

**PEDAGOGICAL PRACTICES OF MATHEMATICS TEACHER IN
ETHNICALLY PLURAL CLASSROOM AT SECONDARY LEVEL**

**A
THESIS
BY
JAGDISH PRASHAD BHATTA**

**FOR THE PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION**

**SUBMITTED
TO
DEPARTMENT OF MATHEMATICS EDUCATION
CENTRAL DEPARTMENT OF EDUCATION
UNIVERSITY CAMPUS
TRIBHUVAN UNIVERSITY
KIRTIPUR, KATHMANDU
2014**

TRIBHUVAN UNIVERSITY
UNIVERSITY CAMPUS, KIRTIPUR

CENTRAL DEPARTMENT OF EDUCATION
DEPARTMENT OF MATHEMATICS EDUCATION
KATHMANDU, NEPAL

LETTER OF CERTIFICATE

This is to certify that **Mr. Jagdish Prashad Bhatta**, a student of academic year 2068-2069 B.S. with thesis number 1000, Exam Roll No. 281613/069, Campus Roll No.866 and T.U. Regd. No. 9-2-329-269-2007 has completed his thesis under my supervision during the period prescribed by the rules and regulations of T.U. Nepal. The thesis entitled "**Pedagogical Practices of Mathematics Teacher in Ethnically Plural Classroom at Secondary Level**" has been prepared based on the results of his investigation. I recommend and forward that his thesis be submitted for the evaluation as the partial requirement to award the degree of Master of Mathematics Education.

.....

(Mr. Abatar subedi)

Supervisor

.....

(Mr. Laxmi Narayan Yadav)

Head

TRIBHUVAN UNIVERSITY
UNIVERSITY CAMPUS, KIRTIPUR
CENTRAL DEPARTMENT OF EDUCATION
DEPARTMENT OF MATHEMATICS EDUCATION
KATHMANDU, NEPAL

Letter of Approval

Thesis

By

Jagdish Prashad Bhatta

"Pedagogical Practices of Mathematics Teacher in Ethnically Plural Classroom at Secondary Level" has been approved in partial fulfillment of the requirements for Degree of Master of Education.

Committee for the Viva-Voce

Signature

- | | | |
|----|--|-------|
| 1. | Mr. Laxmi Narayan Yadav
(Chairman) | |
| 2. | Prof. Dr. Hari Prasad Upadhyay
(Member) | |
| 3. | Mr. Abatar Subedi
(Member) | |

Acknowledgement

I wish to acknowledge with appreciation and gratitude to many people for their encouragement and critical responses. Without them, I would have been incapable of writing this thesis. At first, I am grateful to my thesis supervisor Mr. Abatar Subedi Lecturer of Department of Math Education, Tribhuvan University who guided me throughout the study. His invaluable guidance made me complete and present this research work in this form. I am equally grateful to Mr. Laxmi Narayan Yadav, Head Department Mathematics Education, Central Department of Education, Tribhuvan University, for his encouragement and cooperation while doing this research work. Similarly, my sincere thanks go to Prof. Dr. Hari Prasad Upadhyay Chairman, Subject Committee, Mathematics and Computer Science Education, T.U., Kirtipur for his direct and indirect help in carrying out this research work successfully.

I am thankful to all my colleagues for sharing their experiences about the study. I would like to thank all my family members who inspired me throughout to the research work. The researcher is thankful to the Head teacher and Mathematics teachers for their sincere co-operation and especially grateful to all the students for their active participation in during the collection of data of the study.

Finally but foremost, I must express my gratitude to Mr. Lavdev Kalouni and Mrs. Kamala Kalouni for his computer

.....

Jagdish Prashad Bhatta

Abstract

This research is descriptive in nature related to pedagogical practices of mathematics teacher in ethnically plural classroom at secondary level. The objectives of this study were to explore how mathematics teacher manage the students diversity (cultural, ethnic, linguistic) through pedagogical practices in the classroom and to investigate the learning need of different culture, ethnic and linguistic groups of student in mathematics teaching learning activities.

To meet the objectives, certain tools were constructed in a close consultation of the supervisor and administered on the selected sample. For conducting the study Secondary School in Kanchanpur District was selected employing the purposive sampling procedure. On the basis of the sample chosen, the tools were administrated. These tools were interview questionnaires for the students, questionnaires for the teachers, and observation checklist for classroom, were conducted to achieve the information.

It was found that, most of the math teachers used traditional oriented teaching methods which were far from the student's reality. Teaching methods and materials that math teacher used in classroom did not represent the need of classroom diversity. Overall activities of the teachers reflected that they were unconscious and unaware of the knowledge about managing the ethnically plural classroom. In teaching the teachers did not empower the students equally rather disempowered the students. The study has drawn several findings. Disconnected teaching activities and traditional oriented teaching methods and materials. Lack of appropriate knowledge in mathematics teacher to make all students equally involve in classroom teaching. Positive behaviors of teachers but indifferent to poor students as well as partly bias, violence and discrimination and violence. Psychological barrier such as humiliation, inferiority, shyness and fear in students reduces the behavior of math learning. Teachers oriented teaching methods, language, uniform pedagogy, materials, national curriculum, and understanding about the students learning background. Management of multi-lingual and multi-ethnic classroom teaching and curriculum. Social justice in classroom teaching for equal learning experiences.

TABLES OF CONTENTS

Letter of Approval

Letter of Certificate

Acknowledgement

Abstract

Table of Contents

Chapter	Page No.
I: INTRODUCTION	1-7
Background of the Study	1
Statement of the Problem	4
Objectives of the Study	6
Signification of the Study	6
Delimitation of the Study	6
Definition of Terms	7
II : REVIEW OF RELATED LITERATURES	8-12
Review of Diversity Related Documents	8
Conceptual framework of the Study	12
III: RESEARCH METHODS AND PROCEDURES	13-16
Design of the study	13
Sample and sampling process	13
Tools and instruments of Data Collection	14
Questionnaire	14
Interview	15
Observation	15
Data Analysis Procedure	15
IV: DATA ANALYSIS AND INTERPRETATION	17-32
Math Teacher's Ways of Addressing the Need of Classroom Diversities	18
Methods for Addressing the Needs of Students Identities	20
Practice and Effort of Math Teacher for Equal involvement of Multi-Ethnic	

Students	21
Potent Behaviors that Lead to Bias, Discrimination, Prejudice and Violence in the Classroom	22
Teacher's Awareness and Conscious about Bias, Discrimination, Bias and Violence	24
Mathematics Teaching Behavior as Per the Need of Different Ethnic Identities	27
Students Perception on the Problem of Mathematics Teaching	28
Ways of Providing Equal Learning Experiences for Multi ethnic Students in Mathematics Learning	29
Teacher's Perception on Hindrances to Teaching Different Students	31
V: SUMMARY, FINDING, CONCLUSION AND RECOMMENDATION	33-36
Summary	33
Findings	34
Conclusion	35
Recommendation	36
Bibliography	
Appendices	