



Strengthening The Teacher-Student relationship by Using the Bologna Process at Imam Ja`afar Alsadiq University

Abduljaleel Mohammed Hamad Alrobaiei

Department of Computer Technology Engineering, Technical College, Imam Ja'far Alsadiq University (IJSU), Iraq

* Corresponding Author: **Abduljaleel Mohammed Hamad Alrobaiei**

Article Info

ISSN (online): 2582-7138

Volume: 05

Issue: 06

November-December 2024

Received: 22-09-2024

Accepted: 26-10-2024

Page No: 773-781

Abstract

The current research aims to study the impact of Bologna Track in strengthening the teacher-student relationship 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 strength of teacher-student relationship.

Keywords: Bologna process, Imam Ja`afar Alsadiq University, Technical Colledge, SPSS

1. 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 Track strengthening the teacher-student relationship?

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 Track on the following and Communication With Teachers 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 Track increases the following and communications with teacher.
2. Abdaljalil M. Hamad ^[2], 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.
3. Abdaljalil M. Hamad ^[3], 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.

4. Abdaljalil M. Hamad ^[4], 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.
5. Canmei Xu @ *et al* ^[5], studied the cultural universality and specificity of teacher-student relationship in Belgian, Chinese, and Italian primary school teachers, the manifestations of TSR varied across countries, highlighting the influence of cultural factors such as cultural norms, collectivistic versus individualistic values, and the perceived legitimacy of teacher authority. These findings shed light on the complexities of TSR across countries and emphasize the significance of culturally sensitive approaches in fostering positive TSR in education.
6. Li, Jiahul^[6], deduces the student-centered concepts, summarizes teachers' practical experiences in promoting students' competency development, and analyzes the role of activities, delivery, assessment, and institutional support, developing a holistic understanding. The findings provide nuanced theoretical insights into the global literature on "how to foster the students with competence during the student-centered course" and offer practical suggestions for realizing the effective student-centered approach in the institutional course.
7. Anna Di Norcia, @ *et al* ^[7], employ the scale of Value from Pictorial Assessment of Interpersonal Relationships (PAIR) to investigate the links between the importance attributed by primary students to their teachers and two independent measures of scholastic wellbeing, provided by teachers and parents. the recognition of the teacher's role as an authority figure does not hinder a warm student-teacher relationship and impacts positively on school adjustment. In situations of Distress, dependent pupils showed a diminished appreciation of the teacher's importance, possibly as a result of a defensive stance.
8. Tea Dyred Pedersen, @ *et al* ^[8], studied Forming part of the efforts to internationalise European higher education, international student mobility has become a key activity strongly supported and promoted by policymakers. The study finds that mobility in the context of teacher education is legitimated and promoted with discourses of harmonisation, professionalisation and instrumentalisation, and argues that these discourses are ambiguous and obscure the purpose of both the activity of mobility itself, as well as teacher education and what it educates for, with potential implications for how mobility policies can be realised. In doing so, the article contributes to a critical discussion about the drivers behind contemporary policies for internationalisation and mobility in higher education.
9. Doina usaci, @ *et al* ^[9], The main aim of this study was to analyze to what extent the implementation of the Bologna process had implications on the curricular reform in two fields of study in Transilvania University of Brasov: technical field and medical field. In order to realize the preliminary research focused on the student's perception about the changes implied by the Bologna process on the curriculum we used a questionnaire

applied to a sample of 93 subjects of Medical study programme and Technical study programmes.

10. Valentin Emslander & *et al* ^[10], Developed teacher-student relationships (TSRs) play a vital role in establishing a positive school climate and promoting positive student outcomes. Several meta-analyses have suggested significant associations between TSRs, they found large differences in quality between the meta-analyses, and these differences were not associated with the TSR-outcome relationships. These results map the field of TSR research; present their relationships, moderators, and meta-analytic quality; and show how TSRs can contribute to improving outcomes in students via relationship building. Future research should follow meta-analytic open science procedures to improve quality and reproducibility.

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-teacher relation strengthening, 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.

2. Theoretical 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 strengthens the teacher-student relationship?". This question was taken 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 at 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 in finding new opportunities, improve efficiency and minimize risk^[11]

3. 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 executed.
2. Clicks 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 occur.
13. Point all options, then continue
14. Return to explore list, choose plots, another interface will occur, select some options, then continue, then OK.
15. All results will occur.

4. Results

Using the bologna track strengthens the teacher-student relationship

Table 1: Case processing summary

Using the Bologna track strengthens the teacher-student relationship		Valid		Missing		Total
		N	Percent	N	Percent	
number	I do n't agree at all	9	100.0%	0	0.0%	9
	I do n't agree	6	100.0%	0	0.0%	6
	unaligned	14	100.0%	0	0.0%	14
	I agree	16	100.0%	0	0.0%	16
	I completely agree	64	100.0%	0	0.0%	64

Case Processing Summary		
Using the Bologna track strengthens the teacher-student relationship		Cases
		Total
number	I do n't agree at all	100.0%
	I do n't agree	100.0%
	unaligned	100.0%
	I agree	100.0%
	I completely agree	100.0%

Table 2: Descriptives

Using the Bologna track strengthens the teacher-student relationship				Statistic	Std. Error
number	I do n't agree at all	Mean		58.6667	12.91532
		95% Confidence Interval for Mean	Lower Bound	28.8839	
			Upper Bound	88.4495	
		5% Trimmed Mean		59.1852	
		Median		67.0000	
		Variance		1501.250	
		Std. Deviation		38.74597	
		Minimum		2.00	
		Maximum		106.00	
		Range		104.00	
		Interquartile Range		75.50	
		Skewness		-.449	.717
		Kurtosis		-1.473	1.400
	I do n't agree	Mean		52.0000	11.92756
		95% Confidence Interval for Mean	Lower Bound	21.3392	
			Upper Bound	82.6608	
		5% Trimmed Mean		50.6667	
		Median		42.0000	
		Variance		853.600	
		Std. Deviation		29.21643	
		Minimum		26.00	
		Maximum		102.00	
		Range		76.00	
		Interquartile Range		47.50	
		Skewness		1.157	.845
		Kurtosis		.586	1.741
	unaligned	Mean		58.0000	7.99519
		95% Confidence Interval for Mean	Lower Bound	40.7274	
			Upper Bound	75.2726	
		5% Trimmed Mean		58.1667	
		Median		62.0000	
		Variance		894.923	
		Std. Deviation		29.91526	
		Minimum		14.00	
		Maximum		99.00	

Table 3: Descriptives

Using the Bologna track strengthens the teacher-student relationship				Statistic	Std. Error
		Range		85.00	
		Interquartile Range		58.50	
		Skewness		-.134	.597
		Kurtosis		-1.496	1.154
	I agree	Mean		82.6875	5.22472
		95% Confidence Interval for Mean	Lower Bound	71.5513	
			Upper Bound	93.8237	
		5% Trimmed Mean		83.6528	
		Median		87.0000	
		Variance		436.763	
		Std. Deviation		20.89886	
		Minimum		39.00	
		Maximum		109.00	
		Range		70.00	
		Interquartile Range		31.00	
		Skewness		-.862	.564
		Kurtosis		.002	1.091
	I completely agree	Mean		47.1563	3.75649
		95% Confidence Interval for Mean	Lower Bound	39.6495	
			Upper Bound	54.6630	
		5% Trimmed Mean		46.3507	
		Median		45.5000	
		Variance		903.118	
		Std. Deviation		30.05192	
		Minimum		1.00	
		Maximum		108.00	
		Range		107.00	
		Interquartile Range		51.50	
		Skewness		.294	.299
		Kurtosis		-.915	.590

Table 4: M-Estimators

	Using the Bologna track strengthens the teacher- student relationship	Huber's M- Estimator ^a	Tukey's Biweight ^b	Hampel's M- Estimator ^c	Andrews' Waved ^d
number	I do n't agree at all	63.2140	62.2718	60.9238	62.2583
	I do n't agree	44.2933	40.1751	45.8395	40.1235
	unaligned	58.4640	58.4315	58.0000	58.4353
	I agree	85.6429	86.4303	85.0605	86.4114
	I completely agree	45.4548	45.7987	46.0491	45.8074
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 5: Percentiles

		Using the Bologna track strengthens the teacher- student relationship	Percentiles		
			5	10	25
Weighted Average (Definition 1)	number	I do n't agree at all	2.0000	2.0000	16.0000
		I do n't agree	26.0000	26.0000	29.7500
		unaligned	14.0000	16.0000	27.2500
		I agree	39.0000	42.5000	68.5000
		I completely agree	4.2500	8.0000	20.2500
Tukey's Hinges	number	I do n't agree at all			24.0000
		I do n't agree			31.0000
		unaligned			28.0000
		I agree			69.0000
		I completely agree			20.5000

Table 6: Percentiles

		Using the Bologna track strengthens the teacher- student relationship	50	Percentiles	
				75	90
Weighted Average (Definition 1)	number	I do n't agree at all	67.0000	91.5000	.
		I do n't agree	42.0000	77.2500	.
		unaligned	62.0000	85.7500	97.5000
		I agree	87.0000	99.5000	105.5000
		I completely agree	45.5000	71.7500	91.5000
Tukey's Hinges	number	I do n't agree at all	67.0000	89.0000	
		I do n't agree	42.0000	69.0000	
		unaligned	62.0000	84.0000	
		I agree	87.0000	99.0000	
		I completely agree	45.5000	71.5000	
Percentiles					
		Using the Bologna track strengthens the teacher- student relationship	Percentiles		
			95		
Weighted Average (Definition 1)	number	I do n't agree at all	.		
		I do n't agree	.		
		unaligned	.		
		I agree	.		
		I completely agree	103.2500		
Tukey's Hinges	number	I do n't agree at all			
		I do n't agree			
		unaligned			
		I agree			
		I completely agree			

Table 7: Extreme Values

Using the Bologna track strengthens the teacher-student relationship				Value	case number
number	I do n't agree at all	Highest	1	106.00	106
			2	94.00	94
			3	89.00	89
			4	82.00	82
		Lowest	1	2.00	2
			2	8.00	8
			3	24.00	24
			4	56.00	56
	I do n't agree	Highest	1	102.00	102
			2	69.00	69
			3	51.00	51
		Lowest	1	26.00	26
			2	31.00	31
			3	33.00	33
	unaligned	Highest	1	99.00	99
			2	96.00	96
			3	91.00	91
			4	84.00	84
			5	75.00	75
		Lowest	1	14.00	14
			2	18.00	18
			3	25.00	25
			4	28.00	28
			5	34.00	34
	I agree	Highest	1	109.00	109
			2	104.00	104
			3	103.00	103
			4	100.00	100
			5	98.00	98
		Lowest	1	39.00	39
			2	44.00	44
			3	65.00	65
			4	68.00	68
			5	70.00	70

Table 8: Extreme Values

Using the Bologna track strengthens the teacher-student relationship				Case Number
I completely agree	Highest	1		108
		2		107
		3		105
		4		101
		5		95
	Lowest	1		1
		2		3
		3		4
		4		5
		5		6

Extreme Values ^a			
Using the Bologna track strengthens the teacher-student relationship			Value
I completely agree	Highest	1	108.00
		2	107.00
		3	104.00
		4	101.00
		5	95.00
	Lowest	1	1.00
		2	3.00
		3	4.00
		4	5.00
		5	6.00

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

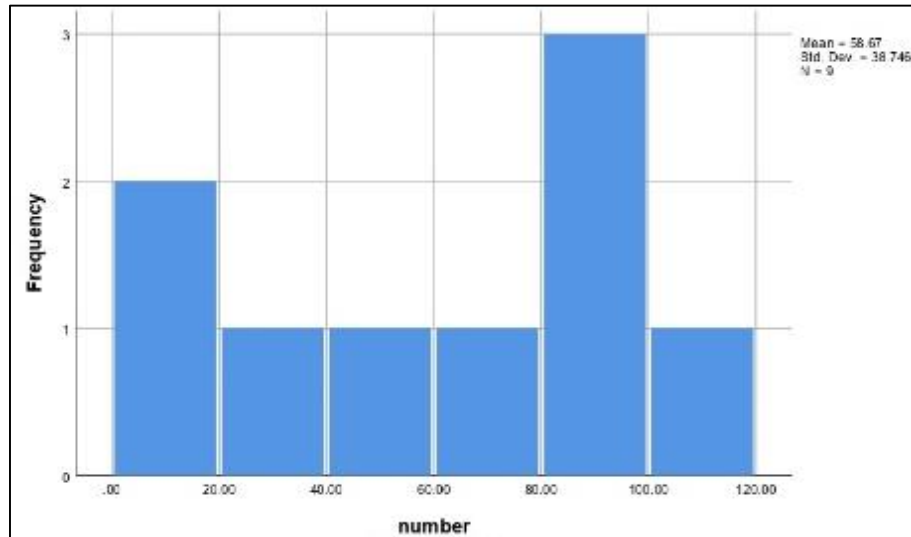


Fig 1: Histogram for Q5 = I don't agree at all

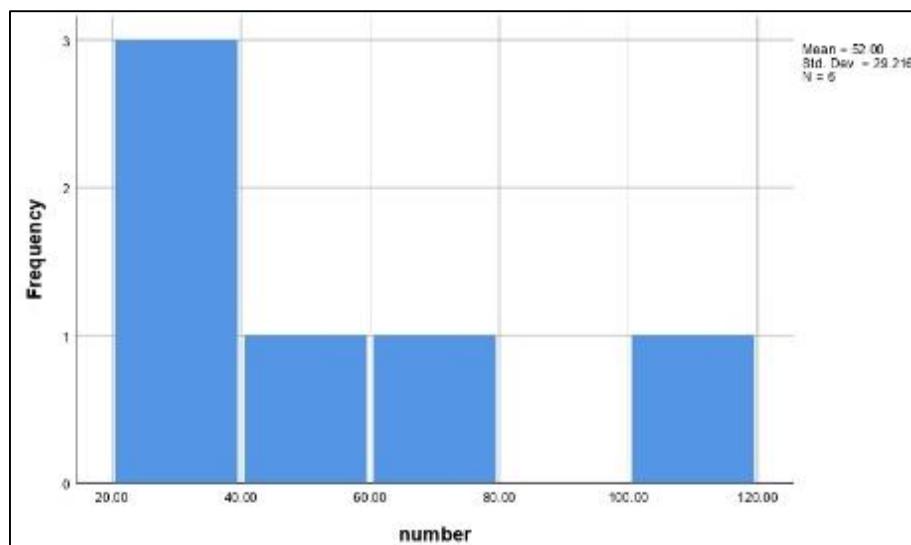


Fig 2: Histogram for Q5 = I don't agree

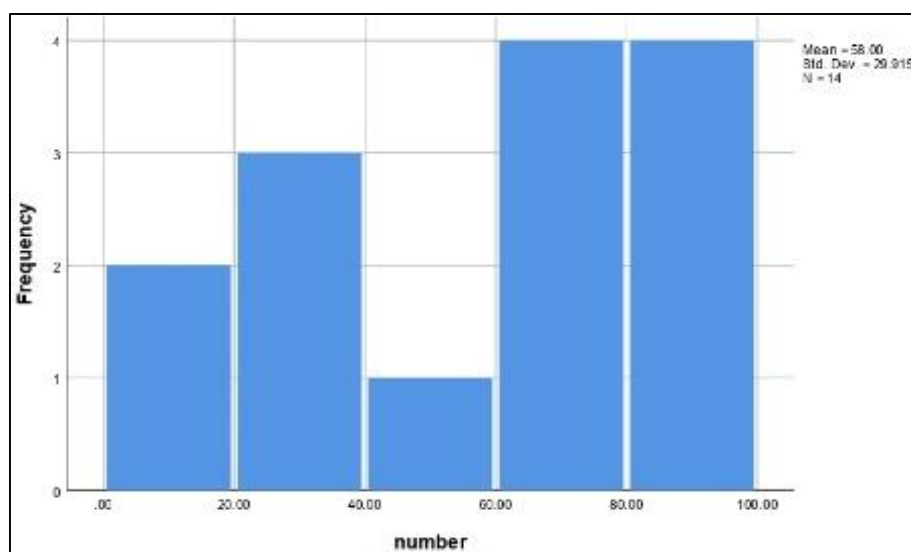


Fig 3: Histogram for Q5 = unaligned

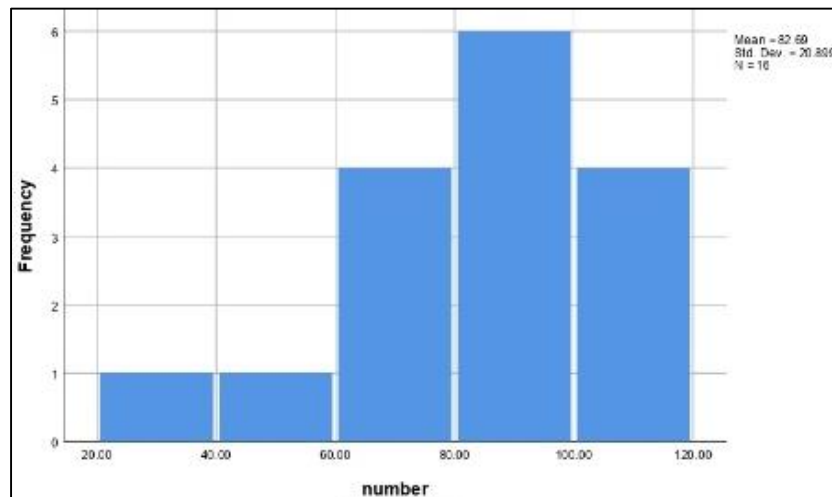


Fig 4: Histogram for Q5 = I agree

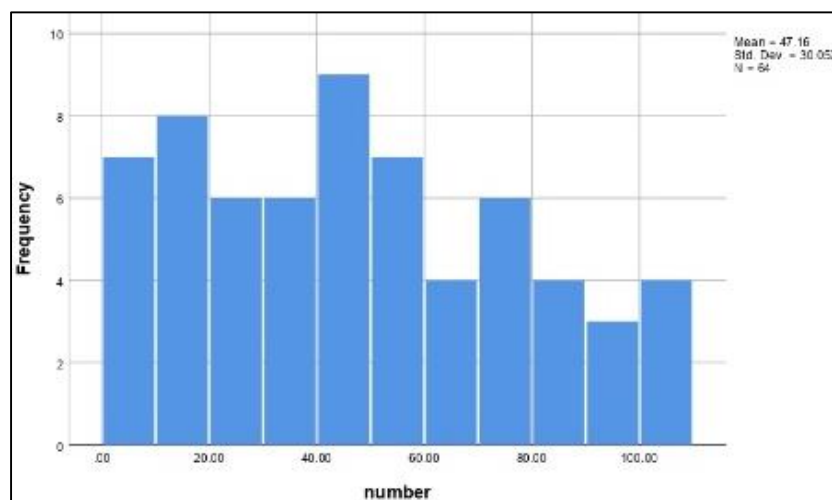


Fig 5: Histogram for Q5 = I completely agree

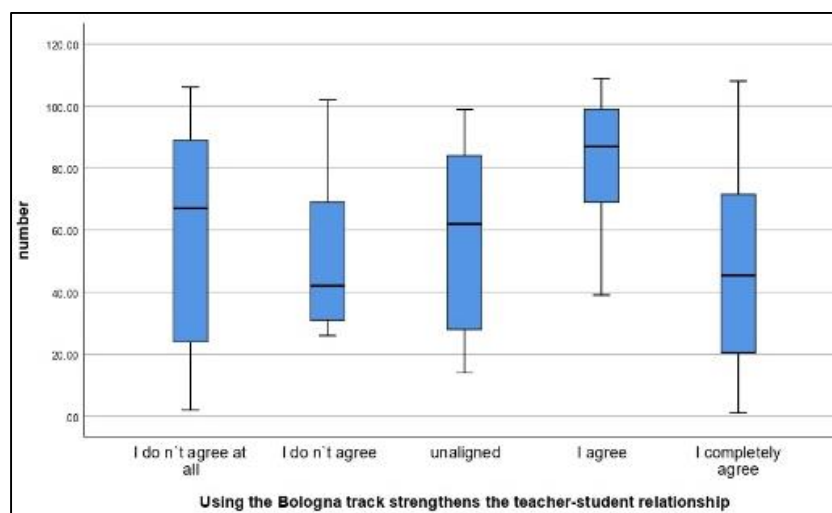


Fig 6: Boxplots

5. Conclusion

- Table (1) shows that most of students who are completely agree that the Bologna track strenth the teacher-student relation, more than (64%), which is high.
- Table (3) shows that the completely agree choice got the highest mean statistics value (47.1593) with the lowest score of standard error of (3.75649).
- In the M-estimator field (Table (4)), the completely agree selection received a lowest value (45.4548) on Huber's Estimator 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 Track increases the strength of teacher-student

relation, 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.

6. References

1. Hamad AM. Study the impact of Bologna track on students' following and communication with teachers. *The International Journal of Engineering Science (IJES)*. 2024;13(10):118-27. ISSN (e): 2319-1813, ISSN (p): 2319-1805.
2. Hamad AM. Study the impact of Bologna track on the learning proficiency of students at Imam Ja'afar Alsadiq University. *The International Journal of Engineering Science (IJES)*. 2024;13(10):1-11. ISSN (e): 2319-1813, ISSN (p): 2319-1805.
3. Hamad AM. Using SPSS program to analyze students' opinions about the Bologna process helping complete their teaching activities faster than the traditional method. *The International Journal of Engineering and Science (IJES)*. 2024;13(8):152-63. ISSN (e): 2319-1813, ISSN (p): 2319-1805.
4. Hamad AM. Study the impact of Bologna process on the learning proficiency of students at Imam Ja'afar Alsadiq University. *The International Journal of Engineering and Science (IJES)*. 2024;13(8):152-63. ISSN (e): 2319-1813, ISSN (p): 2319-1805.
5. Xu C, *et al.* Cultural universality and specificity of teacher-student relationships: A qualitative study in Belgian, Chinese, and Italian primary school teachers. *Frontiers in Psychology*; 2023:14. *Educational Psychology*. doi:10.3389/fpsyg.2023.###.
6. Jiahui L. A research on the relationship between student-centered approach and student competence development in higher education: Case studies in China and Italy. *Research Unipd Journal*; c2023.
7. Di Norcia A, *et al.* The student's drawing of teacher's pictorial value as a predictor of the student-teacher relationship and school adjustment. *Frontiers in Psychology*; 2022:13. *Educational Psychology*. Italy.
8. Pedersen TD, *et al.* Mobilising international student mobility: Exploring policy enactments in teacher education in Norway. *European Journal of Education: Research, Development and Policy*; c2021.
9. Usaci D, *et al.* Investigating the correlation between social studies teachers' student recognition competencies and effective communication skills. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*; c2024.
10. Emslander V, *et al.* Teacher-student relationships and student outcomes: A systematic review of meta-analyses and second-order meta-analysis. *PsyArXiv*; 2024.
11. Krishna A. IBM SPSS statistics computer program. IBM Company; USA; c2024.