

## **Chapter – I**

### **INTRODUCTION**

In this chapter I articulate the research situation and my lived experience of life as a mathematics learner in initial time. So, I have constructed different situation creating based on research problem. This chapter included; Background of the study, statement of the problem, objective of the study, significance of the study and delimitation of the study.

#### **Background of the Study**

The title of this research is “My Experience on relationship with teacher towards mathematics learning: An auto ethnography inquiry”. In this inquiry I have tried to explore my relationship with teacher, its effect on mathematics learning in different period. As a student of mathematics, I faced different problem in the field of learning. As a student it is difficult to understand the mathematical concept in simple and easy way. The mathematical concept is hard to show and demonstrate new concept as well as old concept for teacher because of the different forms of relationship of teacher and students.

Some philosophers views that without vandalizing old one, new one will not be created. I also agree in this sense. So we are here in this world to kick the old out and develop a new one. Also in the teaching and learning field we must try to change out teaching and learning process. According to the need of the nation and develop easy ways to understand and to enlarge better teacher and student relationship in mathematics classroom in the teaching and learning process of quality education for future generation. It has only increased the level of gap between teacher and student with different forms of relationship. Studying is a long life process from where .we

develops our own personal skill, knowledge and power to deal with different subject matter and face different problems. (Dahal, 2013)

At the initial period of the class of mathematics in my childhood, I was not very happy, I felt that mathematics was a boring subject and the behavior of my mathematics teacher was not so good and fit for me since my childhood. So at that time I felt mathematics was hard subject. But after sometime my thoughts was changed. I know that the mathematics was not only for solving the problems of the given content but also the solving the daily life problem as well as getting the empowerment in future.

Many many years ago as we have read and heard the teacher and student relationship have been very formal, distinct and the teacher judgment was accepted, with almost fifteen years of my experience as a student I have come to learn the relationship between me and my teacher can vary depending on many character test. Since everyone has a different character it is almost difficult to say how a teacher should related to a student or vice versa. I believed that student teacher relationship should be professional, not so professional that the student fear to approach. Teacher student relationship should formal yet and also should be definitely not be judgmental. When I completed class four from a government school, I got high percentage in mathematics and got first position in class. When I got good percentage in mathematics, my father and relatives encouraged me to get better marks in all subject and my math teacher also encouraged me for further performance but he never encouraged my friends who secured less marks than me. After complete grade five my father admitted in another higher secondary school for grade VI. I left the primary school and join the higher secondary school. When end of session of class VI, I appeared the final examination sitting with one my friend and copied his all subject

matter. At that stage, I didn't know the behavior of the mathematics teacher in that school. When the results were published I passed but got low scored in mathematics. The mathematics teacher of lower secondary level of that school seemed like a frightful man. I was arrived even to look to him. This created a big gap between him and me. He came to the class and said something and I tried to understand his language and couldn't solve any problem at that time. In a initial period the mathematics was easy subject for me but at that time I felt that mathematics was a hard subject. At that time I thought that mathematics was a dream angel and mathematics teacher as a ghost. When I secured low marks in the examination I felt bored about mathematics and guessed how I could secured good marks and come up with questions in mind, which factor disturbed in my study? By the time I completed my class seven getting very low marks in mathematics, my father felt so sad. I was good at the entire remaining subject except mathematics. So my mom and father made a plan to take the extra class of mathematics for me with another mathematics teacher. The another mathematics teacher who teach in secondary level in the same school. He was one of the best mathematics teacher. So according to the plan of my parents. I joined extra class with that mathematics teacher. He changed my ways of thinking power and enables me to get good marks in examination. My thought towards mathematics teacher changed at that time. After completing grade eight. I got second position in my class and top marks in mathematics. And at grade IX and X the same teacher teach mathematics and passed SLC examination.

After completing S.L.C, I became above to continuing my study in mathematics. At that time I thought mathematics as an interesting subject to make me active in learning. But when I was first and second year in Bachelor level again I got frustration towards mathematics because of same issues (i.e. the behavior of

mathematics teacher towards). Why the behavior of mathematics teacher creates bad relationship in between teacher and student? This also effect on the outcomes of the performance of both teacher and student too in mathematics.

From the above discussion all the critical and reflective thoughts towards mathematics are different in different context. When I secure less marks in mathematics that time I became sad and my reflective and critical thoughts were negative even thought for mathematics teacher and if I secured good marks in mathematics I became happy and my reflective and critical thought were positive. These all situation are nature of mathematics. Mathematics is a subject which seems to be difficult to be a subject in the context of Nepal but I guess in other countries too. The problems are the same in mathematics for creating high level of relationship between teacher and student. Many students hold misconception towards the subject matter of mathematics. In my view, it should be easy to discuss and hard to define which decrease the gap between teacher and student in mathematics learning.

### **Statement of the Problem**

The relationship between teacher and student has been focus of inquiry for over 2000 years, since Plato, Socrates and Confucius established much of philosophical guidelines for teaching. By emphasizing the acquisition of knowledge through dialogue, each philosopher stressed a commitment to the teachers –student relationship.( Wang and Haertel,1994)

There were many researches on the link between teacher student relationship and student outcomes. There is a some evidence suggests that student teacher relationship are associated with students academic performance (as cited from Decker, Dona and Christenson, 2007). Mitchell- Copeland, Denham and De Muldar

(1997) found that children who were insecurely attached to their mother , but securely attached to their teacher, were socially competent then children who were insecurely attached to both mother and teacher (Decker, Dona and Christenson, 2007). Also I found that there have also been studied that demonstrate the student who have far relationship with their teacher have lower scores on socio –emotional adjustment measures than students who have positive relationship with teacher(Murray and Greenberg, 2001, as cited from Dahal,2013). From different source, I found that a number of studies were conducted in 1950s to 1970s focusing on teacher student relationship including some qualitative studies (e.g. Morgan, 1979; Ledermon, 1969 ; Wachstein, 1972). Some recent studies on teacher student’s relationship tend to be quantitative in nature and focus on a broader population of students.

All the previous research is focusing on positive\negative relationship between teacher and student and student’s academic performance. In this content my concern is to investigate the importance of teacher student relationship in present context of Nepal in mathematics learning process from my lived experience.

### **Research Questions**

This inquiry follows the qualitative approach of research. The research methodology of my thesis is auto ethnography. An auto ethnographic study allowed me to find position of my lived experience. In this inquiry, I have to try to explore the consequence of relationship with teacher and its potential effect on mathematics learning process with my lived experience. This study therefore focused on the following research questions;

- How my relationships with my mathematics teacher facilitated my learning?

- What are the consequences of my relationships with my mathematics teacher in my learning?

### **Objective of the Study**

With the reference to the statement of problem and based on research questions, I mentioned the following objectives were formulated in this research:

- To explore my relationship with my mathematics teacher that facilitated my learning.
- To find the consequences of my relationship with my mathematics teacher in my learning process.

More specifically, the research enabled me to identify the reasons as to why students feel a gap between teacher and mathematics subject and how can create the mathematics learner – friendly in various form of relationship. This study was not only tell the story but it was enable me to reduce the social distance (gap between teacher and student) in mathematics classroom.

### **Significance of the Study**

Every research is important in itself because it can on fold various unseen facts in the area of the study. Also this inquiry is an auto ethnographic study. Auto ethnography helps me to create some questions and answer related to the mathematics learning process. My problem limitation and feelings may or may not be match to another person and that may help to eliminate the unnecessary feelings toward mathematics learning process. My study investigates the teacher’s belief concerning different forms of relationship between teacher and students in mathematics learning. My work is my pleasure, so this study is more significant for me and as well to other readers and researcher. It is significant for me because It would provide me with an

opportunity to reflect upon my lived experienced and can do self judgment of my knowledge and background knowledge of mathematics and relationship with teacher in mathematics classes. Moreover this study would helpful to novice writers or researcher like me , who is all the time hanging around the research world , but never tries to understand it in a practical way. This study insight to readers and researcher that lived experiences are not just telling the story but also a gallery of knowledge, to study in order to know the secret of nature and life (Dahal, 2013). My narratives would encourage the readers to think critically and participate in reflective journey; it would encourage them to make change in their teaching learning pedagogy.

### **Delimitations of the Study**

This research is only the partial fulfillment of the requirements for the degree of master of education at T.U. . As it is auto ethnography inquiry, so it has some limitations which are pointed as follows:

- This study only based on my personal feelings and perceptions from my educational, social and economic situation from journey of learning.
- This study is based on subjectivism and interpretivism, so I do not claim that my feelings and perceptions are common in all learners.
- Objective reality and quantitative data analysis procedure cannot be found in this research because this study is limited with my own lived experience and biography.

## Chapter – II

### REVEIW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK OF THE STUDY

#### Review of Empirical Literature

Bawn, Daria & Sandra (2007) were studied on “Behaviorally at risk African American students: The importance of teacher student relationships for the student outcomes” the objectives of this explanatory study were to examine the association between the student teacher relationship and outcomes for African American students who were behaviorally at risk- risk for referral to special education. Based on the following research questions for a sample of behaviorally at-risk African American student;

- What does the quality of the student –teacher relationship look like from both the students and teacher’s perspective?
- Is the quality of the student-teacher relationship predictive of student social behavioral engagement and academic outcomes? If so, for which outcome is the relationship most important?

In this research 44students and 25 teachers were participants from two suburban and three urban elementary school in a mid western state. They were use a multi rater, multi method approach. In that study they conclude that, as teacher report of student- teacher relationship quality increased, there were also increases in positive social behavioral and engagement outcomes for the student. Similarly as student report of the student- teacher relationship quality increase, there were increases in positive behavioral, engagement and academic outcomes.



Gablinske (2014) were conducted research on “A case study of student and teacher relationship and the affect on student learning”. The main purpose of this research was to explore the various aspects of teacher-student relationships as they occur in on particular classroom. This research study explored the affective domain of teacher-student relationships using a single case study design. This research based on following research question:

- What specific components to teacher and student interactions are essential to a learning environment?
- How do teachers describe their process for building relationship with their students?

This research setting for the case study is a large public elementary school in quiet neighborhood setting in East Bay Rhode Island with approximately 700 students and 45 teachers. Researcher used purposeful sampling with an illuminative case, interviewing and observing ‘lab teacher’ who exhibits highly effective teaching strategies for this case study. The result of this study is a description of experience and procedures that guide the development and maintenance of relationships between a teacher and students.

Stinson (2009) conducted research on “Auto ethnography: A mathematics teacher’s journey of identity construction and change”. The main purpose of this dissertation was to provide personalized account of one mathematics teacher’s use of reflective teaching as an of change. This study focuses on classroom teacher takes ownership of self-improvement. The methodology of this dissertation is ethnography. The theoretical frame for this auto ethnography was identity theory as it relates to teacher identity construction. The research question guiding this dissertation was: in

what ways does a teacher's reflection on mathematics practice facilitates teacher identity construction and change of practice? In this auto-ethnography, researcher said on own words "my findings indicate that there are several ways reflective teaching aided in my identity construction and in describing, how my practices changed due to my identity". At reach of conclusion, researcher said that this study beckons secondary mathematics teachers and mathematics educators to rethink the use of reflective teaching and the theory/practice constructs relative to teaching mathematics. This research finding, how that a teacher's identity can be inter woven by many characteristics that at times work simultaneously.

Hawk, Cowley, Hill and Shtherlard(2001), were written the article on "The impertinence of the teacher/student relationship for Maori and Pacifica students". This article was the result of three separate research projects. The projects, respectively, cover the primary, secondary and tertiary sectors. The dominant theme that emerged independently form all three projects is the critical importance of relationship between the teacher and the learner. The research clearly demonstrated that when a positive relationship exists, students are more motivated to learn, more actively participate in their learning. Furthermore that if a teacher is unable to form this relationship the students are less able to open themselves to learning for that teacher.

Lamichhane( 2013) conducted a research entitled " experiencing mathematics under poverty and conflict ".The objectives of the research were ;1) to explore the possible causes of low achievement of Birgati students in mathematics in relation to poverty and conflict. 2) To explore the problem of Birgati students in learning mathematics joining with the problem what I face and what I saw in my friends in my student life. 3) To identify the impact of home environment in learning. His study was auto ethnographic study. According to his own words "this study has change my

belief about reality, my perspective of ways nature of knowing and what ways to adopt in order to behave with the victims. This study has changed me from a general teacher to a background sensitive, gender sensitive, constructive, humanistic and culturally inclusive teacher.” Mr. Lamichhane used different quality standard were, verisimilitudes, transferability, pedagogical thought fullness, critical reflexivity and praxis. The conclusion of his auto-ethnography is focused with his objective that is children are not feeling easy even with teachers. So student friendly environment and student friendly teaching learning practice are essential to teach conflict affected students.

Neupane (2014) conducted research on “Me and My Mathematics”. His research objectives were to find out how could mathematics become my heart from by heart, to recognize the factors that made me curious to learn mathematics and to find the role of teacher and parents and making me a student’s of mathematics in higher level. The methodology of his research was auto ethnography. His own words “this study changed my believe about what is reality, my view on how to know the reality.” Mr. Neeupane used different quality standards are verisimilitude, pedagogical thoughtfulness, critical reflexivity, emerges and praxis. He used notes, diaries, pomes, stories as the tools to proceed the ideas. The findings of his auto-ethnography inquiry focus on, how could mathematics become beloved subject. His finding shows that, if the object comes to our sight every day, it automatically becomes more beautiful.

### **Review of Theoretical Literature**

Some mathematical theories about learning that are considered very necessary for the researcher of mathematics education. I used some theories as my theoretical

referents, with the help of some theories as literature. I have tried to make my narratives clear. Those theories are discussed in brief below;

### **Constructivism**

Constructivism, though it began as a theory of learning, has been used as a framework of research to improve teaching, particularly those of science and math (Von Glasers field, 1995). A constructivist view of learning emphasizes that student construct their own knowledge using their own prior knowledge and experiences (Gunstone, 1995 cited from Dahal, 2013). Basically John Dewey, Jean Piaget and Vigotsky have significant role in the development of constructivism. Based on the work of developmental psychology, constructivism contends that people construct meaning through their interpretive interaction with experience in their social environment (Lamichhane, 2013). In this approach of learning mathematics, students solve the problem independently. If they move in wrong direction, teacher show them a correct way but teacher does not solve the problem. In this theory the role of teacher is a facilitator or helper for students to explore the idea to solve the problem. This theory reduces social distance (that is gap between teacher and student) in teaching mathematics in classroom. Constructivism says knowledge can be constructed through active participation. Vigotsky's social constructivism stress the important of learning in context in constructing understanding through interaction with others in social environment in which knowledge is to be applied (Lamichhane, 2013). By this theory we can say that the gap between teacher and student should be reduce and participate the student in learning process which makes the close relationship between teacher and student as I have described the roles of constructive environment in learning process. In this research I intend to use my feelings to analyze the relationship between teacher and student. Knowledge is socially constructed by the

learner through active participation and interaction in society (that is teacher, student and others).

### **Variation Theory**

Variation theory is a theory of learning and experience that explain how a learner might come to see, understand or experience a given phenomenon in a certain way. in variation theory, it is assumed that there are critical aspect of a given phenomenon that learners must simultaneously be aware of and focus on in order to experience that phenomenon in the particular way. Variations help in identifying a phenomenon but there are also variation in the way that individuals recognize or are aware of a phenomenon is used in a phenomenography study to develop categorize of description. It has been shown that there are limited numbers of categories of description or ways in which people are aware of phenomenon (Marton and Buth, 1997; Marton, 2000; cited from Dahal, 2013). Variation theory focuses on the way that a phenomenon is made visible in a teaching context. It is possible to focus on the aspect that will help build the desire level of understanding.

### **Transformative Learning**

The study of transformational learning emerged with the work of Jack Mezirow (1981, 1994, and 1997). Transformational learning is defined as learning that induces more far reaching change in the learner than other kinds of the learning, especially learning experience which shape the learner and produce a significant impact or paradigm shift, which affects the learner's subsequent experience (Clark. 1993). Three common theme characterized Mezirow's theory of the mechanism of transformational learning in the classroom. These were experience, critical reflection, and rational discourse. The student's life experiences provide a starting point for

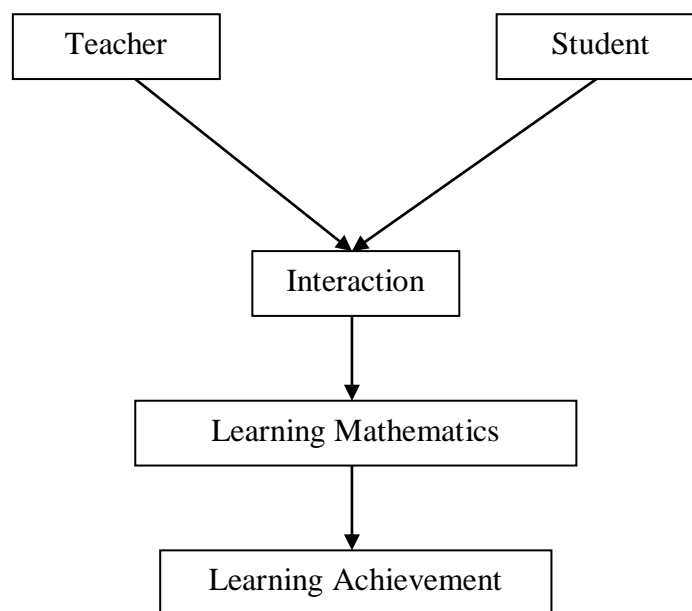
transformative learning (Mezirow, 1991). Mezirow considered critical reflection to be a distinguishing characteristic of adult learning. He identified rational discourse as a catalyst for transformation. The role of the educators in transformative theory is to assist learner in becoming aware and critical of assumptions and the educator must encourage equal participation among student in discourse. The educator becomes a facilitator when the goal of learning is for learners to construct knowledge about themselves, others, and social norms. As a result, learners play an important role in the learning environment and process. Learners must create norms within the classroom that include civility, respect, and responsibility for helping one another learn. Learners must welcome diversity within the learning environment and aim for peer collaboration.

### **Implications of the Review of the Study**

Review of related literature provides the researcher a clear mapping to move ahead and to find destination easily. The main purpose of the review of literature was to enhance the present level of personal understanding of the related concepts and practices covering level of the relationship between teacher and student and its impact on mathematics teaching. Wiersma (1995) observed (cited from Dahal, 2013) that it establishes the need for the research and indicates that the writer is knowledgeable about the area. It presents me for various ideas and option of the various renowned scholars on relationship between teacher and student in mathematics teaching. It actually gives direction and way to walk to write auto ethnography from the review of related literature, I found the knowledge of different quality standards, hints of the way to move the destination.

## Conceptual Framework

Since the methodology of my research is an auto-ethnography. The method and procedure of my writing also follow the subjectivist perspectives not objectivist. Positivistic and absolute realities are not being appropriate for my research. The journals, auto-biography, friends response towards me, related literature, supervision from my gurus, internet etc are valuable things in writings this auto-ethnography research. My research covers mainly the following areas:



(Fig: conceptual framework)

Teacher student relationship and interaction are complex and multi-component system. The interaction between teacher and student affect the learning process in the classroom. This impact seen in the future achievement of the students. The closeness between teacher and student help to increase the good achievement of student in mathematics. In this study, I have studied the effect of teacher student relationship in mathematics learning. I have taken the effect in mathematics learning as a part of effect in whole learning achievements.

## Chapter – III

### METHODS AND PROCEDURE

#### Research Design

The research design for this study is auto ethnography which is categorized as a qualitative research approach. A qualitative research approach is one in which oftened makes knowledge claims based primarily on constructivism, post positivism, pragmatism or advocacy/ participatory perspectives or a combination of these(Cresswell, 2003 as a cited from Anthonys,2009). It is an auto ethnography that enters into my own lived experience as a learner in terms of creating gap between teacher and student mathematics learning process. Auto ethnography is a research design of my inquiry.

Auto ethnography is a combination of three words- auto, ethno and graphy which signify the textual representation on one’s personal experience in his/her cultural contents (Luitel, 2009 , cited from Dahal, 2013). Auto ethnography is a form of autobiographical personal narrative that explores the writer’s experiences of life. According to Natechel (2010) “auto ethnography is a form of method of research that involves self observation and reflective investigation in the context of ethnographic field work and writing”. An auto-ethnographic methodology that centers on my life experience as learner of mathematics will be adopted as a framework to answer to my research questions. Using auto ethnography, allows me to critically reconstruction my beliefs that will define the real meaning of my lived experiences. My approach to auto ethnography in this research design focuses on investigating my live experiences of learning as a child. It will help me to understand, how I may explore my culture which may have always influenced the beliefs, I hold towards high level of good/bad



relationship with teacher in learning mathematics in the classroom. Here i have try to explore myself as far as I can. My duty is to search my different stage of life and motivation towards learning mathematics. This auto ethnographic research is also a very much useful tool for improvement of my personal practice.

### **Paradigm of Interpretivism**

In my research, I used interpretivism as a supportive research paradigm. Interpretation is a necessary component of qualitative research. I took interpretivism because with this I can use a variety of perspectives in the finding of the study. As I have express my feelings under a fixed situation, my truth, reality and feelings would not be similar to the other persons. In this case interpretivism certain helps me because it considers ‘social and educational reality is always something’s we make or construct not something we find or discover’ (Berner, 2008, as cited from Lamichhane, 2013). Taylor, Settelmaier and luitel ,2009 claimed that “ interpretivism is concerned primarily with generating context based understanding of peoples thoughts, beliefs, values and associated social action”. The interpretivism paradigm demands a set of feelings and beliefs that the researcher has about old and how it should be understood and studied’ (cited from Neupane , 2014). As an interpretative researcher, I have chosen this paradigm to express my multiple feelings, perceptions, attitudes and realities.

*Interpretivism is like a salad.....*

*You have to put something on it to make it better,*

*Interpretivism is like a farm...*

*You can cultivate whatever you like,*

*Interpretivism is like a garden...*

*It is full of colors,*

*Interpretivism is yours...*

*You can construct it as you like,*

*Interpretivism is like a bird...*

*It keeps me flying,*

*Interpretivism is like sweet...*

*It can't be bitter,*

*Interpretivism is like going to haven...*

*You never want to return back,*

*Interpretivism is like liberty...*

*It doesn't like restriction.*

*(Alsulami and Taylo,2012, cited from Lamichhane, 2013)*

### **Critical Paradigm**

Paradigm is a model of assumption, concepts and proposition (Upadhaya, 2009 as cited in Neupane, 2014). The ontological, epistemological and methodological considerations of critical research paradigm are 'historical realism', 'transactional and subjectivist' and 'dialogic and dialectical' (cited from Neupane, 2014). Here I have chosen critical research paradigm as my research paradigm. This paradigm provided me the power to critically analyze the current situation which I faced during my learning time. Also criticalism in this thesis helped me to identify the research problem and express my experience of learning. This paradigm enables me

to critically examine assumptions, values and beliefs embedded in my thinking and action in relationship between teacher and student.

### **Epistemological Consideration**

Epistemological consideration is the very basis of knowledge. Its nature and forms, how can be acquired and how it can be communicated to other human beings (as cited from Neupane, 2014). According to Upadhyaya (2008), epistemology is a theory of knowledge. Knowledge can be generating in different ways. Students prior knowledge and the environment where a student has grown up plays important role in the construction of knowledge. I have tried to use stories and poems writing of my experiences as a mathematics learner to reflect it critically about of my own learning experiences to high level relationship between teacher and students.

### **Ontological Consideration**

Ontology is the philosophical study of the nature of being, becoming, existence or reality as well as basic categories of being and their relation. The notion of reality about this research may not be single. Different learning strategies are my assumptions. I believe in multiple realities. Ontology is an issue of existence. It deals with the nature of truth or reality and essence of phenomena being studied.(as cited from Lamichhane,2013).Alan Bryman,2001 writes, ontological assumption concerns on the nature of the world and human being in social context. There are different assumptions to see the world as outside individual. Therefore ontology in normative emphasis that social phenomenon is independent from other factors. My research study is the social realities i.e. the form of relationship between teacher and student and its impacts on learning, perception and feelings. So my consideration was reality

is socially constructed. My ontological position on this inquiry was that reality is multiple because it depends on time and context.

### **Axiological Consideration**

Axiology is the philosophical study of value. It is the study of goodness or the theory of nature of value. Axiology studies consists mainly two kinds of value: ethics and aesthetics. Ethics investigates the concept of “right” and “good” in individual and social conduct. Aesthetics studies the concept of “beauty” and “harmony”. As my concentration was towards the impact of relationship with teacher that affect the learning outcomes of the student. I have given the value to my feelings and my perceptions. So axiology of my research lies in my perception and my feelings. Hiles (2008) states “axiology, or value theory ,represents an attempt to bring the disparate discussion of values under a single heading, covering a wide area of critical analysis and debate that includes truth, utility, goodness, beauty, right conduct and obligation.”(As cited from Lamichhane, 2013).So, axiology is the branch of philosophy dealing with the nature of value as in morals, aesthetics, religion and metaphysics.

### **Sources of Data**

This research is auto ethnography. In this research I am the primary source of data so it may be appropriate method of the study my own practices. My data are narratives, diaries, reflections and different historical images. I engaged myself in critical reflection about the meaning of my past, present and future possible experiences. Also in this research the secondary source of data may be other literatures that motivate me to choose the auto ethnography paradigm. So my feelings

and experiences about the relationship with teacher in mathematics learning are the main source of data in this research.

### **Quality Standards of my Research**

The reliability and validity of my research are maintained by different quality standards. Without quality standards, the research may lose its strength. So maintaining quality standards of the research is a very important and difficult issue for its verification. Verification is the product of checking one or more aspects of the research process to ensure that they are true representation of what actually occurred or are clearly derived from the analysis (Lamichanne , 2013). My study basically involves a conversation with myself about the accuracy of my description of my relationship with teacher. Since this research is subjectivist and based on critical research paradigm, so this research is not appropriate to judge from the perspectives of positivism. The quality standards of my research are verisimilitude, critical reflexivity and ethical consideration.

### **Verisimilitude**

Oxford dictionary defined that verisimilitude is the appearance of being true and real. As I am preparing auto ethnography, I have narrated my stories as reflexive ethnographer. These stories, feelings and experiences may not be exactly the same as the stories, feelings and experiences of other learners. Using my own experience as a primary data in this study challenges me with the degree of connectedness. So the need to provide different description of my own experiences and detailed information of the places and people involved in my stories is highly essential.

## **Critical Reflexivity**

Knowledge for knowledge is nothing, what we learn must be logical. In mathematics learning process, to gain knowledge is not more important but why we learn? What is learn? And where is it's used? Is a most important for us. So reflective thinking provides sound logical basis to the knowledge that is to be learn. In this research study I have been to express my subjectivity and background clearly to the readers so that readers will clearly be able to learn my disposition. The idea of critical reflexivity entails the notion of exposing myself as well as being self conscious of my own subjectivity (Luitel, 2009, cited from Neupane, 2014). My critical reflectivity represents the quality of my knowledge construction process. I have articulated how I learned in school and colleges and how relationship with my teacher victimized me.

## **Ethical Consideration**

My study entails my lived experience or journey of learning mathematics and how effects the relationship with my teacher in mathematics learning process. This study based on joining my personal experiences to the cultural experience and my own beliefs. My study is an auto ethnography therefore the ethical issues of my study is not objectives. So I do not claim that my experience and beliefs are common to all learners and also I do not claim that my experiences are objective realities. It is fully subjective as interpretation has been made from my perspectives but I do not leave the contextuality. I have cited the literatures that I referred to during my study.

## **Chapter – IV**

### **RELATIONSHIP WITH MY TEACHER AS A STUDENT**

Since this is the research on auto-ethnography, its data are my biography, my feelings and my experiences. As this research study aims to explore the relationship with my teacher that affect the mathematics learning and also to find the consequences of my relationship with my teacher in mathematics learning. This chapter deals with my beliefs in the learning journey mathematics as a student. In this chapter I am going to deal with my different possible relationship with my mathematics teacher/facilitator, how s/he facilitated me from learning as a student. I think it is my important to explain my physical, cultural, family situation and school culture before explaining any factors which influence my learning and relationship with my teacher. I have passed different stage of life studying mathematics in my cultural context. While I was passing my different stages of life, I was suffering from different problems. I have articulated here, my experiences on relationship with my teacher and its potential impact on mathematics learning with creating different parts.

#### **My Childhood**

It was Jestha, 2046 B.S, I was born as the fifth child of my parents at the village of Kudapani in Marbhung VDC, Ward no. 2, Gulmi Nepal. My childhood seems to be very much interesting as I spent most of my childhood period enjoying different games and activities with my sister. I had performed my mathematics with different playing groups of my society with cordial relationship. My father is a low literate person [as he can read and write Nepali language]. In my childhood, I always closer with my father but I felt uneasy to talk with my father as when I asked about any new thing could fulfill my desire. Also he always helped me in learning, I can

remember his dialogue "read and read, keeping on reading" so that you will achieve new ways of learning. I was very much inspired from my father as well as from my family members. In my childhood when I was seven years old, my father admitted me in school first time in grade I. At that time I think I was having cordial relationship with all around me. So I felt free to learn new concepts in a short duration with my family members and even in school culture, my teacher encouraged me to learn mathematics in a better and systematic way.

### **Starting my Journey as a Mathematics Student**

It was the day in 2053 B.S. I joined at the village school named Shree Khadga Primary School [now a days it is lower secondary school]. It was located in Marbhung VDC, Ward No.4 in Gulmi district. Most of the teacher in this primary school had completed their SLC level only. So, at that time my teachers were not more able to deliver mathematics properly because of the emphasis of our curriculum on content. Now I do remember how I practiced addition and subtraction of numbers during that time. Now I think a game is also very much important for every child to have a better relationship with teachers and students. Form the game, a student can learn mathematical concept easily. But our teachers made us practiced on copy and paste like activities. However, I never developed the clarity of concept on mathematical problems during my student life of learning mathematics. Rote memorization was the main measure of learning during my school day.

### **My Mathematical Learning in School Level**

At the very beginning of school day, I had not any strong logic on why I am learning and reading. I didn't know why people go to school and stay there for whole day. Actually, I had not any view towards any subject at the beginning of school days.



I was truly and absolutely a passive learner at that time. At that time my mind was empty. At this level, students are from very small age group and they cannot understand the answer of those very vast questions. Mathematics was considered very hard subject at that time. Teacher used to teach mathematics without any methods and trainings. It was normal because s/he was not from the background of mathematics. And it is real case that, there are not subject teacher available in the primary level in the context of Nepal. I had learnt very simple mathematical activities in my primary level. I had also learnt simple addition with equal digits, subtraction with equal digits, division and multiplication. Some very simple fractional problems also had done at that time. These all activities from grade I to grade V were conducted unknowingly and without knowing the consequence.

### **Shree Khadga School and Starting of My Learning**

I had completed my primary education form Shree Khadge Primary School, Marbhung 4, Gulmi. From this school, I had started my academic journey. My education journey and all its foundations started from this school. At that time, when I was admitted in Khadga School there were five teachers. Mr. Bhoj Raj Aryal was mathematics teacher. This school is more than any school for me because every primary things like 'a, b, c, d, ....', 'ka, kha, ga, .....', 'ek, dui, tin, .....', 'one, two, three .....', are learnt at this school. So my mathematical foundations and all fundamental knowledge are also constructed in this school for the first time. So my learning had started form this school.

### **Mr. Bhoj Raj and My Mathematics**

*When god created teachers,*

*He gave us special friends*

*To help us understanding his world*

*And truly comprehend*

*The beauty and the wonder*

*of everything we see,*

*And became a better person*

*With each discovery.*

*When god created teachers,*

*He gave us special guides*

*To show us ways in which to grow*

*So we can also decide*

*How to live and how to do*

*What's write instead of wrong*

*To lead us so that we can lead*

*And learn how to be strong.*

[Kevin William Huff] cited form poem Hunter.com

Many teachers taught mathematics for me in my life. Now a day I am nearing the end of schooling days in Nepal. I am a student of master degree of mathematics subject. And the credit of this advantage directly goes to all of my teachers who taught me. But in remembering the history of mathematics in my life, if I speak any other teachers name before Bhoj Raj Aral, then that will be the injustice to me and my history of mathematics because he is that personality in my life, from whom I had learnt to write ek, dui, tin, . . . . . , 1, 2, 3, .... for the first time in my life. His

continuous love, affection, guidance and support are the primal things of my mathematical development. I always must be grateful to him for his contribution to teach the mathematical numbers, mathematical foundation and fundamental operation like addition, subtraction, multiplication and division. He cared for me very much, provided me with biscuits and chocolates and encouraged me to learn fundamental mathematics. He provided me so much opportunity to teach one to hundred to my friends, and at the same time I got opportunities to play game like marbles, Dandi-bigo, Lukamari, Chungi, Khopi. Those games and school environment provided strong impression of number sense, addition, subtraction, multiplication, division and pattern. In my initial period of educational journey I found Bhoj Raj Sir as a student friendly teacher how could give the proper direction to students.

In this research, Bhoj Raj is not only a name of my teacher rather it is the founder of my successful development of mathematics. I have heard the word "mathematics" for the first time from his mouth and learnt the basic things of mathematics from him.

### **My Shift in Malika Higher Secondary School**

After the completion of primary level of education I was shifted in Malika higher secondary school in grade VI. In class V i was class second as well as school second student and I admitted another school in class six. In that school, teacher counts me in talented student in class six. But in grade six and seven I faced some difficulty in mathematics subject. It was very difficult for me to adjust school environment. As I remember my mathematics at grade six and seven was very poor. I always used to be first/second up to grade five but in grade six and seven my every talency fled away and I became in innocent boy. But grade eight, nine and ten were

successful for me at that school. In those grades my mathematical knowledge increase slowly and at last I passed SLC exam in first division from the Malika School.

### **My Bad Impression Towards Mathematics**

After the completion of grade five I was admitted in Malika School in grade six. In grade six, Mr. Ram was mathematics teacher. He also used to teach mathematics by using traditional teacher oriented method. He using traditional teacher oriented method. The behavior of my mathematics teacher Mr. Ram was not so good and fit for me. He seemed like a frightful man. I was afraid even to look at him. This created a big gap between him and me. He came to the class and said something and I tried to understand his language and could not solve any problem at that time. I thought that mathematics was dream angel and mathematics teacher as a ghost. Angel may not be seen so I thought mathematics like a dream and the behaviors of mathematics teacher seems rude like a ghost when I secured poor marks in mathematics at grade six and seven. I felt bored about mathematics and guessed how I could secure good marks and come up with question in mind, which factor disturbed in my study?

While teaching simplification chapter Mr. Ram tried one problem consecutively thrice on the board still could not find the correct answer to the problem. He slept in the class but punished students in a terrible way for a simple mistake. On my journey of class six and seven, I spent most of the time being fearful with my mathematics teacher, without understanding and gaining in-depth knowledge of mathematics. In the initial period of my childhood the mathematics was easy subject for me but at that time I felt that mathematics was a hard subject and my impression and thought was bad about mathematics.

## **One Event**

When I completed my class seven and getting very low marks in mathematics [just pass marks], my father felt so sad. I was good at the entire remaining subject except mathematics. In the initial period of my school days, I am a topper student in mathematics but at that time I got very low marks in mathematics. It was a year B.S. 2060 I used to bend my head down in math subject whenever my mathematics teacher entered the classroom because I was very poor in mathematics at that time. I was totally blank what to do? I had good command over other subject but I did not know why I did seem poor in this subject? I used to think that our mathematics teacher Mr. Ram was the worst teacher in this world, who only knows how to punish students while they were confused to answer. He never thought what should be the relationship with students in mathematics classroom.

I was first student in my primary class but at that time I used to get very poor marks in mathematics. I used to get scared to ask any questions to Mr. Ram because his appearance was quite scary. I used to pray to god by saying not to send him as a mathematics teacher. But I didn't just happen each and every time. For the beginning of that fourth month it was too hard for me to understand mathematics. One day, when I returned back to my room from school and I found that there was my father in my room and I became very serious and I had said all the problem to my father, while saying all these problems my father also became sentimental and he said that you took extra class of mathematics from Durga Sir [Durga sir was the teacher who teach mathematics in secondary level of the same school]. He was one of the best mathematics teachers. So according to the suggestion of my parents, I joined extra class with Durga sir. After that my good days had started because I was going to have another new mathematics teacher. At that time my mathematics teacher Durga Aryal

used to focus me more on extra classes. He changed my ways of thinking power and enables me to get good marks in examination on third terminal examination, I had secured third position and that was considered as the drastic change in my academic life. My thought towards mathematics changed at that time and I had practiced many more and mathematics became my favorite subjects. So, at the final examination of grade VIII that was district level examination, I became second position on my class and top marks in mathematics. I become so much happy that day and my every system become active.

### **Mr. Aryal was Good Facilitator**

*Teachers are dedicated,*

*To our education*

*This is their passion,*

*And our liberation*

*Their sincere kindness,*

*Warm feeling, it brings.*

*They guide and protect us,*

*Under their wings.*

*They show us patience,*

*And readily spread.*

*Their helpful advice,*

*Fill us like bread.*

*They don't just instruct,*

*But encourage and believe.*

*That there's nothing out there,*

*We cannot achieve.*

*They think about,*

*Our future all the time.*

*Work tirelessly to direct us.*

*Away from conflicts and crime.*

*At the end of the day,*

*Teachers do understand.*

*It takes both tools and love,*

*For our young minds to expand.*

[As cited from anita poems.com]

When I met with a teacher Durga Aryal in extra classes he was so loving. He never used to speak loudly and angrily. He used to say that practice makes a man perfect. If you work hard you can achieve your goal. At first he gave some problems to solve, which were totally out of knowledge. After some days he noticed me and asked about me what my problem for his subject was. I told him everything because it was very good time to explain to him about my problem. First he asked me what my learning method was. I didn't get him properly so that I told him nothing. He took monthly exam in extra classes regularly. After few days, I was totally blank how to prepare this subject

I personally did request him to help me but he encouraged me to do myself. Again I didn't get him. At that time, I asked him, how I could learn, myself. Then he asked me one question- "Who teaches birds to fly in the sky?" I replied no ne they try themselves to fly the help of their wings and they get success, and then he said. "Birds don't have mind like us but they learn how to fly in the sky without teacher but you have a great god gifted mind. So, you should try to learn yourself, you will find me just for support". Now a day I think he used to measure the gap between our existing knowledge and potential knowledge. That sentence touched my heart and I started practicing that day onwards. He was my like ideal person. His teaching ways was very smooth. He was a teacher as a facilitator. Aryal sir slowly used to teach different mathematical term, those who didn't know before started listening to him carefully and he slowly won the hearts of all students whenever I got any problem used to ask him and usual he used to help me.

The extra classes provided by him up to six months in grade eight. And I must say that six month period brought a very drastic change in the development of mathematics in my life. In the examination, I found huge changes in s\that subject. I passed mathematics with top marks in class eight. There were no bounds of my happiness. Aryal sir was my godfather to make mathematics as my heart. I used to love mathematics from class eight. The construction of strong foundation of mathematics was constructed when I was in class eight and the credit of this advantage directly goes to Guru Durga Aryal. After class eight, I had chosen optional mathematics as an optional subject in class nine. I became very familiar with mathematics at that time. Mathematics was one of the very easiest and beloved subjects for me. Now a day I am nearing the end of schooling in Nepal. I solved my problem without the help of anyone, it gives me joy. Once upon a time, mathematics



used to be a very hardest subject for me but now it has become my must favorite subject because I know how practice makes a man perfect. Aryal sir proves that teacher can divert any situation and can change perception of students if they try. I am an example of one of them. I want to like him and I want to be a teacher in future with my quality like him. I never can forget him and his contribution for me. If we got out every teacher like him, all students can easily understand all subjects. It depends on teacher to create the learning environment. He used to his skills to teach different chapters in his ways. He also beat us we never minded because that was full of interested. He could present himself as a friendly teacher or as a strict teacher according to the situations. I want to the same personality in me to handle such situation in future. He changed my mind, learning to understand, writing to practice and to get success. That's way I look him as an ideal teacher.

I believe that if teachers identify the problem of each student, they can definitely change the environment for that student. The relation between him and us was like athletics and speed. At that time the cultural way of teaching lessons was teacher centered. The society had also accepted that way. Playful, joyful and student centered learning was really rare. But a student cannot learn the subject matter continuously by reciting the text. A student's brain is not a mechanical instrument to save all files continuously for long time and to store additional information continuously for many days. So the subject matters should be taught interesting and contextual way so that student will not forget them for long time and even if they forget, they can remember the matter when the related context arises in front of them.

### **Teaching Mathematics form Exam Point of View "Is that Learning?"**

It could be any day of my schooling in class ten. I remember that day, it was the second period of the day, we were practicing menstruation in compulsory

mathematics. The day before, our sir had given us some formula about cone. He entered our classroom after a while.

Sir: (Taking a book from a student of the first bench) turn your book at page 69.

Suman ! what is the formula of finding the volume of cone?

Suman: Sir, it is  $\frac{1}{3}\pi r^2 h$

Sir: Anju! Now you tell me what is the formula of finding its curved surface area of cone?

Anju: Sir, it is  $\pi r l$

Sir: Rajendra! you tell me what is the formula of finding its total surface area of cone.

Rajendra: Sir! I have not read formula well.

Sir: (showing anger himself) if then what will you read formula? After SLC exam?

(Sir reaches his bench and gives a slap on his head)

Sushil: Sir! what is actually is the  $\pi$ . Why it value always  $\frac{22}{7}$ ?

Sir: This is the notation and it is universal accepted that its value is  $\frac{22}{7}$ . By the way it is not your work to think about Pi. You are not asked to explain  $\pi$  in examination so your work is to complete this exercise and to be familiar with important questions.

(Teacher asks some formulae to other friends and writes on the board "there will be 6 marks of questions in SLC form this exercise")

Sir: Now look at number.....

Here, curve surface area of cone (C.S.A)=  $308\text{cm}^2$

Radius(r)= 7cm

Slant length (l)= ?

Volume (v)=?

We know that

C.S.A. of cone= $\pi rl$

$$\text{or } 308 = \frac{22}{7} \times 7 \times l$$

so,  $l = 14\text{cm}$

To find the actual height of cone, we know;

$$h^2 = l^2 - r^2 \text{ (by Pythagoras theorem)}$$

$$= 14^2 - 7^2$$

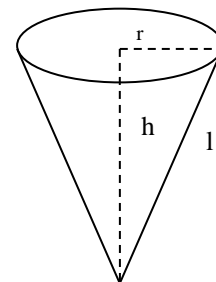
$$= 12.12$$

Volume of cone (V) =  $\frac{1}{3} \pi r^2 h$

$$= \frac{1}{3} \times \frac{22}{7} \times 7^2 \times 12.12$$

$$= 622.16 \text{ cm}^3$$

$\therefore$  Volume of cone is  $622.16 \text{ cm}^3$



(Sir takes his seat. Everyone copies solution to the question line by line from the blackboard)

Sir: Finished? (Students nod their heads. Now look at the question number 4. (He does the problem thoroughly on the board and asks us to write the solution).

Me: (After copying solution from the board I quickly checked the answer from the book it was not correct). Sir! Answer is incorrect. Other many students also checked form answer key given in the book and told yes sir! This is incorrect).

Sir: Wait! I will check my solution. (He checks his solution thoroughly but he found no mistake in his solution). The answer or question may be wrong. So leave this number and you need to do all questions given in exercise. Number 5, 8, 12 are very important from exam point of view. (We all marked the important numbers in our book. The bell goes)

Here, I have tried to portray how our mathematics classroom practice was dependent on examination oriented learning rather than gaining knowledge. And also our mathematics classroom practice was dependent on textbook and transmission knowledge rather than creation of knowledge. In my experience, in my elementary school life, we took our text book as a main source of guidance for our practice. It was reference for teachers to teaching the classroom and for student sot use this book as the main source of practice. However, in class X, we used to use some extra practice books and other reference materials too. In also college level, textbooks used to be the main source of learning materials for me. In my view, learning mathematics and doing mathematics are different. As a student, my perception was the same about learning mathematics or doing mathematics, teachers also view mathematics teaching as to finish the prescribed syllabus in time. For learning mathematics, Lax (1999) writes good teachers, at any level, rarely follow a textbook faithfully, even if they have authored it (Cited form Dahal, 2011).

Here my concern is not to explore whether use of textbook in the classroom was good or bad, my concern is to explore how textbook in the classroom practice was directly our practice towards exam oriented learning. Textbooks are "as universal as formal schooling and almost as old. They have been used to add teaching and in some cases, to be the teacher for centuries. Textbooks are not just teaching and learning objects but are political documents that hold content that reflects the vision

of specific group" [as cited from encyclopedia of education 2008]. Stray, 1994 also writes textbooks are designed to provide an authoritative pedagogic version of an area of knowledge (as cited form Dahal, 2011). I did not know whether our textbook was in sufficient to address the needs of curriculum? I did not know how curriculum and textbook were designed according to the needs or interest of teacher or students or society. Analyzing my educative practice as a student throughout my journey I think probably most of my learning journey was oriented to mathematical problems from textbook and to be prepare for examination to achieve pass or fail through paper pencil test.

### **My Mathematics on Higher Level**

After completing S.L.C., I became able to continue my study in mathematics as a major subject. At that time mathematics was must favorite subject for me and I used to learn mathematics by heart. Especially my respected Guru Durga sir has remarkable role to convert mathematics from hardest subject to must favourite subject for me. After completing SLC,I used to think that mathematics is the money making subject and the societal view towards mathematics was also the same. Those who were studying mathematics in their higher level were considered very nice in the society. At that time, I thought mathematics as an interesting subject to make the active in learning. After sometimes, I used to think mathematics is my friend and when I used to study mathematics in the class of campus, my view towards mathematics changes from the societal concept. Mathematics is not merely the subject of money making. Mathematics worldwide and it is presented in each and every step of our life. At that time, I used to think mathematics as my beloved subject.

When I passed my certificate level in mathematics, my view towards mathematics became broader and wider. I thought mathematics is everything for me.

The result of certificate level also encouraged me at that time, I had secured first division and top marks on mathematics in campus. At that time I used to find mathematics in every subject. So mathematics was considered as a very beautiful to be acquired in life. But when I was in second year in bachelor level, again I got frustration towards mathematics because the behavior of a mathematics teacher towards me. Why the behavior of mathematics teacher creates bad relationship in between teacher and student? This also impact on the outcomes of the performance of both teacher and student in mathematics. More importantly I had to search the implication of each mathematical application in real world, and if will able to search that sort of implication I guess I would became a good mathematics teacher in Nepal.

## **Chapter – V**

### **MY REFLECTION AND CONCLUSION**

This study was conducted as a result of my experience in how teacher's relationship with their students affects the learning environment. This chapter is focused on conclusion of this study. The purpose of this study was to provide a more in depth understanding of the importance of the teacher-student relationship in the mathematics classroom and its impact on learning. The result of this study is description of my experience that guides the development and maintenance of relationship between a teacher and students. Moreover, in this chapter I have recalled all activities from the initial stage to the final product of this research including summary of the study, reflection of my research question, implication and future direction.

#### **Summary of the Study**

This studies concerning the teacher-student relationship have a long tradition in educational psychology. On my journey of education from primary level to university level, I have been familiar with golden opportunities in course of learning in my life. I have various ups and downs in my life. I have been familiar with a student friendly, lovely and democratic teacher to a cruel, friendly autocratic teacher. Learning is influenced by social interactions, interpersonal relations and compunction with other. In my elementary period of my schooling, I got a loving teacher; child centered teaching method, good environment and constructive classes. At that time my teacher was not just a teacher but also a friend. At that time, I got a good environment which helped my study. But in my lower secondary level, my mathematics teacher not a student friendly, he punished me in place of love. He was

just typical Nepali traditional teacher. I didn't get love from him. But in secondary level, I got student-friendly and constructive teacher. He was so loving, he never used to speak loudly and angrily. He was a good facilitator. He changed my way of thinking. In a short period I brought a very drastic change in the development of mathematics in my life from him.

Although classrooms are complex social systems and teacher-student relationship and interaction are also complex, multi-component systems. Hamre and Pianta proposed a model that organizes teacher-student interaction at four levels, from the broad to micro in nature. This research study explored the effect of teacher-student relationship in mathematics learning process using the auto-ethnography research design. A qualitative research approach was used for this study. This study was conducted using auto-ethnography; a form of narratives, writing that invites and engages the reader into the cultural experiences of the writer (as cited from 'B'. Stinson, 2009). This study was theoretically formed by constructivist theory as it relates to teacher-student interaction. Variation theory and transformative learning are the supported theoretical framework. The literature review focused on teacher-students relationship and outcomes of student achievement. Also I investigated the literature on auto-ethnography, a burgeoning form of research that speaks to a reader from the personal perspective of the researcher. For this study, I situated myself inside the culture of my learning classroom before the nearest to the end of this research project, I come to realize, my project is my first foot print from my initial stage of learning to endless educative journey.

### **Reflection of my Research Question**

When I started writing my research proposal, I had no idea about the research. When I chose this topic for my research, at that time many questions arose in my



mind. I could not find the real way of research. As suggested by my supervisor, I started writing my experiences in a narrative depiction. Therefore, I started recollecting my past and present critical movement about my practice in educational setting which became the source of my educational research questions. My research question has history of my life and seeking for the critical movement in Wagon of life. How my mathematics teacher treated his/her behaviors towards me? To address my research question, I have displayed different genres such as dialogue, narrative, poems as data text of my research. I have chosen an auto-ethnography as a methodology of my research. So, in my research my methodology helped me to find the answer to my research question and helped me to make fusion of findings to my personal experience.

### **My First Research Question**

How my relationships with my mathematics teacher facilitate my learning?

To address this research question, I have used different narratives from my educative journey as mathematics learner. Learning's might be thinking my document to be only collection of reflection of my past but it feel free to say, it was real lived experience of my life as a student at different levels. I have used narrative like "my childhood.....", "Starting my journey as a mathematics student", "Mathematics learning in school level", "Shree Khadge school and staring of my learning", "Mr. Bhoj Raj and my mathematics", "Mr. Aryal was good facilitator" and different poetic logic to explore my first research question.

This basically portrays my struggle of learning mathematics in lower secondary and bachelor level. The main assumption of reflecting these texts is to posture my learning setting in different form of relationship. Thus, I think my

explanation based on my learning experience allows me to put my learning journey in support.

### **My Second Research Question**

What are the consequences of my relationship with mathematics teacher in my learning?

My second research question based on the relationship between teacher and students level of understanding. This research question seems to demand my personal experiences about the effect of my relationship with teacher in my learning that I faced. I have replied here with my experience which I have already express in previous chapter. To address my second research question I used to narratives like "my shift in Malika higher Secondary School", "My bad impression towards mathematics", "One event . . . ", "Teaching mathematics form exam point of view: Is that learning?", "My mathematics on higher level" and different poetic logic to explore my second research question. This text basically portrays the impact of teacher-student relationship in student learning process.

### **Future Direction and Possibilities**

Every end has a new beginning, similarly y journey of this project also has begin with new possibilities because after writing my own story, I have got new vision new dream, new thinking, new idea and new achievement to behave especially in the special conditions.

This is an auto-ethnography research so it is related with the association of my own biography and ethnography. It cannot be tool to make decision for any positivistic matter. It is totally based on subjectivism critical research paradigm. Also I can say that this study did not account for the ethnic differences between teachers

and students. Also, racial and ethnic differences may have been a factor contributing to the association between the teacher student relationship and student outcomes.

Moreover, the researchers on auto-ethnography can make it their useful material. My experience and feelings may matched in some cases with other. At that time this research can be useful material for auto-ethnographic researchers.

### **Final Conclusion**

This study has shown the teacher-students relationship to be a dynamic factor in classroom of both remote and urban school in Nepal where Nepali mathematics teacher have not been able to link culture and knowledge. The result of this study should target behaviors and attitudes teachers can focus up to more effectively develop relationship with their students. When child first time stops in school's desks, he tried to make relationship with people around him especially the teachers. If teacher start to understand his students there will be a good relationship, because when students have problems on school they can speak freely with their teachers and they can find solution together that is good for everyone. If that relationship and communication of teacher-students is good, student will have more respect to the teacher and he will pay more attention on his classes. But if that relationship is bad, then going to school and teacher classes will be the biggest nightmare for the students and for the teacher. So students have to have respect to the teacher and teacher has to have toleration to students for good relationship between them. School is the place where we spend most of our day. When we come to home, we are tired and want to sleep, or we have homework or we just go out with friends. So the people that may be know us better than anyone even our parents. So I can say that the investment of teacher interaction not only affects the learning outcomes and student behavior in the

classroom, but also the potentially influences each student's future achievements and success.

### **Implication**

Being an auto-ethnographic research, I hope my research project is not highly extremely implacable for all to all. This research is totally based on my own experience and understanding. This research is art and feelings based and so I cannot claim this research for the tool to be used by policy makers. On other hand, it can offer some insight to the reader's novice teachers and novice researchers. I have used constructivist ideology which could be some empowering referents to the future generation. I think my narrative, fictions, biography and reflection as an auto-ethnographer can help others to make good their pain caused by the teacher centered pedagogy for better understanding and developing a cordial teacher-student relationship.

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