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The Bologna track can be used alongside traditional education without intersecting: At Imam Ja`afar Alsadiq University

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Abstract

The current research aims to study the using of Bologna Track alongside traditional education without intersecting 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 on equestion, 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 can be used alongside traditional education without intersecting.

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 using of Bologna Track alongside traditional education without intersecting?

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 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 on equestion, 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.

2. 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 comminications with teacher.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

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 using of Bologna Track alongside the traditional education without intersecting, 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 "The Bologna track can be used alongside traditional education without intersecting?". 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 not agree at all, I do not 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

Table 1: Case processing summary

	The Bologna track can be used alongside traditional education without intersecting	Cases				Cases Total	Cases Total Percent
		Valid		Missing			
number		N	Percent	N	Percent	N	Percent
	I do n't agree at all	10	100.0%	0	0.0%	10	100.0%
	I do n't agree	5	100.0%	0	0.0%	5	100.0%
	unaligned	19	100.0%	0	0.0%	19	100.0%
	I agree	21	100.0%	0	0.0%	21	100.0%
	I completely agree	54	100.0%	0	0.0%	54	100.0%

Table 2: Descriptives

The Bologna track can be used alongside traditional education without intersecting		Statistic	Std. Error		
number	I do n't agree at all	Mean	44.7000	9.85568	
		95% Confidence Interval for Mean	Lower Bound: 22.4049		
			Upper Bound: 66.9951		
		5% Trimmed Mean	43.3889		
		Median	31.5000		
		Variance	971.344		
		Std. Deviation	31.16640		
		Minimum	11.00		
		Maximum	102.00		
		Range	91.00		
		Interquartile Range	49.75		
		Skewness	.740		.687
		Kurtosis	-.679		1.334
	I do n't agree	Mean	92.0000	6.10737	
		95% Confidence Interval for Mean	Lower Bound: 75.0432		
			Upper Bound: 108.9568		
		5% Trimmed Mean	92.1667		
		Median	96.0000		
		Variance	186.500		
		Std. Deviation	13.65650		
		Minimum	73.00		
		Maximum	108.00		
		Range	35.00		
		Interquartile Range	25.00		
		Skewness	-.469		.913
		Kurtosis	-.719		2.000
	unaligned	Mean	48.0526	6.08059	
		95% Confidence Interval for Mean	Lower Bound: 35.2778		
			Upper Bound: 60.8275		

5% Trimmed Mean	47.6140
Median	44.0000
Variance	702.497
Std. Deviation	26.50466
Minimum	7.00
Maximum	97.00

Table 3: Descriptives 2

The Bologna track can be used alongside traditional education without intersecting		Statistic	Std. Error	
I agree	Range	90.00		
	Interquartile Range	37.00		
	Skewness	.183	.524	
	Kurtosis	-.681	1.014	
	Mean	65.3810	6.13634	
	95% Confidence Interval for Mean	Lower Bound	52.5808	
		Upper Bound	78.1811	
	5% Trimmed Mean	65.8704		
	Median	65.0000		
	Variance	790.748		
	Std. Deviation	28.12024		
	Minimum	13.00		
	Maximum	109.00		
	I completely agree	Range	96.00	
Interquartile Range		36.00		
Skewness		-.314	.501	
Kurtosis		-.508	.972	
Mean		51.8519	4.51315	
95% Confidence Interval for Mean		Lower Bound	42.7996	
		Upper Bound	60.9041	
5% Trimmed Mean		51.6831		
Median		47.5000		
Variance		1099.902		
Std. Deviation		33.16477		
Minimum		1.00		
Maximum		107.00		
Range		106.00		
Interquartile Range	60.25			
Skewness	.083	.325		
Kurtosis	-1.315	.639		

Table 4: M-Estimator

	The Bologna track can be used alongside traditional education without intersecting	Huber's M-Estimator ^a	Tukey's Biweight ^b	Hampel's M-Estimator ^c	Andrews' Wave
number	I do n't agree at all	39.8836	39.0306	41.3438	39.0615
	I do n't agree	92.8135	92.4773	92.0000	92.4797
	unaligned	46.9748	47.3176	47.4134	47.3228
	I agree	67.0404	69.1938	67.4306	69.2565
	I completely agree	51.4126	51.3836	51.6748	51.3819
<p>a. The weighting constant is 1.339.</p> <p>b. The weighting constant is 4.685.</p> <p>c. The weighting constants are 1.700, 3.400, and 8.500</p> <p>d. The weighting constant is 1.340*pi.</p>					

Table 5: Percentiles

		The Bologna track can be used alongside traditional education without intersecting	Percentiles		
			5	10	25
Weighted Average (Definition 1)	number	I do n`'t agree at all	11.0000	11.1000	21.0000
		I do n`'t agree	73.0000	73.0000	78.5000
		unaligned	7.0000	8.0000	31.0000
		I agree	13.2000	17.6000	51.0000
		I completely agree	2.7500	5.5000	21.7500
Tukey's Hinges	number	I do n`'t agree at all			24.0000
		I do n`'t agree			84.0000
		unaligned			32.5000
		I agree			52.0000
		I completely agree			22.0000

Table 6: Percentiles 2

		The Bologna track can be used alongside traditional education without intersecting	Percentiles		
			50	75	90
Weighted Average (Definition 1)	number	I do n`'t agree at all	31.5000	70.7500	100.0000
		I do n`'t agree	96.0000	103.5000	.
		unaligned	44.0000	68.0000	88.0000
		I agree	65.0000	87.0000	105.6000
		I completely agree	47.5000	82.0000	99.0000
Tukey's Hinges	number	I do n`'t agree at all	31.5000	67.0000	
		I do n`'t agree	96.0000	99.0000	
		unaligned	44.0000	67.0000	
		I agree	65.0000	83.0000	
		I completely agree	47.5000	81.0000	

Table 7: Percentiles 3

		The Bologna track can be used alongside traditional education without intersecting	Percentiles
			95
Weighted Average (Definition 1)	number	I do n`'t agree at all	.
		I do n`'t agree	.
		unaligned	.
		I agree	108.7000
		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 8: Extreme values^a

The Bologna track can be used alongside traditional education without intersecting			Case Number	Value	
number	I do n't agree at all	Highest	1	102	102.00
			2	82	82.00
			3	67	67.00
			4	60	60.00
			5	33	33.00
	Lowest	1	11	11.00	
		2	12	12.00	
		3	24	24.00	
		4	26	26.00	
		5	30	30.00	
I do n't agree	Highest	1	108	108.00	
		2	99	99.00	
	Lowest	1	73	73.00	
		2	84	84.00	
unaligned	Highest	1	97	97.00	
		2	88	88.00	
		3	86	86.00	
		4	70	70.00	
		5	68	68.00	
	Lowest	1	7	7.00	
		2	8	8.00	
		3	16	16.00	
		4	17	17.00	
		5	31	31.00	
I agree	Highest	1	109	109.00	
		2	106	106.00	
		3	104	104.00	
		4	94	94.00	
		5	91	91.00	
	Lowest	1	13	13.00	
		2	15	15.00	
		3	29	28.00	
		4	28	28.00	
		5	50	50.00	

Table 9: Extreme values^{a 2}

The Bologna track can be used alongside traditional education without intersecting			Case Number	Value
I completely agree	Highest	1	107	107.00
		2	105	104.00
		3	103	103.00
		4	101	101.00
		5	100	100.00
	Lowest	1	1	1.00
		2	2	2.00
		3	3	3.00
		4	4	4.00
		5	5	5.00

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

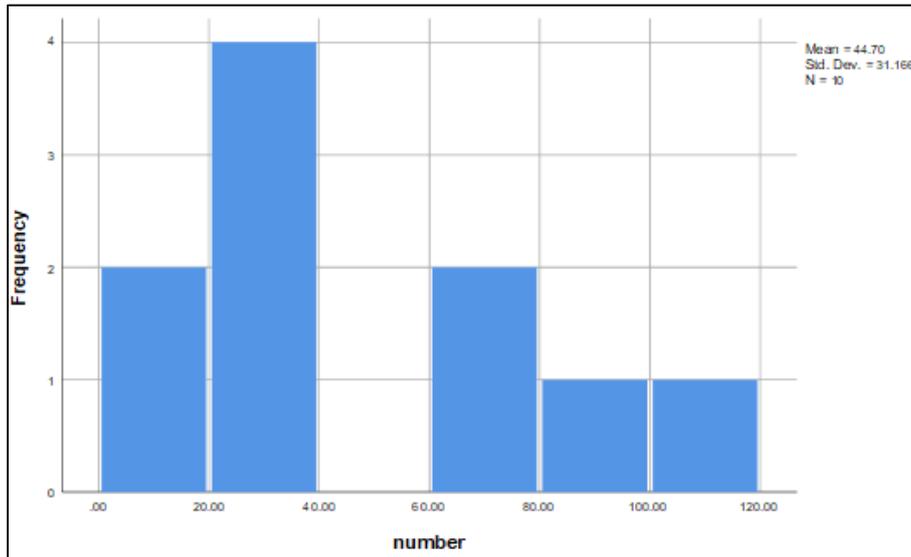


Fig 1: Histogram for Q6= I don't agree at all

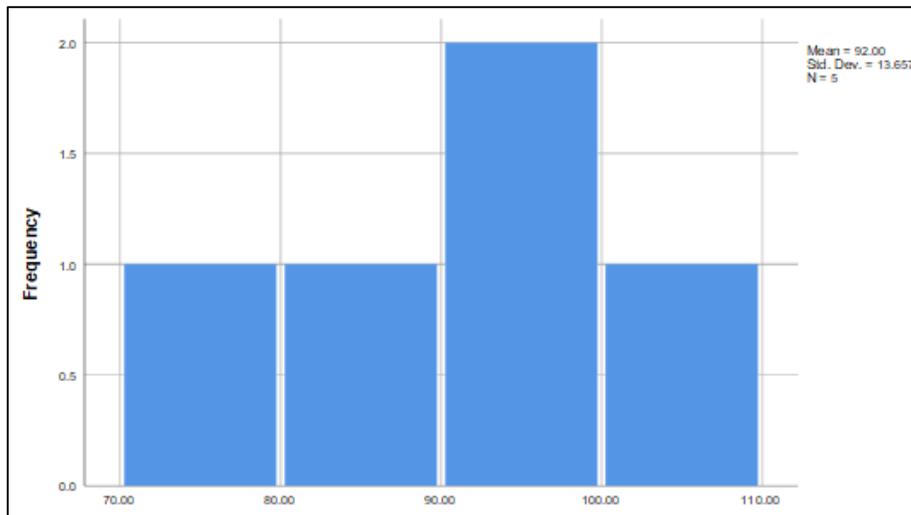


Fig 2: Histogram for Q6= I don't agree

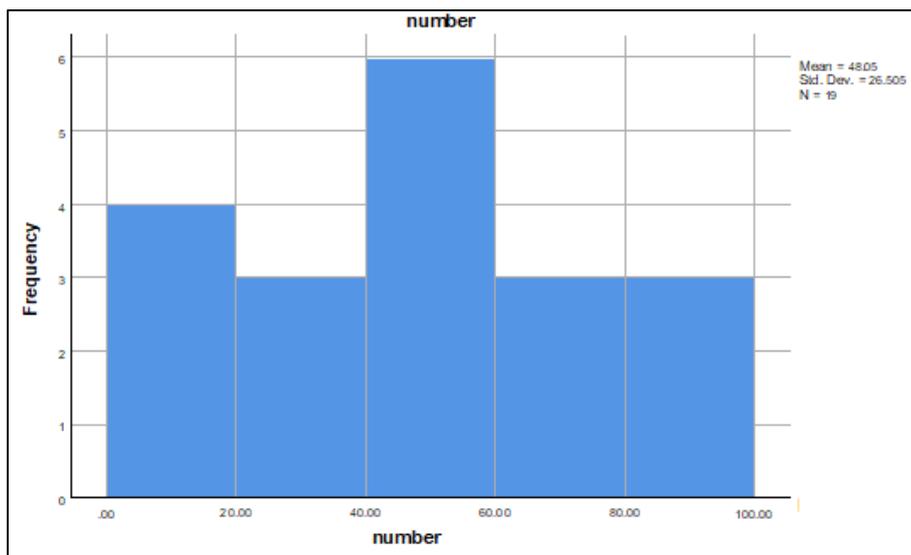


Fig 3: Histogram for Q6= unaligned

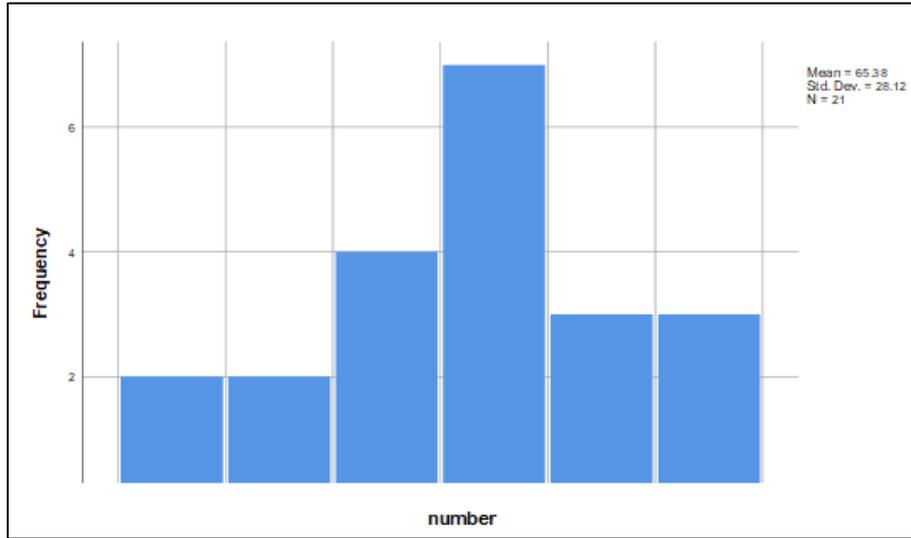


Fig 4: Histogram for Q6= I agree

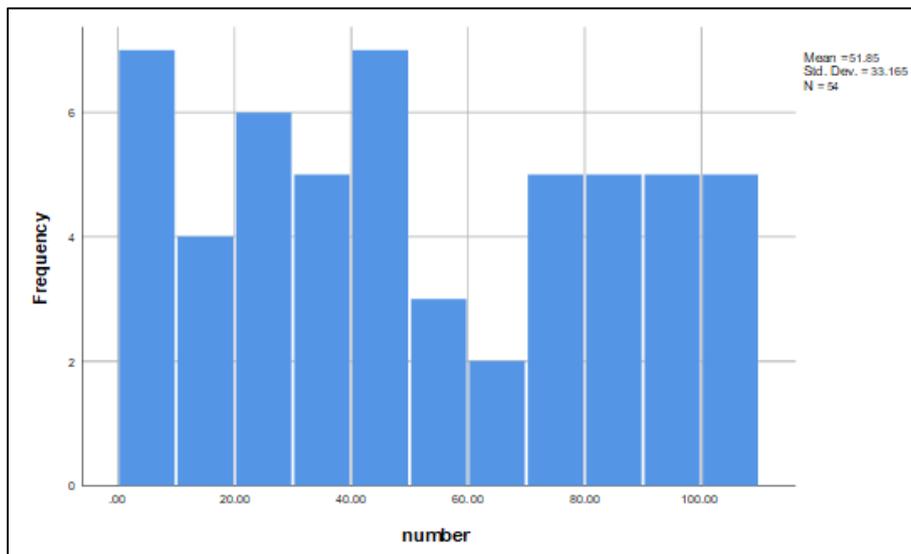


Fig 5: Histogram for Q6= I completely agree

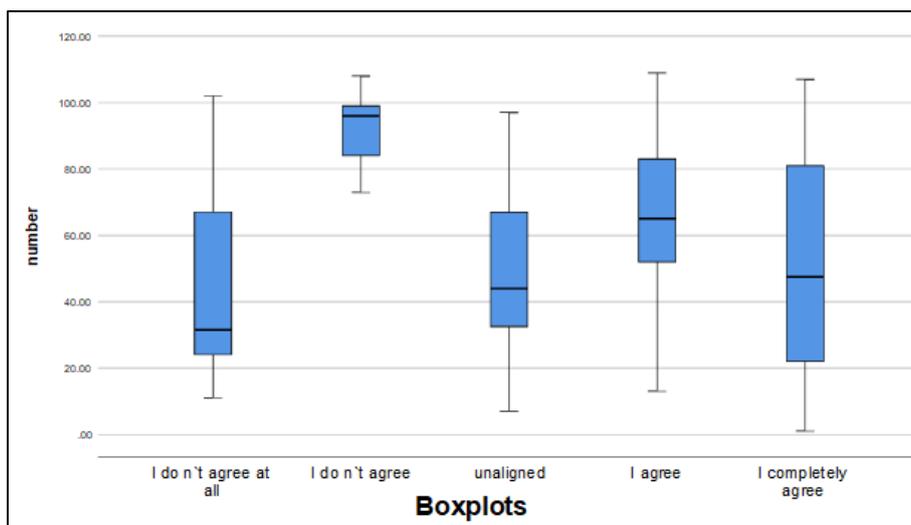


Fig 6: The Bologna track can be used alongside traditional education without intersecting

5. Conclusion

1. Table (1) shows that most of students who are completely agree that the Bologna track can be used alongside traditional education without intersecting, more than (54%), which is high.
2. Table (3) shows that the completely agree choice got a good mean statistics value (51.8519) with the lowest score of standard error of (4.51315).
3. In the M-estimator field (Table 4), the completely agree selection received a medium value (51.4126) on Huber's Estimator scale with comparative with other scales (Tukey's, Hampel's, Andrews wave).
4. In the same way, the remaining tables and curves confirm that the choice of completely agree with Bologna Track can be used alongside the traditional education without intersection, 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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