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The negative effects of the use of ICT on the education of finalist students in sectors other than computer science at HPI/Lubumbashi and the risks they entail

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Abstract
The aim of the article is to describe the repercussions of ICT on the education of finalist students in sectors other than computer science at ISP/Lubumbashi and the risks they entail. The literature has demonstrated that educated young people show great enthusiasm for using the Internet and cell phones in their daily lives. They browse the World Wide Web, attracted by hobbies, videos and films focused on violence and sexuality, but also visit dating sites to build friendly ties with other people across the planet.
Unfortunately, these Internet users are sometimes unaware of the dangers or misdeeds that abound in the ICTs to which they are exposed, certainly blinded by the passion that drives them when they browse the World Wide Web or handle their mobile phones.
Regarding the possession of a computer by finalist students, it appears that an overwhelming majority (69.7%) of learners declare that they do not have a laptop or desktop computer while it Almost everyone (99.1% of respondents) owns mobile phones. For almost all of the teaching staff (92%) working in the auditoriums, students use Information and Communication Technologies (ICT) purely for fun. A significant portion of teachers (58.82%) admit to having often been annoyed when giving their lectures or tutorials by their students, through ringing phones or viewing images and videos.

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Keywords: Information and Communication Technologies, Education, Mobile Phones, Internet Usage, Student Engagement

1. Introduction

In all developed countries and in several third world countries, the use of computers has become more and more ordinary, convenient and regular in an academic environment for students and teachers working in fields other than computer science. And Congolese students do not escape the use of this IT tool which puts science at the cutting edge of technology, because attracted by the advantages of IT, many of them are introduced to it through special courses despite the lack of equipment in DR Congolese establishments (TV5 Monde, 2021) [11].

The Internet and the many services it offers have allowed humanity to overcome the factors of time and space. Western countries understood their challenges very early and that is why they rushed to promote them, which is not the case for those in black Africa where the Internet is still developing at a snail's pace in most of our large cities alongside mobile telephony which has experienced dazzling and even prodigious development.. Even if the uses ICTs are still in their infancy in our country, educated young people are showing great enthusiasm for using the Internet and mobile phones in their daily lives. They browse the World Wide Web, attracted by hobbies, videos and films focused on violence, sexuality, but also visit dating sites to establish friendly ties with other people across the planet. Unfortunately, these Internet users are sometimes unaware of the dangers or misdeeds that abound in the ICTs to which they are exposed, certainly blinded by the passion that drives them when they browse the World Wide Web or handle their mobile phones. It is clear that the dangers that await young people on the Internet and through their phones arise from the more or less negative effects of their use, which seems immoderate. Thus, one could say that ICT is like a double-edged sword, being able to be both beneficial and harmful, determining the life of society on a behavioral and cognitive level.

In other words, ICT clearly seems to have a negative impact on attitudes, interpersonal skills, intellectual skills and abilities, especially on academic learning. This is why our modest study seeks to highlight them with a view to providing preventive treatment. ICTs through the Internet raise many concerns about their influence on the moral and mental health of immature minds on the Africa Continent. (Kumwimba, 2023) [4]

At a time when decision-makers, socio-educational actors and foreign partners are looking for ways and means to resolve the crisis facing the Congolese education system, one could wonder if the negative effects of the use of ICT by students in the sectors different from that of computer science at the Higher Pedagogical Institute of Lubumbashi would not contribute to the decline in their academic performance that has long been criticized? Let us also note the clear desire of our senior leaders to strengthen the development of ICT in all sectors of working life, particularly education. It is in this sense that the NICT Directorate at the Ministry of Primary and Secondary Education and technology experts from around the world call the "information and knowledge society" in which every citizen of the world is interested in what is happening in the nooks and crannies of the globe by connecting to the World Wide Web through the screen of your computer and even the miniaturized screen of your mobile phone. But, if these students from faculties other than computer science are not guided and channeled towards wise use of the Internet and mobile phones, they risk being captivated by the playful side of the World Wide Web, research leisure activities and would face other proven dangers, neglecting the vast documentary resources contained on the Web (Kandolo, 2007) [2].

Ngoy *et al* (2023) [6] demonstrated that the administrative staff responsible for school control at ISP/Lubumbashi were mainly made up of agents with seniority greater than 15 years and experiencing enormous difficulties in handling the IT tool, this which leads to the deficit in terms of digitization, one cause among many others of the delay in the delivery of state diplomas.

Our study aims to describe the repercussions of ICT on the education of finalist students in sectors other than computer science at HPI/Lubumbashi and the risks they entail.

This article is particularly interested in teachers working in fields other than computer science, students working in said fields, managers of cyber-cafes at HPI/Lubumbashi as well as the repercussions of ICT on the education of finalist students in fields other than computer science at HPI/Lubumbashi. It first presents the identification of the respective respondents. Then, it focuses on the descriptive data taken from the questionnaires intended for finalist students concerning two fields of information: 1) the proportion of students who own computers and master their handling 2) the proportion of students who own mobile phones and master their handling. The article also examines the relationships between the harms of ICT, the decline in student performance due to their attraction to leisure activities, videos and films focused on violence, sexuality as well as the variables of these two fields.

2. Materials and Methods

2.1. Study sites and sampling

2.1.1. Sampling

We chose as our study population teachers working in fields other than computer science, students working in said fields and managers of the HPI/Lubumbashi cyber cafés. In our work, we would like to describe the repercussions of ICT on the academic performance of finalist students in sectors other than computer science at HPI/Lubumbashi and the risks they entail.

To collect our data, we carried out a survey with a semi-open and directional questionnaire. This survey method was supported by interview and documentary analysis techniques.

2.1.2. Study site

To better understand our object of study, we should have had at least two fields of investigation, but faced with convenient, temporal and technical factors, we are forced to limit ourselves to a single higher establishment, which is the Higher Pedagogical Institute from Lubumbashi (HPI). This choice is hardly a coincidence, because it is one of the largest establishments in the city of Lubumbashi with a cosmopolitan academic population made up of all social strata, which therefore seems quite representative to us.

Sampling of respondents

We adopted a similar sampling method and technique for our three categories of the survey population. It is the non-probabilistic method with accidental sampling which is used to collect data from our respondents. Indeed, the choice of our subjects in the field, both on the part of students, teachers and cyber-cafe managers, is occasional to the extent that our meeting with them essentially depends on their presence and their availability in the workplace or even elsewhere in other settings. According to the nature of our study (both quantitative and quantitative) we used two main data collection instruments: the interview and the questionnaire. As we noted above, for temporal, special and convenient reasons, our study focused exclusively on finalist graduate students in fields other than computer science, whose number amounts to 397 and teachers to 198.

2.2. Statistical analysis

The asked questions offered to the respondents a choice of answers of which the number varied from four to six. The averages obtained were subjected to univariate varience analysis (ANOVA) with statistical software XLSTAT-Pro7.5.The independent variables were the proportion of students owning computers and those owning mobile phones constituted the dependent variable.

3. Results and Discussion

The results relating to the representation of finalist students from sectors other than Computer Science from HPI/Lubumbashi present during the survey are shown in the table below

Table 1: Representation of the identification of finalist students from sectors other than Computer Science from HPI/Lubumbashi present during the survey

Total Students in Fields other Than Computer Science																	
Sections	**Promo tions**	**G3**				**SFOTCS**				**Final Students (L2, G3)**				**Total**			
		M	**F**	**T**		**M**	**F**	**T**		**M**	**F**	**T**	**T**	**M**	**F**	**T**	
LHS	EAC	49	45	94	2,95%	49	45	94	2,95%	63	59	122	3,83%	161	149	310	9,72%
	FAL	36	27	63	1,98%	36	27	63	1,98%	55	45	100	3,14%	127	99	226	7,09%
	FL	4	4	8	0,25%	4	4	8	0,25%	6	5	11	0,34%	14	13	27	0,85%
	HSS	7	3	10	0,31%	7	3	10	0,31%	14	4	18	0,56%	28	10	38	1,19%
TS	MI	72	120	192	6,02%			0	0,00%	107	142	249	7,81%	179	262	441	13,83%
	NT	53	22	75	2,35%			0	0,00%	67	30	97	3,04%	120	52	172	5,39%
	DM	13	8	21	0,66%			0	0,00%	13	8	21	0,66%	26	16	42	1,32%
	CAS	30	20	50	1,57%	30	20	50	1,57%	42	30	72	2,26%	102	70	172	5,39%
	MASTI	23	33	56	1,76%	23	33	56	1,76%	36	38	74	2,32%	82	104	186	5,83%
	HT	1	15	16	0,50%	1	15	16	0,50%	3	21	24	0,75%	5	51	56	1,76%
	AT	0	10	10	0,31%	0	10	10	0,31%	0	10	10	0,31%	0	30	30	0,94%
ES	AVETS	8	0	8	0,25%	8	0	8	0,25%	13	1	14	0,44%	29	1	30	0,94%
	BC	17	9	26	0,82%	17	9	26	0,82%	33	12	45	1,41%	67	30	97	3,04%
	CP	14	3	17	0,53%	14	3	17	0,53%	23	4	27	0,85%	51	10	61	1,91%
	PESM	9	0	9	0,28%	9	0	9	0,28%	14	0	14	0,44%	32	0	32	1,00%
	GEM	15	4	19	0,60%	15	4	19	0,60%	18	7	25	0,78%	48	15	63	1,98%
	MCS	7	3	10	0,31%			0	0,00%	12	6	18	0,56%	19	9	28	0,88%
	MP	10	1	11	0,34%	10	1	11	0,34%	16	1	17	0,53%	36	3	39	1,22%
	IT	0	0	0	0,00%	0		0	0,00%	0	0	0	0,00%	0	0	0	0,00%
	PHY	0	0	0	0,00%	0		0	0,00%	2	4	6	0,19%	2	4	6	0,19%
TOTAL		368	327	695	21,79%	223	174	397	12,45%	537	427	964	30,23%	1128	928	2056	64,47%

LHS: Literature and Human Sciences, TS: Technical Studies, ES: Exact[1]Languages, FT: French-Latin, HSS: History-Social Sciences, DM: Design and Multimedia, MASTI: Management and Administration of Schools and Training Institutions, HT: Hospitality and Tourism, CM: Computing Management, NT: Networks and Telecommunications, CAS: Commercial and Administrative Sciences, AVETS: Agro-Veterinary Sciences, BC: Biology-Chemistry, CP: Chemistry-Physics, PESM: Physical Education Sports Management, GEM: Geography and Environmental Management, MCS: Math-Computer Science, MP: Math-Physics, IT: Info-Technology, Physics, SFOTCS : students in fields other than computer science.

Table 1 presents the results relating to the representation of finalist students in fields other than Computer Science at ISP/Lubumbashi. It appears that there are 182 men compared to 141 women out of a total of 323 finalist graduate students surveyed. This frequency rate represents 56.3% of men compared to 43.7% of women.

We see from this table that it is more men who take the courage to pursue university studies than women. It is good to encourage women to pursue university studies, it would also be good to equip themselves with ICT tools. This observation is identical to that of Gbomené (2018) who noted that the proportion of girl students in the science option in Ivorian schools was lower than that of boys, That is 40.0% compared to 60% of boys nationally. These results also corroborate those of Kasanya and al (2022) who found the proportion of male teachers holding chemistry courses in Lubumbashi schools was high, with that of female teachers being 86.8% compared to 13.2% of female teachers. This could be explained by the fact that society continues to make women believe that university studies are difficult. However, it is important to point out that there are now more women at universities than before.

Table 2: Computer and mobile phone ownership by students

Procession of the Computer or Telephone																	
Sections	**Promotions**	**Sample**				**Yes**				**No**				**Total**			
		M	**F**	**T**		**M**	**F**	**T**		**M**	**F**	**T**	**T**	**M**	**F**	**T**	
LHS	EAC	35	32	67	2,10%	10	4	14	0,44%	25	28	53	1,66%	70	64	134	4,20%
	FAL	26	17	43	1,35%	8	9	17	0,53%	18	8	26	0,82%	52	34	86	2,70%
	FL	4	4	8	0,25%	1	1	2	0,06%	3	3	6	0,19%	8	8	16	0,50%
	HSS	7	3	10	0,31%	2	1	3	0,09%	5	2	7	0,22%	14	6	20	0,63%
TS	CAS	27	17	44	1,38%	9	5	14	0,44%	18	12	30	0,94%	54	34	88	2,76%
	MASTI	14	33	47	1,47%	4	11	15	0,47%	10	22	32	1,00%	28	66	94	2,95%
	HT	1	11	12	0,38%	0	4	4	0,13%	1	7	8	0,25%	2	22	24	0,75%
	AT	0	10	10	0,31%	0	3	3	0,09%	0	7	7	0,22%	0	20	20	0,63%
ES	AVETS	8	0	8	0,25%	2	0	2	0,06%	6	0	6	0,19%	16	0	16	0,50%
	BC	12	6	18	0,56%	4	2	6	0,19%	8	4	12	0,38%	24	12	36	1,13%
	CP	14	3	17	0,53%	5	1	6	0,19%	9	2	11	0,34%	28	6	34	1,07%
	PESM	9	0	9	0,28%	3	0	3	0,09%	6	0	6	0,19%	18	0	18	0,56%
	GEM	15	4	19	0,60%	5	1	6	0,19%	10	3	13	0,41%	30	8	38	1,19%
	MP	10	1	11	0,34%	3	0	3	0,09%	7	1	8	0,25%	20	2	22	0,69%
	PHY	0	0	0	0,00%	0	0	0	0,00%	0	0	0	0,00%	0	0	0	0,00%
Total		182	141	323	10,13%	56	42	98	3,07%	126	99	225	7,06%	364	282	646	20,26%

…

Frequency																	
Sections	Promotions	Sample				Yes				No				Total			
		M	F	T		M	F	T		M	F	T		M	F	T	
LHS	EAC	35	32	67	2,10%	35	32	67	2,10%	1	0	1	0,03%	71	64	135	4,23%
	FAL	26	17	43	1,35%	26	17	43	1,35%	0	0	0	0,00%	52	34	86	2,70%
	FL	4	4	8	0,25%	4	4	8	0,25%	0	0	0	0,00%	8	8	16	0,50%
	HSS	7	3	10	0,31%	7	3	10	0,31%	0	0	0	0,00%	14	6	20	0,63%
TS	CAS	27	17	44	1,38%	27	17	44	1,38%	0	2	2	0,06%	54	36	90	2,82%
	MASTI	14	33	47	1,47%	14	33	47	1,47%	0	0	0	0,00%	28	66	94	2,95%
	HT	1	11	12	0,38%	1	11	12	0,38%	0	0	0	0,00%	2	22	24	0,75%
	AT	0	10	10	0,31%	0	10	10	0,31%	0	0	0	0,00%	0	20	20	0,63%
ES	AVETS	8	0	8	0,25%	8	0	8	0,25%	0	0	0	0,00%	16	0	16	0,50%
	BC	12	6	18	0,56%	12	6	18	0,56%	0	0	0	0,00%	24	12	36	1,13%
	CP	14	3	17	0,53%	14	3	17	0,53%	0	0	0	0,00%	28	6	34	1,07%
	PESM	9	0	9	0,28%	9	0	9	0,28%	0	0	0	0,00%	18	0	18	0,56%
	GEM	15	4	19	0,60%	15	4	19	0,60%	0	0	0	0,00%	30	8	38	1,19%
	MP	10	1	11	0,34%	10	1	11	0,34%	0	0	0	0,00%	20	2	22	0,69%
	PHY	0	0	0	0,00%	0	0	0	0,00%	0	0	0	0,00%	0	0	0	0,00%
Total		182	141	323	10,13%	182	141	323	10,13%	1	2	3	0,09%	365	284	649	20,35%

Looking at Table 2, it appears that an overwhelming majority (69.7%) of learners declare that they do not have a laptop or desktop computer while almost everyone (99.1 % of respondents) who own mobile phones As illustrated in Figures 1 and 2 below

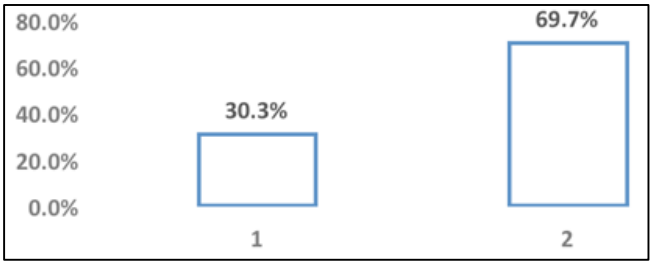

Fig 1: Histogram showing laptop or desktop computer ownership by students

We identified a relationship between the proportion of students not owning computers and mastery of internet and computer use [F(4,1543)=7.0; p<0.001]. Students without computers actually experience enormous difficulties in using computers and the Internet.

This sufficiently proves that the use of IT tools is still embryonic in our country, the computer remaining a luxury work instrument which is not within the reach of all young finalists.

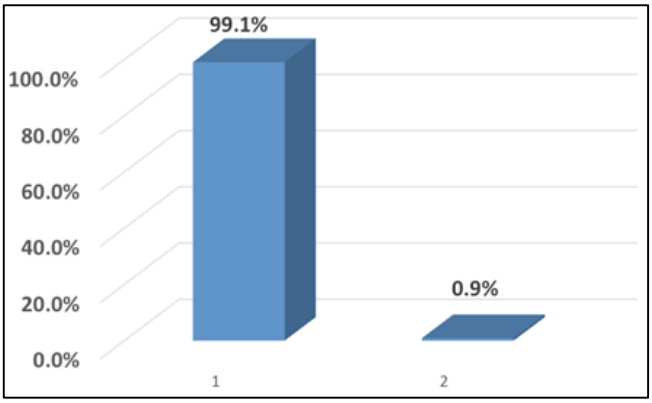

Fig 2: Histogram showing student cell phone ownership

We also identified a relationship between the proportion of students owning computers and those owning mobile phones [F(4.3274)=8.0; p<0.001]. Students actually own phones more than computers.

These results corroborate those of Makumbu (2021) [5], operational manager of the PEQPESU project, who found that older Congolese teachers had more difficulty integrating Information and Communication Technologies (ICT) into the transmission of their teaching units. than young teachers, while in LMD the use of ICT is not an option, but an obligation.

Table 3: Representation of the degree of computer and Internet mastery by learners

Computer Proficiency																	
Sections	Promotions	Sample				Yes				No				Total			
		M	F	T		M	F	T		M	F	T		M	F	T	
LHS	EAC	35	32	67	2,10%	15	13	28	0,88%	20	19	39	1,22%	70	64	134	4,20%
	FAL	26	17	43	1,35%	11	7	18	0,56%	15	10	25	0,78%	52	34	86	2,70%
	FL	4	4	8	0,25%	2	2	4	0,13%	2	2	4	0,13%	8	8	16	0,50%
	HSS	7	3	10	0,31%	3	1	4	0,13%	4	2	6	0,19%	14	6	20	0,63%
TS	CAS	27	17	44	1,38%	11	7	18	0,56%	16	10	26	0,82%	54	34	88	2,76%
	MASTI	14	33	47	1,47%	6	14	20	0,63%	8	19	27	0,85%	28	66	94	2,95%
	HT	1	11	12	0,38%	0	5	5	0,16%	1	6	7	0,22%	2	22	24	0,75%
	AT	0	10	10	0,31%	0	4	4	0,13%	0	6	6	0,19%	0	20	20	0,63%
ES	AVETS	8	0	8	0,25%	3	0	3	0,09%	5	0	5	0,16%	16	0	16	0,50%
	BC	12	6	18	0,56%	5	3	8	0,25%	7	4	11	0,34%	24	13	37	1,16%
	CP	14	3	17	0,53%	6	1	7	0,22%	8	2	10	0,31%	28	6	34	1,07%
	PESM	9	0	9	0,28%	4	0	4	0,13%	5	0	5	0,16%	18	0	18	0,56%

	GEM	15	4	19	0,60%	6	2	8	0,25%	9	2	11	0,34%	30	8	38	1,19%
	MP	10	1	11	0,34%	4	0	4	0,13%	6	1	7	0,22%	20	2	22	0,69%
	PHY	0	0	0	0,00%	0	0	0	0,00%	0	0	0	0,00%	0	0	0	0,00%
Total		182	141	323	10,13%	76	59	135	4,23%	106	83	189	5,93%	364	283	647	20,29%

For most of the students surveyed, the computer and the Internet still remain technological realities that are poorly mastered or beyond their reach, hence this proportion of 58.3% of negative responses, as illustrated in Figure 3 below. Many young people often seek to access the World Wide Web via their cell phones.

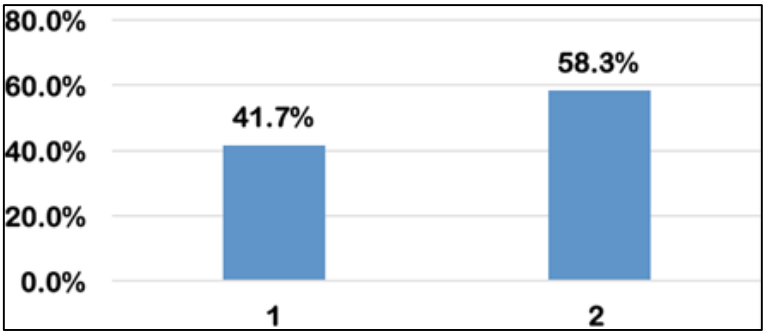

Fig 3: Histogram representing the degree of computer and Internet mastery by learners

Table 4: Representation of the use of the computer as an educational or recreational tool by the learner respondents

Usefulness of the Computer by Students																	
Sections	**Promotions**	**Sample**				**Yes**				**No**				**Total**			
		M	**F**	**T**		**M**	**F**	**T**		**M**	**F**	**T**		**M**	**F**	**T**	
LHS	EAC	35	32	67	2,10%	12	11	23	0,72%	23	21	44	1,38%	70	64	134	4,20%
	FAL	26	17	43	1,35%	9	6	15	0,47%	17	11	28	0,88%	52	34	86	2,70%
	FL	4	4	8	0,25%	1	1	2	0,06%	3	3	6	0,19%	8	8	16	0,50%
	HSS	7	3	10	0,31%	2	1	3	0,09%	5	2	7	0,22%	14	6	20	0,63%
TS	CAS	27	17	44	1,38%	9	6	15	0,47%	18	11	29	0,91%	54	34	88	2,76%
	MASTI	14	33	47	1,47%	5	11	16	0,50%	9	22	31	0,97%	28	66	94	2,95%
	HT	1	11	12	0,38%	0	4	4	0,13%	1	7	8	0,25%	2	22	24	0,75%
	AT	0	10	10	0,31%	0	3	3	0,09%	0	7	7	0,22%	0	20	20	0,63%
ES	AVETS	8	0	8	0,25%	3	0	3	0,09%	5	0	5	0,16%	16	0	16	0,50%
	BC	12	6	18	0,56%	4	2	6	0,19%	8	4	12	0,38%	24	12	36	1,13%
	CP	14	3	17	0,53%	5	1	6	0,19%	9	2	11	0,34%	28	6	34	1,07%
	PESM	9	0	9	0,28%	3	0	3	0,09%	6	0	6	0,19%	18	0	18	0,56%
	GEM	15	4	19	0,60%	5	1	6	0,19%	10	3	13	0,41%	30	8	38	1,19%
	MP	10	1	11	0,34%	3	0	3	0,09%	7	1	8	0,25%	20	2	22	0,69%
	PHY	0	0	0	0,00%	0	0	0	0,00%	0	0	0	0,00%	0	0	0	0,00%
Total		182	141	323	10,13%	61	47	108	3,39%	121	94	215	6,74%	364	282	646	20,26%

Many students these days use their technological means or computer tools for leisure purposes or to play games and satisfy their fantasies, leaving documentary, cognitive and cultural research to the wayside. They confirmed it through this result represented in circular figure 4 below where the search for leisure and fantasies occupies the proportion of 66.7% and the search for knowledge and word processing occupies the minimal portion, that is 33, 3%. Here too, our considerations agree with those of the literature relating to the investigations carried out by TH Beguin and J-M. Reber (Neuchâtel, 2003) [9] on the one hand and (European Parliament, 2023) [7] on the other. In these data from previous investigations, it is notably shown that young people are attracted to the World Wide Web, by leisure activities, videos and films focused on violence, sexuality, but also visit dating sites to build friendly ties with people. other people across the planet.

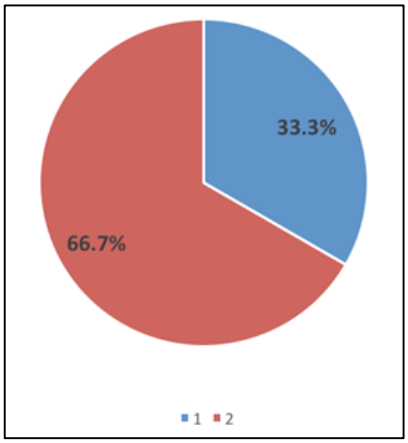

Fig 4: Circular diagram representing the use of the computer as an educational or recreational tool by the learner respondents

We identified a relationship between the proportion of students owning computers and/or telephones and the use of the computer as an educational or recreational tool [F(3.4362)=7.0; p<0.001]. Even if the computer tool is used to communicate, students actually use the computer to view images, videos, film clips, but also to listen to music.

Table 5: Representation of the use that students make of their mobile telephone devices

Function to use for the mobile phone																	
Sections	Promotions	Sample				Yes				No				Total			
		M	F	T		M	F	T		M	F	T		M	F	T	
LHS	EAC	35	32	67	2,10%	15	14	29	0,91%	20	18	38	1,19%	70	64	134	4,20%
	FAL	26	17	43	1,35%	11	7	18	0,56%	15	10	25	0,78%	52	34	86	2,70%
	FL	4	4	8	0,25%	2	2	4	0,13%	2	2	4	0,13%	8	8	16	0,50%
	HSS	7	3	10	0,31%	3	1	4	0,13%	4	2	6	0,19%	14	6	20	0,63%
TS	CAS	27	17	44	1,38%	12	7	19	0,60%	15	10	25	0,78%	54	34	88	2,76%
	MASTI	14	33	47	1,47%	6	14	20	0,63%	8	19	27	0,85%	28	66	94	2,95%
	HT	1	11	12	0,38%	0	5	5	0,16%	1	6	7	0,22%	2	22	24	0,75%
	AT	0	10	10	0,31%	0	4	4	0,13%	0	6	6	0,19%	0	20	20	0,63%
ES	AVETS	8	0	8	0,25%	3	0	3	0,09%	5	0	5	0,16%	16	0	16	0,50%
	BC	12	6	18	0,56%	5	3	8	0,25%	7	3	10	0,31%	24	12	36	1,13%
	CP	14	3	17	0,53%	6	1	7	0,22%	8	2	10	0,31%	28	6	34	1,07%
	PESM	9	0	9	0,28%	4	0	4	0,13%	5	0	5	0,16%	18	0	18	0,56%
	GEM	15	4	19	0,60%	7	2	9	0,28%	8	2	10	0,31%	30	8	38	1,19%
	MP	10	1	11	0,34%	4	0	4	0,13%	6	1	7	0,22%	20	2	22	0,69%
	PHY	0	0	0	0,00%	0	0	0	0,00%	0	0	0	0,00%	0	0	0	0,00%
Total		182	141	323	10,13%	78	60	138	4,33%	104	81	185	5,80%	364	282	646	20,26%

This result shows that the mobile phone performs a double function in the hands of young students: even if it primarily serves them to communicate (56.5%), it is also transformed into a miniaturized screen in order to view images, videos, extracts from films, but also listening to music (43.5%). The European Parliament (2023) [7] deplores certain extracts from films, videos and images which contain problematic content relating to cyberhate, increased sexualization, bloody images and disinformation.

This result shows that the mobile phone performs a double function in the hands of young students: even if it primarily serves them to communicate (56.5%), it is also transformed into a miniaturized screen in order to view images, videos, extracts from films, but also listening to music (43.5%).

Table 6: Identification of teachers

GRADE		OP			P			AP			WM			TC			ASS2			ASS1			PPA			PPC			TOTAL		
SECTION	SEX	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
SECTION	EXE	6	0	**6**	3	0	**3**	1	0	**1**	26	4	**30**	2	0	**2**	3	0	**3**	29	4	**33**	3	0	**3**	1	0	**1**	74	8	**82**
	LHS	2	0	**2**	1	0	**1**	1	2	**3**	29	3	**32**	5	1	**6**	6	3	**9**	32	6	**38**	0	0	**0**	0	0	**0**	76	15	**91**
	ES	0	0	**0**	0	0	**0**	0	0	**0**	10	1	**11**	2	0	**2**	2	0	**2**	12	1	**13**	1	0	**1**	0	0	**0**	27	2	**29**
	TS	8	0	**8**	4	0	**4**	2	2	**4**	65	8	**73**	9	1	**10**	11	3	**14**	76	11	**87**	4	0	**4**	1	0	**1**	180	25	**205**
TOTAL		**16**	**0**	**16**	**8**	**0**	**8**	**4**	**4**	**8**	**130**	**16**	**146**	**18**	**2**	**20**	**22**	**6**	**28**	**149**	**22**	**171**	**8**	**0**	**8**	**2**	**0**	**2**	**357**	**50**	**407**

The results in table 6 show more men than women. Our survey involved 22 female teachers and 176 male teachers. It is good to encourage girls and women to go to school. It would also be better for them to pursue university and post-university studies to compensate for this lack of female presence in the field of higher and university education.

Table 7: Disruption of teachers' lessons by their learners through cell phone ringtones

Teachers who are disrupted by ICT															
		Often				Sometimes				Never				Total			
Section Sex		M	F	T		M	F	T		M	F	T		M	F	T	
Section	EXE	22	2	24	57,14%	16	2	18	42,86%	0	0	0	0,00%	38	4	42	100,00%
	LHS	22	4	26	59,09%	16	2	18	40,91%	0	0	0	0,00%	38	6	44	100,00%
	ES	7	1	8	61,54%	5	0	5	38,46%	0	0	0	0,00%	12	1	13	100,00%
	TS	52	6	58	58,59%	36	5	41	41,41%	0	0	0	0,00%	88	11	99	100,00%
Total		103	13	116	58,59%	73	9	82	41,41%	0	0	0	0,00%	176	22	198	100,00%

The vast majority of teachers (58.82%) admit to having often been annoyed when giving their lectures or tutorials by their students, through ringing phones or viewing images and videos. Another proportion stands out (48.18%) among HPI/Lubumbashi teachers who claim to have made this bitter observation from time to time during their career. No one among the 198 surveyed was spared and this easily allows us to see the extent of this phenomenon on the proper conduct of teaching by teachers responsible for the educational supervision of their students. These results corroborate those of Wertsch (1994) [12] who found that some students observed by the cameras allowed themselves to chat on their phones during class hours instead of concentrating on the lesson.

Table 8: Table expressing the nature of the frequency of ICT use by secondary school students

Importance of ICT according to teachers													
Section Sex		Educational Tools				Playful instrument				Total			
		M	F	T		M	F	T		M	F	T	
Section	EXE	3	0	3	7,50%	35	2	37	92,50%	38	2	40	100,00%
	LHS	3	0	3	7,50%	35	2	37	92,50%	38	2	40	100,00%
	ES	1	0	1	8,33%	11	0	11	91,67%	12	0	12	100,00%
	TS	7	1	8	8,51%	81	5	86	91,49%	88	6	94	100,00%
Total		14	1	15	8,06%	162	9	171	91,94%	176	10	186	100,00%

For almost all of the teaching staff (92%) working in the auditoriums, the observation is bitter: the students use ICT purely for fun. A minority of teacher respondents (8%) nevertheless emerges to claim that students use modern technological means wisely to acquire intellectual skills and pedagogical skills through documentary research on the Web. It is in this sense that RONDEAU (1997) [8] notes that "Young people are immersed for several hours a day in a universe of images that are often very violent, and rarely educational...which gradually transform them into passive consumers of sensations, of images and sounds. »

Here too, our considerations are consistent with those of the literature relating to the studies carried out by Thomas (2018) [10] on the one hand and Francisco Francisco (2007) [1] on the other hand. In these data from previous investigations, it is notably shown that young people spend a lot of time on social networks for entertainment rather than for training.

4. 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 which are the harms that young people could suffer users. ICT and particularly the Internet and the mobile phone are essential and even necessary tools that almost no one can do without today, permeating all activities of daily life.

But like any tool, these modern communication technologies can prove dangerous if they are used immoderately without directing them towards the acquisition and sharing of knowledge or the strengthening of intellectual and cultural skills. Students today demonstrate a constant enthusiasm for the use of these modern communication tools which have managed to focus all their attention and energy to the point of worrying educators and parents about the minimum time devoted to their teaching and research tasks cognitive. They also regularly frequent cybercafés with a view to browsing or wandering virtually on the World Wide Web, thus satisfying their fantasies and thirst for leisure and fun activities.

Furthermore, these two categories of our sample of the target population studied are convinced that the decline in academic performance and the distortion of the personality of educated young people 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 young people on the World Wide Web through social networks and their mobile phones, which would risk disrupting the "natural" social bonds that they neglect to maintain for the benefit of their "Net friends" whose profiles may be they doubtful.

In most of our countries, the use of ICT by students is fortunately still in its infancy, apart from mobile phones. This means that the many dangers that await our young people on the Internet can validly be spared them if ever the uses of ICT are regulated by decision-makers supported in this noble task of "rescue" by educators and parents for whom we made recommendations.

Furthermore, our objectives set by this modest study and the various hypotheses put forward are respectively partially achieved and validated. We would like future studies undertaken in the same vein to have the merit of comparing the academic results of learners who use the Web. strengthen their educational skills and others who consider it just as an instrument to entertain themselves and satisfy their fantasies. The results of this possible study would be more interesting than the results we have achieved.

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