

Determining the Factors that Most Influence the Teacher-Pupil Communication for the Primary School Grades 1-5 in Albania by Using the Fuzzy AHP Method

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Abstract

This paper aims to determine the factors that influence the teacher-pupil communication for the primary school grades 1-5 in Albania. We already know that nowadays education system in Albania is tending to follow the western model, as it wasn't so in the previous years of transition. In order to explain better about the factors that affect this communication we use the Fuzzy AHP method, a decision making theory. Two online surveys were developed for pupils and teachers in the year 2018-2019, with ten questions respectively. The objective of the paper is to rank these questions and finding the most important and the last important one, by using Saaty scale with triangular fuzzy numbers. In accordance with both group teacher and pupil, the most important question among the surveys is the parent's communication with the teacher. A factor that pupils have difficulty is the understanding of the lesson all the time the teacher explains. For the teachers a difficult factor is giving confidence to pupils, in order to explain their talent or their feelings. The study results help the education system to focus more on teacher-pupil communication by giving due importance both of them.

Keywords: teacher-pupil communication, primary education, Fuzzy AHP, survey, Saaty scale.

Introduction

In the development of society and in the establishment of social relations, cultural, economic, scientific etc, an important role plays the communication, the way of expressing the interpreter and the clarity, the ability of what is conducted and received back. The way of communication is the ability that comes in different ways and is influenced by many factors such as age, gender, place of residence, education and different levels at different levels of society, etc. As Nelson Mandela says “Education is the most powerful weapon which you can use to change the world”, education is the key to eliminate gender inequality, to reducing poverty, to creating a sustainable planet. All types of relationships in society are related with the basis of communication. Communication is a broad science that includes all levels of society and is presented in various forms, and accompanies man from the first moments of consciousness in infancy to aging and death. Communication is carried to individuals as an important source of capital which is gradually cultivated enriching it from the basic level to professional excellence in certain areas. Many scholars dealing with education issues clearly support the established teacher-pupil relationship as a link which significantly influences education and the overall formation of the student [1]. An important role in this relationship is influenced by the school environment and the respective infrastructure, how suitable is the environment where the child is present all day, how much conditions are created to express his talents and passions. The first communication is formed between the teacher and his/her pupil, considering the impact that a teacher has upon them [2]. Basic education starts for children at the age of 6-7 years and lasts for 9 years, until the child reaches the age of 15-16 years. This is a very difficult age which includes the period of growth of children until their maturity. The teacher is the one who is seen as the manager of the created situations, the model and methods of teaching, in the alleviation of the psycho-social problems of the pupils as well as in the co-management of the parents. The teacher discipline as in communism, is a major problem in the Albanian education system. The pupils are expected to memorize the assigned material [3]. Nowadays there has been an effort to adopt the Western model, where the pupil is the centre of the education system, in opposite with the Eastern model where the teacher holds the dominant role [4]. Between the years 2009-2013 the textbook industry was deregulated in order to make textbook more affordable according teacher-pupil education. Children from 6-11 years old are a very delicate age where the pupil changes the environment from the family one in the school system, and now the pupil must gradually adapt not only to the change of the environment but also to the change and presentation of himself through the forms of communication [5]. So the child's life passes to another stage

of development which is associated with changes in behaviour, expressions, communication and building new relationships where communication plays a crucial role not only in acquiring knowledge and educational learning during the learning process but also adaptation, the behaviour and the way of communication that he acquires and expresses in the daily life of his school, family and social life [6]. An important task of the teacher is that he / she should know as much as possible about the child's life, this as a result of a very good communication with the parent. There are some forms of the communication teacher-pupil. In order to be an effective communicator, you must first learn to be a good listener, then is the verbal communication, nonverbal communication and written communication Classroom communication is of two types: discussion communication and presentation communication. The former is also known as oral discourse, while presentational communication has much less meaning negotiation than the former [7].

In previous studies are treated the education development and the communication teacher-pupil. Jean Piaget reviews the stages of development of operational structures, distinguishes four main stages of development, and discusses four factors that can be called upon to explain the development from one set of structures to another. He also shows that learning is possible in the case of logical-mathematical structures, but on one condition-that is, that the structure which one wants to teach to the subjects can be supported by simpler, more elementary, logical-mathematical structures [8]. Johann Heinrich Pestalozzi is the star of a specific cultural shift that occurred around 1800 and that can be labeled an “educational turn” [9], [10]. The development of technology has brought the presentation and transmission of knowledge to pupils in a more fun way and in a simpler and easier way to obtain or present new, information or knowledge both through posters and presentations as well as through videos and animations. With the emerging new technologies, the teaching profession is evolving from an emphasis on teacher-centered, lecture-based instruction to student-centered, interactive learning environments [11], [12]. The figure of the teacher and his communication decides on the creation of social and educational relations in the management of situations in the classroom and plays an important role in the formation of the child and in the way he communicates and behaves in society, class and family. Achieving a good and mutual communication between the parties is very important taking in consider the fact of the impact of the psychomotor development of the child. The teacher-student-parent trinity is the key to solve and mitigate mental problems, as well as the assimilation of curricular programs. The difficulties lie in the teaching aspect, the way of behaving in the school environment, the continuous educational-social education in the individuality and in the group, the highlighting of the child's character,

the invention of the talent and the tendency as well as the creation of suitable conditions and the orientation of these talents. Paul Naylor et al, compared teachers' and pupils' definitions of bullying, and this is important for the study of developmental trends in children's and adolescents' perceptions of the phenomenon and for evaluating the effectiveness of interventions designed to combat bullying [13]. Salvador Dukuzumuremyi analyzes the interactions between pupils and between pupils and their teacher, and the teacher's strategies in an inclusive classroom while pupils enrolled at a primary school work collaboratively on laptops, and indicate that their interactions are triggered by the social intimacy, teaching strategies, feedback, and classroom facilities [14]. Y.H. Raymond Lam in a study of 148 primary school teachers and 4867 Grade 4 pupils in Hong Kong found no support for the proposal that pupils learn to read better when taught by men teachers [15].

Another area of studying the teacher-pupils communication is by applying the Multi Criteria Decision Making (MCDM) strategy. Multi criteria decision making problems are a group of decision method, where AHP is one of the most preferred among them. The AHP was introduced by Saaty [16],[17]. This method has some disadvantages in its inability to deal with the uncertainty decision making problems Cheng [18], Lee [19]. In order to fix this difficulty with uncertainty Van Laarhoven and Pedrycz [20] introduced the fuzzy AHP (FAHP) based on the fuzzy set theory by Zadeh [21]. FAHP was applied with triangular fuzzy numbers and their relative preferences were described with the means of fuzzy numbers [22]. There are a few studies treating the teacher-pupil communication applying fuzzy AHP method. A teacher with good academic records may not necessarily be a good teacher hence there should be a reliable technique to evaluate teachers quality for financial and administrative decision making referred Hota H.S [23]. J. Chen et al present a novel framework for teaching performance evaluation based on the combination of fuzzy AHP and fuzzy comprehensive evaluation method [24]. Da Yang et al proposed an assessment model based on multi-layer fuzzy comprehensive evaluation method (FCE) of classroom acoustical environment is proposed. The model classifies five major factors affecting overall assessment model into several subsets alternatives [25].

The aim of this paper includes precisely the communication in the basic 5-year primary education system, child from 6-11 years old, through the fuzzy AHP method with triangular fuzzy numbers. The study evaluated the teachers and pupils communication in the primary-secondary school of “Mihal Grameno” in Tirana Albania. In order to evaluate better this communication, we apply a questionnaire for the pupils and one for the teachers. The main scope is to rank the most important question that teachers/pupils have answered, according to the results obtained for both. Children surveyed were form

6-11 years old, from 1-5 grades of primary education. So in this way we may conclude in same results for factors that determine the communication teacher/pupils according primary education in Albania. The method we have proposed to make this ranking is Fuzzy AHP with triangular numbers. The results obtained from this study can be very useful for pupils and teachers communication. The findings are useful for teachers because they need to know where their pupils are more focused during the learning in classroom and their interactions together.

Model and Analysis

Data

The purpose of this paper is to evaluate the teacher-pupil relationship using the survey of teachers and pupils. This is a somewhat accurate evaluation system because it is based on the individual expression and giving opinion, in terms of privacy, so the answers to the questionnaire are thought to be an expression of the thinking that everyone has as a teacher and as a pupil. In order to realize this work for the evaluation of the teacher-pupil communication are included only female teachers and pupils of 5-year primary education belonging to the age of 6-11 years, of school “Mihal Grameno” in the city of Tirana. The survey was developed in the academic year 2018-2019. From 150 pupils of the primary school 1-5 grades of “Mihal Grameno” participated to the questionnaire only 135 pupils and from 20 teachers answered the questionnaire only 17. In total there were two surveys, one for the pupils with 10 questions and the other for the teachers with 10 questions. Each questions of these surveys have 5 alternatives where only one of them should be chosen as an answer. The evaluation of the alternatives to each question was based on the 1-5 likert scale with alternatives: a) Always = 5 b) Often = 4 c) Sometimes = 3 d) Rarely = 2 e) Never = 1

For all these data firstly we construct the pair-wise comparison matrices with Saaty scale, for the classes of primary education as Pupil level , then we apply Fuzzy AHP with triangular fuzzy numbers in order to rank the questions of the survey from the most preferred to the last preferred. In figure 1 is shown the hierarchy structure for our problem. Also for the teachers level we apply Fuzzy AHP with triangular fuzzy numbers to find question that has more importance of the survey

Hierarchy structure

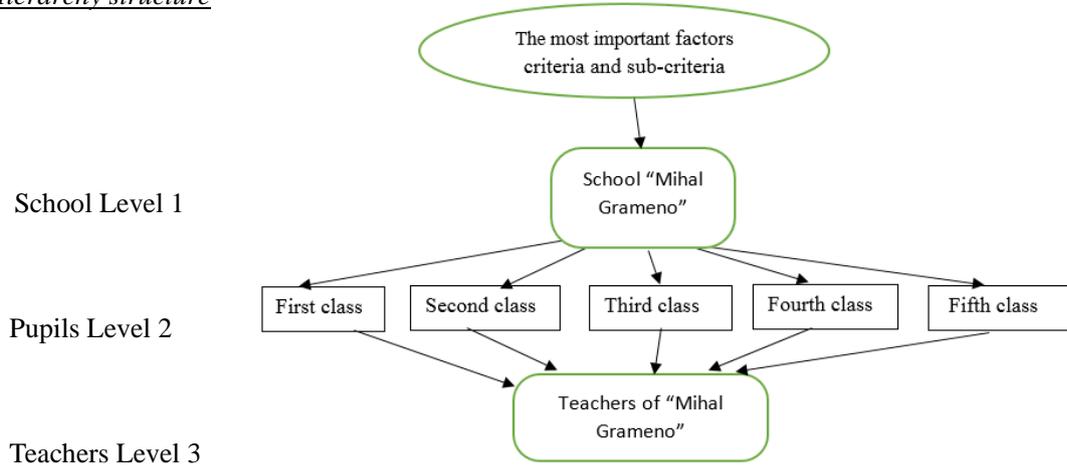


Figure 1 Hierarchy structure of the problem

Fuzzy AHP with triangular fuzzy numbers

Fuzzy AHP is an improvement of AHP method [26] for solving complicated decision problems with criteria and sub-criteria. Zadeh [21] introduced the fuzzy sets, and fuzzy membership functions with elements $[0,1]$. There are different fuzzy membership functions such as: triangular, trapezoidal, s-shape, sigmoid, and Gaussian. In this study we use triangular fuzzy membership function and show how it is adapted to the data [27]. A fuzzy number $\check{\alpha} = (l, m, u)$ is called a triangular fuzzy number (TFN) with lower, medium and upper bounds respectively, if its membership function $\mu_{\check{\alpha}}(x): R \rightarrow [0,1]$ is as follows:

$$\mu_{\check{\alpha}}(x) = \begin{cases} \frac{x-l}{m-l} & l \leq x \leq m \\ \frac{u-x}{u-m} & m \leq x \leq u \\ 0 & x \notin [l, u] \end{cases} \quad (1)$$

The operational laws with Fuzzy numbers based on Gao [28], Nagoor [29]:

- a) $\check{\alpha}_1 \oplus \check{\alpha}_2 = (l_1, m_1, u_1) \oplus (l_2, m_2, u_2) = (l_1 + l_2, m_1 + m_2, u_1 + u_2)$
- b) $\check{\alpha}_1 \otimes \check{\alpha}_2 = (l_1, m_1, u_1) \otimes (l_2, m_2, u_2) = (l_1 l_2, m_1 m_2, u_1 u_2)$
- c) $\check{\alpha}_1 \oslash \check{\alpha}_2 = (l_1, m_1, u_1) \oslash (l_2, m_2, u_2) = (l_1/l_2, m_1/m_2, u_1/u_2)$
- d) $\check{\alpha}^{-1} = (l, m, u)^{-1} = (\frac{1}{u}, \frac{1}{m}, \frac{1}{l})$

Firstly we construct the decision matrix with Saaty scale, decided from the decision maker experts. The most important thing is that this matrix has to be consistent with index CI less or equal to 0.1 ($CI = \frac{\lambda_{max}-n}{n-1} \leq 0.1$). Also is necessary that the consistence ratio $CR = CI/RI \leq 0.1$, where RI is random index of the matrix n-order showed in table 1. If the matrix is not consistent, the decision makers have to review their scales of judgment for all the data until the consistency of the matrix.

Table 1. Random Index for matrix of n-order, simple AHP (Saaty 1980)

n	1	2	3	4	5	6	7	8	9	10
RI	0.00	0.00	0.58	0.9	1.12	1.24	1.32	1.41	1.45	1.49

In this study all crisp numbers of the Saaty decision matrix are converted into triangular fuzzy numbers as in matrix \check{A} by applying the values of table 2 that indicates the Saaty scale for the relative importance.

Table 2. The relative importance values with triangular fuzzy numbers

Relative importance value	Importance	Triangular fuzzy numbers	Inverse of triangular fuzzy numbers
1	Equal	(1,1,1)	(1,1,1)
3	Moderate	(2,3,4)	(1/4,1/3,1/2)
5	Strong	(4,5,6)	(1/6,1/5,1/4)
7	Very strong	(6,7,8)	(1/8,1/7,1/6)
9	Extremely strong	(9,9,9)	(1/9,1/9,1/9)
2	Intermediate values	(1,2,3)	(1/3,1/2,1)
4	Intermediate values	(3,4,5)	(1/5,1/4,1/3)
6	Intermediate values	(5,6,7)	(1/7,1/6,1/5)
8	Intermediate values	(7,8,9)	(1/9,1/8,1/7)

The decision matrix $\check{A} = (\check{a}_{ij})$, $\check{a}_{ij} = (l_{ij}, m_{ij}, u_{ij})$, where $\check{a}_{ij}^{-1} = (\frac{1}{u_{ij}}, \frac{1}{m_{ij}}, \frac{1}{l_{ij}})$ (2)

For each of the criteria is calculated the fuzzy geometric mean value:

$$\check{r}_i = \left(\prod_{j=1}^n \check{a}_{ij} \right)^{1/n} \quad (3)$$

After step (3) becomes the defuzzification of fuzzy numbers $\check{\omega}_i$ with the method “Center of Area” named as COA for the fuzzy weights, and according to Voskoglou [30] the coordinates of the Center of Area for the triangular formed with fuzzy numbers are $G(\frac{l+m+n}{3}, \frac{1}{3})$.

$$\check{\omega}_i = \check{r}_i \otimes (\check{r}_1 \oplus \check{r}_2 \oplus \dots \oplus \check{r}_n)^{-1} \quad (4)$$

The last is the average M_i and the normalized weights N_i for all the criteria:

$$M_i = \frac{\check{\omega}_1 \oplus \check{\omega}_2 \oplus \dots \oplus \check{\omega}_n}{n} \quad (5)$$

$$N_i = \frac{M_i}{M_1 \oplus M_2 \oplus \dots \oplus M_n} \quad (6)$$

Results and discussion

According to the responses of the survey for the children 6-11 years, as in figure 1 the pupils level, the decision makers constructed the decision matrix by Saaty scale crisp number. The decision makers are a group of professors that know very well AHP method and the models of judgments in decision. The consistency index calculated for the matrix below is $IC=0.098 < 0.1$

Table 3. The decision matrix for Pupils level of “Mihal Grameno” School with Saaty crisp numbers.

1st-5th class	Q ₁	Q ₂	Q ₃	Q ₄	Q ₅	Q ₆	Q ₇	Q ₈	Q ₉	Q ₁₀
Q ₁	1	1/3	4	2	1/3	2	3	4	2	1/6
Q ₂	3	1	7	3	3	2	4	2	3	1/2
Q ₃	1/4	1/7	1	1/2	1/9	1/6	1/3	1/5	1/3	1/7
Q ₄	1/2	1/3	2	1	1/4	1/2	4	1/5	1/2	1/6
Q ₅	3	1/3	9	4	1	5	3	4	2	1/2
Q ₆	1/2	1/2	6	2	1/5	1	1/2	1/2	2	1/5
Q ₇	1/3	1/4	3	1/4	1/3	2	1	1/2	2	1/6
Q ₈	1/4	1/2	5	5	1/4	2	2	1	2	1/4
Q ₉	1/2	1/3	3	2	1/2	1/2	1/2	1/2	1	1/5
Q ₁₀	6	1/4	7	6	2	5	6	4	5	1

Applying the Fuzzy AHP from step (2) to (6) with triangular fuzzy numbers we have the results in table 4.

Table 4 The ranked questions for the pupils level of “Mihal Grameno” School with Saaty crisp numbers.

1 st -5 th class	\check{r}_i	$\check{\omega}_i$	COA	N_i	Rank
Q ₁	(0.83, 1.2, 1.63)	(0.05,0.096,0.163)	0.103	0.097	4
Q ₂	(1.57, 2.32, 3.13)	(0.094, 0.18, 0.313)	0.195	0.183	2
Q ₃	(0.2, 0.25, 0.32)	(0.012,0.02,0.032)	0.021	0.019	10
Q ₄	(0.4, 0.55, 0.81)	(0.024, 0.044, 0.08)	0.049	0.046	9
Q ₅	(1.59, 2.15, 2.82)	(0.095, 0.17,0.28)	0.181	0.17	3
Q ₆	(0.52, 0.59, 1.14)	(0.031, 0.047, 0.11)	0.062	0.058	6
Q ₇	(0.43, 0.6, 0.85)	(0.025, 0.048, 0.08)	0.051	0.048	8
Q ₈	(0.72, 1.04, 1.42)	(0.043, 0.083, 0.14)	0.088	0.083	5
Q ₉	(0.44, 0.64, 1.04)	(0.026, 0.051, 0.1)	0.059	0.055	7
Q ₁₀	(2.43, 3.07, 3.7)	(0.14,0.24, 0.37)	0.25	0.235	1

If we look carefully at the appendix A1 survey for pupils, we see that they have given more importance to question Q₁₀ "Does your teacher communicate with your parent about everything around you?" This is in fact the most important question among them. Second comes the Q₂ question "Do you feel the warmth and sweetness in the communication that the teacher has with you during the lesson?" which is also considered an essential part of teacher-pupil communication. Regarding the 5-likert scale alternatives we construct the decision matrix in relation to Q₁₀, as shown in table 5-6, with IC=0.093.

Table 5 The decision matrix for Q₁₀ according alternatives of responses for the Pupils level

Q ₁₀	Always	Often	Sometimes	Rarely	Never
Always	1	6	5	8	9
Often	1/6	1	3	4	7
Sometimes	1/5	1/3	1	3	6
Rarely	1/8	1/4	1/3	1	3
Never	1/9	1/7	1/6	1/3	1

Table 6 The ranked alternatives of responses for Q₁₀ level Pupils of “Mihal Grameno”.

Q ₁₀	\check{r}_i	$\check{\omega}_i$	COA	N _i	Rank
Always	(4.17, 4.64, 5.08)	(0.41, 0.55, 0.71)	0.556	0.57	1
Often	(1.38, 1.68, 2)	(0.138, 0.2, 0.28)	0.206	0.21	2
Sometimes	(0.83, 1.03, 1.28)	(0.083, 0.099, 0.18)	0.12	0.124	3
Rarely	(0.4, 0.49, 0.62)	(0.04, 0.058, 0.086)	0.061	0.063	4
Never	(0.21, 0.24, 0.28)	(0.021, 0.006, 0.039)	0.022	0.023	5

So the most important from the alternatives of answering for Q₁₀ is “always”, and for the Albanian children of primary grades we conclude that the teachers communicate always with their parents. So the teacher-pupil communication also is related with their parents, so in fact this is a basic trinomial communication for children. In fact the last important one is question Q₃ “Do you understand the teacher all the time when he/she explains during the lesson?”. We think this is the last important because some pupils have attention in the lesson all the time, while mostly can’t concentrate all this time.

Now we evaluate the teacher’s survey of questions with their decision matrix and we apply the Fuzzy AHP method in order to find the most important from them. The consistency is IC=0.0987. Table 7 and table 8 show the ranked questions of the teacher’s survey. (See Appendix A₂)

Table 7 The decision matrix for Teachers level of “Mihal Grameno” School with Saaty crisp numbers.

Teachers	Q ₁	Q ₂	Q ₃	Q ₄	Q ₅	Q ₆	Q ₇	Q ₈	Q ₉	Q ₁₀
Q ₁	1	1/4	4	2	1/4	1/2	4	2	4	1/8
Q ₂	4	1	5	3	3	2	4	2	4	1/3
Q ₃	1/4	1/5	1	1/2	1/9	1/6	1/3	1/5	1/3	1/7
Q ₄	1/2	1/3	2	1	1/4	1/2	4	1/5	1/2	1/3
Q ₅	4	1/3	9	4	1	3	5	4	3	1/3
Q ₆	2	1/2	6	2	1/3	1	3	4	2	1/5
Q ₇	1/4	1/4	3	1/4	1/5	1/3	1	1/2	1/2	1/6
Q ₈	1/2	1/2	5	5	1/4	1/4	2	1	2	1/7
Q ₉	1/4	1/4	3	2	1/3	1/2	2	1/2	1	1/5
Q ₁₀	8	3	7	3	3	5	6	7	5	1

Table 8 The ranked questions for the teachers level of “Mihal Grameno” School.

Teachers	\check{r}_i	$\check{\omega}_i$	COA	N_i	Rank
Q ₁	(0.32, 0.99, 1.32)	(0.017, 0.072, 0.132)	0.0736	0.067	5
Q ₂	(1.59, 2.28, 2.97)	(0.089, 0.166, 0.29)	0.1816	0.165	2
Q ₃	(0.21, 0.26, 0.33)	(0.011, 0.018, 0.033)	0.02	0.018	10
Q ₄	(0.43, 0.59, 0.89)	(0.024, 0.043, 0.089)	0.052	0.047	8
Q ₅	(1.73, 2.21, 2.77)	(0.096, 0.161, 0.277)	0.178	0.161	3
Q ₆	(0.91, 1.34, 1.85)	(0.05, 0.097, 0.185)	0.1106	0.1	4
Q ₇	(0.31, 0.4, 0.57)	(0.017, 0.029, 0.057)	0.034	0.03	9
Q ₈	(0.62, 0.85, 1.18)	(0.034, 0.062, 0.118)	0.071	0.064	6
Q ₉	(0.45, 0.64, 0.93)	(0.025, 0.046, 0.093)	0.0546	0.049	7
Q ₁₀	(3.32, 4.17, 4.97)	(0.185, 0.3, 0.497)	0.327	0.297	1

The most important question evaluated from them is Q₁₀ “Do you think that the role of the parent is a key factor for a quality teacher-pupil communication?” Teachers have given importance to this question, because the parent’s communication is really a key factor according even to the results of pupils for the most important question among them. The next is Q₂ “With all the liberal methods applied in the education system today, do you think you should take a rigorous approach to the verbal problems that arise in the classroom?”, so they take into consider the verbal problems in the class and they think to make a rigorous approach for this problem.

The last important one is the question Q₃ “Have you given confidence to the pupils by creating opportunities and environment for him/her to express not only his/her talent but also all the feelings he/she has?”. In fact, it is difficult for Albanian teachers to give confidence to their pupils, even referring to previous education systems deeply embedded in the culture.

In relation with Q₁₀ we apply the fuzzy AHP for the alternatives of the question to find the most chosen from them. It’s shown in table 9 and table 10 that “Always” is the most important one so the most selected alternative of responses. The decision matrix consistency is IC=0.086.

Table 9 The decision matrix for Q₁₀ according alternatives of responses for the Teachers level

Q ₁₀	Always	Often	Sometimes	Rarely	Never
Always	1	2	4	6	5
Often	1/2	1	2	6	5
Sometimes	1/4	1/2	1	3	4
Rarely	1/6	1/6	1/3	1	4
Never	1/5	1/5	1/4	1/4	1

Table 10 The ranked alternatives of responses for Q₁₀ level Pupils

Q ₁₀	\check{r}_i	$\check{\omega}_i$	COA	N_i	Rank
Always	(0.426, 0.613, 0.914)	(0.036, 0.065, 0.125)	0.075	0.0538	6
Often	(0.292, 0.35, 0.51)	(0.025, 0.037, 0.069)	0.043	0.03	8
Sometimes	(1.4, 1.76, 2.05)	(0.12, 0.188, 0.28)	0.196	0.14	2
Rarely	(0.37, 0.47, 0.69)	(0.031, 0.05, 0.094)	0.058	0.0416	7
Never	(1.09, 1.62, 2.05)	(0.093, 0.173, 0.28)	0.182	0.13	3

Conclusions

Albania passed through great transitions in education according to party policies, but nowadays it is trying to pass into open western education. In this study we evaluate the factors that determine the teacher-pupil communication, by two online surveys, one for the pupils 6-11 years old, 1-5 grades primary education systems, and the other for the teachers in the School “Mihal Grameno” Tirana Albania. The data belong to the year 2018-2019. The main scope is to rank the most important question that teachers/pupils have answered, according to the results obtained for both in order to consider some factors that affect their communication.

The method we propose to make this ranking is Fuzzy AHP with triangular fuzzy numbers, firstly applied by Saaty. Fuzzy AHP is one of the most used technique from Multi Criteria Decision Making problems (MCDM) theory, and is adapted mostly in the social science. Fuzzy AHP's scholar articles of primary education help the education system to better judge teacher-pupils communication. We apply the Saaty fuzzy scale with triangular fuzzy numbers, then Fuzzy AHP in order to rank the questions of the surveys from the most important to the last important. For our pupils the most important question was Q₁₀ “Does your teacher communicate with your parent about everything around you?” with the most important alternative “Always”.

A factor that determine their relations is also the warmth and sweetness in the communication that the teacher has with them, and as the last important factor we may conclude that is question Q₃ because they don't understand the teacher all the time that he/she explains the lessons. In parallel is the teacher's survey, for them the most important question was Q₁₀ "Do you think that the role of the parent is a key factor for a quality teacher-pupil communication?" with the most important alternative "Always". As we see the binomial teacher-pupils has also another variable that are the parents as factors that determine their communication. A second factor that affect this communication according teachers is that they take into consider the verbal problems in the class and think to make a rigorous approach for the problem caused from the pupils. For Albanian primary teachers the last important factor is to give confidence to the pupils, they have a lot of difficulty in this directions.

The results obtained from this study can be very useful for pupils and teachers communication, because they need to know where their pupils are more focused during the learning in classroom and their interactions together, even in the ambience of the school. The study has limitations because the parents influence are not treated in the communication teacher-pupil. In the future the study may include other primary schools even parents, or other factors as are close friends, and the community the child belongs to.

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Appendix

A₁ : The questionnaire for the pupils

1. Did the teacher help you to acclimatize to your first grade start?

a) Always b) Often c) Sometimes d) Rarely e) Never

2. Do you feel the warmth and sweetness in the communication that the teacher has with you during the lesson?

a) Always b) Often c) Sometimes d) Rarely e) Never

3. Do you understand the teacher all the time when he/she explains during the lesson?

a) Always b) Often c) Sometimes d) Rarely e) Never

4. Do you have cases of disagreement and quarrels with friends and classmates?

a) Always b) Often c) Sometimes d) Rarely e) Never

5. Has the teacher been present in resolving disputes and quarrels with each other on school ambience?

a) Always b) Often c) Sometimes d) Rarely e) Never

6. Did you feel insulted and offended by the teacher during your stay at school?

a) Always b) Often c) Sometimes d) Rarely e) Never

7. Has the teacher motivated you to highlight your talent?

a) Always b) Often c) Sometimes d) Rarely e) Never

8. Do you see the teacher as a model who has entered in your life?

a) Always b) Often c) Sometimes d) Rarely e) Never

9. Do you discuss with the teacher everything you think?

a) Always b) Often c) Sometimes d) Rarely e) Never

10. Does your teacher communicate with the parent about everything around you?

a) Always b) Often c) Sometimes d) Rarely e) Never

A₂ : The questionnaire for the teachers

1. Do you think that a good communication by your part conveys motivation and confidence to the pupil?

a) Always b) Often c) Sometimes d) Rarely e) Never

2. With all the liberal methods applied in the education system today, do you think you should take a rigorous approach to the verbal problems that arise in the classroom?

a) Always b) Often c) Sometimes d) Rarely e) Never

3. Have you given confidence to the pupil by creating opportunities and environment for him/her to express not only his/her talent but also all the feelings he/she has?

a) Always b) Often c) Sometimes d) Rarely e) Never

4. Does decrease the teacher's authority over a pupil, a chosen communication and suitable that includes all types of communication during a school day in accordance with the curriculum?

a) Always b) Often c) Sometimes d) Rarely e) Never

5. Do you discuss with colleagues the specific relationships created in certain circumstances in relation to your pupils?

a) Always b) Often c) Sometimes d) Rarely e) Never

6. Do you think that the application of new methods and innovations affects better communication in a better development of the learning process?

a) Always b) Often c) Sometimes d) Rarely e) Never

7. Do you think that discussion-based trainings on "teacher-pupil communication" should be attended continuously by teachers?

a) Always b) Often c) Sometimes d) Rarely e) Never

8. Have you had difficulty communicating with parents to resolve teacher-student disputes?

a) Always b) Often c) Sometimes d) Rarely e) Never

9. Do you think that the pupil expresses openly in every ambience inside and outside the school, the way of communication that the teacher uses in the classroom?

a) Always b) Often c) Sometimes d) Rarely e) Never

10. Do you think that the role of the parent is a key factor for a quality teacher-pupil communication?

a) Always b) Often c) Sometimes d) Rarely e) Never