

# Total Quality Management Standards For Evaluation Mathematics Textbook For Ninth Grade In Jordan.

DR ABEER RASHED OLEMAT

DR RKAN ESSA ALKAYED

DR ATEF SALEH ALADWAN

(AL-BALQA APPLIED UNIVERSITY, JORDAN)

## ABSTRACT

The study aimed to evaluate mathematics textbook for the ninth grade according to the total quality standards, and to achieve the goals of the study the researchers prepared a list of (51) Standard of total quality standards and distributed to the seven areas, namely field goals (8) standards, and the content area (10) standards, and the presentation of content (5) standards, and the calendar (8) standards, and field activities, (5) standards, and the means (6) standards, and the output (9) criteria, was in the light of these existing analysis math book for the ninth grade, according to the analysis method content, and the idea was the unit of analysis, and the results indicate that the book has achieved the quality standards so well that they got the second area (content) ranked first by (20.12%) and won the fourth area calendar ranked second by (16.87%), either field goals it was ranked last by (10.45%) came in the penultimate came field of activities by (10.84%), while the other areas were in varying proportions came to directing by (16.81%) and display the content by (12.90%) and the means by (12.01%).

## -1-Introduction

textbook represents most important tributaries of the curriculum, and it is an essential reference for the teacher and the student, which is an educational tool that is very important in the preparation and organization of lessons (Zidane, 1999), and remains enjoying great prestige, it is the most important source of student learning and evaluation of the collection, which is easy to use, a low-cost compared to alternatives other technological, as he offers a minimum of at least textbook content required and can be controlled with four elements :goals and calendar and activities and roads, it is easy to develop and control directed and enriched graphically and make it .fun and exciting, and interesting.

The book for the teacher represents minimum of reference materials that should be up to them, and provides for the teacher several facilities such as: setting goals for the unit of study envisaged, and highlight the basic concepts, and to propose activities and exercises and provide teaching aids and calendar (hilarious and pasture. 1990).

It can also be described as a textbook in schools as a synonym for the platform and Arab school in the educational and reality textbook used as a major source and lonely for education. (Jaradat, 1987).

This book is a basic foundation of the school textbook , it is a container that contains material that is supposed " to be educational tool or at least one of the tools that can make students able to attain the goals of the textbook ." .(Ergot, 1992).

Also, the textbook is considered operational platform which highlights the importance and value, a tracer for the .teacher the best way to achieve the general goals is the means by which students learn. (Alawna, 1990).

It also lies the importance of the textbook as much as it leaves the effects of and experience behavioral and what " is going to change and develop the students to return the fruits of this process to the general public, and are selected content based on the terms of a standard specific, clear and expressive on the objectives of Phase

.(Khashan1996) ,prepared her

studies and research conducted in the field of analysis and evaluation of textbooks in their results to many of the strengths and weaknesses, it is the strengths exhibited by: suitable paper and packaging, and the number of servings (slaves, 1989 and Rousan, 1986) and taking into account the content of the local environment and introducing the concepts of general and sub-functional and help on self-education and its association goals and current events (ergot, 1992) and a link to their goals targets education and stage learning and arranged logically and psychologically, and observance of the principles of learning and language easy clear (Ghazzawi, 1995) and about weaknesses showed studies and research bias content and not treated the exact some important issues and the similarity of the books in the Showing events and non-achievement of the goals which they were intended, in addition accuracy and distortion where (Siler, 1985) and non-observance of the goals to the terms of building good objective and non-development of thinking skills survey, critic and research skills in the field and not taking into account individual differences among students and a defect in the presence of its cognitive (Gaoud, 1990), and not to involve teachers textbook planning processes (Rousan, 1986), and the lack of integration of most of the areas of books (Amayreh, 1998)

In spite of the technological development and the cultural and scientific explosion, which is characteristic of this era and the advent of modern trends such as programmed Labeling and the development of learning techniques such as the use of tapes, videos, etc. 000. But the textbook still enjoys great prestige and prominent in education, and this should address the content of math books twice the student's ability to research, analysis, connectivity, and the impact of the point of view of the author and language that may reflect negatively on the interaction of the student with the textbook, and take into account the content aspects of the growth and properties Each phase of the project, and is available to the teacher an opportunity for creativity, not remain hostage to the texts of the book, that provides content readings extra and a list of references for each unit and for the book, and finally must provide a period of time sufficient to authors for the author and his preparation, experience and evaluation (ergot, 1992), and even We can achieve all this, we must take into account the specifications that must be the authors and their preparation textbook taken into account when choosing the content and organization and design textbook and take it out, and if the process of evaluating textbooks are necessary and important, the calendar math books the most important because mathematics contribute to the development mental abilities of the students, and give them some mathematical skills that will help them to learn other sciences physics and chemistry (Mufti, 1995), especially when authoring these books by taking into account the specifications necessary for the book school quality that set (ALLAGANY and Radwan, 1982), and these specifications.

The content of the book is in line with the all-new -Be a clear relationship between the content and organization of the book on the one hand, and between the goals of the textbook , on the other .handEducational material shall be appropriate to the .level of the students in terms of concepts, information and terminology contained in the book  
.-Take into account the diversity and clarity in its contents -  
.-Take into account the interdependence and the sequence in article one  
.-Interest-sensitive methods calendar, as the calendar therapeutic diagnostic process, an ongoing cooperative  
.-Adequate attention went to take it out, the book is in good directing students to pay turnout it, and maintain it  
.-Contains a list of unfamiliar terms, dates, and names of the media, and paragraphs of the main sources  
.-Adequate attention went to the front and the index, as this gives students an overview of the objectives and .subject and themes contained in the book  
-Contains the addresses of references and sources which drew author article so that the student can refer to it if .the need arises to do so

The concept of quality of modern concepts in our time, and is known as a set of characteristics and specific criteria which should be available in the textbook and meet the needs and requirements for the field of school education and must be reflected in the concepts of quality school education to become applied in education demand urgent in order to interact efficiently with variables era of accelerating technological and cognitive .(("young lion successor of BC 2007))

Therefore this study came in line with the development plan in the pursuit of educational improvement and development of the textbook ,in addition to that this study comes after the development of the book to the ninth :grade math enabling Msoalin to see the results of the calendar

## **2:Previous studies**

Study Faraj Allah (2011): held Faragalla study entitled calendar math book for grade XII Humanities provinces of the Gaza Strip from the viewpoint of the teachers in the light of the quality standards, the study relied on descriptive analytical method, as the researcher used in this study, a questionnaire consisting of 48 items .distributed on five areas, directing, objectives, content, means the demonstration and activities, and Calendar And distributed a questionnaire to a representative sample of the original community consisted of (80) teachers, and the results of the study showed that the value of Osteopathic appreciation for different math book its criteria .was where he received a large (70.89%)

The study also did not show any statistically significant differences in the responses of the sample according to .the variable of years of service for the benefit of people with ten years of service or more years

The governor (2006) study aimed at detecting average quality valuable degree for twelve level of the National Council of Teachers of Mathematics NCTM in subjects statistics contained in the books of mathematics for primary stage in Palestine, where the researcher analyzed the themes of Statistics in math books through the analysis tool was built adoption of standards NCTM . The results of the analysis resulted in a decline in the average quality in the provision of NCTM standards in subjects Statistics Included basic math books stage in .Palestine and some of which did not reach the acceptable limit educationally.

The Janmayjenmai (2004) study aimed to evaluate three of math books in the Peoples Republic of China to stage Preparatory School, where he was in this study build a list of criteria to evaluate the books, and was the study

sample of (300) as a teacher and a school, were distributed questionnaire poll them, The study found a set of results including the following: that the samples of the three books achieved 100% of the goals of education and that there is a difference in the averages of satisfaction with the books of the three, and the teacher gave a high degree of design book while gave a low score for the qualities of the content of the books, and there correlation .between both ancient and modern textbook

In a study Sharari (2001), which aimed to evaluate the math book for the first grade average from the viewpoint of teachers in the Kingdom of Saudi Arabia, and the sample of the study consisted of (66) teachers, they were applied a questionnaire consisting of (69) paragraph. The results of the study showed that the value of .Osteopathic appreciation of the book.

The areas of the book came estimates Calendar in the average high except for the area of content and who came appreciated moderately, as the vast majority of teachers do not see the need to add teaching aids help or delete or add topics of the book, as the study showed that the average appreciation of the calendar for teachers .experienced Supreme The top teams meaningful estimates of at least experienced teachers.

Dweikat (1996): Evaluation Study of the math book scheduled for the ninth grade core in Jordan since the beginning of the academic year 1991-1992 m from the standpoint of supervisors mathematics and teachers. Has been used in the study questionnaire was sure of sincerity and persistence has included 92 items distributed in the areas of calendar objectives, activities and content and the means and the calendar questions and Artistic :Direction, the study showed the following

-The presence of statistically significant differences ( $\alpha = 0.05$ ) between orthodontic appreciation for teachers .and orthodontic appreciation for supervisors in the field of technical content

No statistically significant differences ( $\alpha = 0.05$ ) between the teachers' estimates attributed to sex and only one .field goal

-No statistically significant differences ( $\alpha = 0.05$ ) between the teachers' estimates due to scientific qualification

-No statistically significant differences ( $\alpha = 0.05$ ) between the estimates attributed to teachers teaching .experience

-No statistically significant differences ( $\alpha = 0.05$ ) between teachers' estimates and estimates attributed to the .supervisors of supervisory experience

-The Sauce (1996) study aimed to evaluate math books school at the stage of basic education upper secondary education from the perspective of teachers in the West Bank for the academic year (1995-1996) and the study sample consisted of 200 male and female teachers of them (112) male and ( 88) a teacher, and was a study .prepared by identifying the tool researcher consisting of (64) paragraph

The study showed several results from the most important: that estimates the calendar for teachers was higher than the average acceptable educationally each of math books four in each of the general appearance of the book and the content of the book and activities, means and methods and means of the calendar, as the qualification and sex does not effect them in calendar textbooks, and experience have an impact in the evaluation of the book as a single unit, as the study revealed deficiencies such as lack of containment provided by the guidance of teachers and learners and the lack of conclusion at the end of each unit, and the existence of typographical errors, and the .number of shares is not sufficient to cover the content.

His password (1994) study aimed to evaluate math books for the ninth grade core from the perspective of teachers and students in schools in Amman Governorate first in Jordan through their estimates for the four aspects of the proposed researcher is content Show book means the demonstration and activities assistive devices and the overall shape of a book and output mode and means of evaluation and amounted to sample study (64) teachers, and (520) male and female students from the tenth grade in the study population has been used researcher Astbyantyn prepared for the purpose of study and one for teachers and consisted of (63) standard and the other prepared for students and represented in (42), a standard distributed on the sides of the calendar and found The study estimates that the average teacher of the book (74%) and no trace of the average academic achievement of students on the calendar estimates of the content and means of the calendar and the general shape of the book and the study indicated the presence of weak points, namely Scientific material density and an insufficient number of quotas for items

.The weakness of the rule book link the expertise of the students and their needs and problems

The presentation of scientific material is primarily interesting that encourages students to self-learning

.A variety of activities is inadequate and explanatory means limited to geometric shapes

.Do not include the questions and exercises book on the problems of the reality of the students

### **3:Comment on previous studies**

Performed at intervals varying, where he was most recently a study Faraj Allah (2011) and oldest study password (1994) and most studies modern suggesting interest evaluates math books, also notes that the studies,

which focused on the assessment of math books in Jordan before the development of the textbook as it is in the study of Aldoakat (1996) chick (1996) The current study focused on the assessment of the book Badttaiwirtextbook As other studies Some people who wrote mathematics in middle school, such as studying Janmay (2004) study Sharari (2001), while focused on the current study evaluates math book for the stage of basic top, in the While focused on some studies reveal average quality of textbooks, such as the study of the governor (2006), while focused on the current study, study calendar math book for the ninth grade in the light of quality standards through the analysis of content, most of the studies have been used to identify a tool for the study and each used tool content analysis such as the study of the governor (2006) The current study used a .content analysis tool as a tool for the study

#### **4:Problem of the study and questions**

The aim of this study was to evaluate math book for the ninth grade in the light of the basic quality standards, :and thus unite d problem of the study to answer the following main question

?What quality standards to be met in the math book to the ninth grade core in Jordan

:And the ramifications of this question the following sub-questions

?What quality standards to be met in the math book to the ninth grade core in Jordan

To what extent taking into account the math book to the ninth grade in Jordan to quality standards in the light of ?the analysis of the content

#### **5:The importance of the study**

The importance of the study lies in dealing with the subject of important and vital a math book calendar for the ninth grade according to Quality standards through the analysis of its content and therefore

:it is expected to benefit from the results of this study are:-

The authors of the curricula and textbooks and their teacher development and through knowledge of quality standards included in the textbook and standards that enrich according to the results of this study and other .studies

Researchers and through the development of tools for the analysis of standards of textbooks in various stages of .study

#### **6:Procedural definitions**

1-Quality standard: the standard is a set of items derived from the premises for Educational Development in Jordan, and the results of research and studies of modern educational locally, regionally and globally, which represents the textbook Algedokd the specifications are mentioned these foundations. Annex (1)

2-Analysis: The process by which to identify strengths and weaknesses in the light of the quality standards and .the categories of analysis and units as contained in the analysis tool used in this study

3-Calendar: process by which to identify strengths and weaknesses and through the use of a list of quality .standards that have been prepared for this purpose

4-math book: your book Study of Mathematics fundamental to the ninth grade, and is located in two separate ..parts, one for the first semester and the other for the second semester

#### **7:Determinants of the study**

:The study is limited to the following limits

Calendar - math book to be taught to ninth grade students at the stage of basic education in the light of the .quality standards for the academic year 2011-2012

The study is limited to quality standards contained in its tool, so the interpretation of the results depends largely on the degree of sincerity of the tool and the degree of stability, knowing that he was checking the veracity of the .tool and its persistence

#### **8:Study methodology and procedures**

The study population

The study population consisted of math book for the ninth grade for the academic year 2011/2012

The sample

.The study of the book itself

:Tools of the study

Request for the implementation of this study prepare a list of quality standards for textbooks, and a tool for analyzing the content of the book in question, and the following these steps tool

:First: the list of quality standards for school book

:To prepare this list researcher followed the following steps

Review of previous studies and research, tools and quality standards related to building standards and evaluate the books and take advantage and construction methodology and fields and paragraphs contained

Return to the working papers and bulletins and Proceedings of the Jordanian Educational Development (1987) - and look at the most important recommendations for textbook and the stepping stones educational textbook can build on them

Dump all fields and paragraphs that have been reached in the lists included the areas of objectives and content, presentation and teaching aids, and training activities, calendar and output

Rework the paragraphs that have been derived formulation of clear and classified according to the appropriate fields in one list formed the beginning of the (7) areas and (83) paragraph as follows: goals (13), paragraph and content (16) paragraph and display content (9) paragraph and means education (9) and paragraph and training (activities) (11) calendar paragraph (11) and output paragraph (14

### **9: Believe of the tool**

Verified the veracity of the study tool, viewing on a panel of 10 arbitrators, including: (2) faculty members in Jordanian universities in the disciplines of the curriculum and teaching in general, and (3) the members of the curricula of teaching mathematics at the Directorate General of curricula and teaching techniques, and (3) supervisors educators and (2) teachers who hold a bachelor's degree. And asked them to give their comments and suggestions about the tool in terms of the importance of the fields and paragraphs contained and how it relates to the integrity of the language, has been made the beginning of the (7) areas and (83) a paragraph in the light of their suggestions and comments have been modify, add, or delete what they saw fit, has been deleted (32) another paragraph was included in the study areas remaining, either because of the importance of certain paragraphs or replicated, in addition to increasing the size of the tool in general, which is causing great suffering when you answer it and packaged and Table (1) shows the distribution of the paragraphs on the areas of study before governed and beyond

### **.Distribution paragraphs tool to fields before and after arbitration**

### **10: The stability of the tool**

:To ensure the stability of the analysis, the researchers, including the following

1-Analysis of Material ninth-grade math book subject of the study twice, separated by a month of using the unit of analysis idea

2-select one of the supervisors who hold a master's degree in mathematics and styles assigned analyze math book the subject of study

Reliability coefficient = the number of times the agreement between the analysis of the members of the jury  $\times$  100%

Views agreement + number of times the difference

.The total reliability coefficient analysis tool as a whole (84). Is an indication of the stability of the analysis

### **Second: Content Analysis**

:The researcher followed the following steps in the analysis of the content of the subject of the study books

1-Determine the object and purpose of the analysis is to know into account the math book to the ninth grade .quality standards for textbooks

2-Include a list of quality standards that have been reached and verification of sincerity and persistence content analysis tool and determine the fields of (7) areas as categories as President of the analysis and the paragraphs of (51) sub-paragraphs as categories of analysis

3-Use the idea as a partial analysis of the content of a book of mathematics subject of study for their suitability for the purposes of this study, and achieve their goals and the possibility of its application and which deal with the various components of the various books in nature

4-Training Committee analysis consisting of the researcher, teachers and supervisors math analysis process, and agree with them on a content analysis of the content of the book (the subject of study) apparent from the subconscious (implicit) according to the mechanism and methodology of one based on monitoring the frequency and severity of analysis versus category (domain and paragraph) which represent in the content

5-to monitor the results in the areas of content analysis tool and paragraphs for each unit of study and the authors of the study as a whole in the particular models), so each book separately and calculate the total occurrences of paragraphs

### **11:Statistical treatment**

To answer the first question has been answer in the light of literature Educational previous results theories of education and the principles of psychology, logic and orientations educational and contemporary in the educational system in general and Jordan in particular, and the researcher used frequencies and percentages of Ajabhan second question relating to the observance of math book for ninth grade quality standards in the light of , the content analysis

### **12:Results of the study and discussion**

What's the overall quality criteria to be taken into account in the book of mathematics to ninth grade in terms of its objectives, content and presentation, methods and its educational activities and calendar contained therein and ?directed

To answer this question have been prepared list of criteria for the overall quality appropriate to the mathematics textbook through access to literature, education and previous studies and show the list to a panel of arbitrators and get to the final list of comprehensive quality standards as contained in Appendix No. (1)

Formed tool study (51) (paragraph) represent the characteristics and specifications of the textbook is good, and include this tool on the areas have been derived from the latest studies, and standards on the level local, Arab and global levels that are based on theories of learning, psychology and principles of logic, in order to evaluate math .book and see how observance of these standards

### **13:Results related to answer the second question**

To what extent taking into account the math book to the ninth grade basic quality standards for textbooks in ?The light of the analysis of the content

The researcher collects duplicates obtained extract standard percentage for each standard and the statement of the rank of each criterion and the results were as in Table (2)

Frequencies and percentages and ranks of the availability of each criterion of quality standards in math book for ninth grade

#### **First: Goals**

<b>Number</b>	<b>Paragraph</b>	<b>duplicates</b>	<b>percentage</b>	<b>Rank</b>
1	Unity include a list of educational goals	52	% 14	3
2	Targets areas include cognitive, emotional and self kinetics	48	% 13	4
3	Goals are formulated in such a way that selection of learning content and activities appropriate calendar	56	% 15	2
4	Targets linked to the nature of the learner and the abilities and needs and problems and developmental characteristics	40	% 11	6
5	Develop sound scientific thinking goals commensurate with this stage of education (ie, develop problem-solving	37	9.5	7

	skills and critical thinking).			
6	Distributed cognitive learning goals for school book within the levels to remember and understand the application and analysis, installation and calendar	45	%12	5
7	Linking goals between theoretical knowledge and its applications sports	62	%16	1
8	Include earns learner skills to deal with modern technology and the knowledge economy	36	%9.5	8

**Second: Content**

9	Associated content targets book	6	%11	80
10	Content complies with map Article vocabulary as stated in the curriculum	1	%13	93
11	Sequence of mathematical concepts in content	4	%12	85
12	Content related to the needs of the students and their experiences	8	%9	67
13	Take into account the content of the principle of supply after transmission and the principle of learning motivation	9	%8	58
14	Diversity of mathematical skills in content	7	%11	78
15	Content includes practical and theoretical sides in a balanced	3	%12	88
16	The content is derived from sources are many and varied learning	5	%11	83
17	Knows the content of the new concept immediately presented in a clear manner	2	%13	92
18	The unit includes a frame of reference provides references and sources and additional materials so that the teacher and the student benefit	0	0	0

**Third:display the content**

19	Exposure mathematical concepts in the book-sensitive manner	2	%20.5	95
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	psychological makeup of the total parts is well known to the unknown, from easy to difficult, and the concrete to the abstract question			
20	Urges learner supply and encourages self-learning	5	%19	88
21	Presentation deals with the division of the book into a number of units and the unit to a number of issues	3	%20	92
22	Top each unit presented the goals and include a definition have	1	%21	99
23	Each unit ends with a summary suitable for the main ideas	4	%19.5	90

	<b><u>The fourth area: activities and exercises:</u></b>			
24	Help the nature of sports topics to choose a variety of teaching methods	3	%14.5	88
25	fit the individual and collective action among students	6	%14	86
26	Activities based on the principle of individualization of learning by giving his chance in time so that the student performs in time that fits your mental abilities	2	%15	90
27	Activities are appropriate to the level of maturity of learners capabilities	7	%13	80
28	Activities are realistic workable and implementation	5	%14	83
29	Develop critical thinking activities and practical innovation and problem solving	4	%14.5	88
	<b><u>Fifth area: Teaching aids:</u></b>			
30	There are pictures and graphics and shapes in places suitable for the lesson	1	%24	93
31	Characterized substance of modernity and aspects of accuracy and scientific value	2	%22.5	88
32	Learning means are	4	%21.5	84

	accompanied by explanations and related activities			
33	Means learning to help raise students' thinking	3	%22	85
34	Encourage learning means learners over the means of production themselves learning	5	%10	40
	<b>Domain VI: Calendar:</b>			
35	Calendar General in terms of the general goals of the book and goals in each unit and studied	%21	90	3
36	Includes two types of formative assessment (formative) and final	%22	95	1
37	Questions to help determine the extent of absorption of the concepts and student skills and FAQ Sports	%22	94	2
38	Take into account the calendar means individual differences among students	%19	83	4
39	Raises questions learners' motivation to learn	%16	70	5
40	Calendar provides feedback through a typical answers to questions at the end of the unit and boo	0	0	6
	<b>Domain VII: Output</b>			
41	The book contains an index of the contents clearly and accurately numbered	%16	97	1
42	There is a relationship between the cover of the book, form and content and content	%14	86	6
43	Be easy to book conservation and storage when not in use it directly	%14	87	5
44	Be a good book printing	%15	89	4
45	Covering and install it so good fit for several years	%10	60	7
46	The book uses art directing appropriate to the characteristics of pupils	%15	90	3
47	Show the first page of the book title and the names of the authors and the publishing house and	%16	96	2

	place of publication, age publishing			
48	Tops book and table of contents units of the main and branch	0	0	8
49	The book at the end of a glossary of concepts and terms contained there in	0	0	9

Notes from the findings in the field of goals that all paragraphs of this area (1-8) and number (8) paragraphs were taken into account in the book to varying degrees, came paragraph (7) first prize as a percentage of (16%) and states "binds to targets between theoretical knowledge and its applications sports "This result is attributable to the translation groups opus to the recommendations of the Commission on the development of curricula and .textbooks, especially with regard to linking sports application knowledge.

In second place came the idea (No. 3) as a percentage of (15%) and states that "formulated goals in a managed to choose the content of learning and activities, and evaluate appropriate" and probably refers to the attention of authors play goals as the first element of the elements of the curriculum in their light determines the content and activities calendar The outputs are students who are active elements and participate in the learning process. These results are consistent with (Faraj God, 2011).

Either paragraph (8) were less field goals where it came ranked eighth as a percentage of (9.5%) and states include earns learner skills to deal with modern technology and the knowledge economy ", perhaps due to be affected by the authors nature of scientific material for the books, but manifestations of evolution technological contemporary, and perhaps suggests that also lack the outlook at the authors did not take as scientific and technological development and the possibility absorbed in the learning process of education and this is what actually happened this is the Ministry of Education is paced in the field of learning and computing curricula and others. Mashharawi 2004)

In seventh place came paragraph (5) as a percentage of (9.5%) increase the frequency and one for the eighth paragraph and states "develop the goals of scientific thinking properly, commensurate with the level of education (i.e., develop problem-solving skills and critical thinking" and probably refers to interest the highest theoretical and practical sides of mathematics through the content, thinking of them that students at this age are not able to .master the skills to work through the goals.

The results contained all paragraphs of this field (9-18) and the (10) has been taken into account in the book to varying degrees - came paragraph (10) the first prize as a percentage of (13%) and provides "content match with a map Vocabulary As stated in the curriculum "This result was attributed to the authors' attention to the .conformity of the content of the book and the vocabulary of the textbook map.

In second place was the paragraph (15) as a percentage of (12%) and an increase of 3 paragraph 11 stipulates that "incorporates the content on the two sides of scientific and theoretical in a balanced manner," and this was due to the attention of authors' content from both sides theoretical and practical in a balanced manner. These (different Results with (Sharari, 2001)).

Either paragraph (18) were the prize last percentage was (0%) states include the unit frame of reference provides references and sources and additional materials that benefit the teacher and students: This is due to the lack of .interest of the authors need to find references and sources underlying the teacher and the learner .

Notes from the results contained in the presentation of content that all paragraphs of this field (19-23) and the (5) have been taken into account paragraphs book to varying degrees, have come paragraph (22) the first prize as a percentage (21%), which states "deals with supply the division of the book into a number of units and the unit to a number of issues, "and possibly refers to the attention of the authors divide the book into a number of issues .in order to facilitate recognizing and understanding and reviewed.

In second place was the paragraph number (19) as a percentage of (20.5%), and states that "exposure mathematical concepts in the book take into account the way the psychological makeup of the total parts is well ".known to the unknown and it is easy to difficult, from the concrete to the abstract question.

This was due to see authors on the results of psychological studies, educational and principles of logic and translated in the display of the content in line with the level of educated mental and social development, so that the results of their learning best when you start topics easy before the difficult by non-sensible and the year .before your check their goals with less effort and lower cost and shorter time.

Either paragraph (20) propagated observed a low degree of came in ranked fifth and final percentage of (19%) and states that "urges Display learner and encourages self-learning:", perhaps due to the estimates of the authors

that the ideas found in the folds of units and lessons of the book, There is no need for the members of the task drawn and searched for learners as an opportunity for the growth of research and investigation skills they have in .other aspects This result is consistent with Passwords, 1994.

Came paragraph (23) in fourth and penultimate percentage of (19.5%) and provides for the "end of each unit extracts suitable for the ideas the President and create what Beyond", and attributed this result to that the framers of the textbook took into account that the mathematics curriculum is concepts and terminology and facts it is natural to be interrelated and need to extract and the role of the teacher submitted and this result will vary with .(Faragalla, 2011).

Notes from the results contained in field of activities and exercises that all paragraphs of this field (24-31) and number (8) paragraphs, may be taken into account in the book to varying degrees, came paragraph (30) in the first place as a percentage of (15%) and up Tkaren from paragraph (26), which states, "followed by a variety of questions to evaluate the extent to achieve their goals," and perhaps due to the perception authors of .importance of individual differences to a variety of questions to assess the degree of achievement of the targets. Came paragraph (26) in second place as a percentage of (15%) and less Petkrrarin paragraph 30, which came in the first place and provides for the activities on the principle of individualization of learning by giving his chance in time so that it performs the student in time that fits your mental abilities, " This may be attributed to the perception of authors and their faith in the existence of individual differences among students, and every student has the right to die, including activity fits his abilities and energies and in time that suits him and this shows the .authors' response to the recommendations of the Educational Development

The paragraph (31) ranked eighth and final percentage of (0%), and states that "the provision of educational activities and feedback and reinforcement immediate right down" to the belief of the authors that these activities private student, and each student carried out to suit his abilities, under the supervision of the teacher, as well as to those who fear the authoring process that students take these answers as they are without their initiative to the .implementation of the activity.

In seventh place came paragraph (27) as a percentage of (13%) and states that "the activities are appropriate to the level of maturity of learners and their abilities and their needs due to the perception of authors to the importance that there be activities commensurate with the needs and abilities of students. Agrees these results with passwords, 1994 )Faraj God, 2011) Sharari, 2001.

#### **14:Recommendations and finding**

increase planning and coordination among textbook designers

Standards which will be consider for mathematic text book should be Re design and reform of -training programs for teachers during their career

- Improve of education programs which lead to developments and evaluations.
- Activate of educational research which depend on methodology and analysis and observation.
  - Encourage similar further studies to increase the effectiveness of result
  - Increase the participation of eduactiona ministry in applying of total quality management .
- Applying total quality mangment in all field of the education.
- Increase of support in all fields to improve the evaluation system.
- Increase the believing of total quality management in education system.
- Use of new model and style of evaluation.
- Increase the partnership among all society agencies to reach acceptable level of education.
- Applying the evaluation regularly.

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