The Positive And Negative Effects Of Digital Culture On Undergraduate Students Of Library Departments And Information In The Arab World From Their Point Of View And Their Attitudes Towards It

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Abstract

This study aimed to identify the positive and negative effects of digital culture on undergraduate students. The first for libraries and information departments in the Arab world from their point of view and their attitudes towards it. The study population consisted of a random sample of 650 people, of whom (633) answered, at a rate of (97.4%), The Arab world was divided into three regions: (the countries of the Levant, the Arab Gulf countries, and the Arab countries in Morocco Arabia and Africa). The researcher designed a questionnaire whose validity and reliability were verified as a study tool to collect information. It consisted of two main areas - the first: the positive effects, and the second: the negative effects. The researcher divided each field into three sub-fields -personal domain, social domain and academic domain). To achieve the goal of the study. The researcher relied on the descriptive survey method. The results showed that the positive personal and academic effects of digital culture has a high rating level, while social impact has a medium rating level and that. Negative effects for all domains (personal, social and academic) respectively have also received degrees of average estimate, (between the arithmetic averages ($\alpha \leq 0.05$). The results also showed that there were no statistically significant differences when indicating. To estimate the effects of digital culture by students of library departments on them due to the variables

(gender, academic level, and region), their attitude towards digital culture was positive and high.

Keywords archeology, digital culture, library and information departments, the Internet, social communication networks.

Introduction

The information technologies (ICTs) have proliferated practically in all walks of life and it is widely recognized that investment in affordable and unconditional access to ICTs is necessary to drive progress, Assumptions, theories, hopes and even frustrations are an integral part of digitization taking off. technology ", and the various successes and failures of ICT transformative potential have shown that the technologies themselves are neither positive nor negative nor necessarily neutral (Saliha, 2021, p. 9.10). Instead, new technologies are further evidence of the fact that political, civil, economic and social empowerment are all building blocks, whether for global goals or for high visions and prospects of prosperity. ICTs are progressing at an impressive pace, but Internet access, especially via the World Wide Web, is perhaps the most important element for launching the potential of new technologies. The sustainable development goals have rightly recognized the vital role that ICTs can play in modern societies in general and Arab societies in particular. Published literature indicates that Internet services have become a basic need for Palestinians, especially as the prevalence of smartphones increases, with 4.2 million Internet users in Palestine in 2019 (Masaraat, 2019). As the world moves towards 5G telecommunications, Palestinian telecoms was licensed 3G in the West Bank in 2018, and 2G is the latest technology in the Gaza Strip to this day; As a result of the occupation's control over telecommunications infrastructure (Safah, 2022). An annual report by social media specialist Ibok showed that the use of the social media site "Facebook" in Palestine reached 95.16% in 2021 (Al-Quds Al-Arabi, 2022).

According to the report, the proportion of social media users in Palestine by sex reached 53.1% of males and 46.3% of females (Al Hadaf, 2021). He explained that the percentage of users of Palestine's most popular social media sites and apps is 95.16% for Facebook users, 26.14% follow Twitter, 81.53% watch YouTube, and 63.28% follow Instagram (previous reference, Safah,

2022). The report monitored the use of mobile phones by up to 83% of other devices used to browse social media, while Android phones occupy the largest percentage of other operating systems used by 87% (Al Hadaf, 2021). According to the Palestinian Central Bureau of Statistics (PCBS), about 81% of individuals (18 years and older) possess basic ICT skills (PCBS, 2022). The extensive use of ICT represented by the Internet and social networks has led to a change in the nature and names of modern societies, and these societies have become called different names related to the digital environment, such as: Digital Environment (Ali 'an, 2015, p. 32). Virtual Society, Digital Society, Electronic Society, Internet Society, and Other Names (Hamshari, 2008, p. 89). The term digital culture recently popularized (Sarre, 2009, p. 88).

As the term "digital culture" has spread in Arab societies, voices have emerged calling for its adoption and support (Al-Masri, 2009, p. 85). There were also voices warning against this emerging culture as a threat to Arab cultural security (Kandilji, 2013, 17).

In conclusion, Despite the many benefits of the Internet and social networks in helping them to quickly access modern information and with the least possible effort and in pursuing communication and communication with others, as well as other positive ones, but not without negatives that are incompatible with Arab and Islamic society, Such as addiction to the Internet, access to pornographic sites and other negatives (Geossi, Shana'a, Khedr, 2021, p. 22-23).

Problem Statement

<u>The problem of study is:</u>

- Lack of clarity on the level of the impact of digital culture on students in the first grades of library and information departments in the Arab world and its aspects.
- The lack of clarity on students' positive trends in library and information departments in the Arab world towards digital culture.
- .3Lack of clarity on students' negative trends in library and information departments in the Arab world towards digital culture.

Study Objectives

The study aims to achieve the following objectives:

1. To focus on digital culture as a modern culture that has influenced the culture and thinking of Arab and Islamic society in general and on first graders of the library and information departments in the Arab world, with a view to understanding it, trying to absorb and contain it, or control it, and directing it positively to serve Arab and Islamic society and its members.
2. To promote the positive effects of digital culture among students of library and information departments in the Arab world, and to try to find proposals and recommendations that could contribute to resolving the various negative issues of digital culture's effects on them.

The study significance

The importance of the study stems from the obvious effects on undergraduate students of library and information departments in the Arab world in particular and on Arab and Islamic society in general. The impact of digital culture on first-level students of library and information departments in the Arab world, by promoting the positive side and developing appropriate solutions to the negative side through the research's recommendations, the researcher hopes that the results of this study will:

1- Parents: The results of this study may lead them to further censor their children with regard to the use of the Internet and social media sites, and the websites they browse.
2- Students of library and information departments divide: The results of this study may benefit them in increasing their awareness of the effects of digital culture on them, especially the negative effects of them, in order to avoid them and take advantage of their positives.
3- Researchers: The results of this study will benefit them in identifying the personal, social and academic effects of digital culture among students of library and information departments in the Arab world.
4- Library and information departments in Arab universities: The results of this study will benefit them in pursuing appropriate strategies in dealing with the

students of these departments in terms of their awareness of the positive and negative effects of digital culture on them.

5- Higher education practitioners in the Arab world: the results of this study will benefit them in designing appropriate strategies for Arab universities that graduate specialists in library science and information.

Literature Review

Arabic Studies:

A study conducted by Al A'yed (2020) entitled "The Reality of the Use of Digital Libraries by Postgraduate Students at the University of the Middle East" was designed to identify the reality of the use of digital libraries by postgraduate students at the University of the Middle East. The study sample consisted of 536 students, graduate students At the University of the Middle East, the results showed that the level of use of digital libraries by postgraduate students was high, that there were statistical differences attributable to the college variable and to the faculty of information technology, that the level of difficulties in using digital libraries came at an average level, and that there were no statistically significant differences in the level of difficulties in using digital libraries attributable to gender variables.

Another study by Quatatiliah and Ain Ahgar (2020) entitled "Digital spaces in university libraries and their impact on the information awareness of university students: Field study at the Central Library of Baji Mukhtar Annaba University "The study aimed to find out whether the digital spaces of the Central Library of Annaba University have an impact on the information awareness of the university student, as well as the digital information services they provide and the extent to which they meet the needs of the beneficiaries. Most notably, the Central Library of Annaba University, although available on digital space, is represented on the Library's website. However, this space does not provide the necessary and necessary information services. There is no role or influence of the library through its digital spaces on the information awareness of its beneficiaries. In order to overcome this shortage, the Central Library of Annaba University provides various digital spaces based on global standards and provides

digital information services through these spaces that meet beneficiaries' needs.

Study by Al Saeed (2020) entitled: "The Impact of Digital Libraries on the Development of E-Information Research Skills among Students of the Faculty of Education of the University of Taiba" This study aimed to reveal the impact of digital libraries on the development of electronic information resource research skills among students of the Faculty of Education of the University of Taiba. The researcher used the semi-experimental curriculum, extracting computational average and standard deviation, and testing (v) The performance of students sample research has been found to have a statistically significant impact of digital libraries on the development of electronic information resource search skills in sample research and thus recommended that the researcher teach digital libraries at the university level to all colleges for their benefit in developing research skills in the information sources and electronic databases of students, In overcoming the difficulties and problems they face in writing reports and research, as well as in supporting and enriching scientific research.

Foreign Studies:

Study by Faraj and Sharabi (2021) with title: "Digital Culture Conflict: Intensive Education in E-Learning and Digital Cultures" The study aims to show the reality of the practice of digital culture among the students of Prince Satam bin Abdulaziz University of Education from their perspective, explain the obstacles and problems encountered in implementation and monitor the university's efforts in developing digital culture among its students. The prescriptive curriculum was used to achieve these goals. The results showed that Prince Setam bin Abdulaziz's students agreed on the reality of the university's development of digital culture at a medium level. As for the university's efforts to develop a digital culture among students came at a high level, the results showed that there are statistically significant differences from the perspective of the sample individuals towards the digital cultural reality of the students of the faculties of education of the university according to the sex variable for the benefit of females and specialization (For the benefit of kindergartens) according to the variable of the school year for fourth-year students, the researcher recommended the need to develop a strategic plan to promote digital culture and digital transformation in the faculties of

education and to invest modern communication techniques in supporting and developing education.

Another Study by Knox (2014) entitled: "Digital Culture Conflict: Intensive Education" in Electronic Learning and Digital Cultures MOOC "This study aimed to recognize the large enrolment numbers associated with large open online courses (MOOCs) is somewhat unprecedented. In order to measure the importance of education widely, this study analyses specific examples of intensive engagement derived from e-learning and digital cultures, MOOC from the University of Edinburgh in partnership with Corsera. The content created by students, user statistics and questionnaire data are clarified to examine the experiences and ramifications of engaging in educational activity and may number tens of thousands of participants. This activity appears to reflect well-established teaching or constructive methods in pedagogy. However, instead of working with "audiences", these positions were proposed to oppose large numbers of participants. Concluding observations suggest an irreducible diversity of participation, rather than a general classification of the word "student" and call for future considerations of MOOC to transcend individuality and self-interest.

A study by Kausar (2006) entitled "Effects of excessive Internet use on undergraduate students in Pakistan" was conducted to investigate the positive and negative effects of excessive Internet use on undergraduate students. The Internet Impact Scale (IES), developed by the authors in particular to identify these effects, consists of seven dimensions: behavioral problems, personal problems, educational problems, psychological problems, physical problems, Internet abuse, and positive effects. The sample consisted of 200 undergraduate students studying at GC University, Lahore, Paktan. A range of Pearson Product Moment associations have shown positive correlations between time spent online and the different dimensions of IES suggesting that excessive use of the Internet can lead to a range of problems of an educational, physical, psychological and personal nature. However, more students reported more positive effects of Internet use than negative effects. Without denying the advantages of the Internet, current results suggest that Internet use must be within reasonable limits with greater emphasis on activities that enhance an individual's productivity.

Gap in the literature

She stated (Al-Ahmad, Al-Baqami, 2017, p. 322) that perception of the concepts of scientific research is observed through previous studies. And most of these studies related to this study were focused on digital libraries themselves or on e-learning. What distinguishes it from previous studies is that it complements researchers' efforts in this regard. It focused on undergraduate students for library and information departments It also covered all sections of a large geographical location in the Arab world, which had not previously focused on this issue according to the scholar's knowledge.

Study questions

The researcher identified the problem of study in answering the following questions:

The main question is: What are the positive and negative effects of digital culture on first graders of library and information departments in the Arab world from their perspective and their trends towards it. This question has emerged from the following sub-questions:

1- Are there statistically significant differences in the level of significance ($\alpha \geq 0.05$) between the calculation averages of students' assessment of library and information departments in the Arab world from their point of view attributable to the variables (sex, region, level of education)?
2- What are the trends of students of library and information departments in the Arab world towards digital culture?
3- What are the positive effects of digital culture on first-level students of library and information departments in the Arab world?
4- What are the negative effects of digital culture on first graders of library and information departments in the Arab world?

Definition of terms

Impacts: It is the addition of a situation produced by adding new ideas in recipients, which make them as they move driven by this situation and by a range of ideas and information that they have,

and in this case they have very large roles, which are essential in changing the behaviour of an individual or a group of individuals for a specific period in a particular direction, and it is noted in this definition that Focusing on adding ideas (Hardy, 2020, p18-19).

Digital culture: enabling members of the community to use digital applications and communicate with others through modern means and to take advantage of digital technologies and information technology, given their importance in performing their functional and personal work and obtaining the information they seek while adhering to the ethics of the use process. (Bollmer,2018, p17, which is at the same time the process of mechanizing all tasks and activities by relying on all information technologies (Kamel, 2022, p. 34). The International Society for Education Technology also defined it as a system of strategies, rules, controls, principles and values in digital technologies, using them in a smart and safe way to obtain the benefits of modern technologies, protect against negatives and promote the advantages and optimal uses (Ben Zainab, 2019, 418-419).

Library and information departments: academic departments attached to universities. The aim is to prepare academically and professionally qualified human cadres to employ modern technology in activities associated with their work, to work in libraries and various information centres, and to provide them with the necessary skills to deal with technology anddevelopments in the field of information transfer and communication with beneficiaries, in order to keep pace with the development and provide better service to beneficiaries; These include social networks (Fakher and Clip, 2017, 523-524).

Internet: is a global communication system for transmitting pianos across different types of media. It can be described as a global network that connects different networks, whether they are private, public, commercial, academic or government networks with wireless or fibre-optic technologies. The computer uses the Transmission Control Protocol/Internet Protocol, which provides it with an Internet access host (Al Sharbaji, 1997, pp. 58-59), and Hand stated that it was a global communications system that allowed information to be exchanged between smaller networks that connected computers around the world, operating under specific systems and known as the unified protocol, the Internet Protocol. The word "Internet" refers to the totality of information

circulating through the network and also to the infrastructure that transmits that information across continents. (Hand, 2008, p25-26).

Social networking: It is several electronic networks through which people communicate within the country or globally and brings together many young people whose interests converge towards a particular topic or hobby they practice through social networking sites (Solomon, 2016, 329-330). A system of electronic networks that allow the subscriber to set up its own website, thereby linking it through an electronic social system with other members with the same interests and hobbies (Karatzogianni & Kuntsman, 2012, p12-13).

Al Shawabneh and Fazel stated: "These are the range of sites available on the Web (such as Facebook, May Space and Twitter) that enable individuals to communicate and share information (Al Shawabneh and Fazel, 2017, p. 315)

Methodology

Study Design:

In order to achieve the study's objective of knowing the positive and negative effects of digital culture on first graders of library and information departments in the Arab world from their perspective and trends towards them, the researcher relied on the descriptive survey methodology.

Limits of the study: The researcher identified the study as follows:

Objective boundaries: The digital culture.

Study Settings: the Arab world is divided into three regions: (the countries of the Levant include Palestine, Jordan, Syria and Lebanon), The Arab Gulf States include: Qatar, Saudi Arabia, UAE, Bahrain, Oman, Kuwait, Iraq) and (Moracco and Africa States).

Time limits: The study was conducted at the year of 2022.

Study Population: undergraduate students for library and information departments in the Arab world.

Study sampling and Samly size: the study community is of a random sample of 650 persons, of whom 633 have answered; This

means that 17 questionnaires are excluded for incomplete; That's 97.4% of the study sample, and table (1) shows the distribution of respondent study sample individuals according to variables: (Gender, region, level of study).

Table (1) shows the distribution of the survey sample according to the variables (gender, school level, region).

Percentage	n	Variable	
%22.4	142	Male	**Gender**
%77.6	491	Female	
%100	633	Total	
%32.8	208	1st	**Educational Level**
%31.9	202	2nd	
%20.4	130	3rd	
%14.9	93	4th	
%100	633	Total	
36.8%	233	The countries of the Levant	**Regions**
32.4%	205	Gulf countries	
30.8%	195	Moracco and Africa States	
%100	633	Total	

Table 1 shows that the majority of the study sample members are female (77.6%). This result corresponds to the nature of the specialization of library science and information that females always attend more than males, that the lowest percentage (14.9%) is third level, and that (36.8%) is for the Levant.

Instrumentation

The researcher designed a questionnaire for data collection; In order to achieve the study's objectives and answer its questions, a survey of the initial version experience was conducted, which was

distributed to a sample of 100 students from library and information departments in the Arab world, using the five-step phase to answer the paragraphs of the questioning and students' trends (very agreed, strongly approved, neutral, no, no, no, no). Personal data (sex, school level, district), while the second included: Students' trends towards digital culture in 8 paragraphs. The third included: On the positive and negative effects of digital culture on students by 37 paragraphs, divided into three areas: personal, social and academic, thus bringing the total number of paragraphs to 45.

Tool reliability and validity

The questionnaire was presented to a group of five university professors specializing in computer, technology, library science and information. They were asked to express their views on the questionnaire paragraphs in terms of relevance, accuracy and integrity of the language. Their suggestions and guidance were introduced and amended accordingly.

Persistence of study tool:

The internal consistency factor was calculated using the Cornbach-Alpha coefficient; To ascertain the consistency of the study tool, the persistence factor for all study paragraphs ranged from (0.90 - 0.97). This relativity makes the identification valid for achieving the study's objectives. table (2) below shows the internal consistency factor according to the Cornbach-Alfa formula:

Table (2) Study reliability by Cronbach alpha

Impacts	**Cronbach alpha**
Positive impacts	
Personal	0.92
Social	0.94
Academic	0.93
Negative impacts	
Personal	0.91

Social	0.92
Academic	0.93

The paragraphs of the study tool on digital culture and positive and negative trends on students' trends are designed to be answered in accordance with the five grades; The digital culture has been given five levels of the answer, four levels of the answer are OK, three levels of the answer are neutral, two degrees of the answer are not OK, one level of the answer is strongly disagreed with, and the following scale has been adopted to divide the levels: 3.68-5.00 High rating level, 2.34-3.67 average rating level, 1.00-2.33 low rating level, students' trend was considered positive if between the scale of 3-5 and negative if between the scale of 1.00-2.99.

Results and Dicussion

Question 1: Are there statistically significant differences in the level of significance ($\alpha \geq 0.05$) between the calculation averages of the assessment of students of library and information departments in the Arab world from their perspective attributable to the variables (gender, region, level of education)?

Table (3) shows the computational average and standard deviation of students' appreciation of the positive effects of digital culture according to study variables (gender, level of study, region)

Positive Impact			**Items**	**Variables**
n	**Mean**	**S.D**		
142	3.84	0.93	Male	Gender
491	3.86	0.51	Female	
633	3.86	0.62	Total	
208	3.81	0.68	1st	Educational Level
202	3.84	0.66	2nd	
130	3.91	0.49	3rd	

93	3.92	0.57	4th	
633	3.86	0.62	Total	
233	3.71	0.73	The countries of the Levant	Regions
205	3.73	0.55	Gulf countries	
195	3.92	0.50	Moracco and Africa States	
633	3.86	0.62	Total	

Table 3 shows that the results of the study show that there are apparent differences between the computational average of students' answers to the positive effects of digital culture on them attributable to study variables: (sex, level of study, region).

Table (4) shows the analysis of disparity of students' appreciation of the positive effects of digital culture according to study variables (gender, level of study, region)

P value	F	Mean squares	df	Sum of squares	Variables
*0.52	0.42	0.16	1	0.16	**Gender**
*0.80	0.33	0.13	3	0.38	**Educational Level**
*0.09	2.41	0.92	2	1.85	**Region**
		0.38	204	78.05	**Error**
			210	80.33	**Total**

Table (5) shows the computational average and standard deviation of students' appreciation of the negative effects of digital culture according to study variables (gender, level, region)

Negative Impact			Items	Variables
n	Mean	S.D		

0.96	3.07	142	Male	Gender
0.81	3.11	491	Female	
0.84	3.10	633	Total	
0.81	3.09	208	1st	Educational Level
0.87	3.03	202	2nd	
0.85	3.18	130	3rd	
0.81	3.08	93	4th	
0.84	3.10	633	Total	
0.96	3.22	233	The countries of the Levant	Regions
0.77	3.06	205	Gulf countries	
0.74	2.99	195	Moracco and Africa States	
0.84	3.10	633	Total	

Table 5 shows that the results of the study show that there are apparent differences between the calculated average of students' responses to the negative effects of digital culture on them due to study variables (sex, school year, specialization).

Table (6) shows the results of differences in students' appreciation of the negative effects of digital culture, according to study variables (gender, level of study, region)

P value	F	Mean squares	df	Sum of squares	Variables
*0.27	1.19	0.84	1	0.84	**Gender**
*0.73	0.43	0.30	3	0.91	**Educational level**
*0.10	2.27	1.61	2	3.22	**Region**
---	---	0.71	204	144.81	**Error**

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*0.68	0.16	0.06	1	0.06	**Gender**
*0.60	0.62	0.24	3	0.73	**Educational level**
*0.59	0.53	0.21	2	0.42	**Region**
0.45	0.80	0.31	2	0.63	**Gender x Regions**
0.98	0.20	0.08	6	0.47	**Educational Level x Region**
0.72	0.45	0.17	3	0.52	**Gender x Educational Level**
---	---	0.39	193	75.74	**Error**
---	---	---	210	80.33	**Total**

It is clear from tables (4, 5 and 6) that the results of the study showed that there were no statistically significant differences between the average calculation of students' assessment of both the positive and the negative effects of digital culture on them from their perspective attributable to study variables. The researcher expected that the views of students of library and information departments in the Arab world would be convergent regardless of gender, level of study or region (the country in which they live), due to the digital environment through which students have access to their digital culture, and also as a result of their use of this environment.

Question 2: What are the trends of students of library and information departments in the Arab world towards digital culture?

Table (7) shows the computational averages, standard and grade deviations and the level of appreciation of students' trends towards digital culture

Positive or Negative	S.D	Mean	Statement	Level	Number

Positive	0.72	4.59	Digital culture is essential in the age of technology.	1	1
Positive	0.79	4.29	Digital culture is essential in building modern society.	2	3
Positive	0.82	4.02	Digital culture is essential in character building.	3	2
Positive	0.97	3.91	Digital culture is essential in the positive change of my directions.	4	7
Positive	1.06	3.72	Digital culture is essential in educational achievement.	5	5
Positive	1.07	3.68	Digital culture is essential in changing lifestyle for the better.	6	6
Positive	1.12	3.63	Digital culture is more positive than negative.	7	4
Positive	1.28	3.39	Digital culture in general is essential for personality.	8	8
Positive	0.67	3.90	Total		

Table 7 shows that the results of the study showed that the study sample students' trends towards digital culture were positive, at a high rating level, and an average arithmetic (3.90) and standard deviations (0.67), the researcher considers that in the light of the imperatives of life and the daily demands of human and social personality in the age of technology and the need for the Internet and social networking sites, digital culture has become necessary in the age of technology and in the construction of modern society and personality building, as confirmed by the paragraphs that have attained a high level, and have also occupied the first consecutive ranks: (1, 2 and 3), also reinforced by paragraphs (4, 5, 6, 7 and 8) in a positive direction. This result is evidenced by what the researcher observed through his work as a professor at the University and academic researcher: the acceptance and use of extensive and intensive information and communication technology, especially the Internet and social media sites in the Arab world.

Question 3: What are the positive effects of digital culture on first graders of library and information departments in the Arab world?

Researcher used the means and standard deviation to answer this question, and this is shown in tables (3,4,5, and 6),

Table (8) shows the computational average and standard deviation of students' assessment of the positive effects of digital culture in descending order

Degree	S.D	Mean	Positive Impacts	Level
High	0.87	3.98	Social	First
High	0.69	3.97	Personal	Second
Moderate	0.69	3.68	Academic	Third
High	0.62	3.86	Total	***

Table 8 shows that the results of the study showed that social effects were ranked first and at an estimate level (high) in students' assessment of the positive effects of digital culture on them, with an average calculation (3.86) standard deviation (0.62), and this result shows that the positive social effects of digital culture have outperformed personal and academic effects, This result is attributed to the need for university-level students enrolled in library and information departments to contact and communicate with faculty members, colleagues and relatives, especially in the light of the coronavirus pandemic. This has led to the heavy use of social media sites such as Instagram, Facebook, Twitter, etc..., reinforced by the table (9) - Paragraph (14), which ranked first at (high) level, with average calculation (4.10), and a standard deviation (1.07) in the positive social effects of digital culture in which the text "My digital culture helped me build broad friendships with classmates" was questioned. The results also show that digital culture has a higher positive impact on personality, with the field of personal effects being ranked second and at a high rating level, with an arithmetic average (3.97) and standard deviation (0.69), in order to rank the field of positive effects of students' study sample estimation. The field of positive academic effects was ranked fourth and final in the students' assessment of the study sample, and at an average estimate level,

reaching the arithmetic average (3.68) and standard deviation (0.69). The researcher attributes this to the rapid and successive events taking place in the world that prompted them to pay more attention to them than to the academic aspect, which led to different aspirations and interests of students of library and information departments.

Table (9) shows the computational average and standard deviation of students' assessment of the positive effects of social digital culture in descending order

Degree	S.D	Mean	Statement	Level	Number
High	1.07	4.11	My digital culture helped me build broad friendships with classmates.	1	9
High	1.05	3.95	My digital culture has brought me to be more familiar with what's going on at the university as it happens.	2	10
High	1.04	3.94	My digital culture has brought me to be more familiar with what is happening in my Arab, Muslim and international communities.	3	11
High	1.03	3.95	My digital culture has brought me to live in a global village.	4	12

It is clear in table (9) that the results of the study showed that the study sample students use the Internet and social networking sites to obtain social information of interest to them, at a high level of appreciation, especially as it read, "My digital culture has brought me to be more aware of the things that are going on in our Arab, Islamic and global society." This means that students are more dependent on the Internet and social networks for the social information they are interested in today than on traditional means such as newspapers, radio and television.

Table (10) shows the computational average and standard deviation of students' assessment of the positive effects of personal digital culture in descending order

Degree	S.D	Mean	Statement	Level	Number

High	0.88	4.21	My digital culture has brought me to be more open to the world without hindrance.	1	16
High	0.96	4.02	My digital culture equated me with others in getting information.	2	18
High	0.88	3.98	My digital culture has brought me to build a stockpile of information and knowledge.	3	17
High	0.98	3.96	My digital culture has brought me to be freer to express my opinion in dialogue with others.	4	15
High	0.92	3.83	My digital culture has brought me to be more extensive in the depth of reasoning and visibility.	5	14
High	0.89	3.83	My digital culture has brought me to build my personality in a modern way.	6	13

Table 10 shows that the results of the study showed that all paragraphs had a level of (High), their digital culture has connected them to be more open to the world without any obstacles from their point of view, to their equal access to information, to build their information and knowledge inventory, to make them freer to express their opinions, to widen their depth of reasoning and visibility, and to build their personalities in a modern manner. Economic, political, health, etc., and to make many free sites available.

Table (11) shows the computational average and standard deviation of students' assessment of the positive effects of academic digital culture in descending order

Degree	S.D	Mean	Statement	Level	Number
High	0.91	4.11	My digital culture has brought me to be more interested in academic education.	1	19
High	0.93	3.95	My digital culture has brought me to be better able to access the information required for academic goals.	2	20

High	0.97	3.90	My digital culture has brought me to see and follow what is new in library science and information.	3	22
High	0.91	3.90	My digital culture has brought me to be able to discuss educational curriculum colleagues.	4	21
Moderate	1.20	3.58	My digital culture has brought me to be able to deal with e-learning.	5	25
Moderate	1.20	3.15	My digital culture has led me to communicate with teaching staff outside office hours.	6	23
Moderate	1.22	3.13	My digital culture has brought me to be part of the forums on which specialist colleagues are based.	7	24

It is clear in table 11 that the study's findings showed that four paragraphs received a high rating, respectively, as stated in the text of the question: "My digital culture has brought me to be more interested in academic education" with an average calculation (4.11) Standard deviation (0.91), and the second question read "My digital culture has brought me to be better able to access the information required for academic goals", with an average calculation (3.95) Standard deviation (0.93). The third question read "My digital culture has brought me to know and follow up on new developments in library science and information" on my average account (3.90) Standard deviation (0.97), while question IV stated "My digital culture has led me to be able to discuss specialist colleagues with educational curricula, with an average calculation (3.90) standard deviation (0.91), and paragraphs (25, 23 and 24) Respectively, it was at an average level of each, which the text of question 5, "My digital culture brought me to be able todeal with e-learning", with my average account. (3.58) Standard deviation (1.20), as the sixth question stated, "My digital culture has led me to communicate with teaching staff outside office hours" with my average account (3.15) Standard deviation (1.20), the seventh question stipulated "My digital culture has brought me to be part of the forums on which the specialist fellows are based" with an average calculation (3.13) A standard deviation (1.22) shows that students have a tendency to invest in their digital culture in advancing their academic functions, In the researcher's view, these practices fell short of what was required. s education

", the study sample individuals were expected to benefit from their digital culture to the fullest extent possible in the exercise of these important academic tasks in the life of university students in general and those of library and information departments in particular.

Question 4: What are the negative effects of digital culture on the undergraduate students of library and information departments in the Arab world from their perspective?

Researcher used the means and standard deviation to answer this question, as shown in tables (12,13,14, amd 15),

Table 12 shows the computational averages and standard deviations of students' assessment of the negative effects of digital culture in descending order

Degree	S.D	Mean	Positive Impacts	Level
Moderate	0.90	3.26	Personal	First
Moderate	0.02	3.11	Social	Second
Moderate	0.06	2.94	Academic	Third
Moderate	0.84	3.10	Total	***

Table 12 shows that the study's findings showed that the negative effects of digital culture were at an average total level respectively in all three areas: (personal, social, and academic), but it differed from the positive effects of digital culture as in the table (8) This is evidenced by the emergence of personal effects, which ranked first at an average level, with an average calculation (3.26), standard deviation (0.90), as well as social adverse effects have my average calculation (3.11) Standard deviation (0.02) and second place in the students' rating at an average rating level. In the researcher's view, this is due to the result that there are negative personal, physical and psychological effects on students, as well as to the family disintegration and social isolation experienced by societies in general and Arab society in particular, confirmed by the responses of students in the table (14): Paragraph (40) that their digital culture has led them to sit alone, and paragraph (39) that their digital culture has led them to cancel the relationship with

many friends and colleagues. The moral aspect shows that there are moral damages as stated in paragraph (37), which is second, and that their digital culture prompted them to respond unacceptably. On the academic side, the negative effects came third with an average arithmetic (2.94) and a standard deviation (0.06) and an average rating level.

Table (13) shows the computational average and standard deviation of students' assessment of the personal negative effects of digital culture in descending order

Degree	S.D	Mean	Statement	Level	Number
Moderate	1.14	3.55	My digital culture makes me feel monitored by all my practices.	1	26
Moderate	1.13	3.54	My digital culture made me vulnerable to unreliable information.	2	27
Moderate	1.21	3.41	My digital culture physically tired me.	3	32
Moderate	1.13	3.39	My digital culture tired me psychologically.	4	33
Moderate	1.21	3.37	My digital culture has shamed my thoughts and beliefs.	5	29
Moderate	1.19	3.11	My digital culture has negatively affected many subjects.	6	28
Moderate	1.29	2.97	My digital culture has lost me a lot of my privacy.	7	31
Moderate	1.45	2.88	My digital culture led me to do negative work.	8	30

It is clear from table (13) that the results of the study showed that one of the direct personal effects referred to by students as in paragraph (26) is that their digital culture senses them as being monitored in all their practices with an average arithmetic (3.55) and standard deviation (1.14). Similarly, paragraph (27) states that their digital culture has made them vulnerable to unreliable information with an average arithmetic (3.54) and a standard

deviation (1.13). In paragraph (28), they replied that their digital culture had adversely affected many subjects with an average arithmetic (3.11) and a standard deviation (1.19). In paragraph (30), they replied that their digital culture led them to perform negative actions with an average arithmetic (2.88) and a standard deviation (1.45). Physically, they stated, as in paragraph (32), that their digital culture had physically manipulated them at an average level with an average arithmetic (3.41) and a standard deviation (1.21). On the psychological front, they replied, as in paragraph (33), that their digital culture had psychologically manipulated them with an average arithmetic (3.39) and a standard deviation (1.13). In paragraph 29, they replied that their digital culture confused their thoughts and beliefs with an average arithmetic (3.37) and a standard deviation.)1.21(

Table (14) shows the computational average and standard deviation of students' assessment of the negative social impacts of digital culture in descending order

Degree	S.D	Mean	Statement	Level	Number
Moderate	1.37	3.45	My digital culture got me to sit alone.	1	38
Moderate	1.27	3.26	My digital culture drove me to unacceptable responses.	2	37
Moderate	1.27	3.23	My digital culture drove me to passive friction with colleagues.	3	36
Moderate	1.32	3.14	My digital culture pushed me to do amour without my family knowing.	4	35
Moderate	1.35	2.98	My digital culture led me to cancel the relationship with many friends and colleagues.	5	39
Moderate	1.27	2.87	My digital culture exposed me to bad beliefs.	6	40
Moderate	1.44	2.84	My digital culture took me out of my family's watch on me.	7	34

Table 14 shows that the results of the study showed that all paragraphs had a level of (high), as their digital culture connected them to be more open to the world without any obstacles from

their point of view, to their equal access to information, to build their information and knowledge inventory, to make them freer to express their opinions, to broaden their depth of reasoning and visibility, and to build their personalities in a modern way.

Table (15) shows the computational average and standard deviation of students' assessment of the negative effects of academic digital culture in descending order

Degree	S.D	Mean	Statement	Level	Number
Moderate	1.09	3.68	My digital culture led me not to rely on the university library for my study and research duties.	1	42
Moderate	1.25	3.48	My digital culture led me to neglect the curriculum.	2	41
Moderate	1.53	2.52	My digital culture got me to cheat on tests.	3	43
Moderate	1.45	2.50	My digital culture got me absent from academic lectures.	4	45
Moderate	1.47	2.45	My digital culture got me to leak tests and answer them to classmates.	5	44

It is clear in table (15) that the results of the study were shown as in paragraphs (41) and (42), in which they replied that their digital culture led them to neglect the curriculum and brought them to fraud in the tests. The researcher considers through the foregoing that students rely on the Internet and social media sites to prepare their study duties without ascertaining the information they receive; This often leads to inappropriateness, inaccuracy and lack of credibility.

So, the researcher hopes to have been successful in addressing aspects of this study. He has also been able to learn about the positive and negative effects of digital culture, from through statistical methods followed, and after analysing the outcomes obtained and discussed, he has finally reached out to answer the questions of the study, and, if necessary, to solve it.

Conclusion

- The absence of statistically significant discrepancies between the calculative average estimate of first-level university students for library and information departments in the Arab world for both the positive and negative effects of digital culture on them from their perspective due to study variables.
- Undergraduate students believe in library and information departments in the Arab world that digital culture is essential in the age of technology, as well as in building modern society and building personality.
- Extensive use of social media sites such as Instagram, Facebook, Twitter, etc., by undergraduate students for library and information departments in the Arab world.
- Undergraduate students in library and information departments in the Arab world rely more on the Internet and social networks to obtain the social information they are interested in today than on traditional means such as newspapers, radio and television.
- The digital culture of the first graders of the library and information departments in the Arab world has led them to be more open to the world in various aspects without hindrance from their point of view. There is a tendency for them to invest their digital culture in advancing their academic tasks.
- There are adverse personal, physical and psychological effects on students in the first cycle of the library and information departments in the Arab world.

Recommendations

- Approval of a compulsory teaching course for all students (3 credits: The student recognizes the positive and negative effects: personal, social, academic, physical and psychological of digital culture, and knowledge of the negatives of addiction on the Internet and social media sites.
- Students should not rely on their research and duties on the Internet and social media sites as sole sources. They should be directed to rely on the Internet and social media sites along with libraries in general and university libraries in particular.

- Increase educational achievement: by encouraging students to participate in dialogue forums with others in the field of library science and information in particular and general topics; To discuss specific academic and specialized topics.
- Proper and optimal guidance towards the use of the Internet and social media sites in terms of: time, place, timing, ….. etc.
- Conducting in-depth studies on the negative effects of digital culture: financial, moral and social blackmail through the Internet and social media sites, social and academic security of information and how to manage it in the right way.

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