

The Quality Level of Eleventh Grade Mathematics Book Used in Gaza Secondary Schools

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Abstract

The Study aims at revealing the level of quality of math book for the eleventh grade (literary stream) in Gaza Governorates from the viewpoint of teachers, by identifying the quality standards that should be met in mathematics book for the eleventh grade, the availability of such standards from the viewpoint of mathematics teachers, and if the estimates for these standards vary with different variable (gender -academic qualification- years of experience). The study used the descriptive approach. A questionnaire was prepared including six fields (framework and formation of the book - objectives - content - author's writing style – evaluation and improving). After ensuring the validity and reliability of questionnaire, it was administered to a sample of (89) teachers who teach mathematics subject for eleventh grade. The data was analyzed using (Statistical Package for the Social Sciences) SPSS program, the study reached a set of results include: Preparing a list of standards consists of six fields, The whole fields of study did not reach the required level of quality, and there are no statistically significant differences at ($\alpha \leq 0.05$) in the estimates of mathematics teachers of the eleventh grade for the quality of math books attributed to the variables (Gender - academic qualification - years of experience). The researcher suggested some recommendations.

Key words: Mathematics textbook, Level of quality, Standards of quality.

1.Introduction and literature review :

Math curriculum occupies an essential role among the other sciences; it can be described as the backbone of these curricula. Therefore, it is necessary to reconsider the math curriculum through assessing math textbooks to achieve the local and international standards and to suit the students' needs and abilities. The National Council of Teachers of Mathematics (NCTM) has issued a document of school mathematics curriculum assessment and standards which represented the first effort of an educational organization specialized in mathematics. This document reflected the visions of those who are interested in mathematics as teachers, supervisors and educational researchers (Olson & Berk , 2001). Saada and Ibrahim (2008) confirm that the good book has a set of standards and specifications including (modernity of science – material suitability for students' level and their preferences and needs - logical and psychological sequence of the content display - development of problem-solving and critical thinking – and the integration of math with the other sciences). Abu-Zaina (2003) identifies five general properties for the a good book, (formation and presentation – content and organization, selection criteria and display style – education outcomes – methods and means of assessment and monitoring). Since math book is a major source of knowledge for teachers and students which lead to success in the teaching-learning process, education experts believe that math books should be revised every five or seven years, and be developed according to a set of accurate scientific bases, (Al-ser, 2008). Gonzalez (1994) study aims to analyze the content of math books for the grades (9-11) in the light of the standard of question-resolving as one of the standards of the National Council of Teachers of Math (NCTM). The study results clarified that the curriculum does not have sufficient skills and procedures to create a positive attitude towards math, and that the question-resolving procedure is low according to the standards of (NCTM). At the Arabian level, the workshop which was held by the Ministry of Education in Jordan (1992) in corporation with the UNESCO recommended preparing school textbooks according to the standards of quality in terms of content, presentation of the book and its' size, display style, and to give the school book's evaluation appropriate importance (The Ministry of Education, 1992). On the local level in Palestine, the Ministry of Higher Education in collaboration with the UNESCO has established the Center of Curriculum Development which started assessing all the applicable curriculums, including mathematics, (Abu-Lughod and others, 1996).

Due to the importance of math curriculum for eleventh grade(literary stream), the researcher has surveyed previous studies related to the topic. There are some studies that evaluated math books as Diab (2004) which reveals a lack in the high-primary grade. Al-Wali (2006) shows the importance of improving the quality of statistics topics included in school math curriculum. Mgat (2007) asserts the lack of the international standards in the Palestinian math curriculum for the grades (7,8, and 9) from the viewpoint of governmental schools' math teachers' and supervisors'. Al-ser (2008) shows that the teachers' estimates for math books for the grades (7, 8 , and 9) are below the average. As for Al-Sharaa (2010) shows medium estimates for math books for the eighth grade made by teachers. Al-Deeb (2007) confirms the lack of mathematical procedures and content standards in the high-primary curriculum. Al-Baik (2004) study aims to assess the applicable standards at Al-Quds Open

University in Palestine. The study found that there are no statistically significant differences in the supervisors' estimates for the standards of math curriculum preparation, and that there is insufficiency in the references, display of the material and self-evaluation. Al-Sharaa (2010) evaluates eighth grade math book from teachers' point of view. The study results showed that the general estimates of book evaluation were in a medium level. Al-Ser (2008) shows the average of the teachers' estimates for the organization of the math curriculum content for the grades (7, 8, and 9) in the light of the cognitive teaching-learning theories. The results showed that there are no significant differences in the average of teachers' evaluation estimates for the three books, its average reached (62%), slightly less than the medium level. Kassab (2009) identifies the level of quality for Geometry and Units of Measurement topics in the math books for grades (1-6) in Palestine through content analysis according to (NCTM) standards. The study indicates that the degree of availability of these standards in Geometry and Units of Measurement topics range between low and medium in most cases, while some of these standards did not get a remarkable place.

According to the previous studies, there are some weak aspects in the math books which revealed through identifying the quality level, evaluation, and the differences between the results of studies in terms of the degrees of the evaluation estimate for the math books. Therefore, this study evaluates math book for eleventh grade. The study provides a realistic image of quality level of math book for eleventh grade (literary stream) for book editors and teachers, particularly that we still in an experimental application for the Palestinian curriculum.

2.The study:

2.1. The study problem:

By the time the Palestinian national authority has finished the school textbooks, it faced a lot of internal and external criticism, which became a controversy between supporters and opponents. The supporters believe that the new textbooks are modern, keep pace with development, develop creativity and do not rely in memorization. While the opponents think that the new textbooks are long, difficult and higher than the academic level of the students. Each side has his causes and arguments, but all these opinions will be kept in the framework of general impressions that need to be studied in a scientifically. Therefore, this study identifies the quality level of math book for the eleventh grade (literary stream). The study aims to answer the following questions:

- 1-What are the quality standards that should be met in mathematics book for the eleventh grade?
- 2- What is the availability of such standards in mathematics books for the eleventh grade from the perspectives of mathematics teachers?
- 3.Do the estimates of evaluation for eleventh grade teachers(literary stream) differ in terms of : (book framework and formation– Objectives and philosophy– Content – Writing style of the author – development and evaluation which attributed to the variables (Gender – Academic qualification – Years of experience).

2.2.Importance of study :

This study comes in response of the global trends, and the recommendations of seminars and conferences, which call for continuous evaluating and analyzing for curricula, in order to be developed. The study helps in giving an idea about the quality of Palestinian math curricula, since the textbook cannot cover the required educational functions, unless some criteria are available to make it an affective educational tool. This study tries to plug the gap between the local studies, which are rare in the Palestinian educational field, in term of evaluation of math books in Palestinian secondary school , especially the math book for eleventh grade (literary stream), because of the urgent need for such researches and studies, while the ministry of education seeks to evaluate the Palestinian curriculum books. The current study may open the way for other researches and studies to the development of mathematics curriculum.

2.3. Hypotheses of study:

To answer the questions of the study, the following hypotheses were tested:

- 1.the quality standards may be available in the eleventh grade math book(literary stream) in an acceptable educational rate.
- 2.there is no statistically significant differences at (0.05) between the means of the teachers estimates of eleventh grade math book (literary stream) attributed to the variables of study(Gender - Academic qualification – Years of experience).

2.4.Limitations of study:

The current study prepared a list of major criteria of quality to measure the validity of math book (first and second parts), its effectiveness and suitability for the education process, its appropriateness for the nature of the subject and for the learners academic level in terms of(framework and formation of the book – objectives and philosophy of the book – content of the book – writing style of the author –development and evaluation).

3.The study methodology:

In this study, the researcher adopts descriptive approach to make a list of quality standards for the math textbook.

3.1. Study population:

The population of study consist of Mathematics teachers for the eleventh grade in Gaza governorates for the academic year 2012/2013.

3.2. Study sample:

The study was limited to (89) math teachers of the eleventh grade (literary stream) in Gaza governorates. Questionnaire has been distributed to the sample in June 2012-2013, in the ministry of education secondary schools in Gaza governorates.

Table (1): The distribution of the sample

Variable	Type	Number	Percentage %
Gender	Male	66	74.2
	Female	23	25.8
Academic qualification	Bachelor	75	84.3
	Higher education	14	15.7
Years Of Service	1-5 years	19	21.3
	6-10 years	40	44.9
	11 years or more	30	33.7

4.study results:

4.1.Results of the first question:

The first question inquired the following "What are the quality standards that should be met in mathematics book for the eleventh grade?".

This question was answered after reviewing literature and the previous studies. A list of criteria has been prepared.

4.2.Results of the second question:

The second question inquired the following "What is the availability of such standards in mathematics books for the eleventh grade from the viewpoint of mathematics teachers? ".

To answer this question, the researcher used descriptive statistics, represented by proportional weights, averages and standard deviations, as shown in the following tables:

First: presentation and formation of the book:

Table (2): The descriptive statistics for framework and formation of the book

N.	Item	Mean	Std. deviation	Proportional weight	Ranking
1	The book cover is attractive.	4.24	0.675	84.7%	1
2	The book cover is solid.	3.58	0.823	71.7%	12
3	The book paper is appropriate	4.21	0.593	84.3%	2
4	The book is free from typos.	3.69	0.961	73.7%	10
5	Headlines and subheadings coordinated in an orderly manner.	3.83	0.869	76.6%	5
6	The book size is suitable for the eleventh grade students.	3.72	1.076	74.4%	9
7	The book includes an introduction which allow the reader to know its' content.	3.75	0.933	75.1%	8
8	The book contains a list of the used terms.	3.09	1.073	61.8%	14
9	The book takes care of the punctuation marks.	3.53	0.918	70.6%	13
10	The book uses colors in graphics, shapes and clarifications.	3.80	1.057	76.0%	6
11	The book contains a list of references which have been used in its' preparation.	3.96	0.838	79.1%	3
12	The book contains a model answers for its' questions.	2.25	1.180	44.9%	15
13	The book contains a suitable list of contents.	3.61	0.748	72.1%	11
14	The book has consistency between its' size and its' content.	3.79	0.761	75.7%	7
15	The book is clear in terms of letters size.	3.92	0.711	78.4%	4
	Total	54.96	7.068	73.3%	

The previous table shows that the top items are number (1) with proportional weight of (84.3%) "The book cover is attractive" and item number (3) "The books' paper is appropriate". The researcher refers that to the fact that the first and the third items are connected with financial side, which was provided by donor countries to the

Palestinian national authority. As for the rest of the first area items, they did not reach the required level of quality; this may be due to the lack of sufficient number of technical specialists in preparation and direction of the book, especially that this is the first experiment in Palestine.

Second: the philosophical objectives of the book:

Table(3):The descriptive statistics for philosophical objectives of the book

N.	Item	Mean	Std. deviation	Proportional weight	Ranking
16	The objectives are clear and accurate	3.17	1.384	63.4%	3
17	The objectives are logically sequential	3.45	0.879	69.0%	1
18	The objectives are suitable for the developmental characteristics of the students	3.35	1.099	67.0%	6
19	The objectives are include all the students developmental aspects	3.26	0.899	65.2%	5
20	The objectives consider the individual differences	3.33	0.863	66.5%	4
21	The objectives can be achieved in the allocated time	3.38	1.006	67.6%	2
	Total	19.93	4.210	66.4%	

The previous table shows that all the items that related to the philosophical objectives of the textbook did not reach the required level of quality. This could be referred to the absence of a clear philosophy through which the objectives can be derived, and that they were not in previously specified framework, which led to a type of deficiency in this aspect.

Third: content of the book:

Table (4): Descriptive statistics for content of book area

N.	Item	Mean	Std. deviation	Proportional weight	Ranking
22	Basic concepts are highlights in every unit	3.87	0.869	77.3%	2
23	Experiences included are sequent	3.78	0.794	75.5%	5
24	The basic concepts are the focus of building each unit	3.73	0.765	74.6%	7
25	Concepts are integrated to achieve the objectives of the curriculum	3.67	0.687	73.5%	8
26	Ideas and concepts are sequent	3.60	0.849	71.9%	12
27	Scientific accuracy is achieved	3.90	0.826	78.0%	1
28	Modernity of information is achieved	3.87	0.710	77.3%	2
29	The depth of the ideas suits students level	3.20	0.979	64.0%	22
30	It Shows up creativeness	3.22	1.031	64.5%	21
31	It focuses on application of principles and concepts	3.55	0.866	71.0%	13
32	It enhances self-learning	2.83	0.968	56.6%	29
33	It includes activates that develop decision making skills	2.93	0.975	58.7%	27
34	It uses new ideas to establish skills as games and puzzles	2.55	1.000	51.0%	30
35	Content of book is connected with its' objectives	3.55	0.798	71.0%	13
36	Book uses the same concept with same meaning	3.78	0.703	75.5%	5
37	Book units and lessons are in sequential order	3.87	0.894	77.3%	2
38	Content of book is connected with the environment	3.16	1.010	63.1%	23
39	Content of book develops students' skill in solving mathematical questions	3.34	0.839	66.7%	18
40	Content of book observe the different needs of students	3.07	0.766	61.3%	25
41	It takes into account the students' tendencies and attitudes	2.92	0.968	58.4%	28
42	Content of book pursues the modern concepts	3.63	0.845	72.6%	9
43	It suits the cognitive development for students	3.33	0.850	66.5%	19
44	Content of book is connected with some other sciences	3.03	0.872	60.7%	26
45	The book contains ideas that stimulate the scientific thinking	3.12	1.085	62.5%	24
46	graphics are clear expressive	3.62	0.959	72.4%	10
47	Graphics and figures help in stimulating students thinking and help for better understanding.	3.47	0.955	69.4%	16
48	Language activities and mathematical questions are clear and comprehensible	3.61	0.973	72.1%	11
49	Content of book is distributed in balance among two semesters	3.51	0.990	70.1%	15
50	Content of book include general objectives for each unit	3.40	1.084	68.1%	17
51	activities and question are varied in order to suit students levels	3.33	0.836	66.5%	19
	Total	101.7	13.884	67.8%	

The previous table shows that all the responses on the items of the third area (content of book) did not reach the required level of quality. This could be referred to the absence of coordination and competition among the national team for building the Palestinian curriculum, that some of the authors were editing some chapters of the book without following up what the other authors are doing in the same subject in the other levels, the Cause of this incompetence is the absence of communication between the country governorates.

Fourth: the writing style of the author:

Table (5): Descriptive statistics for the writing style of the author

N.	Item	Mean	Standard deviation	Proportional weight	Ranking
52	It connects the subject with the experience of the student	3.61	0.848	72.1%	4
53	It motivates student to follow-up	3.15	0.936	62.9%	8
54	Its' language is easy and clear	3.89	0.832	77.8%	1
55	The book doesn't have language error	3.76	0.977	75.3%	3
56	It makes a balance between classroom activates and non-classroom activities	3.16	0.940	63.1%	7
57	It depends on dialogue style	3.07	0.795	61.3%	9
58	It considers the individual differences	3.57	0.952	71.5%	5
59	It motivates students for self-learning	3.06	0.981	61.1%	10
60	It encourages scientific activities	3.36	0.968	67.2%	6
61	It avoids colloquial language	3.88	0.809	77.5%	2
	Total	34.3	5.403	68.6%	

The previous table shows that all the responses on the items of the fourth area (the writing style of the author) did not reach the required level of quality. The researcher refer that to the novelty of authorship the school textbooks in Palestine, that this is the first time to compose school textbooks in Palestine, the reason maybe also refer to non-effective participation of the teachers in editing the curriculum, in consideration of the fact that teacher is the most knowledgeable person of students characteristics and their needs.

Fifth : Development and evaluation :

Table (6): Descriptive statistics for development and evaluation domain

N.	Item	Mean	Std. deviation	Proportional weight	Ranking
62	Every unit ends with activities that cover all the unit topics	3.87	0.828	77.3%	1
63	The exercise formulate accurately	3.70	0.858	73.9%	2
64	The exercises raise the students thinking	3.61	0.778	72.1%	4
65	The exercises are enough to achieve the objectives	3.60	1.008	71.9%	5
66	The elements of the questions are sufficient to identify the educational skills for students	3.55	0.812	71.0%	6
67	The ideas of the book open prospects for develop its' topics	3.47	0.930	69.4%	7
68	The calendar questions are varied	3.65	0.931	73.0%	3
69	The book contains a clear plan to develop its' experiences	3.29	0.956	65.8%	8
	Total	28.73	5.189	71.8%	

The previous table shows that all the responses on the items of the fifth area (Development and evaluation) did not reach the required level of quality. The researcher refers that to the non-existence of a specific system for the assessment process, for sometimes, assessment questions are new skills, which are not connected with examples of book, Also, some of the activities are haphazardly displayed. The reason for that the authors of schools textbooks do not have a direct relationship with learning process in schools that a lot of them works in universities, which affect the evaluation process negatively.

Sixth: the whole questionnaire:

Table (7): Descriptive statistics for the whole questionnaire

N.	Area	Mean	Std. deviation	Proportional weight	Ranking
1	The presentation and formation of the book	54.96	7.068	73.3%	1
2	the philosophical objectives which the book has built on	19.93	4.210	66.4%	5
3	Content of the book	122.11	15.884	67.8%	4
4	Writing style of the author	41.13	6.403	68.6%	3
5	Development and assessment	28.73	5.189	71.8%	2
	Total	315.96	39.409	67.9%	

The previous table shows that all areas of the questionnaire did not reach the required level of quality, and " the presentation and formation of the book" came first, the researcher refer that for the connect between this domain and the financial side, which was provided by donor countries to the Palestinian national authority. The fact that the other domains have a low level of quality maybe refer to the authors low level of experience, that this is the first time to edit a Palestinian curriculum in an independent way. By that, we can observe that this study agreed with, Mghat(2007), Diab(2007) and Al-Walee(2006).

Results of the third question:

The third question inquired " Do the estimates of assessment for eleventh grade teachers(literary stream) differ in terms of : (the presentation and framework of the book – objectives and philosophy of the book – content of the book – writing style of the author – the development and assessment which attributed to the variables(gender – the academic qualification – years of experience).

To answer this question, the researcher examined the following hypotheses:

- 1.there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the estimates of the eleventh grade math teachers (literary stream) for the quality level of math books that related to gender variable(male, female).
2. there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the estimates of the eleventh grade math teachers (literary stream) for the quality level of math books that related to Academic level variable(Bachelor, High studies).
3. there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the estimates of the eleventh grade math teachers (literary stream) for the quality level of math books that related to years of serving variable(1-5years, 6-10years, more than 10 years).

Results of first hypothesis:

The first hypothesis inquired "there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the estimates of the eleventh grade math teachers (literary stream) for the quality level of math s that related to gender variable (male, female)". To examine this hypothesis, the researcher used Mann-Whitney Test to identify the significant differences for the questionnaire domains and for the whole questionnaire and the following table show that:

Table (8): Mann-Whitney Test for significant differences in the sample estimates that related for gender variable

Area	Gender	N.	Mean of Ranks	Sum of Ranks	U-Value	Z-Value	Level of significance
Preparation and formation	Male	66	45.06	2974	755	0.038	No significant
	Female	23	44.83	1031			
Objectives and philosophy	Male	66	44.57	2941.5	730.5	0.268	No significant
	Female	23	46.24	1063.5			
Content	Male	66	45.20	2983	746	0.122	No significant
	Female	23	44.43	1022			
Writing style of author	Male	66	44.56	2941	730	0.272	No significant
	Female	23	46.26	1064			
Development and assessment	Male	66	43.23	2853.5	642.5	1.095	No significant
	Female	23	50.07	1151.5			
Whole questionnaire	Male	66	44.58	2942	731	0.263	No significant
	Female	23	46.22	1063			

-The critical value for the statistical Z at level of significance 0.05 equal 1.96

It's clear from the previous table that there are no statistically significance differences in the level of significance ($\alpha \leq 0.05$) in the estimated of eleventh grade math teachers which related to the gender variable (male, female).

The researcher believes that male and female teachers are have the same level of suffering with the school books,

and that there are no solution in one side better than the other, the reason for this is that the ministry of Education, which male and female teachers working for equally, is the first and the only responsible one for the school books level of quality, so both male and female teachers have a limited effect on that side. The current study agreed with Diab(2004) on that.

Results of second hypothesis:

The second hypothesis was" there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the estimates of the eleventh grade math teachers (literary stream) for the quality level of math books that related to Academic level variable (Bachelor, High studies)". To examine this hypothesis, the researcher used Mann-Whitney Test to identify the significant differences in every domain of the questionnaire domains, and for the whole questionnaire, that was because of the contrast between the individuals of the two samples, and because of the small number of one of them, and this table shows that:

Table (9): Mann-Whitney Test for the significant differences in the estimates of the individuals of the sample for the quality of the book which related to the academic qualification

Area	Academic Qualification	N.	Mean of Ranks	Sum of Ranks	U-Value	Z-Value	Level of significance
Preparation and formation	Bachelor	75	43.89	3291.5	441.5	0.943	No significant
	High studies	14	50.96	713.5			
Objectives and philosophy	Bachelor	75	44.70	3352.5	502.5	0.254	No significant
	High studies	14	46.61	652.5			
Content	Bachelor	75	44.23	3317.5	467.5	0.648	No significant
	High studies	14	49.11	687.5			
Writing style of author	Bachelor	75	43.22	3241.5	391.5	1.507	No significant
	High studies	14	54.54	763.5			
Development and assessment	Bachelor	75	43.16	3237	387	1.559	No significant
	High studies	14	54.86	768			
Whole questionnaire	Bachelor	75	43.67	3275	425	1.127	No significant
	High studies	14	52.14	730			

-The critical value for the statistical Z at 0.05 equal 1.96

It is clear from the previous table that there are no statistically significance differences in the level of significance ($\alpha \leq 0.05$) in the estimated of eleventh grade math teachers related to the academic qualification variable (Bachelor, high studies). The researcher believes that this is related for the inability of the high qualifications holders to deal with the schoolbooks problems, which makes their estimates near the Bachelor degree holders, and the number of math classes is not enough to cover all the skills in appropriate way. This could related to that the high-studies holders do not care about mathematics for literary stream, and they only focus in the scientific stream.

Results of the third hypothesis:

The third hypothesis was" there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the estimates of the eleventh grade math teachers (literary stream) for the quality level of math books that related to years of serving variable(1-5years, 6-10years, more than 10 years)". To examine this hypothesis the researcher used Kruskal-Wallis Test to identify the significant differences for every domain of the questionnaire domains, and this Table shows that:

Table(10):Kruskal-Wallis Test for the significant differences in the estimates of the sample individuals for the quality of school books that related to years of service variable

Area	Service	N.	Mean of Ranks	Chi-Square χ^2	Level of significance
Preparation and formation	1-5 years	19	39.03	1.387	No significant
	6-10 years	40	47.43		
	More than 10 years	30	45.55		
Objectives and philosophy	1-5 years	19	35.63	3.282	No significant
	6-10 years	40	48.31		
	More than 10 years	30	46.52		
Content	1-5 years	19	37.42	2.978	No significant
	6-10 years	40	44.53		
	More than 10 years	30	50.43		
Writing style of author	1-5 years	19	40.92	1.163	No significant
	6-10 years	40	44.11		
	More than 10 years	30	48.77		
Development and assessment	1-5 years	19	39.53	1.201	No significant
	6-10 years	40	45.60		
	More than 10 years	30	47.67		
Whole questionnaire	1-5 years	19	37.11	2.792	No significant
	6-10 years	40	45.19		
	More than 10 years	30	49.75		

-The critical value for the statistical Z at 0.05 equal 1.96

It's clear from the previous table that there are no statistically significance differences in the level of significance ($\alpha \leq 0.05$) in the estimated of eleventh grade math teachers related to the years of serving variable(1-5years, 6-10years, more than 10 years). The researcher thinks that is related to the preference of teachers with more years of serving to teach the scientific stream than the literary stream, and the feel that teaching math for the literary stream is time wasting, which reflected negatively on their performance and makes their estimates for the books equal to their new colleges.

The study recommendations:

In the light of theoretical framework and literature review, and the results of the current study, the study recommends the following

First: Recommendations relating to framework and formation of the book:

1. considering the strength of the book cover, and the coordination between its size and its thickness.
2. including the introduction the main contents of the book.
3. developing a list with the terms used in the book.
4. putting model answers for the questions.

Second: Recommendations relating to Objectives and philosophy the book has built on:

1. containing the book information about the authors.
2. enriching the structure of the book with realistic and scientific studies.
3. putting objectives that are suitable with the characteristics of the students growth.
4. setting objectives that include all aspects of students growth.
5. putting objectives that take into account the levels of the students' knowledge.
6. setting objectives that can be achievable in the time allocated.

Third: recommendations relating to the content of the book:

1. taking into account the integration between the different concepts of the book to achieve its' objectives.
2. reconsideration for the level of ideas presented within the content.
3. increase the number of math classes.
4. the consistency in the use of the meaning of the terms in the content of the book.
5. linking the content of the book with environment that the student lives in and with other sciences.

Forth: recommendations relating to the writing style of the author.

1. considering the easiness and clearness of the language of the book.
2. revising the book to make sure that its free of typos.
3. including the book sufficient and appropriate activates for the students.
4. involving the students sufficiently in learning the content of the book.
5. considering the discussion and individual differences, and motivate them for self-learning.

Fifth: recommendations relating to the development and assessment:

1. the unit should end with activities which cover the units' topics.
2. preparing questions and exercises accurately
3. preparing questions that provoke students thinking
4. take into account that the questions are enough for the achievement of the objectives.
5. take into account that the elements of the questions are enough to identify the aspects
6. the book should include a clear plan to develop its' experiences.
7. writing different evaluation questions

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