

Threats and Dangers of the Internet on Young Moroccan Students and Their Studies

Malika TRIDANE^{1,2}, Bouchra GOURJA^{1,2}, Abdeslam MILI^{1,2}, Mustapha BASSIRI^{2,3}, Said BELAAOUAD² and Azzeddine ATIBI^{1,2}

¹ Centre Régional des Métiers de l'Encadrement et de la Formation CRMEF Casablanca

² Laboratoire de physique Chimie des Matériaux, faculté des sciences Ben M'Sik UH2C Casablanca, Maroc

³ Groupe interdisciplinaire des didactiques des sciences – sciences d'éducation GIDS-SE ENS Casa, université Hassan 2 Casablanca, Maroc

Summary – In this paper, we highlight the threats and dangers of the internet on young Moroccan students and the consequences of improper use of internet on their studies.

To conduct this study, we distributed to high school students consisting of 92 students from 2nd year Bachelor Mathematics section and 100 students of 1st year Bachelor experimental sciences, a questionnaire that young people from the computer general and the Internet in particular to highlight the dangers and negative impacts of the internet on their studies. After collecting all the answers to the questionnaire, we analyzed.

According to the results, we have:

- Detected threats and dangers of the internet,
- described social dynamics of the Internet on young people,
- determined types of information offered by the Internet,
- understood the use by the young students of this tool.

This study allowed us to see that young students have a great attraction for social networking and entertainment sites at the expense of their education. It is therefore necessary to provide training and educational modules on the protection of minors on the Internet that could be put into school curricula to help students distinguish between their private life from public life and invite them to realize that the Internet is a public sphere, presenting hazards and huge risks.

Keywords – Internet, Students, Parents, Education, Dangers, Threats.

I. INTRODUCTION

Behind every stranger to the Internet it not only hides a perverse, the unknown can also be one that answers questions on a forum, leaving comments on a blog that becomes a time playing partner in a party which is returning without links will be created so far. Most strangers encountered on the Net remain there. If young people have already developed relationships over the Internet, they remain ephemeral and little depth. When relationships are forgotten, they will very exceptionally on phone calls or a meeting. Nevertheless more and more young abstain from making contact with strangers [1].

However, it is certain that parents exert or seek to exert control over its use. According to an article by Warren Clark (2001), control most often takes the form of a limitation of the time spent on line, and less frequently to lock the computer or use a filtering software the offensive sites. [2]

In Morocco, the number of users experiencing has considerable explosion because of the attractiveness of the Internet on the predominantly young population and thanks to the deals offered by operators under competition. This rush of young people to the internet is so much

greater that they are constantly in search of information, complementary courses or even to treat the exercises given by their teachers.

Another potential risk was the subject of a number of publications in recent years, that of what is usually called the cyber bullying or harassment through internet: teenagers are taken as target by some of their friends or older teens and are confronted regularly with derogatory comments or threats [3,4]. Like the schoolyard harassment in such conduct has obvious psychological impact on young people who are the victims, in terms of self-image and mental health.

A still widely discussed topic is that of violence induced games available online. This is an old debate that began three or four decades ago with the appearance of more or less violent television series [5,6]. Several recent analyzes seem to demonstrate an incentive effect of movies and violent games, especially in children and young adolescents. [7]

But the Internet, this virtual world is a paradise for those wishing to learn, improve their culture, discover new areas, or communicate is infinite and inexhaustible source of information. Informations that we say, are not always useful for a good education.

If adults are generally well aware of the dangers of the internet, is what it does for younger students?

Just as in real life, the Internet is also a world full of dangers and use the Internet thus has two facets, an alternative that does not control the still young student.

We then ask ourselves:

- can these young people be supervised by their parents, they do not access adult content, or that they do not meet people "malicious"?
- The proliferation of gambling and Internet sites of bet only increase the sheer number of young people who gamble. One wonders then, are young students as dependent as the others by cigarettes, alcohol or drugs? Therefore, what are then the influences of Internet use on the education of school youth and the different strategies they develop in the use of this tool in social relations?

II. METHODOLOGY STUDY AND CHARACTERISTICS OF THE SURVEY SAMPLE

The age of the target sample is between 16 and 20 years old, it consists of Moroccan students including 92 students of 2nd year Bachelor of Mathematics section, and 100 students of 1st year Bachelor experimental sciences with 49.22% boys and 50.78% girls. To conduct this study, we distributed our sample a questionnaire to the uses that

young people of the computer in general and the Internet in particular to highlight the dangers and negative impacts of the internet on their studies. The questionnaire contains twelve issues of two types:

- Closed questions that questioned must respond with "yes" or "no";
- The multiple choice questions where the respondent can choose between several contingencies;

III. ANALYSIS AND INTERPRETATION OF RESULTS

After picking up the questionnaire, we analyzed and interpreted. The results obtained are as follows:

1- Results and interpretations closed questions:

Question 1: Do you use the computer in the presence of your parents?

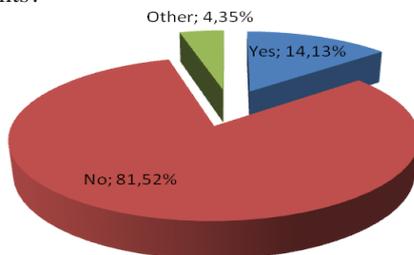


Fig. 1. Percentage of presence or absence of parents with their children when using the internet

We note that 81.52% of students report that their parents trust them because they connect freely surf while only 14.13% in the presence of their parents.

Question 2: Is your computer has parental controls?

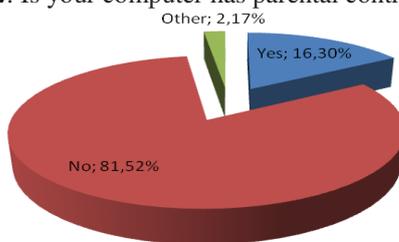


Fig. 2. Percentage of computers with parental controls

The majority of students in our sample (81.52%) are exposed to the dangers of the internet which is very worrying, especially when we know the potential dangers of the internet consultation by unsupervised students.

Question 3: Do you use social networks?

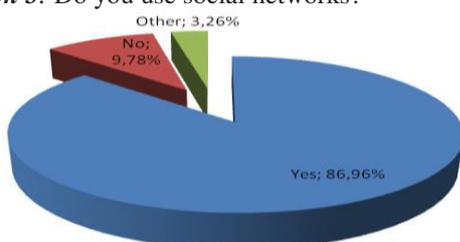


Fig. 3. Percentage of use of social networks

Social networks are very popular for young students (86.96%), as they allow them to meet new friends around the world, to talk, to express themselves freely and to feel more popular but sometimes these meetings can be malicious and present various risks.

Question 4: Did your parents monitor your activities on the net?

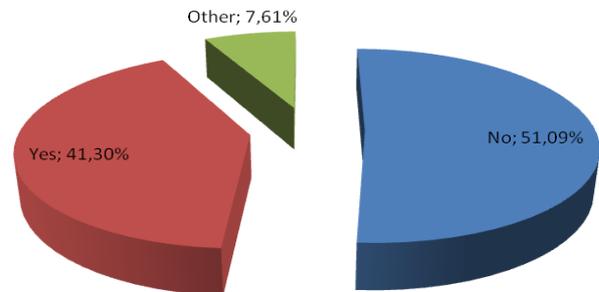


Fig. 4. Percentage of control of our sample activities by parents

More than half the students in our sample 51,09% have web activities without parental control, which confirms previous findings that is to say the search for freedom.

Question 5: Did your parents agree to make you connected?

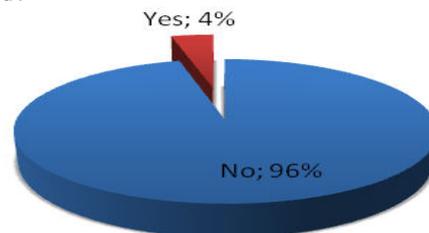


Fig. 5. Percentage of parents agreeing to the connection of their children.

From these results, we confirm that parents are aware of the risks of the canvas for the potentially hazardous nature of certain content, prompting the majority of parents to object to their children's activities on the internet and try to monitor what makes the internet often a matter of conflict between young people and their parents and a major cause of marginalization of family life.

Question 6: do you know that the internet can be dangerous?

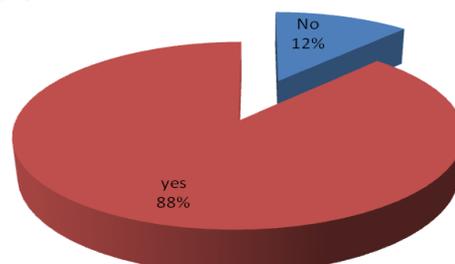


Fig. 6. percentage of conscious youth of the dangers of Internet

88% of students in our sample think knowing the dangers of the Internet. But one wonders what dangers they know?

2. Results of Multiple Choice Questions

Question 7: Do you have access to the Internet via: tablet, mobile phone, laptop or desktop computer, in your bedroom or living room?

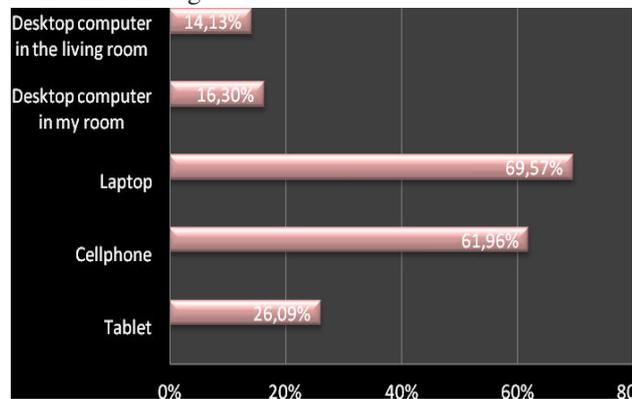


Fig. 7. Percentage of the means used to access the internet

Students are very trendy, most of them are used to access the Internet via mobile devices to isolate (laptop (69.57%), mobile phones (61.96%) and tablet (26.09%)). While only 14.13% via a desktop computer in the lounge.

This result confirms that young Moroccan students seeking freedom and fleeing parental supervision, to operate over the internet without disturbance.

Question 8: Apart from your parents, where are you connected?

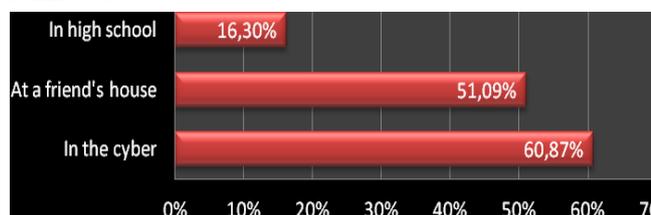


Fig. 8. Percentage of connecting places

The majority of students we surveyed use the internet in cyber or with friends with a respective percentage of 60.87% and 51.09%, while only 16.30% have Internet access at school, although currently the majority of Moroccan schools are equipped with computers connected but the students are not the same freedom elsewhere. In fact, computers of high schools are equipped with protection software that prevents access to dangerous sites. Some teachers trained in CRMEF were aware of the dangers associated with use of Information and Communication technologies during their training.

Question 9: When did you get connected?

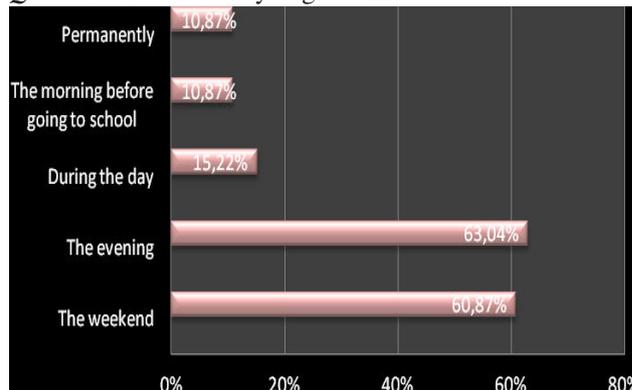


Fig. 9. Percentage moments of connection

The above results show that the majority of young students using the Internet at night and on weekends, which is normal because they spend most of their time in high school but 15.22% of them log during day and 10.87% are permanently connected using tablets and mobile phones, therefore, their academic studies are games and impact on school performance is undoubtedly negative. One wonders then why young people are attracted and attached to the internet?

Do they use the Internet for educational purposes or for fun?

Question 10: Why you log on social networks?

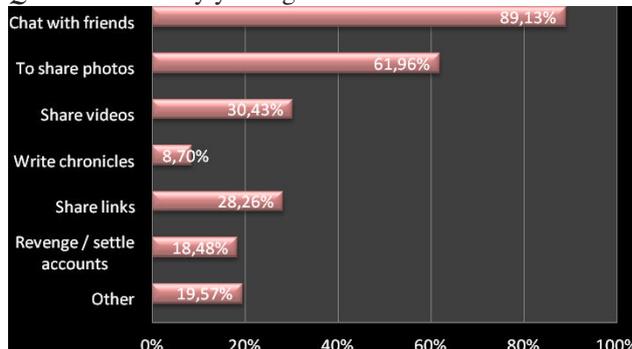


Fig. 10. Percentage of connecting reasons to social networks

Every young student uses social networks according to their interests. This is an opportunity for young people according to the results of our investigation to primarily discuss, share, meet new friends and unfortunately also for revenge and settle accounts. Most young people, almost 90% use it to chat with friends.

It is found that young people in our sample have substantially the same patterns of use of social networks, regardless of their socioeconomic background.

Question 11: What are the activities carried out by the students when they are connected and what is the frequency of use of the internet? (see table I)

Table I: Percentage of frequency of activities to the computer by the students.

	almost every day	few times a week	few times a month	never
Use of the Internet for school research.	10,87%	44,56%	15,22%	29,35%
Internet use distraction and entertainment (music, movies, games,).	60,87%	25,00%	11,96%	2,17%
Use of education software	4,34%	11,96%	25,00%	58,70%
Use the internet to chat	72,75%	18,56%	2,17%	6,52%
Use of the Internet for e-mails	56,52%	17,39%	11,96%	14,13%

The results below allow us to provide a more comprehensive picture of how the internet is used by students in our sample. Thus, we have prepared the following graphs according to the areas and frequency of use.

a- use of the Internet for school research:

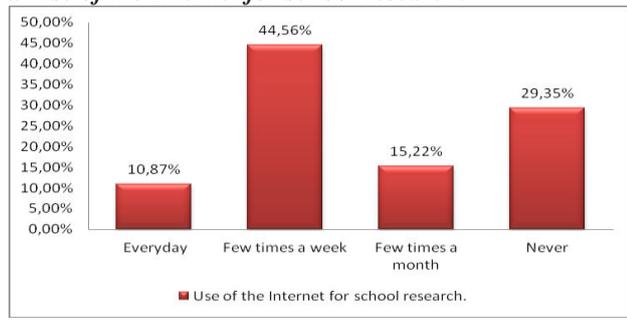


Fig. 12. Use of the Internet for school research

The percentage of students who use the Internet for school research every day 10.87%, while 44.56% are in this use only a few times a week. Moreover, 29.35% of students reported never do homework or school projects using the internet.

b- Use of the Internet for entertainment (music, movies, games)

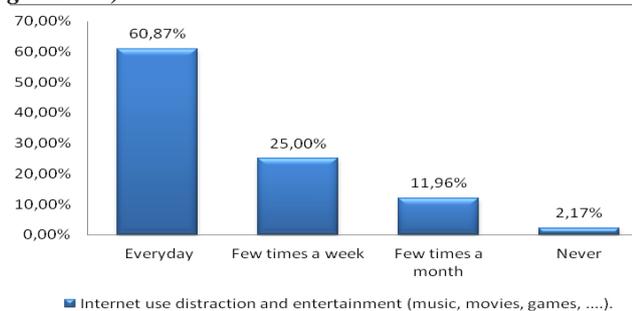


Fig. 13. Use of the Internet for entertainment

When the Internet is used to find sites on topics that interest them, such as music or film, the results show that they make use of "almost every day" to 60.87% for gradually decrease to 2 17% for those who say "never" use Internet for this purpose.

c- Use of educational software:

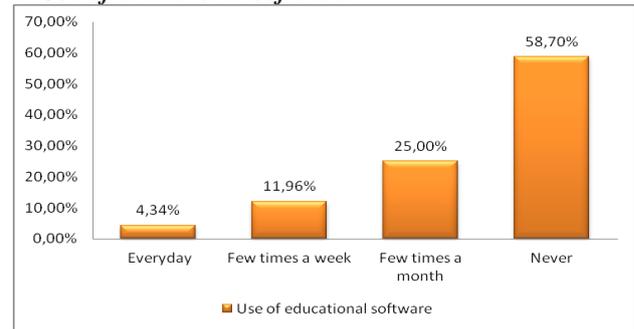


Fig. 14. Use of educational software

These results show that the highest percentage was to choose 'never' (58.7%). Educational software thus do not appear among the top interests of the students in our sample to gradually decrease to 4.34% for those who say "almost daily" use the Internet for this purpose. We understand as educational software is the most common software used by students.

d- Use of the Internet to chat:

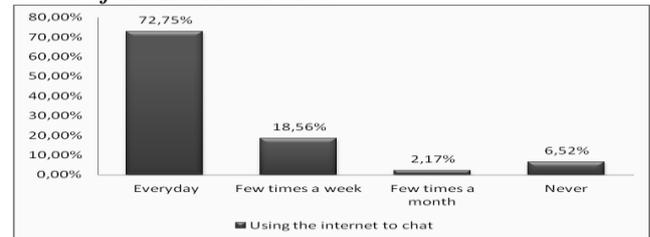


Fig. 15. Use of the Internet to chat

The frequency of Internet use for chat is enormously high. Indeed, 72.75% of students say they use "almost every day" while only 6.52% said they "never" use. The remaining respondents are divided into the choice "Several times a week" and "few times a month" with a percentage of approximately 18.56% and 2.17% respectively.

e- Use of the Internet for e-mails:

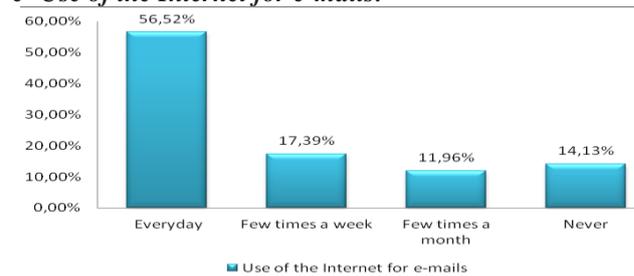


Fig. 16. Use of the Internet for e-mails

It is found that 56.52% of students who reported using the Internet "almost every day" and 14.13% who use it "never."

From these results we see that the use of the Internet by students is mainly associated with leisure ("cat", email, games) while the least fun applications (word processing, research for school work) no longer interested in our sample

Question 12: What does it bring to you to be connected with your friends or with people you do not know?

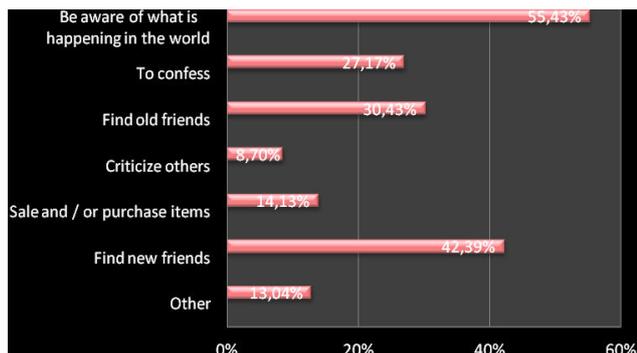


Fig. 17. Percentage of young people's expectations of their contact on the net with people whom they ignore

The surveyed students see as being connected with their friends and with people they do not know has many advantages.

Indeed, 55.43% of students say that through these contacts, they are aware of everything that happens in the world, 42.39% of them make new friends, found 30.43% old relationships, 27.17% talk about personal things, 14.13% selling or buying items and 8.70% prune or criticize others.

Therefore, the internet is consumed by 87% of young people in our target population, on the other hand we see that only 13% choose the option "other", and do not want to disclose their activities online. One wonders what other uses?

IV. CONCLUSION

Our study was focused on the threats and dangers of the Internet tool that is now in vogue in the field of information and communication on young students. This study has allowed us to highlight the ascendant both positive and negative of the Internet in social relations on one hand, and the education of youth on the other hand. The analysis of our survey reveals that the Internet is the youth favorite instrument. Among the most common activities among young students, we find the head, cats, watching videos, listening to music, games, searches for itself, online chat and lastly, research for school. We are talking about a new culture, "cyber culture", which increasingly becomes the prerogative of the young.

Indeed, we were able to put the item on the use of risky Internet by students such as:

- Violations of privacy by disseminating data and personal photos;
- The harassment, intimidation and threats;
- Insults and defamation can lead to psychological dramas (depression, suicide);
- Incorrect use of training data due to incorrect direction of research;
- The culture of ease: increasing laziness that everything seems to be on the internet or may be at hand through ICT. Students get used to obtain information easily through ICT so that they no longer work at the scale needed to learn effectively;
- The loss of enthusiasm for reading the profile games and exchanges on social networks;

- The lower level of the students due to the daily use of the Internet;
- Internet addiction can cause the socialization of the young and affects school performance as well as his family life;
- The prosecution of illegal downloads;
- Exposure of the high school student dangers of virtual worlds (online games);
- High school student exposure to violent content online;

As an information tool, this study also allowed us to see that the young educated still make considerable efforts to provide for it to finally fits the spirit of research; critically about the information obtained on the Internet because the Internet itself is not good or bad, but it depends on its use.

For this, the school has a duty to make children and their young ages to educate them on the new culture, so that they are aware of the risks and dangers of the internet and this awareness will grow when children grow.

It is therefore necessary to provide training and education modules on the protection of minors on the Internet that could be put into school curricula.

REFERENCES

- [1] Élodie KREDENS et Barbara FONTAR ; Les jeunes et internet : de quoi avons-nous peur ? Synthèse d'étude ; 2010,p12.
- [2] CLARK Warren, « L'utilisation d'Internet chez les enfants et adolescents », Tendances sociales canadiennes, n°62, automne 2001, p7.
- [3] Chisholm JF. Cyberspace violence against girls and adolescent females. Ann N Y Acad Sci ;1087,2006 Nov,pp:74-89 .
- [4] David-Ferdon C, Hertz MF. Electronic media, violence, and adolescents : An emerging public health problem. J Adolesc Health, 2007 ;41:S1-5.
- [5] Huesmann LR. The impact of electronic media violence : Scientific theory and research. J Adolesc Health,2007; 41:S6-13.
- [6] Villani VS, Olson CK, Jellinek MS. Media literacy for clinicians and parents. Child Adolesc Psychiatr Clin N Am , 2005;14:523-53.
- [7] Pierre-André Michaud, Richard Bélanger , Rev Med Suisse, Les adolescents, internet et les nouvelles technologies : un nouveau pays des merveilles ?2010 ;1230-1235.