

# Influence of Mobile Phone on the Education of Educated Youths in the Town of Ngaoundere

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## Abstract

This work is based on the influence of mobile phones on the education of educated youths of Ngaoundere. Every time that a new technology interferes in daily life, concerns are triggered. We have gone from the following contrasting observation that the use of mobile phones is restricted within school institutions whereas this also constitutes an educational tool. Thereof, we asked the following question: how in this environment, can the use of mobile phones have an influence on the education of educated youths in the town of Ngaoundere? The methodology employed is mixed doubled with a quantitative and qualitative analysis of data. The quiz, interview guide, the focus group, the participating observation were mobilised to collect besides 440 pupils and students of 14-20 years age range within establishments: Mazenod college, Protestant College, Government Bilingual High School, Classical High School and University of Ngaoundere; All constituting sample obtained by convenience within our study population. The khi - Square test and associating measures were used for data analysis. At the end of our research, results obtained sufficiently show that there exists a significant link between the use of mobile phones and the education of educated youths in the town of Ngaoundere. All the same, as the use of mobile phone has today become unavoidable and reveals to be an instrument of multifunctional utility in everyday, some suggestions were formulated for an efficient and rational use of this communication and learning object by educated youths.

**Keywords:** Influence, mobile phone, education, educated youths, Ngaoundere.

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## 1. Introduction

The world market of telecommunications knows a rapid expansion, also due to the demand as well as to the quality of the offer. Thanks to the conjunction of these two factors, telecommunications have become one of the main sectors of world economic growth as well as one of the most important engines of the social, cultural and political activity. As such, the effect - of fundamental forces which are the engine of demand and supply had been amplified by the tendency which saw the day at the planet ladder to liberalize markets of telecommunications goods and services of. Most of telecommunications networks are now possessed and exploited by the private sector. Some important measures had equally been taken to introduce competition at national, regional and international levels; it is particularly the case of the agreement aiming to liberalize the commerce of basic telecommunications services, agreement concluded in February 1997 within the frame of World Commerce Organisation (WCO) by 69 countries which, together, represent more than 90% of global telecommunications income.

The liberalization of the telecommunications sector has been accompanied by a separation from his functions; Most administrations of member states of the international union of telecommunications (IUT) were, so to say, multipurpose and fulfilling the functions of decider and exploiter in charge of regulating telecommunications and furnish services on the base of a model “ of public utility». Nowadays, these administrations for instance that of Cameroon, are only charged with the elaboration of the general policies of telecommunications (Ministry of Posts and Telecommunications) and its regulation (Telecommunications Regulations Agency-TELRA). As for telecommunications exploitation depends on public, private or mixed enterprises (Ngadjeu, 2006).

Mobile phone appears as the most recent communication object and belongs to the series of inventions which renders personal interactions independent of the real distance between the speakers. Today, faced with the digitalisation of our quotidian, the question of the place screens in relationships is posed, beginning with parent-child relationship. The progress of new technologies in the daily life of adolescents has aroused, and still arouses, diverse worries from parents (Feng and Xie, 2014). In effect, parents more and more give educated youths mobile phones without even first bordering about the influence this communication object can exert on them. These latter better appropriate them than their parents *who complain that youths isolate themselves and pass more time in front of their mobile phone*. Being able to contact their children was the first purchasing motivation of parents (reassurance tool according to martin, 2007) and finally become one of the first causes of conflict with their children (family crisis according to Berge and Garcvia, 2009). The use of mobile phone nevertheless remains very important despite its individualisation within the family and the destruction of family links perceptible through the dislocation of confidence values between parents and children. Social changes are more important

than the use that youths make of this object of communication, it is why questions of wellbeing and risks of mobile phone, what are their effects are no more asked. Meanwhile what are their effects on educated youths? How to educate these youths on good practices? Do school establishments tool really have the means to combat this phenomenon? Isn't there a possibility to create factors enabling a cohabitation of this tool with the school environment? Within the framework of this analysis, it appears judicious for us to choose some establishments of secondary schools (High Schools and Colleges) and University to better apprehend the change of behaviours that the use of mobile telephone engenders in educated youths.

The theoretical orientations of this research rely on the works of Boudon (2003) and of Weber (1971) on methodological individualism which privileges value and the rights of individuals against the rights and values of social groups. While Boudon defines it as a taking into consideration of the finalities of individual action and the intention of the actor placed in situations where he must consider constraints which can contradict his objectives; To Weber, the principle of methodological individualism states that to explain such a social phenomenon, it is indispensable to reconstruct the motivations of individuals concerned by the phenomenon in question, and to apprehend this phenomenon as the result of the aggregation of individual behaviours dictated by motivations. At the suite of Weber, Etienne and al., (2004:356) confirms that "*the comprehension of motivations of human action becomes inseparable of the explanation of phenomenons*"; that is to say social phenomenons cannot be explained except on condition to go from individuals, their motivations, their actions. Arrived at this level, it is important to precise that according to this theory, individual actions which seem to be foundation elements of changes in attitude as observed in users of mobile telephone should be taken into account. Egoncentric and capitalist spirit is perceptible in educated youths from the time where they want to communicate at the lowest possible cost and especially as long as possible. The individual is marked by a tendency to singularise and to make prime his personal interest that is individuality on collectivity.

As well, a critical procedure will enable us to flush the hidden meaning, to unveil, to demystify, the social facts inherent to the use of mobile phone. By such an analysis, the attention of the users of mobile phone shall be drawn on all that had not been said before by the operators of mobile telephone. It is why the criticism on which the present study rely, enrolls in the aim to restore social reality since "*societies are never what they seem to be or pretend to be. They express it at two levels at least: one superficial, presents "official" structures if one might say so; the other profoundly, assures access to the most real fundamental and practical revealing reports of the dynamic social system*" (Balandier, 1986:53). To this effect, young holders of mobile phone develop strategies in the aim to bypass inherent constraints on the possession of this communication apparatus. It is the case with certain youths who, at the verge of the date limits of calls reception, negotiate with a call box manager (in return for a small sum of money) for him to fill their credit cards in their apparatus in other to prolong their refill delay and follow suite, transfer this airtime afresh to its proprietor. As such, educated youths seek for ways and means, strategies to draw personal satisfaction. The understanding of social facts is therefore found in individual motivations for, only an individual can give a meaning to his actions and not the society. Nevertheless, these facts stream from an aggregation of individual behaviours. In effect, the explanation of every change necessitates the reconstruction of motivations of individuals concerned with the phenomenon in question and apprehend this phenomenon as a result of an aggregation of their behaviours dictated by these motivations. This theory defines an individual as this being whose actions have some interests, values, that is to say it is independent of the social, cultural and economic environment that this latter adopts a certain behaviour. In other words, it is these personal motivations and the meaning that he gives to the actions undertaken by the social actors, since they have "good reasons to act".

Should one go from an individual to understand the society or go from the society to explain individual actions? Is an individual a passive or an active being? This debate therefore opposes individualism (sociological and psychological theory) to holism (social determinism).

-The representative author of individualist model is Weber (1971) to him,

\*Man is an active being

\* The society is fashioned by man

\*the primacy of individual on the society

\*Norms, values and roles are nothing but possibilities offered to the individual who always conserves a liberty margin in the exercise of his roles. Man seeks his personal interests. As a Consequence, the individual is a social actor. He will then assimilate events depending on his personal interest. If need be, he modifies the values and norms.

-The representative author of holistic model or social determinism is Durkheim (1996). To him,

\*Man is a passive being

\*Man is fashioned by the society

\*The society imposes values, norms, roles which exert a constraint on the individuals. The action of the individual is conditions (socialisation agent; family, school). As a consequence, the result on the production of

normal individuals, conformists that is to say respecting norms and acting in conformity to roles which had been attributed them. To this effect there exists some failures (delinquency, deviation).

In the aim to better analyse the influence that the having and using of mobile phone exercises on educated youths, some hypotheses were emitted. Up to now, numerous researches have especially interested on the integration of mobile telephone in the public space and to change in behaviour of its users. In this perspective, it is convenient to see in what and how this communication tool influences on the education of educated youths. In fact, one realises that adoption realities of mobile phone does not always concord with the education that children receive from their parents. As such we want to understand if the use of mobile telephone is not in contradiction with the exigencies of custom? More so does it still so much threaten civility and the forms of living together as certain speeches make us think and the fear expressed on its use at schools? The main hypothesis which instructs this research is the following: Although the possession of mobile telephone by youths favour the loss of parental control, induces deviations and dependence vis-a-vis mobile object, there nevertheless exists an interaction between the education that youths receive from parents and their social environment after classes between school and house, through mobile telephony. This leads us to think that no matter what one says, even if it is not necessary for students in class, it doesn't cancel the fact that mobile telephone is of a certain utility in school environment. After classes, between the school and home, the mobile phone enable students to communicate with their parents in other to reassure them and to communicate between themselves for the need of their respective study group. It is opportuned to create factors enabling a cohabitation of this tool with the school environment.

This research enrolls in the domain of educational sociology for, «the domain of education for every society is the angle stone for the building of his future. Education converts the present tendencies and options in the society and at the same time he constitutes a process of projection in the future” (Mukene, 1988:253). It follows that education is therefore considered as a tool of social transformation.

## 2. Methodology

The methodological procedure is at the same time, qualitative, quantitative and integrative or complementary. It is important furthermore to present the main statistical tools which had been used to test our hypotheses, notably the khi-Two test and some association measures .Within the framework of this research based on the influence of mobile telephone on the education of educated youths of Ngaoundere town, one had resort to the participant observation, to focus groups, interview guide, to documentary research and to quiz.

Administration of the quiz was effected during the period of descend on the field (May to July 2018), 440 students of the age range 14 to 20 years constitute our samples of convenience thus 80 by establishment (Mazenod college, protestant college, Government Bilingual High school and classical High school) and 120 at the University of Ngaoundere, all constitute our study population. The statistical tools chosen are Khi-two test and measures of association. The choice of this test is justified by the fact that quasi totality of our variables are qualitative by nature, that is to say measured on a nominal or interval ladder.

## 3. Results

3.1. The possession of mobile telephone and loss of parental control the crossing between the possession of a mobile telephone by educated youths (V1) and the loss of parental control (V2) shows the degree of interaction between these two variables and which the result is presented in the following synthesis table:

Table 1: Measurement between the possession of a mobile phone by youths and the loss of parental control

Crossed Variables	Khi-Two ( $\chi^2$ )		Phi ( $\phi$ )		V of Cramer	
	Value	Threshold/dol	Value	Threshold	Value	Threshold
V1*V2	18.543**	0.05/4	0.227	0.05	0.161	0.05

Source: Analysis of data of the enquiry \*non-significant \*\*significant

The analysis of this table shows that there exists a significant relationship between the possession of mobile telephone by educated youths and the loss of their control by parents

( $\chi^2=18.543$ ). Even if the main reason of acquisition of mobile phone by educated youths is to communicate with their parents, the reality of the field show that they pass most of their time on line with their friends. The individual discovers the social riches of peer groups towards which they will turn to pursue the socialisation process (Coslin, 2007). In effect, without the knowledge of their parents, they freely communicate with whom they want, decide alone on who to call to the point of being uncomfortable to even receive certain calls in front of them. In reality, it is because they often have something to hide from their parents that they prefer to retreat before answering a phone call for fear of reprisals. Youths more and more stay away from their group of friends and prefer to stay in a bull where all is permitted, a world without criticisms where they can act freely. This attitude which one can qualify as egocentrism or individualism, clearly show that youths are no more sufficiently open to towards their parents.

As such, on entering adolescence, the youth detaches little by little from the family environment, even if

this latter remains important in the course of his life. It is also at this moment of adolescence that he begins searching a bit for recognition from the part of his peers (Notley, 2009), that he tries to snatch the most autonomy as possible vis-à-vis his parents (Nolan and al, 2011). Looking at the result of the research hypothesis RH1 presented here above, one concludes that there exists a significant relationship between *the possession of mobile telephone and the loss of parental control; wherewith a dependence between these two realities*.

### 3.2. The use of mobile phone induces deviations in educated youths

The use of telephone in relation to reasons of acquisition of handset (V3) favours deviation in youth's environment (V4). The result of this test is presented in the table below;

Table 2: Measurement of an association between the use of mobile telephone and deviations in youth's environment

Crossed Variables	Khi-Two ( $X^2$ )		Phi ( $\emptyset$ )		V of Cramer	
	Value	Threshold/dol	Value	Threshold	Value	threshold
V3*V4	10.875**	0.05/4	0.174	0.05	0.123	0.05

Source: Data analysis of enquiry \*non-significant \*\*significant

It props from this table that there exists an interdependence relationship between the reasons for the use of mobile phone and the deviations that come from it in educated youths ( $X^2=10.875$ ). The possession and personal use of mobile telephone gives the possibility to youths to communicate with their peers no matter the time or place. This illustrates notably by the late communication hours noted. In effect, youths prefer to communicate at low voice with their friends late at night, after their assignments and especially when their parents are already in bed. They can spend hours on it thanks to reduced offers of communication (22h-06h). They subscribe daily to nocturnal communicational offers since a majority amongst them haven't got sufficient means to buy an airtime. A good number within them wait for example that their parents go to bed, go out of the house to call discretely or prefer to take refuge in their room to pamper with their peers without being disturbed while seeking rescue from nocturnal communication bonus.

As such, when these youths decide to talk in the telephone combination, they prove to be less rational and less selective at the level of calls emitted. Due to this free of charge, telephone conversations between peers are more and more long, less expeditive and can even stay for hours. Nevertheless, it is not evident for whoever, talk less of youths, to master the time consecrated to social networks and the consequences on his life. That had been said, the interest of enterprises having social networks is to make you come back as often as possible (Eyal and al, 2014) and to spend a maximum of time for economic reasons (Maruani, 2016). Let us signals that operators of the telecommunications sector have developed policies of free communications to attract a maximum of customers, although this latter has a negative impact on the education of educated youths. The impact on the quality of sleep for, youths who go to bed late appreciate this moment where they escape from parental watch and can indulge to their personal occupations such as discuss with their friends on telephone, send texts, listen to music or watch films. Main time, the omnipresence brings a particular dimension to the sociability and that accrued availability is often characterised by a sentiment of urgency face to face the interlocutor (Caron and Cazonia, 2005). The death of silence is translated by the omnipresence of communication, facilitated by new technologies although that is difficult, it is therefore important to mention that the flood of nocturnal communications had to be regulated by parents. Results from the test of research hypothesis RH2 according to which *the use of mobile telephone induces deviations in educated youths* show that there exists a dependence that is to say, a significant link between the crossed variables.

### 3.3. Desire to communication at a low cost and reactions of educated youths

The test of the hypothesis RH3 had been effected by crossing between the desire of educated youths to communicate at the lowest cost and the attitude of youths. The results of the crossing between the desire to communicate at low cost (V5) and the way youths do (V6) are presented in the following table:

Table 3: Measurement of an association between the desire to communicate at a low cost and the behaviour of youths

Crossed Variables	Khi-Two ( $x^2$ )		Phi ( $\emptyset$ )		V of Cramer	
	Value	Threshold/dol	Value	Threshold	Value	Threshold
V5*V6	23.283**	0.05/6	0.255	0.05	0.180	0.06

Source: Analysis of data of the enquiry \*non-significant \*\*significant

The analysis of this table show that there exists a relationship of cause to effect between the permanent reduction of texts and abbreviation of words ( $x^2$ ). Constraints to reduce the number of signs written, gluttonous educated youths of this new mode of communication, have developed their proper "telegraphic style". In effect, the writing of texts by youths is marked by the creation of specific procedures : "abbreviation (*slt* for *salute*, *ds* for *dans*, *tt* for *tout*, *dsl* for *désolé*), truncation (*ordi* for *ordinateur* or *techno* for *technologie*), omission (*paren* for *parents*, or *rapelé* for *rappeler*), siglaison (*mdr* for *mort de rire* or *jtm* for *je t'aime*), rebus (*c bl* for *c'est bien* or

2ml for demain), smileys (^\_^ q:-p \^^ / :- S >\_< :-/ \*<:}), fusion (*dpastavoir* for *de ne pas t'avoir* or *jtexpliquai* for *je t'expliquerai*)” Goumi and Bernicot (2012:34-35). Several educated youths have recognised having already unconsciously or involuntarily used abbreviated words in their scripts during an evaluation. Due to habit, they almost do not differentiate between the spelling of words written through messages and the exact spelling of words, in the case where they more and more write the sounds of word which necessarily impacts on their level of language and spelling. Whereas all the two are real bedrocks of education for, they percolate in the good transmission of thought.

As revealed far above, the desire to communicate at low costs has awakened the devotion of youths for the drafting of messages. Youths excellent s in this technique and cay say many things in few words and less time (second billing), this in the aim to spend their communication credit the least possible. Meanwhile in the muslim society for example, it is a tradition that greetings should be long considering that one is worried about the news of the whole family. As such, youths of this culture sacrifice this procedure for they directly pass to the essential of the call. This influence of mobile telephone on the experience of its users is taking a proportion in the society up to the point where a good number amongst them instruct to gain time for, time on telephone, is money.

It is therefore important to mention that the desire to communicate at the lowest costs induce a change of behaviour in educated youths, at the level of the correct drafting of words as well as their rationality on telephone. Thus, the hypothesis RH3 according to which *the desire to communicate at low cost influences the behaviour of youths* is retained.

### 3.4. Possession of mobile telephone in school and dependence relationship

The test of hypothesis RH4 shall be effected between the possession of mobile telephone within the school premises and the degree of educated youths 'dependence in front of their communication object. The result of the test between the possession of mobile telephone (V7) and the capacity of youths to separate from their mobile appliance (V8) had been put into evidence and is presented in the table below:

Table 4: Measurement of an association between going to school with mobile telephone and the separation of youths from their communication appliance

Crossed Variables	Khi-Two ( $\chi^2$ )		Phi ( $\phi$ )		V of Cramer	
	Value	Threshold/dol	Valued	Threshold	Value	Threshold
V7*V8	108.545**	0.05/2	0.050	0.05	0.055	0.05

Source; Analysis of data enquiry \*non-significant \*\*significant

This table allows to perceive that the relationship between these two variables is strongly significant ( $\chi^2=108.545$ ).in effect and as we can observe, certain educated do not beyond any excuse to separate from their communication apparatus, up to the risk of seeing it confiscated in school. As its name indicates, the handset offers his carrier the possibility to take it everywhere he goes, creating a state of on this latter. He is attached even submitted to his object due to the place he gives it in his life. Martial, an educated youth of 16 years in lower sixth in Government Bilingual High School reveals: “*without mobile telephone, I will be disturbed so well like to have it even if I do not use it. The other day on going to school, I realised that I had forgotten my telephone at home, and immediately I went back to look for it at the expense of arriving late in class*». To him, to leave the family home without his mobile telephone, is leaving a part of himself in the house, is losing his autonomy. Less valued by adults, it is conserved by them as long as long as its functioning remains satisfactory, provoking mockeries of the younger ones when they exhibit their old, big, heavy appliance qualified as “brick” or as “call box”; it is a shame to youths who prefer the “latest model” today called Smartphone or intelligent telephone. For educated youths, mobile telephone is the reflection of identity, personality and at times the social condition of its possessor. It is a manifestation of turn up that is why youths want to be identified by the quality and brand of their mobile appliances. The different types of mobile telephones vary according to the users, modes, taste but budgets also.

In course of finding out how their friends do to enter the school premises with a communication appliance, Interviewed adolescents diverse ways through which they proceed to us to us in other not to be surprised, Sandrine, 15 years, third at Mazenod college to this effect say: “*when there is search at the gate, certain comrades put their phones in between their labs, their armpits or pants. Others go to the other side of the wall to give it to a comrade who has already gone in*”. Through these remarks, we can say that there are mostly girls who hide their mobile telephone in between their laps or in their inner-wears. To use the mobile object, they regroup themselves among friends around the handset or at times chose to sit at the back of the class to manipulate it under the bench. They put their mobile telephone on vibration or on silence to act in hiding so as not to be surprised. More so, while some do spying, others gather between peers in the corridors during break (some hide behind others), go to the toilets, behind the buildings or empty classrooms to consult and send instant messages, share an information and download videos. These strategies that certain students put in place in school to bypass prescribed rules are well thought, reflected upon and developed not to let them be picked up.

Unexpected searches are effected in classrooms because educators are conscious of the fact that despite the

restriction and sanctions, certain students bring mobile objects to school. These new ways of doing to dissimulate their mobile telephone in school justifies the attachment of adolescents as regards social networks. The possession of mobile telephone by educated youths as an impact on their concentration and learning. Attention and concentration disorders of the interviewed educated ones have the more been perceived at home instead of school where lies all the spectre of due surveillance, confiscation and sanctions on the use of handsets. At home, it had been noticed that, youths always have their handsets within reach, put it on the table when they are revising their lessons and put on the bed or bedside at the time to go to bed. What once more justifies the relationship of dependence of educated youths as regards their communication appliance? This attitude of slavery, of submission or subservience is also translated by the fact that as soon as their telephone ring, youths cannot refrain from picking no matter the place nor time. Strongly on what precedes, the hypothesis RH4 according to which *the possession of mobile phone creates a relationship of dependence between this communication appliance is verified*. Looking at the validation of the secondary hypotheses, we can therefore confirm the main hypothesis according to which the education that youths receive from parents is strongly influenced by their social environment through mobile telephony.

#### 4. Discussion from results

Mobile telephone is an object of communication without number which gradually inserts in the everyday life of each user while offering him enormous perspectives in the most diverse domains (social, economic, political, etc.). It appears in its wholeness as a factor of development, because it ameliorates the living conditions of the populations and facilitates the millennium development objectives, by fighting against poverty. That is why many African countries for example, like Cameroon tries to seize opportunities windows which offer him the world market of externalisation to promote the development of mobile telephony. Meanwhile, if on bringing closer distances the use of mobile telephone constitutes a progress, it doesn't the least increase its vulnerability for it poses problems linked to the education of educated youths. With the development of mobile phone, one assists to its influence on the education of educated youths at the instance where by possessing and using this personal object of communication, youths adopt new behaviours, new ways of doing, of thinking and of acting.

Concerning the possession of mobile telephone by educated youths, it props from our analyses that: for most of them it the parents who give youths telephones and it is paradoxically them who complaint of change of their behaviour. Youths who possess a mobile iphone recognise that it's also important to their parents as well as to them. This is explained by the fact that this communication appliance favours a certain mind tranquillity for the family since the parents know they can contact their children and that these latter can equally contact them at every moment. This object for 80% of educated youths represents a relational support to a determining moment in their life where they acquire their independence as regards parental tutorship. Mobile telephone is a pleasure taken out of the familial sphere. Constraint to come back home and to bend to the rules in vigour, the educated youth makes the mobile telephone an instrument of liberty through which he reinforces his extra familial relationships. He develops certain uses he finds playful and funny such as sending of jokes through text messages or "to flash" between friends. In fact, to these youths, the playful dimension does not reside in games or the technical characteristics of mobile phone but instead, she is linked to the uses it develops between friends from their mobile. In our case, the mobile telephone has a strong significance to educated youths who divert its initial use linked to communication to use it for playful ends in a social context with their peers.

As concerns attitudinal reactions and behaviours linked to deviation of educated youths through the use of mobile telephone, it is revealed that they behave differently when their telephone rings in the presence of their parents. 63% of educated youths prefer to retreat before responding on telephone when they are with parents, this for multiple reasons: not only do they not want to be rebuked due to certain conversations but also, they desire to be able to converse easily with their peers without disturbance. For most of the time, their parents don not know with whom they communicate and what they say to themselves. It is as such that preserve harmony and within the family frame, they are at times forced to lie to their parents. To this effect, the accent of phenomenon of lie, of nocturnal communication and of drop in level of spelling well justifies the loss of parental control at the point where parents do not arrive at mastering what their children do and with whom they spend hours on telephone. This loss of control even extends to school establishments of Ngaoundere town. 31% of students have already carried their mobile telephone to school despite their restriction and sanctions that they run, to remain connected and be on mode. With the use of mobile telephone at school, cheating technics "traditional" are more and more abandoned to the advantage of new manners of fraud born with the advent of communication technologies such as mobile phone. It was frequent to surprise students cheating with documents (bords) that they had carefully taken the pains to recopy. Also, they could ask answers from another candidate, write answers on themselves, go to the toilets or look a on a piece of paper in their pockets. But today, it is not so much the case because these traditional techniques demanded all the same a minimum knowledge and discernment from the candidate. With mobile phone, students show that they no more have much efforts to furnish. They take the pleasure to tape lessons when the teacher dispenses it or to snap it with the camera of their handset. Also, educated youths more

and more practice “copy-paste” of texts from internet, communicate within themselves through distribution, take pictures of their lessons notes, tape vocal answers on their MP3 reader or save answers in their graphical calculators (Moreault, 2001; Cauchy, 2009b). This juvenile deviation born from the development of mobile telephony accentuates due to the fact of the polyvalence of the object (diverse options). It is the reason why educated youths are more and more attracted by the “latest brands” telephones. They are ready for all to provide themselves with it and have communication airtime. Envy and the effect of mode in the aim to be identified to their peers, often push youths to for instance girls, to pose actions that they at times bitterly regret (let themselves go with unknown people, disobey their parents).

The analysis of modes of use of mobile telephone by educated youths has enabled to note that due to their limited financial means, they always seek to communicate at the lowest cost rates. 70% of educated youths refill their mobile telephone themselves by using their “pocket money” for most of them to buy a communication airtime. In reality, puff-puff or taxi money that some amongst them receive from their parents is often diverted even if their peers (boyfriends) also constitute an important means of acquisition of communication airtime. For 32% of educated youths, it is their friends especially who procure communication airtime. This situation has enabled to note that they are generally young educated girls (26%) who receive communication airtime from their boyfriends as Josey reveals, an adolescent of 18 years in lower sixth class at Classical High School: *“it is my boyfriend who more often than not refill my telephone, he frequently makes me transfer because he works and it is left for me to manage. In relation to what he gives me, I see to which feature I can subscribe”*.

Educated youths at times need the help of others to have communication airtime and the resort to boyfriends is the easy and most sure means. How can we understand that only 10% of parents give airtime to their children meanwhile it is them who for the most, furnish their children with mobile phone? This paradox noted lead us to interrogate parents on this attitude for, this might justify the behaviour of young girls today well. As such the desire to rationally use their communication airtime push youths to subscribe to subscribe to different offers to spend the least possible by passing most of the time in interaction with their interlocutors. Access to unlimited calls and bonus offered (100 Frs for 48h free calls) exercises a considerable influence on educated youths who always search to exhaust their communication airtime to the maximum so as to satisfy his ego. It is why even at late hours of the night, and without the knowledge of their parents, they communicate with their peers even if they have to get up late and go to school.

Mobile telephone has taken a very important place in the daily life of educated youths up to the point where 65% of them have an obsession to make use of their mobile appliance, manipulate it, even touch it if it doesn't ring and to consult it at every time since the need is always felt in them. Let us say the dependence translates a state of subordination, control and obedience linked to a relationship that an individual nurtures with an object or a given technology. This relationship is explained by a behaviour which relies on a repeated and irrepressible desire, in spite of motivation and efforts of the user to subtract himself (Halsberghe and Luisetto, 2008). In the street, at school, in worship places, in bed and even in toilets, the mobile object is used everywhere and at times with exorbitance, translating addictive behaviours. Most of the educated youths can no more do without up to the point that those who do not bring them to school first consult them as soon as they get back home.

The dependence is perceived by the fact that they carry it almost everywhere and the time they pass on it for the fact of the sensation of wellbeing that the use of handset furnishes them. They entertain a proximity relationship see intimate in the sense where they take care by regularly putting it on charge the battery, by putting airtime in it to respect the delays of refill, “l'esthetifying” (decoration of their mobile appliance) or by personalising it according to their preferences, their desires, their tastes and their identity. The dependence of educated youths in front of mobile telephone is equally perceived in the unpleasant habit that they have to unconsciously manipulate their communication appliance even when conversing face to face with somebody. The youth does not often take note and does not seem to be disturbed to manipulate his mobile object, to send or reply messages meanwhile somebody face to face is addressing him and requires his attention. More to that, by constantly manipulating their mobile phone, they disconnect from their immediate environment, more real to the advantage of a virtual world. As such, excessive use of mobile telephone can favour the degradation of social, familial, friendly, relationships.

## Conclusion

The panorama of practices of mobile telephone illustrates the variety of behaviours observed in educated youths. It is in this context that many generations of youths have rooted their need to telephone with the new data of mobile phone. The mobile telephone is no more only considered as an object in a context of demultiplication of its functions and promises that accompany it due to its polyvalence: machine to write short messages, picture apparatus, voice mail box, etc. The infatuation of educated youths for this new communication appliance has favoured changes intra and extra familial relationships. One realises that the reality of adoption of handset have a significant impact on the education that youths receive from their parents. In the aim to better analyse the behaviours born from this advent of mobile telephone, we have made recourse to methodological individualism

which gives privileges the value and rights of individuals against the values and rights of social groups. It is important according to this theory, to take into account individual actions which seem to be basic elements of attitude changes as observed in the users of mobile phone. Capitalistic and egocentric mind is perceptible in the users of mobile telephone at the moment where actor has more tendency to worry for his interests. The individual is marked by a tendency to singularise himself and to make individuality prime on the collectively.

The methodological procedure used in this study is done on two phases. It refers to qualitative (participating observation, group interview, interview guide and documentary research) and quantitative (quiz) approaches. It is important otherwise to present the main statistical tools which had been used to test our hypotheses, notably the Khi-two test and association measures. The relationship flowing from the presentation of education concepts and mobile telephony lies on the postulate according to which the possession and use of mobile telephone favours new behaviours in educated youths. The results of the enquiry have revealed psychological, attitudinal, and behavioural reactions of actors within their environment. As such, the collection and analysis of data have permitted to make a census of a group of results related to the perception, reactions and the implication of educated youths.

From the preceding, some proposals had been made to optimise the luck to conduct the change of behaviour of young users of mobile telephone with success so that handset should neither be a source of danger, nor a subject of apprehension. In other to enable their children to manage their autonomy and to protect themselves from vicious practices, educationists would have integrated new technologies notably handset in school. To this title, it is necessary for every school establishment, through an internal rules regulations, to review the rule which might permit every student user of handset to fully assume his responsibility through a citizen usage. An education for citizen use of mobile phone would therefore be judicious. It is imperative that youths make good use of their communication appliances, that it is left for the authority of parents and educators to regulate its use and to offer mobile telephone as late as possible to their children yet vulnerable.

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