

Study The Impact of Bologna track on Student`s Following and Communication with Teachers At Imam Jaafar Alsadiq University

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ABSTRACT

The current research aims to study if the Bologna process helps the students follow and communicate with teachers according to the opinions of students of the Technical College at Imam Ja'far Alsadiq University (Ijsu) - Baghdad - Iraq, the research sample consisted of (109) male and female students from the Department of Communications Technology Engineering, and a questionnaire was prepared for that consisted of one question, and the indicators of their validity and stability were verified, then the data were processed statistically using the statistical SPSS computer program, and the results indicated that the application of the Bologna process increases the students' learning proficiency.

KEYWORDS- Bologna process, Imam Ja'afar Alsadiq University, Technical Colledge, SPSS

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I. INTRODUCTION

1.1 The nature of the problem

What are the point views of the first-stage students of the Department of Communications Technology Engineering at the Technical College at Imam Ja'far Alsadiq University (pbuh) on the the Bologna Process increasing the students' learning proficiency?

1.2 Previous work

There are more alot of previous works about the students' views on Bologna Process , some of them are :

1. Abdaljalil M. Hamad^[1], Studied the Impact of Bologna Process on the learning proficiency of students at Imam Ja'afar Alsadiq university. The research sample consisted of (109) male and female students from the Department of Communications Technology Engineering, and a questionnaire was prepared for that consisted of one question, and the indicators of their validity and stability were verified, then the data were processed statistically using the statistical SPSS computer program, and the results indicated that the application of the Bologna process increases the students' learning proficiency.

2. Abdaljalil M. Hamad^[2], studied if the Bologna process helps to complete teaching activities faster than the traditional method according to the opinions of students of the Technical College at Imam Ja'far Alsadiq University (Ijsu) - Baghdad - Iraq, then the data were processed statistically using the statistical SPSS computer program, and the results indicated that the application of the Bologna process helps students to complete teaching activities faster than the traditional method .

3. Abdaljalil M. Hamad^[3], studied if the Bologna process is useful in education according to the opinions of students of the Technical College at Imam Ja'far Alsadiq University (Ijsu) - Baghdad - Iraq, then the data were processed statistically using the statistical SPSS computer program, and the results indicated that the application of the Bologna process is useful in education for students.

4. Anne Van Leest @ et al^[4], collected data about 17,953 students & 1105 Dutch teachers. Data used were analysed using multilevel models. Findings indicated that teacher-perceived student attributes played only a minor role in track recommendations . Yet the extent to which these attributes were considered by teachers differed based on students' background and differed between teachers, and teacher-perceived student attributes to have limited predictive value. The limited predictive value of teacher-perceived student attributes for students' performance suggests that teachers may need to be careful with taking perceived student attributes into account when formulating track recommendations.

5. Mujhirul Iman @ et al.^[5], discussed the Implementation of Teacher Interpersonal Communication on Student Behavior Changes. The method used in this study is using a qualitative method, by interviewing the relevant sources and also conducting observations at the destination. And the results obtained from this study are

that interpersonal communication between teachers and students has gone well and can change student behavior for the better.

6. Lorenz Dekeyser @ et al.^[6], made a research based on theoretical insights from ethnic and identity studies, they studied how public regard and teachers' track communication affect students' chauvinistic track attitudes. Chauvinism is a less desirable way of identification, causing between-group prejudice and hostility. The School, Identity and Society survey, involving 4500 adolescents from 64 Belgian schools is analyzed, using multilevel modelling. The findings show that chauvinism breaks down into two concepts, cognitive and social track chauvinism. These are mostly employed by students who feel low public regard, as protection against their public status. Teachers' track communication correlates with students' track chauvinism, both through students' individual perception of teachers' communication and through schoolwide cultures of chauvinistic teacher communication.

7. Abcede G Cebelleros^[7], studied aimed to determine which domains of learning environment and teacher communication behavior as determinants of student engagement. The study involved a total of 300 junior high school students particularly those in Grade 9, from one of the public schools in Davao del Sur division were included in the study using a universal sampling technique. The data gathered were analyzed using descriptive-correlational techniques. The results revealed that there was a high relationship between cognitive engagement and community of peers, high cognitive engagement, and faculty relationships, high cognitive engagement and academic climate, high cognitive engagement and meaningful engagement, high cognitive engagement and mentoring, high cognitive engagement and non-verbal support, high cognitive engagement and understanding and friendly, and high cognizant engaging and encouraging and praise.

8. Aan Yulivanto, @ et al^[8]., described the process, obstacles and solutions to teacher-parent communication patterns in increasing student learning motivation during the pandemic in grade 3 elementary school, using Grounded Theory. The results of the research show that: 1) Teacher and parent communication patterns in increasing student learning motivation during the pandemic in grade 3 elementary school are divided into three forms, namely: One-stage. 2) Barriers to communication patterns, namely parents as communicants do not immediately provide feedback. 3) The solution is that parents must take the initiative in giving messages. Motivate children to be patient, open and empathetic.

9. Kamil Aida-zadi & et al.^[9], Developed of an algorithm and software for a class scheduling system designed for the credit education system and taking into account its features, and also meets all the "hard" restrictions and most of the "soft" requirements for the class schedule. And got results about the algorithm and software of the interactive system of scheduling classes for universities that have joined the Bologna process, which takes into account the features of credit-modular system of training, have been developed.

10. Huseyin Bayram @ et al.^[10], examined the level of the skills and competencies of social studies teachers and whether they are correlational. The data were collected with the student recognition competence scale of teachers and effective communication skills scale. Spearman correlation coefficient, descriptive analysis, Mann Whitney U and Kruskal Wallis tests were used to analyze the data. It was determined that social studies teachers had high levels of student recognition competence and effective communication skills. It was also determined that there was a significant correlation between teachers' student recognition competences and effective communication skills levels. Various suggestions were developed based on the results.

1.3 Purpose and the contribution

The researcher in the current research aims to identify the consideration of students of the first stage in the Department of Communication Technology Engineering about the impact of Bologna Track on Student`s Following and Communication with Teachers, in university education, as the first experience in Iraq, and this research will contribute to promoting the use of this process or not in the future.

II. THEORITICAL PART

2.1 Bologna Track

Imam Ja'far Alsadiq University (IJSU) is a public university in Iraq that has started implementing the Bologna Track in 2023. On June 19, 1999, educational ministers from 29 different European nations signed an agreement in the Italian city of Bologna that would become known as the Bologna track^[9]. The process seeks to promote a higher education system in Europe that is both internationally competitive and globally appealing.

2.2 Methodology

In this study, a questionnaire was used. It had only one question, it was "Does the Bologna track helps youe follow and communicate with teachers?". This question was take from some questionnaires ordinary used to test the activities of any university education process.

2.3. Participants of the Study

109 student of both genders (male and female) in communications technical engineering department of technical college in Imam Ja`afar Alsadiq university involved in the study during the academic year 2023- 2024. All the participants were engaged in Bologna track; and consented to respond the question in the study.

2.4 Data Collection and Data Analysis

A survey was used to gather the necessary information. Data were examined using a 5-point Likert scale (I do n`t agree at all, I do n`t agree, unaligned, I agree, I completely agree) that was derived from the researcher-created scale.

2.5 SPSS computer Program

The IBM® SPSS® software platform offers advanced statistical analysis, a vast library of machine learning algorithms, text analysis, open-source extensibility, integration with big data and seamless deployment into applications. Its ease of use, flexibility and scalability make SPSS accessible to users of all skill levels. What’s more, it’s suitable for projects of all sizes and levels of complexity, and can help you find new opportunities, improve efficiency and minimize risk^[11]

III. PRACTICAL PART

A questionnaire was prepared in the previously mentioned way, and it was distributed to the students of the first stage in the Department of Communications Technology Engineering, and after filling it out by them, it was entered into the SPSS program for statistical analysis, according to the following steps:

1. The SPSS computer program is excuted.
2. Press File, then New, then Data, then Save, and the results file is named result.pdf
3. Select Variable view and the required information is filled in the name field. Let the name is “Q”.
4. In the label list, the question is written.
5. From the value menu, click on value labels and write the 1st option (1. I do not agree at all). Then click add.
6. Then click on Repeat the process for the rest of the choices (2. I do not agree), (3.unaligned), (4. I agree) and (5. I completely agree). Then click OK.
7. Click Variable view , and write the selection number of all participants (109).
8. Click on the question, select the question, click on the arrow to transfer the question to the other side, click statistics.
9. Point the options, then continue
10. Click charts , then point the histograms, then show normal curve on histograms, then continue
11. Choose analyze, then descriptive statistics, then explore
12. Choose number, then click on the arrow to transfer the number to the dependent list, then choose the question, then click the 2nd arrow to transfer the question to the factor list, then click statistics, the explore interface will occure.
13. Point all options, then continue
14. Return to explore list, choose plots, another interface will occure , select some options, then continue, then OK.
15. All results will occure.

IV. RESULTS

The Bologna track help sme follow and communicate with teachers

Table(4-1)

Case Processing Summary

Cases		Valid		Missing		Total
TheBolognatrack helps mefollowandcommunicate withteachers		N	Percent	N	Percent	N
number	Idon`tagree atall	9	100.0%	0	0.0%	9
	Idon`tagree	6	100.0%	0	0.0%	6
	Unaligned	7	100.0%	0	0.0%	7
	I agree	17	100.0%	0	0.0%	17
	Icompletelyagree	70	100.0%	0	0.0%	70

Table (4-2) continue
Descriptives

TheBolognatrackhelpsmefollowandcommunicatewith teachers		Statistic	Std. Error
number	Idon`tagree atall	Mean	59.4444 8.91489
95%ConfidenceIntervalfor Mean		LowerBound	38.8867
5%TrimmedMean Median		UpperBound	80.0022
Variance			59.4383
Std.Deviation Minimum Maximum Range			66.0000
InterquartileRange Skewness			715.278
Kurtosis			26.74468
Idon`tagree	Mean		25.00
95%ConfidenceIntervalfor Mean			94.00
5%TrimmedMean Median			69.00
Variance			56.00
Std.Deviation Minimum Maximum Range			- .149 .717
InterquartileRange Skewness			-1.638 1.400
Kurtosis			84.0000 7.67680
unaligned	Mean	LowerBound	64.2661
95%ConfidenceIntervalfor Mean		UpperBound	103.7339
5%TrimmedMean Median			84.3333
Variance			87.0000
Std.Deviation Minimum Maximum			353.600
			18.80425
			56.00
			56.00
			106.00
			50.00
			35.00
			- .495 .845
			- .917 1.741
			54.8571 14.78163
		LowerBound	18.6878
		UpperBound	91.0265
			55.1190
			61.0000
			1529.476
			39.10852
			2.00
			103.00

**Table (4-2) continue
Descriptives**

TheBolognatrackhelpsmefollowandcommunicatewith teachers		Statistic	Std.Error
Range	InterquartileRange Skewness	101.00	
	Kurtosis	70.00	
I agree	Mean	-.172	.794
95%ConfidenceIntervalfor Mean		-1.914	1.587
5%TrimmedMean Median		73.5882	6.94731
Variance	LowerBound	58.8606	
Std.Deviation Minimum Maximum Range	UpperBound	88.3159	
InterquartileRange Skewness		75.0425	
	Kurtosis	77.0000	
I completely agree	Mean	820.507	
95%ConfidenceIntervalfor Mean		28.64450	
		13.00	
5%TrimmedMean Median		108.00	
Variance		95.00	
Std.Deviation Minimum Maximum Range		45.00	
InterquartileRange Skewness		-.734	.550
	Kurtosis	-.463	1.063
		47.4143	3.60994
	LowerBound	40.2127	
	UpperBound	54.6159	
		46.6349	
		44.5000	
		912.217	
		30.20293	
		1.00	
		109.00	
		108.00	
		51.50	
		.301	.287
		-.937	.566

**Table (4-3)
M-Estimators**

Huber's M- The Bologna track helps me follow and communicate with teachers	Tukey's Biweight ^b	Hampel's M- Estimator ^c	Andrews' Wave ^d
number			
I don't agree at all	59.9174	59.9723	59.4444
I don't agree	85.5722	85.0897	84.5531
unaligned	55.8694	55.6182	54.8571
I agree	77.5804	77.3737	76.1514
I completely agree	45.5706	45.9816	46.2488

- a. The weighting constant is 1.339.
- b. The weighting constant is 4.685.
- c. The weighting constants are 1.700, 3.400, and 8.500
- d. The weighting constant is $1.340 \cdot \pi$.

**Table (4-4)
Percentiles**

The Bologna track helps me follow and communicate with teachers		Percentiles		
		5	10	25
Weighted Average (Definition 1)	I don't agree at all	25.0000	25.0000	29.5000
	I don't agree	56.0000	56.0000	65.7500
	unaligned	2.0000	2.0000	18.0000
Tukey's Hinges	I agree	13.0000	27.4000	52.5000
	I completely agree	4.5500	8.1000	20.7500
	number			
	I don't agree at all			33.0000
	I don't agree			69.0000

**Table (4-5)
Percentiles**

The Bologna track helps me follow and communicate with teachers			Percentiles		
			50	75	90
Weighted Average (Definition 1)	number	I don't agree at all	66.0000	85.5000	.
		I don't agree	87.0000	100.7500	.
		unaligned	61.0000	88.0000	.
		I agree	77.0000	97.5000	104.8000
		I completely agree	44.5000	72.2500	92.7000
Tukey's Hinges	number	I don't agree at all	66.0000	82.0000	
		I don't agree	87.0000	99.0000	
		unaligned	61.0000	86.0000	
		I agree	77.0000	97.0000	
		I completely agree	44.5000	72.0000	

**Table (4-6)
Percentiles**

The Bologna track helps me follow and communicate with teachers			Percentiles
			95
Weighted Average (Definition 1)	number	I don't agree at all	.
		I don't agree	.
		unaligned	.
		I agree	.
		I completely agree	102.3500
Tukey's Hinges	number	I don't agree at all	
		I don't agree	
		unaligned	
		I agree	
		I completely agree	

**Table (4-7) continue
Extreme Values^a**

The Bologna track helps me follow and communicate with teachers				CaseNumber	Value
number	I don't agree at all	Highest	1	94	94.00
			2	89	89.00
			3	82	82.00
			4	67	67.00
	Lowest	1	25	25.00	
		2	26	26.00	
		3	33	33.00	
		4	53	53.00	
I don't agree	Highest	1	106	106.00	
		2	99	99.00	
		3	91	91.00	
	Lowest	1	56	56.00	
		2	69	69.00	
		3	83	83.00	
unaligned	Highest	1	103	103.00	
		2	88	88.00	
		3	84	84.00	
	Lowest	1	2	2.00	
		2	18	18.00	
		3	28	28.00	
I agree	Highest	1	108	108.00	
		2	104	104.00	

		2	104	104.00
		3	102	102.00
		4	98	98.00
		5	97	97.00
	Lowest	1	13	13.00
		2	31	31.00
		3	34	34.00
		4	50	50.00
		5	55	55.00
Icompletelyagree	Highest	1	109	109.00
		2	107	107.00
		3	105	104.00
		4	101	101.00
		5	100	100.00

Table (4-7) continue

ExtremeValues^a

TheBologna trackhelpsmefollowandcommunicatewith teachers		CaseNumber	Value
Lowest	1	1	1.00
	2	3	3.00
	3	4	4.00
	4	5	5.00
	5	6	6.00

a. The requested number of extreme values exceeds the number of datapoints. A smaller number of extremes is displayed.

number

Histograms

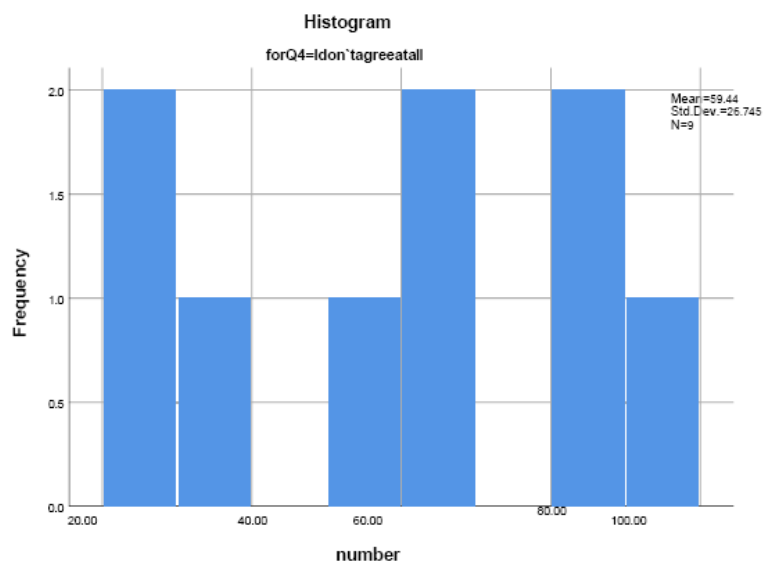


Figure (4-1)

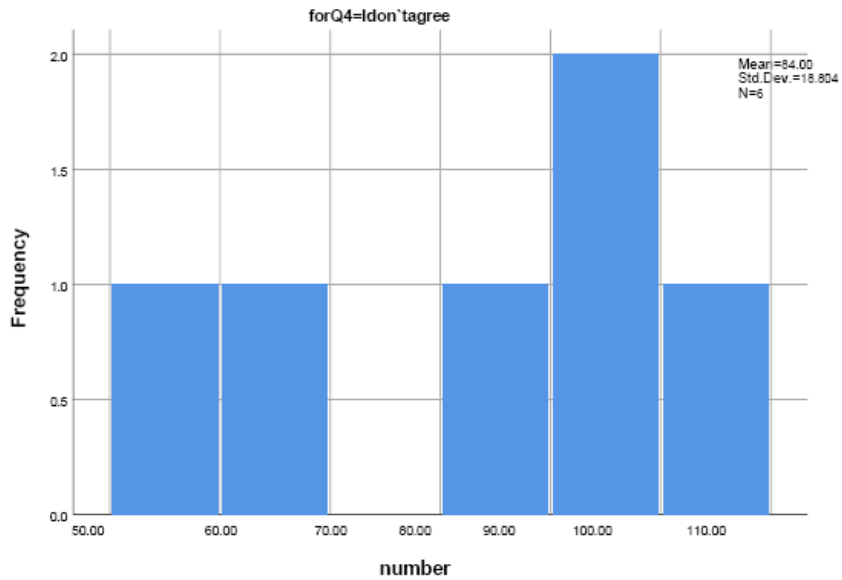


Figure (4-2)

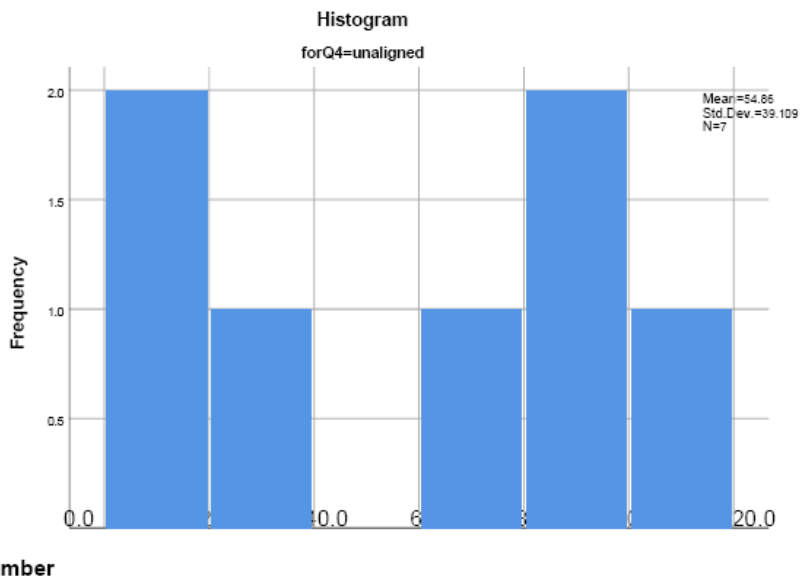


Figure (4-3)

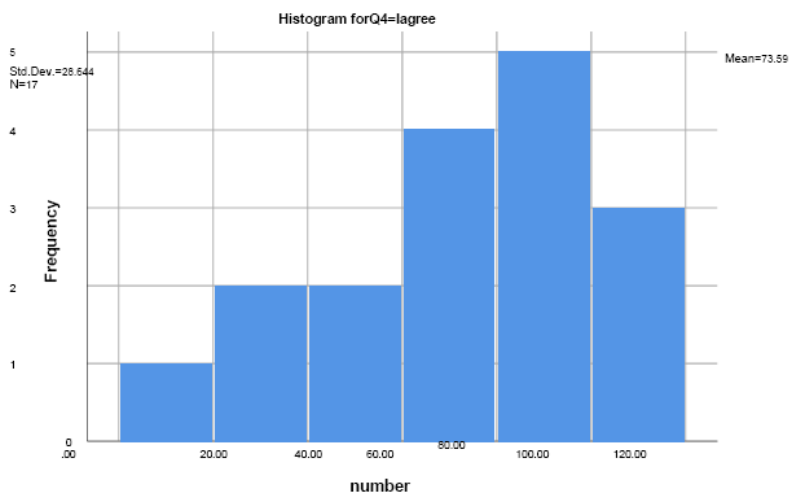


Figure (4-4)

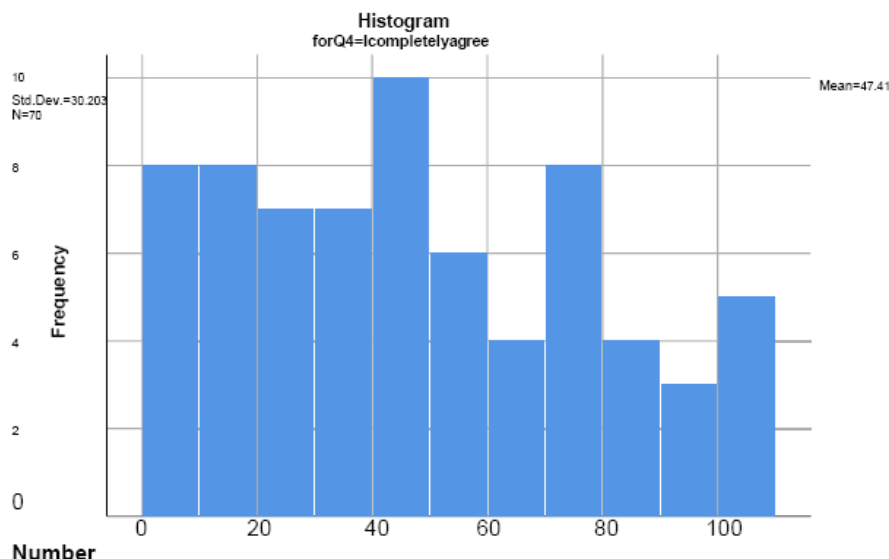


Figure (4-5)

V. CONCLUSION

Table (4-1) shows that most of students who are completely agree that the Bologna track help Following and Communication with Teachers by the students, more than (70%), which is very high.

Table (4-2) shows that the completely agree choice got the highest mean statistics value (820.507) with the lowest score of standard error of (0.55).

In the M-estimator field (Table (4-3)), the completely agree selection received a lowest value (45.5706) on Estimator's scale with comparative with other scales (Tukey's, Hampel's, Andrews wave).

In the same way, the remaining tables and curves confirm that the choice of completely agree with Bologna Process increases students learning proficiency, and it is the preferred choice of most first-year students in the Department of Communications Technology Engineering at the Technical College at Imam Ja'far Al-Sadiq University.

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