

**MY EXPERIENCE ABOUT MENTORING AND LEARNING  
MATHEMATICS**

**A  
THESIS  
BY  
DEBU PRASAD ARYAL**

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

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

**2016**



त्रिभुवन विश्वविद्यालय  
शिक्षा शास्त्र संकाय

शिक्षा शास्त्र केन्द्रीय विभाग

TRIBHUVAN UNIVERSITY  
FACULTY OF EDUCATION  
CENTRAL DEPT. OF EDUCATION

विश्वविद्यालय क्याम्पस  
कीर्तिपुर, काठमाडौं, नेपाल  
फोन नं.: ४३३१३३७

UNIVERSITY CAMPUS  
Kirtipur, Kathmandu, Nepal  
Tel. No.: 4331337

पत्र संख्या:-  
Ref.

मिति: .....  
Date: .....

### LETTER OF CERTIFICATE

This is to certify that Mr. Debu Prasad Aryal a student of academic year 2069/070 with campus Roll No.1133, Thesis No. 1083, Exam Roll No:281019/2070 and T.U. Registration No:9-1-50-797-2006 has completed his thesis under my supervision during the period of 2072 Ashoj to 2073 sawan . The thesis entitled “MY EXPERIENCE ABOUT MENTORING AND LEARNING MATHEMATICS” has been prepared based on the result of his investigation in the Department of Mathematics education, University Campus, Tribhuvan University, Kirtipur, Kathmandu, Nepal. I recommend and forward that this thesis be submitted for the evaluations as the partial requirements to awarding the degree of Master of Education.

.....

(Mr. Lok Nath Bhattarai )

Supervisor

.....

(Assot.prof. Laxmi Narayan Yadav)

Head

Date: 8th August, 2016



त्रिभुवन विश्वविद्यालय  
शिक्षा शास्त्र संकाय

शिक्षा शास्त्र केन्द्रीय विभाग  
TRIBHUVAN UNIVERSITY  
FACULTY OF EDUCATION  
CENTRAL DEPT. OF EDUCATION

विश्वविद्यालय क्याम्पस  
कीर्तिपुर, काठमाडौं, नेपाल  
फोन नं.: ४३३१३३७

UNIVERSITY CAMPUS  
Kirtipur, Kathmandu, Nepal  
Tel. No.: 4331337

पत्र संख्या:-  
Ref.

मिति: .....  
Date: .....

**LETTER OF APPROVAL**

Thesis By

**DEBU PRASAD ARYAL**

Entitled

**“MY EXPERIENCE ABOUT MENTORING AND LEARNING  
MATHEMATICS”**

has been approved in partial Fulfillment for the Requirements for the Degree of  
Masters of Education.

**Committee for the viva-voce**

**Signature**

1. Assoc. Prof. Laxmi Narayan Yadav .....  
(Chairman)
2. Prof. Dr. Hari Prasad Upadhyay .....  
(Member)
3. Mr. Lok Nath Bhattarai .....  
(Member)

Date: 29th August, 2016

## **DEDICATION**

This thesis work is dedicated to all my Gurus for their appropriate suggestion and guidance to me in the completion of this thesis. And to my father Mr. Ganga Ram Aryal and my mother Mrs. Bel Kumari Aryal, for their kind, continuous, and co-operative effort with deep love and affection to make me what I am now.

## ACKNOWLEDGEMENT

This task of thesis writing has really taken me to a newer world. As a result, I have felt a new experience in the context of my study. In course of writing this thesis, I have been inspired fully by the invaluable cooperation, suggestion, guidance and counseling of various persons. Therefore, first of all, I would like to express my sincere gratitude to my respected Guru and thesis supervisor Mr. Lok Nath Bhattarai, Department of Mathematics Education, T.U. for his guidance, encouragement, useful comments and invaluable suggestions to complete this thesis. Without his regular encouragement and constructive feedback, this work would never see the light of completion.

I am grateful to supervisor Mr. Lok Nath Bhattari, Department of Mathematics Education. He constantly advised and encouraged me so that I became able to complete this work. I would like to thank Associate professor, Laxmi Narayan Yadav, Head of the Department, Professor Dr. Hari Prasad Upadhyay and the research committee for letting me to carry out this research.

My obligation go to my parents for their continuous suggestions and inspirations. Finally, I thank Mr. Tara Prasad Aryal and Suman Pokhrel for editing English language of my thesis and I would like to remember all my friends who helped me directly or indirectly for the completion of this thesis.

.....

**Debu Prasad Aryal**

## **ABSTRACT**

This research study depicts my experiences, feelings and perception of relationship with teacher in different stages of my life. I have used auto ethnography as the methodology for this qualitative based report. Auto ethnography is research, writing and story where myself is the subject and my experiences are the data. This auto ethnography tells my story from an inside perspectives. This study has changed my belief about reality and my view how to know the reality.

The purpose of this inquiry is to explore the teacher students relationship and its potential impact in learning mathematics. The theoretical frame for this auto ethnography is constructivism. In this study I am the primary data source. The experience for this study of relationship with teacher is recounted by memory, self observational and self reflective. The memory, self observational and self reflective data capture the past and present perspectives of my lived experienced. The research questions guiding this research are: how the relationship with teacher facilitated my learning? And what are consequences of my relationship with teacher in my learning?

The outcomes of this study shows that the teacher students relationship to be a dynamic factor in classroom where the mathematics teachers have not been able to link culture and knowledge. The findings also shows that the invest of teacher interaction not only effects the learning outcomes and student behavior in the classroom, but also the potentially impacts each students future achievements and success.

## TABLE OF CONTENTS

	<b>Page No.</b>
<i>Letter of Certificate</i>	<i>i</i>
<i>Letter of Approval</i>	<i>ii</i>
<i>Acknowledgements</i>	<i>iii</i>
<i>Dedication</i>	<i>iv</i>
<i>Abstract</i>	<i>v</i>
<i>Table of Contents</i>	<i>vi</i>
<i>List of Abbreviation</i>	<i>ix</i>
<b>CHAPTERS</b>	
<b>I. INTRODUCTION</b>	<b>1-7</b>
Background of the Study	1
Statement of the Problem	4
Research Question	5
Objectives of the Study	6
Significance of the Study	6
Delimitations of the Study	7
<b>II. REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK</b>	<b>8-15</b>
Review of Empirical literature	8
Review of Theoretical literature	11
Constructivism	12
Variation Theory	13
Transformative Learning	13
Implication of the Review of the Study	14

Conceptual Framework	15
<b>III. METHODS AND PROCEDURES</b>	<b>16-22</b>
Research Design	16
Paradigm of Interpretivism	17
Critical Paradigm	18
Epistemological Consideration	19
Ontological Consideration	19
Axiological Consideration	20
Source of Data	20
Quality Standard of my Research	21
Verisimilitude	21
Critical Reflexivity	22
Ethical Consideration	22
<b>IV. RELATIONSHIP WITH MY TEACHER AS A STUDENT</b>	<b>23-38</b>
My Childhood	23
Starting My Journey as a Mathematics Student	24
My Mathematical Learning in School Level	24
Shree Khadga School and starting of my Learning	25
Mr. Bhoj Raj and My Mathematics	25
My Shift in Malika Higher Secondary School	27
My Bad Impression towards Mathematics	28
One Event	29
Mr. Aryal was Good Facilitator	30
Teaching Mathematics form Exam Point of View “Is that Learning?”	33
My Mathematics on Higher Level	37



<b>V. MY REFLECTION AND CONCLUSION</b>	<b>39-44</b>
Summary of the Study	39
Reflection of My Research Question	40
My First Research Question	41
My Second Research Question	42
Future Direction and Possibilities	42
Final Conclusion	43
Implication	43
<b>REFERENCES</b>	

## **LIST OF ABBREVIATIONS**

B.A.	Bachelor's in Art
M. A.	Master's in Art
M. Ed.	Masters in Education
S.L.C.	School Leveling Certificate
VDC	Village Development Committee
TU	Tribhuvan University