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Take Advantage of the Information and Reports provided by the Bologna Path to Effectively Perform the work at the Imam Ja`afar Alsadiq University

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Abstract
The current research aims to study the impact of Bologna Path in providing the advantage of the information and reports to effectively perform the work according to the openions 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 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 taking the advantage of the information and reports to effectively perform the work.

Keywords: Learning Media, Virtual Reality (VR), Literature Study

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 taking the advantage of the information and reports provided by the Bologna Path to effectively perform the work ?

1.2 Previous work

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

a) Abdaljalil M.Hamad & Rusol A. Mohammed [1] studied the impact of Bologna Path in the implementation of organizational changes according to the openions 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 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 path requires changes in the organization..

b) Abdaljalil M. Hamad & Rusol A. Mohammed [2], studied the impact of Bologna Path in the access of educational content to students despite the weakness of the internet infrastructure according to the openions 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 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 path does n`t prevent the access of educational content to students despite the weakness of the internet infrastructure.

c) Abdaljalil M. Hamad [3], 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.

d) Abdaljalil M. Hamad [4], 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 theindicators 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.

e) Abdaljalil M. Hamad [5], studied if the Bologna process helps to complete teaching activities faster than the traditional method according to the openions 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.

f) Abdaljalil M. Hamad [6], studied if the Bologna process is useful in education according to the openions 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.

g) Canmei Xu *@ et al.* [7], 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.

h) Li, Jiahul [8], 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.

i) Anna Di Norcia, *@ et al.* [9], 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.

j) Abduljaleel M. Hamad [10], studied the impact of Bologna Path in the new student`s skills required, according to the openions 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 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 path requires students to learn new skills

k) Abdaljalil M. Hamad & Rosul A. Mohammed [11], Studied the Impact of Bologna Track on using alongside traditional education without intersecting 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 can be used alongside traditional education without intersecting.

l) Abduljaleel M. Hamad [12], studied the impact of Bologna Track in strengthening the teacher-student relationship according to the openions 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.

m) Abdaljalil M. Hamad & Rusol A. Mohammed [13], studied the impact of Bologna Path in the compatibility of traditional and e-learning, according to the openions 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 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 path requires a compatibility of traditional and e-learning.

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 taking the advantage of the information and reports provided by the Bologna Path to effectively perform the work. according to the openions 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 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 taking the advantage of the information and reports provided by Bologna Path to effectively perform the work 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. Theoritical Part

2.1 Bologna Path

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 [8]. 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 "Did Taking advantage of the information and reports provided by the Bologna Process to effectively perform your work!?". This question was take from some quastionnaires 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 colledge at Imam Ja`afar Alsadiq university involved in the study during the academic year 2023- 2024. All the participants were engaged in Bologna path; 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 [14]

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 excuted.
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 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.

4. Results

Table 1: Case Processing Summary

Take advantage of the information and reports provided by the Bologna Process to effectively perform my work	Cases Total Percent
I don't agree at all	100.0%
I don't agree	100.0%
Unaligned	100.0%
I agree	100.0%
I completely agree	100.0%

Table 2: Descriptives

Take advantage of the information and reports provided by the Bologna Process to effectively perform my work	Statistic	Std. Error
number		
I don't agree at all		
Mean	54.3333	17.13022
95% Confidence Interval for Mean - Lower Bound	-19.3721	
95% Confidence Interval for Mean - Upper Bound	128.0387	
5% Trimmed Mean	54.0000	
Median	58.0000	
Variance	880.333	
Std. Deviation	29.67041	
Minimum	23.00	
Maximum	82.00	

Range	59.00	
Interquartile Range		
Skewness	-0.548	1.225
Kurtosis		
I don't agree		
Mean	77.1667	6.03499
95% Confidence Interval for Mean - Lower Bound	56.5121	
95% Confidence Interval for Mean - Upper Bound	97.8212	
5% Trimmed Mean	77.2963	
Median	76.5000	
Variance	387.367	
Std. Deviation	19.68163	
Minimum	53.00	
Maximum	99.00	
Range	46.00	

Table 3: Descriptives

Group	Statistic	Value	Std. Error
	Interquartile Range	38.50	
	Skewness	-0.022	0.845
	Kurtosis	-2.442	1.741
Unaligned	**Mean**	**50.5333**	**6.92261**
	95% CI for Mean (Lower)	35.6858	
	95% CI for Mean (Upper)	65.3809	
	5% Trimmed Mean	50.5926	
	Median	43.0000	
	Variance	718.838	
	Std. Deviation	26.81116	
	Minimum	2.00	
	Maximum	98.00	
	Range	96.00	
	Interquartile Range	44.00	
	Skewness	0.117	0.580
	Kurtosis	-0.806	1.121
I agree	**Mean**	**66.5652**	**6.17397**
	95% CI for Mean (Lower)	53.7612	
	95% CI for Mean (Upper)	79.3692	
	5% Trimmed Mean	67.0242	
	Median	65.0000	
	Variance	876.711	
	Std. Deviation	29.60931	
	Minimum	16.00	
	Maximum	109.00	
	Range	93.00	
	Interquartile Range	50.00	
	Skewness	-0.208	0.481
	Kurtosis	-1.182	0.935
I completely agree	**Mean**	**49.6452**	**4.19993**
	95% CI for Mean (Lower)	41.2469	
	95% CI for Mean (Upper)	58.0434	
	5% Trimmed Mean	49.1075	
	Median	46.5000	
	Variance	1093.643	

Table 4: Descriptives

Statistic	Value
Std. Deviation	33.07027
Minimum	1.00
Maximum	108.00
Range	107.00
Interquartile Range	60.75
Skewness	0.189
Kurtosis	-1.268

Table 5: Descriptives

Statistic	Std. Error
Std. Deviation	
Minimum	
Maximum	
Range	
Interquartile Range	
Skewness	0.304
Kurtosis	0.599

Table 6: M-Estimators

number	Huber's M-Estimator[1]	Tukey's Biweight[2]	Hampel's M-Estimator[3]	Andrews' Wave[4]
I don't agree at all	54.3333	54.9960	54.3333	55.0023
I don't agree	77.1774	77.1721	77.1667	77.1714
unaligned	49.0164	49.3323	50.2102	49.3320
I agree	68.0774	67.3373	67.0632	67.3339
I completely agree	48.2679	48.8226	49.3358	48.8226

Table 7: percentiles

Method	Response	5	10	25
Weighted Average	I don't agree at all	23.0000	23.0000	23.0000
	I don't agree	53.0000	53.0000	59.0000
	Unaligned	2.0000	16.4000	31.0000
	I agree	16.4000	20.8000	44.0000
	I completely agree	4.1500	7.3000	18.5000
Tukey's Hinges	I don't agree at all			40.5000
	I don't agree			61.0000
	Unaligned			32.0000
	I agree			47.0000
	I completely agree			19.0000

Table 8: percentiles

Method	Response	50	75	90	95
Weighted Average	I don't agree at all	58.0000			
	I don't agree	76.5000	97.5000		
	Unaligned	43.0000	75.0000	89.6000	
	I agree	65.0000	94.0000	105.2000	108.4000
	I completely agree	46.5000	79.2500	99.2000	103.8500
Tukey's Hinges	I don't agree at all	58.0000	70.0000		
	I don't agree	76.5000	97.0000		
	Unaligned	43.0000	72.0000		
	I agree	65.0000	93.0000		
	I completely agree	46.5000	79.0000		

Table 9: Extreme values[a]

Number	Category	Extreme	Case Number	Values
I don't agree at all	Highest	1	82	82.00
	Lowest	1	23	23.00
I don't agree	Highest	1	99	99.00
		2	97	97.00
		3	87	87.00
	Lowest	1	53	53.00
		2	61	61.00
		3	66	66.00
unaligned	Highest	1	98	98.00
		2	84	84.00
		3	77	77.00
		4	75	75.00
		5	69	69.00
	Lowest	1	2	2.00
		2	26	26.00
		3	29	28.00
		4	31	31.00
		5	33	33.00

Table 10: Extreme values[a]

Response	Extreme	Case Number	Value
I agree	Highest	1	109
		2	106
		3	104
		4	100
		5	96
	Lowest	1	16
		2	18
		3	25
		4	28
		5	39
I completely agree	Highest	1	108
		2	107
		3	105
		4	103
		5	102
	Lowest	1	1
		2	3
		3	4
		4	5
		5	6

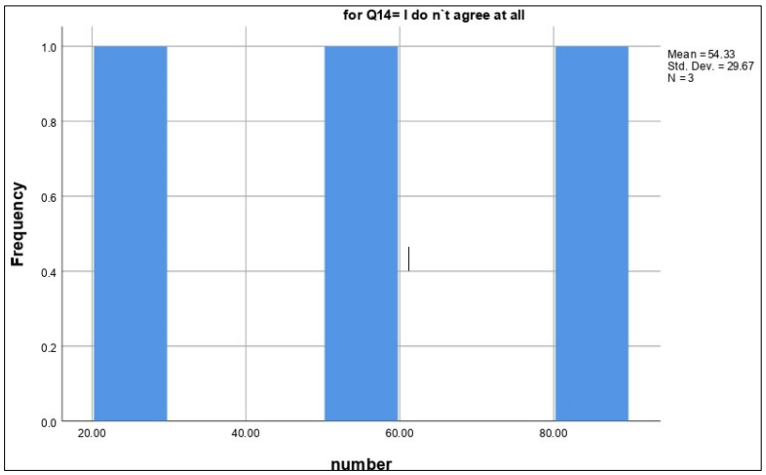

Fig 1: Histogram

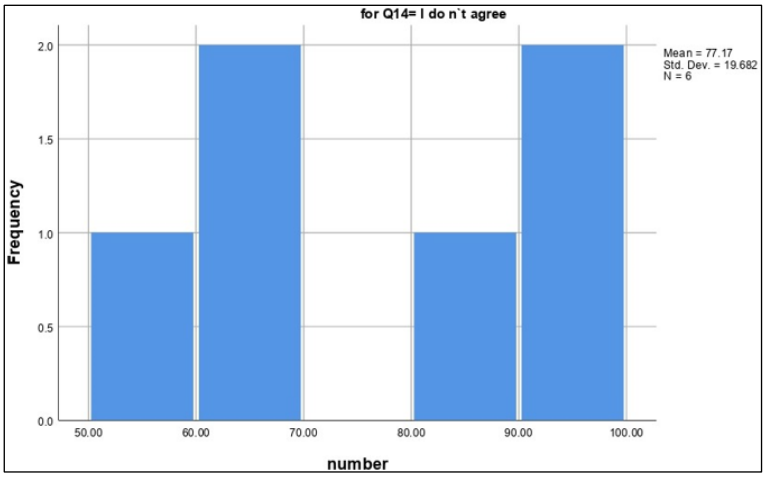

Fig 2: Histogram

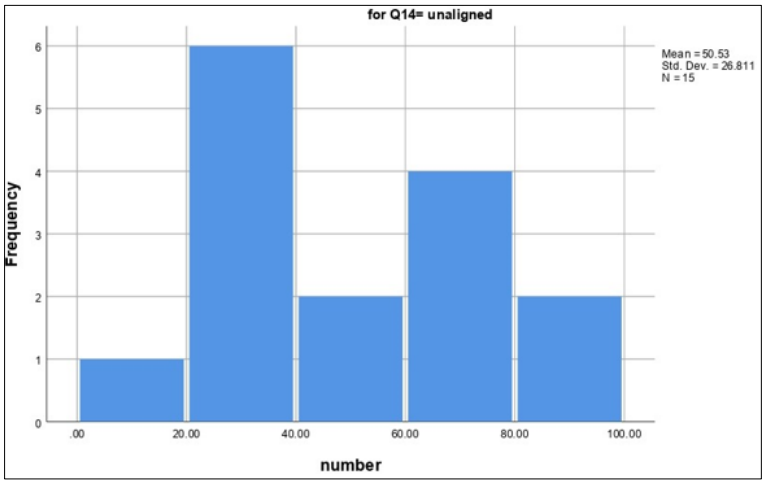

Fig 3: Histogram

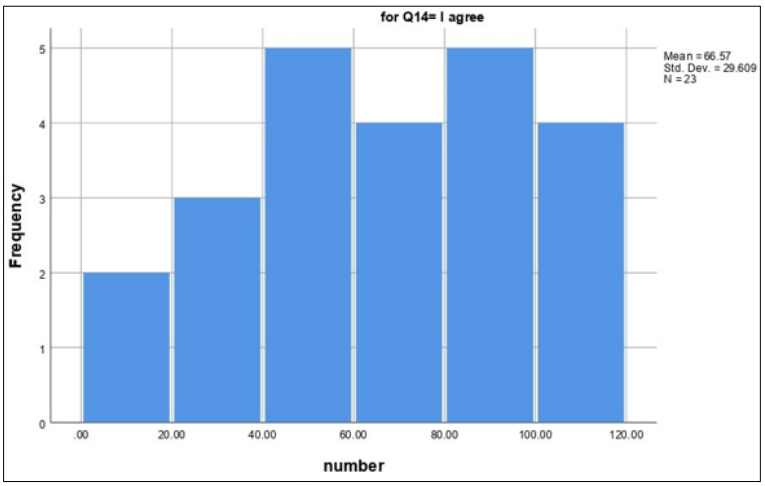

Fig 4: Histogram

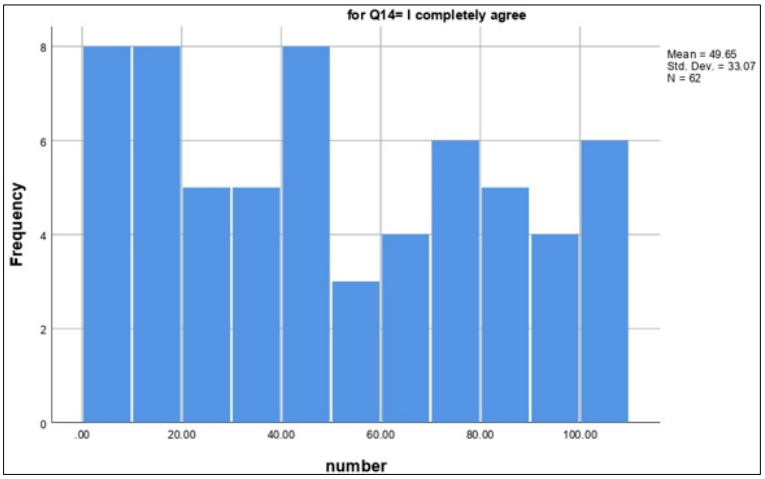

Fig 5: Histogram

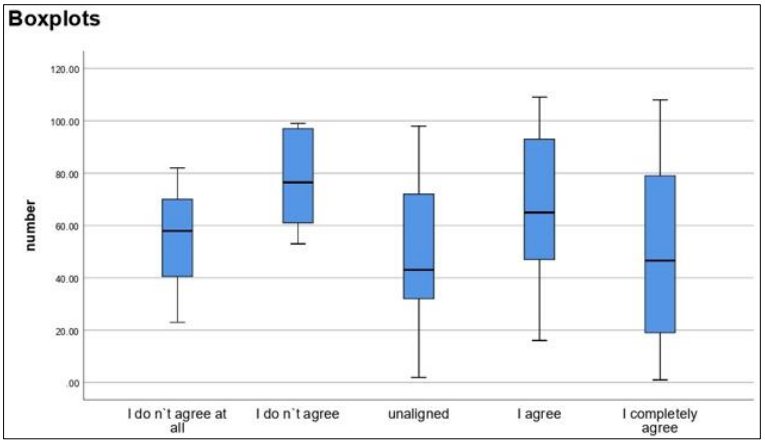

Fig 6: Take advantage of the information and reports provided by the bologna process to effectively perform my work

5. Conclusion

First: General overview of the distribution

Responses were categorized into five groups:

- I do not agree at all
- I do not agree
- Unaligned
- I agree
- I completely agree

Second: Descriptive statistical analysis for each category

1. I do not agree at all

- Number of cases: 3
- Mean: 54.33
- Standard Deviation: 29.67
- Minimum value: 23, Maximum: 82
- Range: 59
- The high standard deviation with very few responses suggests significant variation, possibly due to outliers.

2. I do not agree
- Number of cases: 6
- Mean: 77.17
- Standard Deviation: 19.68
- The responses in this category are relatively consistent and less dispersed.

3. Unaligned
- Number of cases: 15
- Mean: 50.53
- Standard Deviation: 26.81
- Median: 43
- The high variance indicates a lack of a clear pattern or consensus among participants.

4. I agree
- Number of cases: 23
- Mean: 66.57
- Standard Deviation: 29.61
- These results show a relative acceptance of the Bologna Process's usefulness, though with some variability in the degree of agreement.

5. I completely agree
- Number of cases: 62 (the largest group)
- Mean: 49.65
- Standard Deviation: 33.07
- Presence of many outliers (ranging from 1 to 108), which might suggest a misunderstanding or wide variation in interpretation of the question.

Third: Graphical analysis (boxplots & histograms)
- Boxplots show overlapping between categories, especially between "I agree" and "I completely agree," indicating a lack of clear distinction.
- Histograms confirm the wide dispersion, particularly in the "I completely agree" category.

Fourth: Distribution and Variability Analysis
- Skewness: Slight positive skew in some categories like "I completely agree," suggesting a tendency toward higher values.
- Kurtosis: Mostly negative across categories, indicating flatter distributions compared to a normal curve.

Fifth: Academic interpretation and conclusions

Although there is a general trend toward agreement (especially in the "I completely agree" category), the high standard deviations, skewness and kurtosis values, and presence of outliers indicate a significant variation in participants' understanding or practical application of the Bologna Process.

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