be done right away the same day. And the recovery of our questionnaires completed by the learners was done about thirty minutes later.

2.5 Data processing

The analysis of the raw data began the day after their complete collection with the Excel suite of Microsoft 2016. We systematically counted the answers to our survey questionnaires formulated by our respondents. Then, we proceeded to the presentation and analysis of these data obtained in order to verify and validate our various research hypotheses.

3. Results :

3.1 Presentation of student results

3.1.1 Identification of students

The characteristics of the students who responded to our questionnaire are presented in the following tables.

Table 1: representation of learner identification

School level	Effective	%
Terminal A et B	55	52%
Terminale D	35	33%
Terminale C	15	14%
Total	105	100%
Age		
18-22	65	62%
22 and more	40	38%
Total	105	100%
Sex		
Male	71	68%
Female	34	32%
Total	105	100%

We interviewed 105 students, the majority of whom were boys (68%) and final year A and B students (52%). Pupils aged 18 to 22 (62%) are the most numerous.

3.1.2 Internet use

Among the students who took part in the survey, more than half of them, or 94%, have an Internet connection at home compared to 6% who do not (Figure 1).

Figure 1: Possession of a home internet connection by students

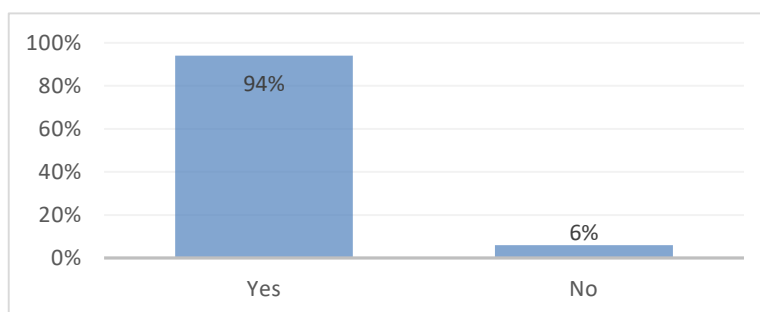
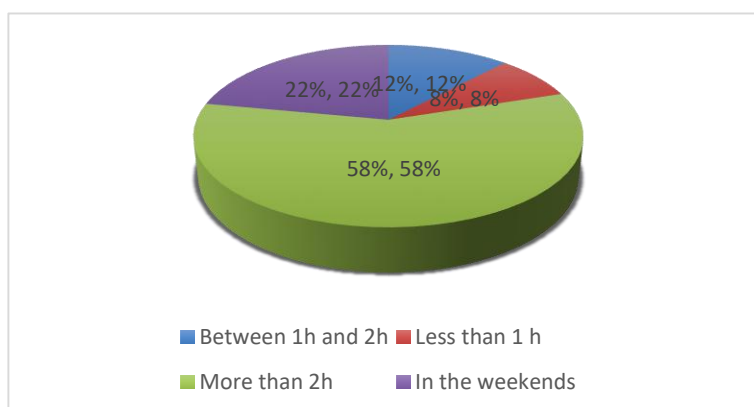
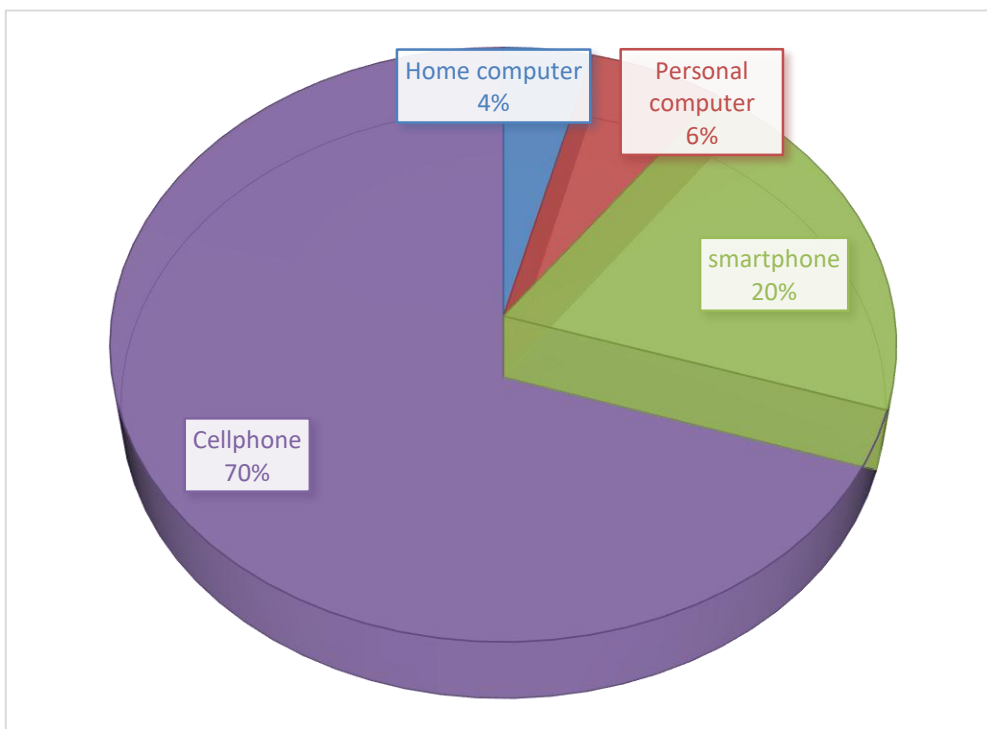


Figure 2: Time spent online by students



The importance of the time spent on the Internet is linked to the very high rate of the main medium on which students use the Internet in terms of ICT. These results are also related to the development of the mobile phone: we note that in our survey, the use of the mobile phone comes first with 70% (figure 3), which shows that Internet use outside the home is also important than attendance at home.

Figure 3: Main medium on which students use the internet



We can think that the use of the Internet is a constant activity that fits into situations of daily life: discussions between friends, travel time...because the Internet is accessible from many media everywhere and at any time instant. Surfing the internet is not a separate time, it is an integral part of everyday life. So when the question is to know among the students when you surf the internet, are you alone in front of your screen or with other people? 84% say they are always alone, 14% sometimes with other people and 2% often with other people (Figure 4).

The results of our survey show that many respondents mentioned listening to or downloading music or video 2%, 12% read school information on the internet, 14% carry out personal research the use of social networks a was mentioned by 66% of respondents (Figure 5). It is therefore social networks that seem to be the primary activity on the Internet. Visiting social networks comes first, followed by “passive” uses: downloads, readings, listening. The other uses cited are: personal and school research, online games and, more rarely, purchases. Our survey shows that active use of the Internet is very marginal: participation in discussion forums on Facebook or WhatsApp, for example.

Figure 4: When you surf the internet, are you alone in front of your screen or with other people?

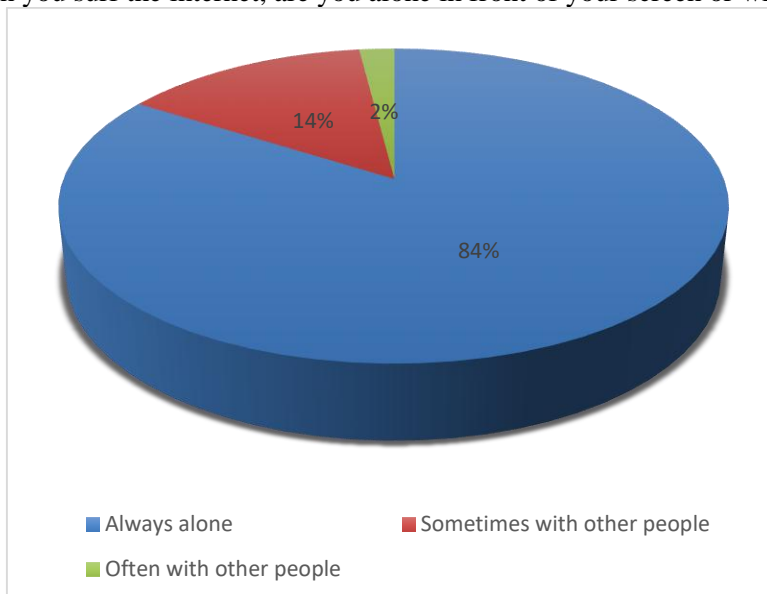
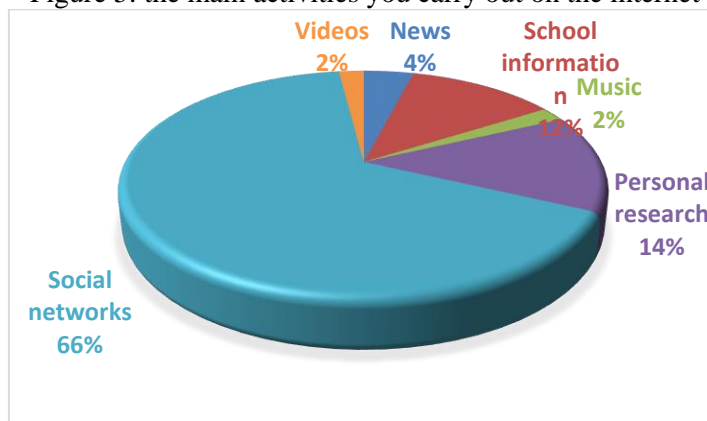
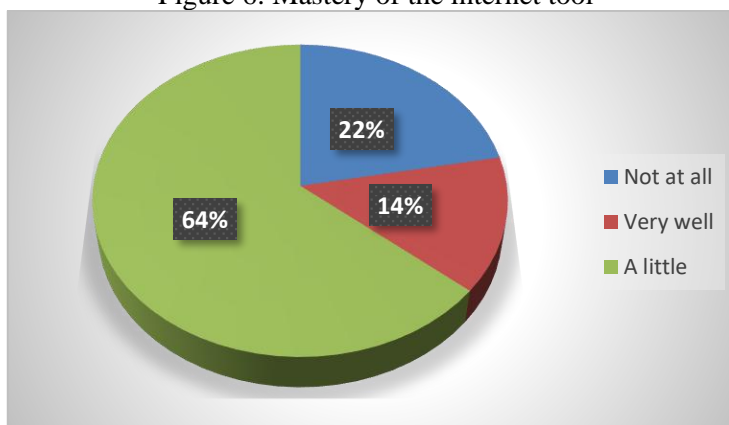


Figure 5: the main activities you carry out on the internet



For most of the students surveyed, the Internet is still a technological reality that is little mastered or beyond their reach, hence this proportion of 64% has somewhat mastered the Internet tool (Figure 6). Many young people often seek to access the World Wide Web via their mobile phones.

Figure 6: Mastery of the internet tool

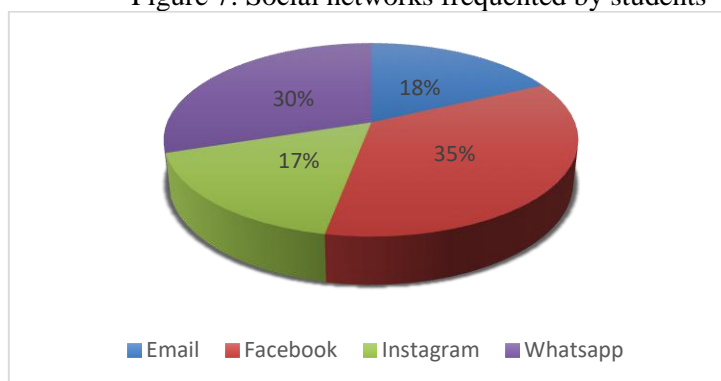


3.1.3 Internet and social networks

Visiting social networks is the most frequent activity on the Internet for young people. We wanted to know more about their practices and their apprehension of the dangers.

We note the position of Facebook and WhatsApp, which are visited by more than 35% and 30% of students respectively, but it is necessary to note a multitude of other networks used by students: students are not "single sites" (Figure 7) . It should also be noted that 4.7% of the students questioned declared that they did not attend any network. They explain this by the dangers that exist in these spaces.

Figure 7: Social networks frequented by students



We note that the frequentation of networks is almost permanent for a large majority of respondents as if this connection accompanied them throughout the day. 72% of students chose to log on several times a day (Figure 8).

To the question “What interests you the most in frequenting these networks? 36% of students answered that they post photos, 24% post documents, 24% others first use social networks to exchange (chat) with classmates who are already sharing their days and not to search new relationships (Figure 9).

Figure 8: network traffic

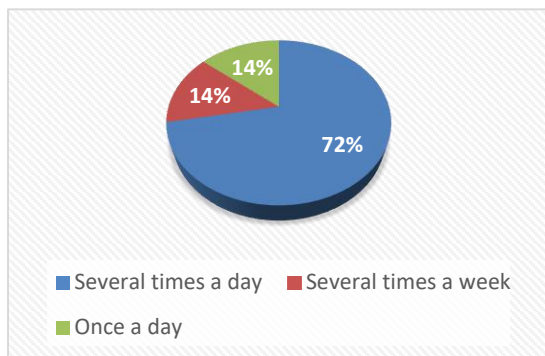
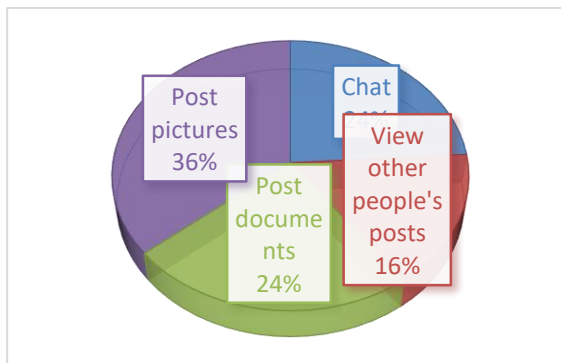


Figure 9: The main activities on these networks



When we asked the students if in their opinion, what are the main dangers of these networks? The danger most frequently cited is, by far, the risk of having bad encounters 66% (figure 10) (“perverse; sexual”, “pedophiles”, “people with bad intentions”, for example). 18% of respondents also cited misinformation and 8% cited misinformation as well. Pupils are therefore attentive to the discourse on safety that reaches them. But if the prevention discourse is well integrated, this does not mean that the students have sufficient skills to protect themselves, or even that they apply the instructions. In addition, as can be seen below in Figure 11, a majority of respondents (14%) say they do not protect themselves from known dangers.

Figure 10: The main dangers of these networks

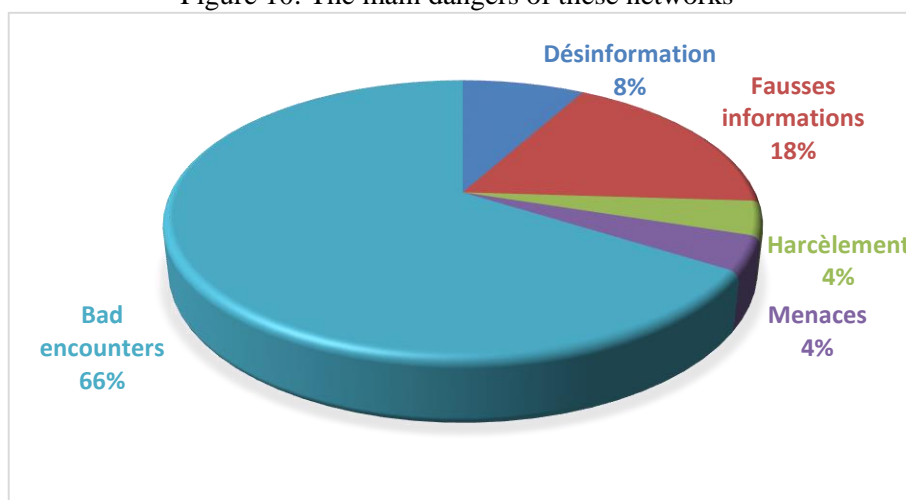
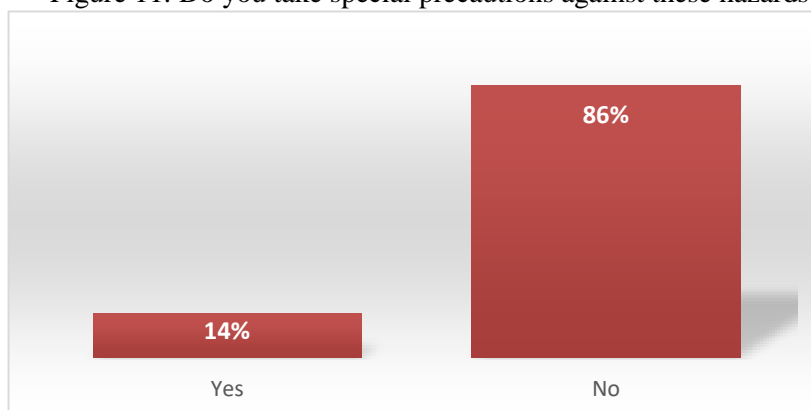


Figure 11: Do you take special precautions against these hazards?



3.1.4 Internet and schooling

During our investigations, the students questioned do not think that the school has a role to play in teaching the Internet. They think that the teachers are not very competent, that the students are sufficiently responsible and that at school, the Internet cannot replace the teacher. Without going so far in the reflection, we wanted to know what connection do CEG2-SAVALOU students have between the internet and their school work? We were not able to compare the use of the Internet for homework according to class levels and sectors. However, we note from Figure 12 that the Internet is regularly called upon to do homework at 72%.

Figure 14: Do you expose elements of your private life on the internet?

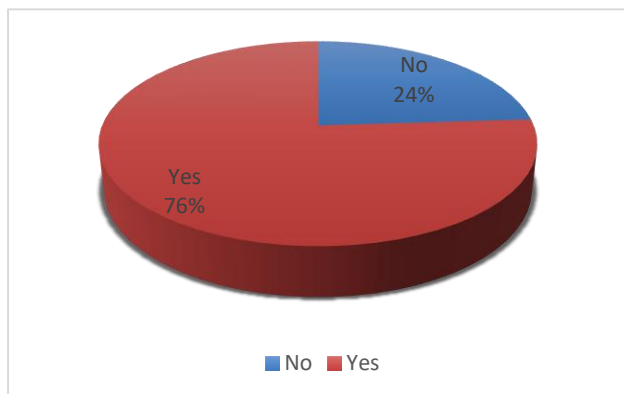
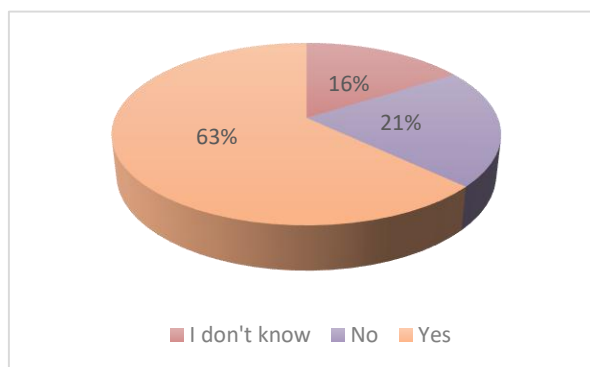
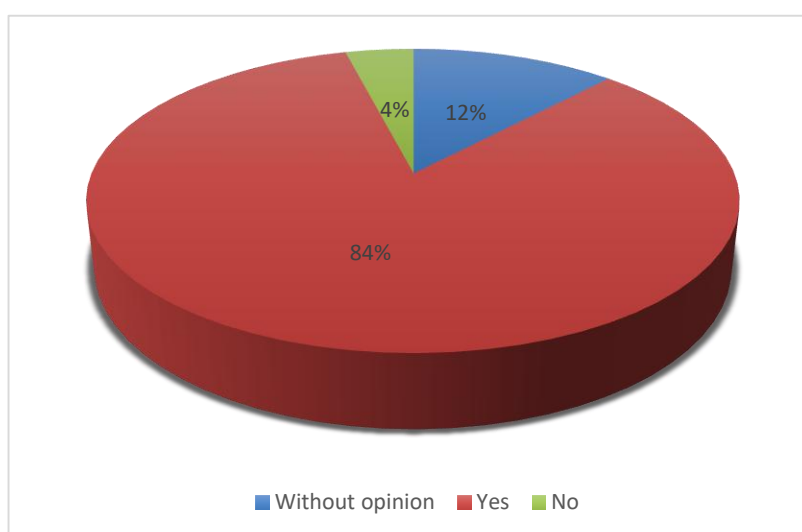


Figure 15: Do you think that access to personal information you deposit is protected, limited?



76% of students surveyed post private information on the web (Figure 14) while 63% of them believe that this information is not protected (Figure 15). Young people are therefore aware of the risks of invasion of privacy and violation of image rights, but they act despite these risks. CEG2-SAVALOU students are careful! 12% have no opinion on internet regulation. Note that 4% of them are opposed to stricter regulations. This result confirms the idea that, for young people, the Internet is above all a space of freedom. And this confirms the need to better train young people in order to limit bad experiences on the Internet.

Figure 16: Do you think internet use should be more regulated?



Among the dangers of the Internet are the risks of addiction and the risks of isolation and rupture with real life. Indeed, the results presented above show that young people spend a lot of time surfing everywhere and at any time of the day.

Figure 17: Do you use the internet aimlessly, just to pass the time?

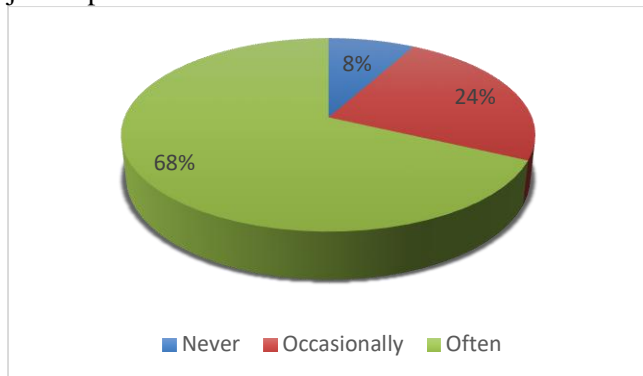


Figure 18: Do you think cyber relationships become more important than real relationships?

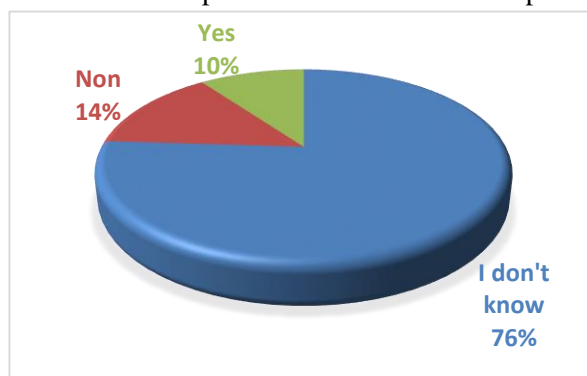
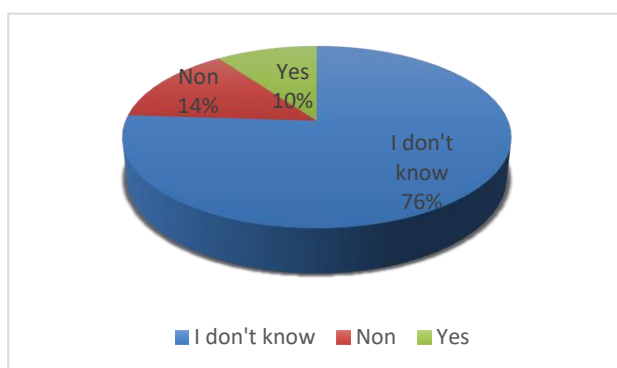


Figure 17 shows that the Internet can appear as a “stopgap” in times of boredom or inactivity; it is therefore a daily, banal gesture and there is a regular presence of students on the web. From Fig. 18; we notice the naivety of the students who, by their answer, show that they confuse the two worlds (the real and the virtual) and that their virtual activities are essential in relation to their real life. We note a certain lucidity in the face of social and psychological risks since 76% of the students surveyed are aware of the possible consequences on health.

Figure 19: Do you think that the intensive use of social networks can have repercussions on your personal psychological health (isolation, dependence, depression...)?



However, if the students seem to know the social and medical risks associated with intensive use of the Internet, they seem that the students do not fear for themselves, many of them do not fear the phenomenon of addiction.

3.2 Presentation of the results of the teacher respondents

Table 2: Identification of teachers

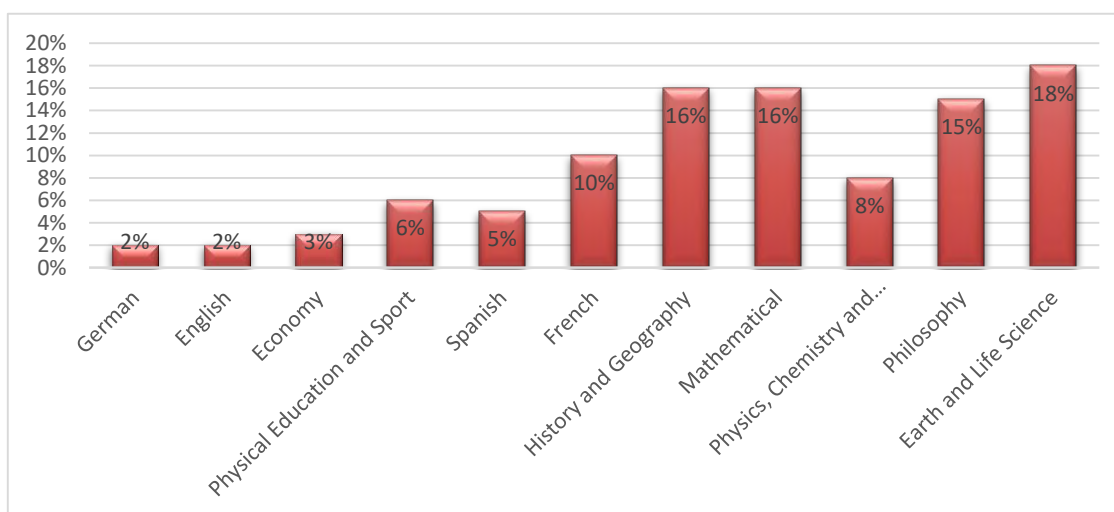
Course	Effective	%
Scientific	11	37%
Literature	19	63%
Total	30	100%
Diplomas		
Bachelor	26	87%
Master	4	13%
Others	0	0%
Total	30	100%

In view of the results of this table above, it can be seen that the teachers of CEG2-SAVALOU are mostly graduates with university degrees without benefiting from the professionalization which they can have in dribs and drabs through the ENS.

3.2.1 Heterogeneous participation according to the disciplines

The three disciplines most represented among respondents are mathematics (16%), Life and Earth Sciences (SVT) (18%) and History-Geography (18%). According to departmental statistics from the DDES-Collines for the year 2019-2020, teachers of foreign languages, letters, and mathematics are the disciplines with the most teachers, all levels of experience combined. If we group the disciplines by major fields (Humanities and Social Sciences, Sciences and techniques) we note that more than half of the respondents teach an SHS discipline (53%). Respondents in science are slightly less represented (47%).

Figure 20: Distribution of respondents by courses

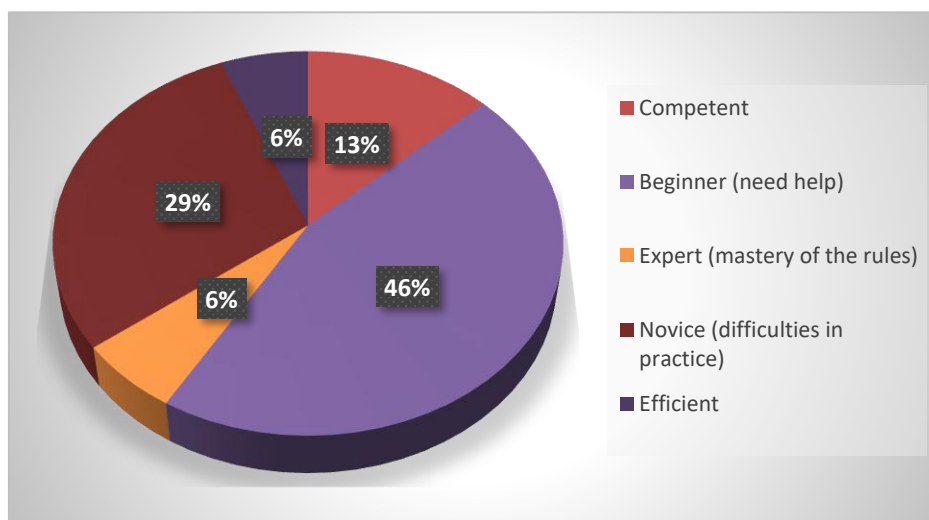


3.2.2 Analysis of the practices and representations of young teachers

3.2.2.1 Young teachers and their relationship with ICT

Almost all of the teachers questioned said they were incompetent with ICT. Only 6% of them declare themselves to be successful or experts with ICT.

Figure 21: Level of expertise declared by respondents

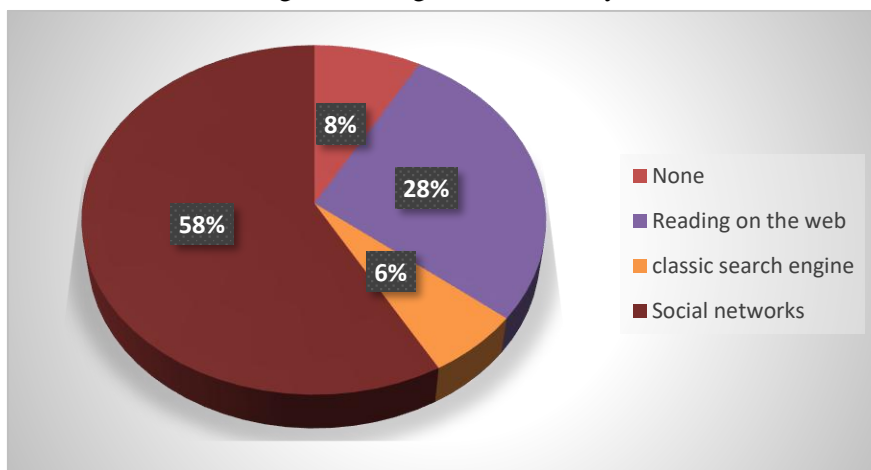


It is interesting to note that we find more or less the same proportions in each of the disciplinary groups (Science and technology, Human and social sciences), even if science teachers are slightly more likely to consider themselves experts with ICT.

3.2.3 Major daily internet consumers

Graph 22 shows that (6%) of the subjects declare that they search for information on a daily basis, (2%) declare that they communicate, (27%) read online, (57%) use social networks. Teachers have digital practices similar to those of students in general in their private lives. Only 8% of them say they have no recourse to social networks in their private life and 21.4% say they spend more than an hour and a half a day on average.

Figure 22: Digital uses in daily life

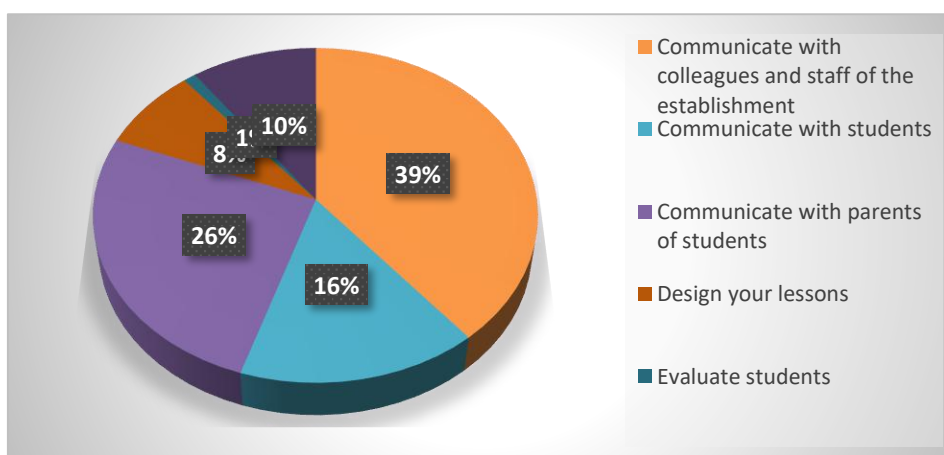


Searching for information, listening to the radio, viewing television programs, series or films occupy a significant part of their daily consumption time. For them, it is more about means of communication with their loved ones or means of information and entertainment. 95% of respondents use means to secure their digital tools.

3.2.4 Digital practices in the school context

8% of teachers use ICT to prepare their lessons, to communicate by messaging with their colleagues (39%) and to illustrate their lessons (11%). The uses of ICT therefore essentially concern their own needs for lessons, and much less the education of students with ICT.

Figure 23: Declared goals for digital educational use



16% of teachers surveyed communicate by email with students and with parents (26%). Teachers at CEG2-SAVALOU mainly use ICTs for communication and information retrieval.

3.2.5 Prevention of ICT risks by teachers

Slightly more than half of respondents do not prevent ICT risks with pupils (66%). They are a little less than half to approach it in class (34%). This distribution into two groups that are almost equivalent in proportion raises questions about the representation that respondents have of the role of the teacher. Among those who declare that they do prevention, about half of them say that they do Media and Information Education, even though this is part of the missions of all teachers.

Figure 24: Risk prevention practices

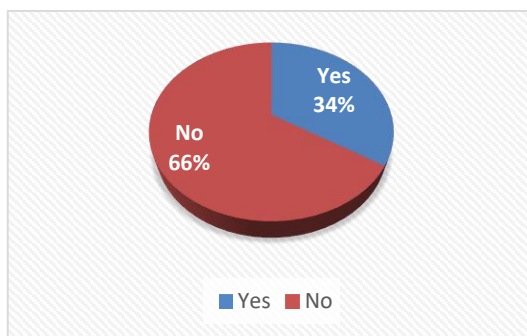
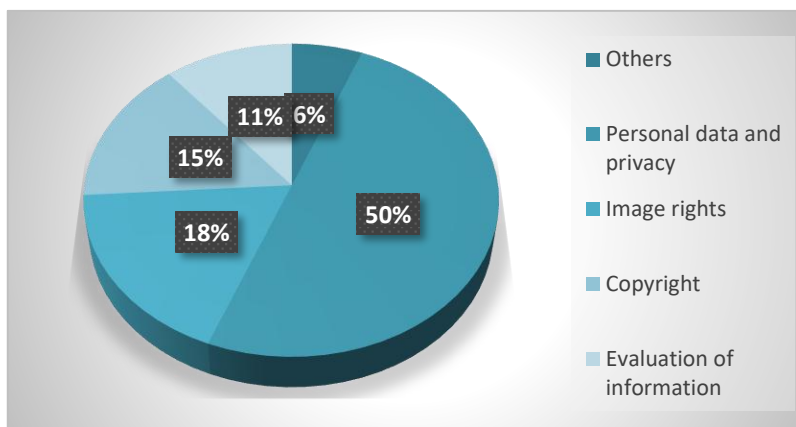
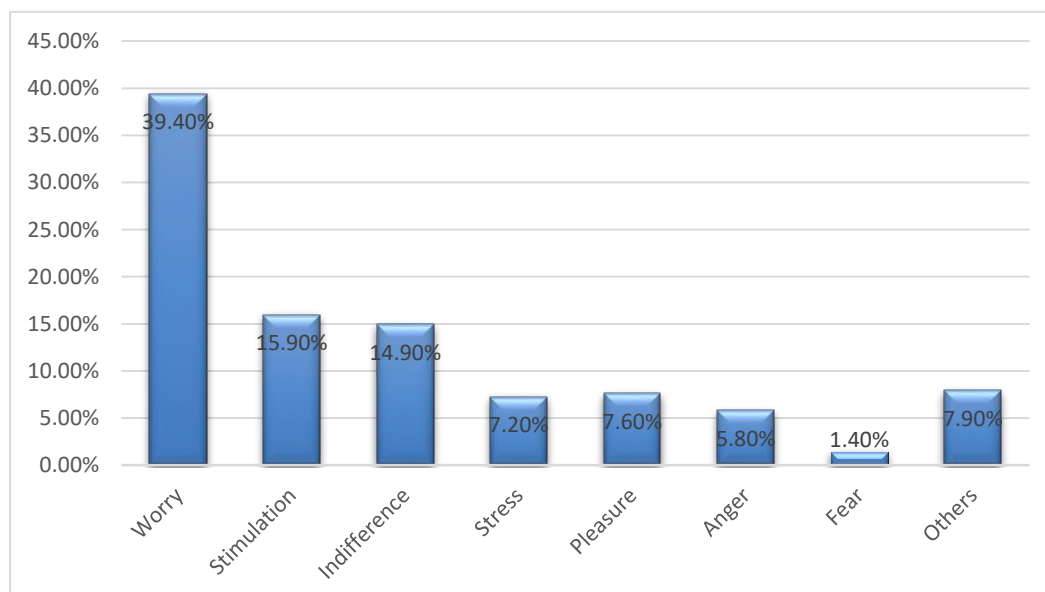


Figure 25: Type of risk prevention carried out with students



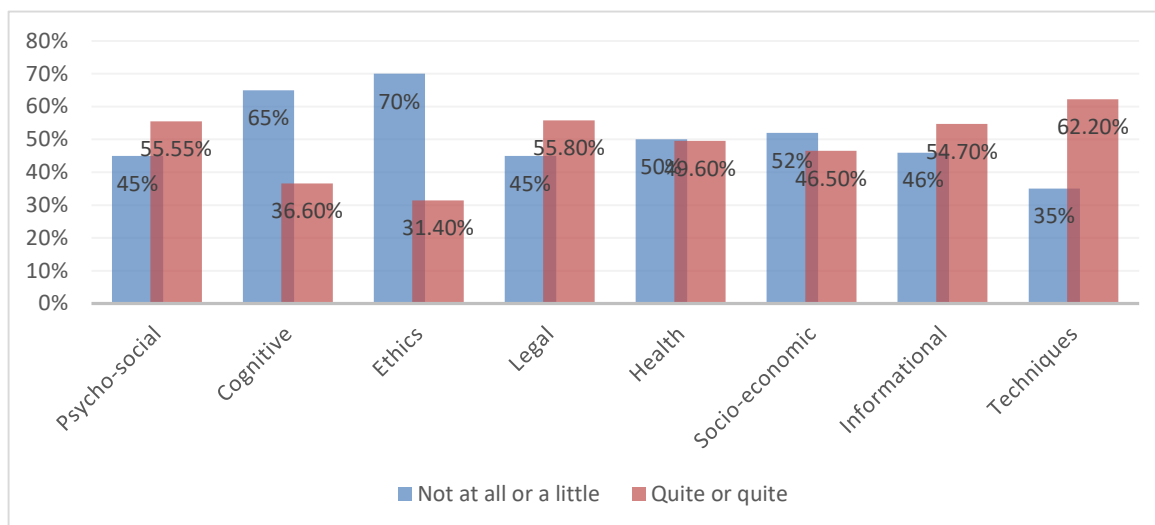
The aspects most commonly mentioned during risk prevention concern the protection of personal data and the privacy of students (50%) and image rights (18). Raising awareness of respect for image rights concerns, on the one hand, respect for personal data and the privacy of individuals and, on the other hand, the issues of cyber-harassment that may be linked. The majority of respondents (39.4%) admit to feeling worried about ICT. They are 15.9% to experience stimulation and 14.9% to experience indifference.

Figure 26: Emotions related to digital risk



The three risks most perceived by teachers for themselves are technical 66.20%, legal 55.80% and informational 54.70% (Figure 15). Teachers at CEG2-SAVALOU feel less exposed to ethical, cognitive and socio-economic risks. The three risks that teachers worry about for their students are psychosocial 69.95%, informational and political 70.75% and technical 62.80% (Figure 14).

Figure 27: Digital risks perceived by teachers for themselves

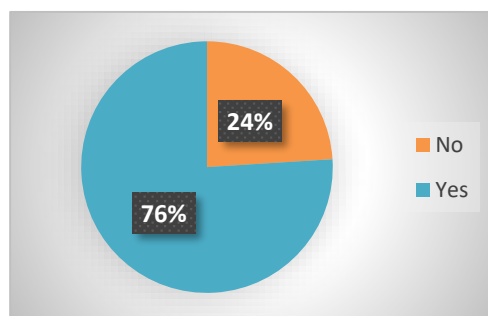


The majority of ICT risks are systematically overvalued by teachers when they concern students compared to the same risks when it concerns themselves. Teachers consider that their students are more exposed to the risks of ICT than themselves and in particular regarding psychosocial risks (addiction, cyberbullying, exposure to content related to violence or pornography, impoverishment of social ties) and informational (manipulation, evaluation of information and legibility of controversies, confinement in filter bubbles).

3.2.6 Information practices on digital risks

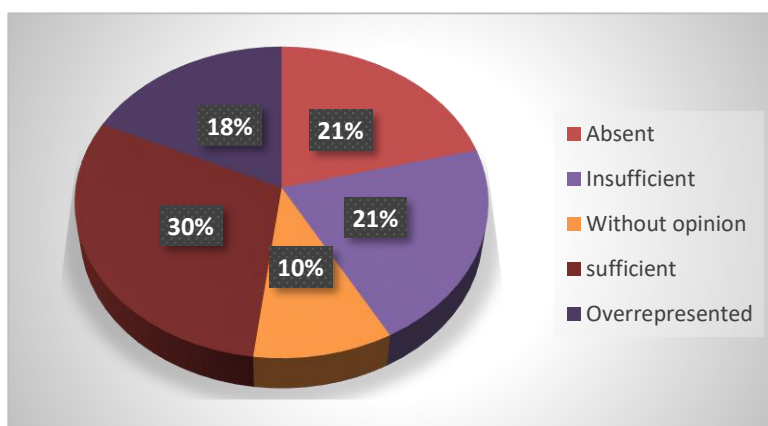
Half of the respondents 76% say they consult information on digital risks.

Figure 28: Consulting information on digital risks



More than half of CEG2-SAVALOU teachers having consulted information on digital risks 21% believe that this information is insufficient.

Figure 29: Representations of the availability of risk information

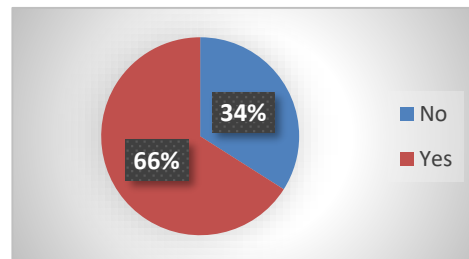


The expectations and needs expressed by teachers relate to substantially the same aspects whether or not they have consulted information on digital risks. These requests relate to: training, awareness-raising and information in establishments, pupils' digital practices, useful information for educational purposes, educational tools, concrete examples, events or information campaigns, prevention with families.

3.2.7 Teacher training in digital uses

Only half of CEG2-SAVALOU teachers say they have been trained 66% of respondents say they have not been trained in digital uses in teaching situations.

Figure 30: Training in digital uses in the classroom



Graph 30 shows that 66% of teachers have received training in the use of digital tools in teaching situations.

4. Discussion :

At the end of our work of presentation, interpretation of the final data of our field survey, it is important to synthesize them in order to logically answer our initial research question: Are there real socio-educational dangers that await students through the use of ICT in education?

The time spent on the internet is very important: several hours a day for the majority of respondents. This result is consistent with other similar surveys. For example, Pouts-lajus (1998), affirms that young people have “invested communication machines with such enthusiasm that it modifies their social being, and also their psychology”. The Internet is increasingly exerting an irresistible attraction and a decisive influence on young people to the point of adversely modifying their personality. Indeed through the chat, school teenagers try to forge a new personality, most cases distort, having fun trapping each other in this virtual world. We note that the use of networks is almost permanent for a large majority of respondents as if this connection accompanied them throughout the day. 72% of students chose to log on several times a day (Figure 8). Tientore, (2006), clarifies this question thinking that Information and Communication Technologies are used by Africans primarily for entertainment and rarely for culture. And this thanks to the access they allow to a very large quantity of video and audio files on the Internet, games and also, through the use of means of communication (mail, chat, discussion forum, IP telephony, networks social, etc).

When we asked the students if in their opinion, what are the main dangers of these networks? The most frequently cited danger is, by far, the risk of having bad encounters 66% (figure 10) (“perverse; sexual”, “pedophiles”, “people with bad intentions”, for example). These responses are roughly similar to those of the study by Leroux (2013) which shows that the expression “life log” designates the fact of publishing to tell one's life online and to tell one's self, permanently. The Internet is indeed a space that young people have appropriated to express their subjectivity and their emotions more easily than face to face in everyday life (Leroux, 2013).

Figure 13 shows that 71% of students answered that the Internet is harmful to their schooling and give a major explanation: the significant time spent on the Internet prevents them from devoting enough time to school work. Other explanations are the risks of copying and pasting and the risk of accessing false information. These results corroborate those of the work of Elodie Kredens and Barbara Fontar (2010), because among the risks identified by young people, a bad encounter is the response most often given. Other risks are viruses, bugs and spam. As a third risk, there is the posting of violent or adult content and lastly, scams and problems related to money.

Figure 17 shows that the Internet can appear as a “stopgap” in times of boredom or inactivity; it is therefore a daily, banal gesture and there is a regular presence of students on the web. From Figure 18; we notice the naivety of the students who, by their answers, show that they confuse the two worlds (the real and the virtual) and that their virtual activities are essential in relation to their real life. These responses are similar to those of the results of Laflamme et al, (2006) which focuses on “Use of the Internet and social relations”. In this study, the authors oppose the optimistic discourse: the Internet represents the future and a better future, it is inevitable and stimulates creativity and pessimistic discourse: inhumanity of social relations, imperialism of the Internet.

Almost all of the teachers questioned declared themselves incompetent with ICT. Only 6% of them declare themselves to be successful or experts with ICT. These results corroborate with Hargittai's study, which explained that

Internet practices also depended on the cognitive capacity of individuals to project themselves onto the task to be accomplished with these new tools and on the user's technical know-how (Hargittai, 2002).

Their harmful impact on school learning and the personality of schooled adolescents is manifested through their somewhat deviant behavior and their pedagogical skills or abilities at half mast, and often failing, the insecurity that reigns on the web, this "technological jungle" little safe and less welcoming for minors. We too have been able to show in our investigations that technological dangers dangerously threaten the education and instruction of our young people. And this is the result or constitutes the negative effects of the enthusiasm or even the passion unleashed by the advent of ICTs in our tropics. They are visibly ecstatic about modern communication technology prowess to the point of sliding into the abyss, practicing ostrich politics, as reason has given way to passion. This is why some learners shine with a marked rudeness. In doing so, they royally ignore the unfortunate consequences of such uncivil behavior on their pedagogical skills or abilities or even intellectual progress.

5. CONCLUSION :

Information and Communication Technologies are about to revolutionize our way of life, gradually leading us to live in an "information and knowledge society" with their corollaries that are their misdeeds that young people could suffer users. ICTs and particularly the Internet and the mobile phone are essential and even necessary tools which almost no one can do without today, permeating all the activities of daily life. But like any tool, these modern communication technologies can be dangerous if they are used excessively without directing them towards the acquisition and sharing of knowledge or the strengthening of intellectual and cultural skills.

Indeed, our study allowed us to know that the students of CEG2-SAVALOU are more attracted by the obscure and entertaining facet of the Net, leaving unexploited the grandiose cognitive, documentary, educational and didactic resources that the Web conceals, even if the concerned themselves expressed a contrary opinion on this. State of things confirmed by the teachers surveyed who think that the Net and the mobile phone provide educated young people with essentially fun and entertaining functions, conveying on top of the market not very educational information which largely contributes to the depravity of our morals. Teachers also cite as real and potential dangers that await teenagers on the Net such as scams, cyber-delinquency, cyber-crime, rape, encounters with thugs, cheating through the Web and the list is not exhaustive. Moreover, these two categories of our sample of the target population studied are convinced that the drop in academic performance and the deformation of the personality of educated adolescents are among the undesirable or harmful effects of ICT. The other concern raised by our study is the creation of a new virtual relational dynamic developed by adolescents on the World Wide Web through social networks and their mobile phones, which would risk dislocating the "natural" social ties that they neglect to maintain for the benefit of their "friends of the Net" whose profiles may be dubious. This means that the numerous dangers which await our young people on the Net can validly be spared them if ever the uses of ICT are regulated by the decision-makers supported in this noble task of "rescue" by the educators and the parents for whom we made recommendations. Thus, we would succeed in reversing the steam by leading our young people to consider the Web not as a toy or technological gadget intended for entertainment and to indulge in deviant acts or behaviors, but rather as an educational and cognitive tool appreciable, capable of enabling them to strengthen their academic and intellectual skills and abilities. They have an interest in being active and not passive consumers of these databases which appear on the global network. Moreover, our objectives targeted by this modest study and the various hypotheses put forward are partially achieved and validated. We would jump that future studies undertaken in the same vein would have the merit of comparing the academic results of learners who use the Web to strengthen their teaching skills and others who consider it just as an instrument for entertainment and satisfying their fantasies.

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