



Content Analyze Of Second High School Math Textbook Content Analysis Published In 2015 Based For The Management Of The Syllabus Textbooks

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Abstract

The main objective of this study was to analyze the content of mathematical textbook second year of printing 2015 based on Anderson's taxonomy of cognitive domain to create balance in the program school mathematics Iran to enhance the educational level of mathematics and mathematics literacy of students. Since the educational system Iran is centralized and the only thing that could of all higher education centers for the same act curriculum.

The present study aims to study educational applications in high school mathematics and its application is second. Therefore, as one of the centerpieces of the curriculum topics in education, should pay attention to the requirements and needs of learners and society need to be prepared. The present study aims to study educational applications in high school mathematics and its application is second. The method of content analysis based on Bloom's taxonomy of cognitive domain. The population of this research is to analyze all training activities for teachers and students teaching high school math book, published in 2015 is the city of Bandar Abbas. Also from the beginning of the study period is 95 to 94 by mid-year. At the end of the suggested solutions, for balancing the math curriculum and improve math education in developing countries many of the major problems both in training and in the way the standards and mathematics education, due to lack of coordination between the educational system and the teaching profession in society will be reduced.

Keywords: cognitive domain Bloom, curriculum, Education, class, textbooks, mathematical literacy, content analysis, correlation.

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Introduction

Training in a general sense, the transfer of knowledge and skills, and forming ideas be defined.

This definition of the transfer of knowledge and skills, which means sharpening ideas and relativity to create the concept has been established. We will, in future, they are our best universities that allow students to learn how to think rather than their brains to fill out the information.

In this study, three hypotheses of high school mathematics in second courses were examined.

The authors categorized the identified descriptions of the textbooks according to the content of the descriptions. The content categories included transmission mode/vector, functions/limit of function, signs/symptoms, logarithm function, statistics and sequences. The research tool in the study of literature in the library of Internet sites and content analysis is a self-made questionnaire.

The questions were closed and six Likert scale has been set and Kolmogorov-Smirnov test statistics, Friedman has been used Statistical analysis was performed in two levels of descriptive and inferential statistics descriptive statistics using

statistical parameters such as mean, standard deviation, One of the problems in any field programs in developing country makes it difficult lack of resources. Major projects have appeared in this country spend resources and infrastructure issues such as education and the environment are the next priorities.

In mathematics education resources for shortage of books and instructional materials, inadequate facilities, lack of full-time teaching staff, lack of tools, training facilities, educational workshops for teachers and students, and enthusiasm necessary to reduce the state's education and there can not be an education system designed for community ignored these shortcomings.

In Iran over the past fifty years, shows that the overall framework of formal training in mathematics, according to changes in the economic environment and professional in mathematics, fundamental change has taken place. Accordingly, many professional experts claim that mathematics graduates in mathematics, science and mathematics do not have the necessary skills to meet the needs of professionals.

The Commission has announced a change in the teaching of mathematics America is an important goal of mathematics education should be to create a foundation for the development of permanent learning program for teachers and students be students.

Due to changes in the learning environment, including rapid technological advances and the globalization of communication and exchange scientific, role management programs at all levels of school education related to current understanding or learning mathematics is revealed. The aim of this study is to investigate the importance of mathematics education program has been modified and rebuilt. The results show that a major gap between the views of teachers and students studying math in high school. The importance of knowledge and skills required for high school graduates in mathematics there. So all in all cases of the need for reform and

reconstruction program emphasized math education.

The method and the type of research

The survey research application. In describing the survey stresses that in this way the relatively large data be collected at a given time. And can be applied using the findings knew because we want to offer favorable conditions to be applied in order to change the status quo.

Part of the information required in this search using the existing articles and books and communicate with the Internet networks and the other part was obtained through a questionnaire has been compiled.

Using descriptive statistics and inferential statistics information from a questionnaire distributed in statistical research, the information society can be used to test the assumptions of research have become. This research can be related to mathematics education. Based on the comments course 2 mathematics teachers and students of mathematics and physics, experimental science and technical professionals who during the course of this study have been trained.

Reliability and validity, in order to check the inventory of Krunbach's alpha method is used then the 210 inventory in public schools and nonprofits will be distributed on the basis of the scale of lithe joint (1 indicates completely application1 and 6 represent no application at all). After collecting questionnaires, and encoded using excel software and SPSS analysis of it.

Part of the information required in the research using books and articles available to communicate with the Internet networks and the other part was obtained through a questionnaire has been compiled.

The statistical community profile in statistical society respondent, 22% and 78% of teachers and sample of students (employed to study) have formed the after collecting questionnaires.

Table 1: frequency questionnaire

percent	number	questionnaires
23%	43	teachers
78%	150	students
100%	193	total

With the use of the test being Kolmogorov-Smirnov test, it is called named the Smirnov. Simple non-parametric method for determination

of the experimental data with the statistical models is selected and displayed with the name of KS.

Table 2: frequency questionnaire and statistical parameters related to teachers

The level of significance	Value of Kolmogorov-Smirnov	most distance from normal case			normal parameters		The population abundance	hypothesis	group
		negative	positive	Absolute	SD	average			
.801	.64	-.13	.17	.17	.37	1.95	43	The first hypothesis	teacher s
.571	.78	-.27	.29	.29	.67	2.07	43	The second hypothesis	
.299	.97	-.18	.24	.24	.61	1.84	43	The third hypothesis	
.510	.82	-.17	.20	.20	.76	2.19	43	The fourth hypothesis	
.167	1.11	-.20	.20	.20	.50	1.68	43	The fifth hypothesis	
.298	.98	-.16	.23	.23	.63	1.80	43	The sixth hypothesis	
.410	.82	-.17	.21	.21	.76	2.11	43	The seventh hypothesis	

Table 3: frequency questionnaire and statistical parameters related to students

The level of significance	Value of Kolmogorov-Smirnov	most distance from normal case			normal parameters		The population abundance	hypothesis	group
		negative	positive	Absolute	SD	average			
.308	.97	-.07	.09	.09	.75	2.34	150	The first hypothesis	student s
.350	.94	-.10	.19	.19	1.36	2.84	150	The second hypothesis	
.347	.93	-.07	.12	.12	.89	2.49	150	The third hypothesis	
.174	1.11	-.09	.17	.17	1.10	2.78	150	The fourth hypothesis	
								The fifth hypothesis	
.471	.85	-.10	.14	.14	1.14	2.48	150	The sixth hypothesis	
.500	.82	-.16	.20	.20	.86	2.15	150	The seventh hypothesis	
								The eighth hypothesis	
.184	1.14	-.08	.18	.18	1.10	2.68	150	The ninth hypothesis	

Significant level for all values of the variables in both groups were more responsive is 0.05 means the assumption of 95 percent confidence level zero reject is not so normal data distribution for the

research variables. Study of the application of educational course content using math book of high school. So it was that if a study of lick ret sequence or more scale (from very low to very high, and fiercely opposed or strongly agree to) be used, of course, can be a code with the allocation of numbers 1 to 5 recent assignment to any of the options. Other statistical analysis such as regression, parametric test that also-special levels for this sequence to the using levels. This part of the thesis will examine each of the four-stage research hypothesis statistically. That modus operandi about sequence variables, if you have the space, floor, can be like the distance scales. Therefore, the analysis of the parametric variables such as practical to explaining a sequence. So was that if a study of the scale of the lick ret, see especially a sequence for the level-levels.

First stage: The assumption of zero and the assumption of the front for the following statistical entries.

M_0 : Activities and exercises in the textbook of the secondary mathematics, year two secondary classification in accordance with the level of knowledge of the bloom is not paying attention.

M_1 : Activities and exercises in the textbook of mathematics 2, year two the secondary students in accordance with the classification level of the bloom attention has been paying attention.

The second step: calculate the test statistic and its statistical distribution. The test statistic has a distribution of (almost normal for this data) and its value to teachers and students shall be calculated as follows.

$$t = \frac{1/95 - 3/5}{0/37/\sqrt{43}} = -27/47$$

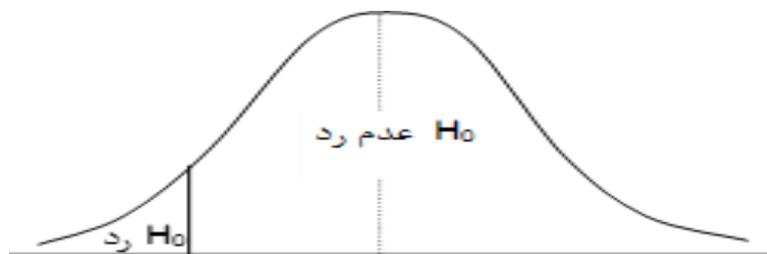
$$t = \frac{2/34 - 3/5}{0/75/\sqrt{150}} = -18/94$$

Table 4: frequency questionnaire responsive to 1th hypothesis

total	There is no practical	Is not applications	Part does not apply	Some applications gradually	Is Applications	Is fully functions	Responsive	group
43			2	7	12	24	Question 1	teachers
43				8	22	13	Question 2	
43			1	16	11	15	Question 8	
150			2	13	9	19	Question 1	students
150			2	18	11	12	Question 2	
150		4	15	23	39	69	Question 8	

The third step: according to the previous step (determine statistical distribution) and the acceptable error rate and the rate of rejection of the confidence region or non-rejection of the

assumption of zero. 95% confidence level in accordance with the figure below in the comments.



The fourth step: the value of the test statistic is equal to 47.27 for teachers-and students is equal to 94.18-so fucking zero in on 95% confidence level for both groups rejected the respondent. Means of secondary math. Book. As a group lesson lessons taught in the secondary section of the enough

knowledge to its application after being graduated. Of course, in both groups, the rate of on description of the knowledge contained in this book are not the same in different seasons. Even this percentage rate in the two groups of different statistical society. In this study, one of the ways to

earn this achievement with surveys and statistical content analysis by the experts and the community. Each of these chapters can be represents an assumption of the study. And then collected the data for this study was that the preparation of a questionnaire among students are studying in high school and later of it the second one of the three disciplines or branches of math and physics, experimental sciences and career Secretaries and their math was collected and after the distribution of the questionnaire and the use of statistical tests for the analysis of the data, the researcher apply at all, but the degree of application of each of the different courses, was also the degree of application of lessons from the perspective of teachers and the viewpoints of students in the profession was also different with. In terms of the second mathematics lessons teachers and students the concepts of the fifth and sixth season less than other seasons that the two concepts chapter in the left column is wrote, while that of the application in terms of both the first and second group, the concepts of the first and second seasons that the two columns to the right of the order's highest chart application. In all cases of application for schools teachers were mean to students from all seasons.

Resulting from the research hypotheses

In this section the results of the research of hypothesis test:

1- which of course topics to students in high school are taught in terms of the math teachers the same cross section as good writing?

2- which of course topics to students in high school are taught in terms of teachers, professors, University students, workers and students in the field of mathematics in their future career are more functional?

3- How much to spend on a second high school mathematics book 2 in secondary III is effective?

The first hypothesis: activities and exercises in the textbook of the year two how much secondary to the level of knowledge in accordance with the classification of attention bloom? The second section of common secondary mathematics book 2 three string containing the topics like: ' the pattern and sequence, trigonometry, matrices, special functions and set the mark, and exponential and logarithmic function ' which is the aim of the introduction to theoretical and conceptual aspects with adequate knowledge of the mathematics. The purpose of the creation of the teaching ability to fit the needs of those who use and understanding of information systems and the importance of significant information based on the mathematics and how to use this system and the information obtained from it, and how it uses it and consider this thread did an untold degree math. graduate

educational standards should be in Iran during their study have been met.

For the first hypothesis test was determined using the normality for the Group of teachers in a meaningful level of 80% and meaningful for students at the level of 30% more than the value of z is 0.05 as a result, the data for the variable distribution of normal study. After obtaining a frequency table for the respondents and the calculation of the statistical distribution of the test statistic and it concluded the test performance statistics for teachers are equal to -27.47 and for students is equal to -18.94. Then 95% confidence level for both mathematics content knowledge answers lesson 2 second secondary education courses as given in the next section and even in their future academic and career after becoming a graduate application. Using my f we reached the conclusion that the rate of application of the level of knowledge of the content of the level 2 math lessons according to the classification of bloom in terms of other items is less than value of students. And teachers was also similar to the same comments while teachers in comparison with students use mathematics course 2 less evaluation. For a comparison of the mean between two independent groups can use two groups of tests, we mean that this will mean the application of the results of the lessons from the viewpoint of teachers and students of equal 1.94 equal 2.34 which was used for comparison of the mean of the two independent groups $t = -4.76$ indicates that the students toward the teachers to the level of knowledge of the content of this lesson. He results of the other hypotheses in the following has been brought.

The results of the second hypothesis test theory II

Activities and exercises in the textbook of the year two how much secondary to the level of understanding and comprehension of concepts in accordance with the classification of attention bloom? For the second hypothesis test was determined using the normality for a group of teachers at the level of 57% and meaningful for students at the level of 35% of the value of z is more significant than it is as a result of 0.05 data distribution for normal research is variable. After obtaining a frequency table for the respondents and the calculation of the statistical distribution of the test statistic, and it is the conclusion to the performance.

For a comparison of the mean between two independent groups can use two groups of tests, we mean that this will mean the application of the results of the lessons from the viewpoint of teachers and students of equal 84.1 equal 2.49 which was used for comparison of the mean of

the two independent groups $t = -5.45$ indicates that the ratio of teachers to students' level of understanding and application of concepts, understanding the extent of this lesson more.

The results of the third hypothesis, the hypothesis of test III

Activities and exercises in the textbook to two years of high school level to the level matching test evaluation method of classification of attention bloom?

The third hypothesis to test with normality were determined for groups of teachers in meaningful level of 29% for students in 34% of the value of the significant level of z is greater than the 0.05 as a result, the distribution of the variable data for normal research. After obtaining a frequency table for the respondents and the calculation of the statistical distribution of the test statistic and it concluded the test performance statistics for teachers are equal to -17.66 and for students is therefore equal to -13.92 that 95% confidence level for both groups the respondent assessed the level of secondary school mathematics concepts classed according to bloom note. With the use of test conclusion that if the level of evaluation this lesson in terms of students from other cases is relatively less and less in terms of teachers, while other teachers in comparison with students' mathematics lesson was level 2 evaluation a lot less.

For a comparison of the mean between two independent groups can use two groups of tests, we mean that this will mean the application of the results of the lessons from the viewpoint of teachers and students of equal 2.07 equal 2.84 which was used for comparison of the mean of the two independent groups $t = -5.12$ indicates that the ratio of teachers to students and the evaluation of the level of the course concepts of mathematics education courses as the second high school 2 Given the less. This process is similar for each of the seven hypothesis that the results of the three hypotheses have been examined in this article.

According to research conducted in the process of doing the thesis, all have shown that the performance of the second high school math students in Iran is not strong. It is recommended that to achieve more accurate results and information of the Iranian students' math performance in the field, plans to participate in a study comparing the design section if you need to make math literacy through the design of a balanced mathematics curriculum, there are activities or changes in that direction and how the activities evaluated.

Maybe instead of having duplicate programs and knowing what they knew to be fit from the perspective of the other to look at changes in the math curriculum and with more depth to the other

aspects of the mathematical curriculum matter. It is here that the necessity to formulate a standard curriculum for math education major goals to advance the country's sense of wellbeing, because the current situation is not favorable and math school to achieve an optimal situation, we need a comprehensive map of where the mathematical training objectives are specified, as it is based on the mathematical form of the other components of the curriculum. For example, if the goal is to give learn and function sequences, with more to follow, With more looking for we realize that if it is not, you must have new design. The educational system should be based on the findings of this new change in all its fields of research, and with more caution than action. The results of the study showed that in terms of the performance of the current learning math concepts, students in advanced practical applications or issues analysis and experimental are weak.

Of course, this is not a specific weakness of the students but also the teacher is also weak. It seems that now in many developing countries, the education system of their country of mathematics developed countries have inherited. What is certain is that with expectations of the educational system, as many are, but because of the economic, social and cultural conditions and possibilities shall be of an equal education system in this country are. Of course, this is not a specific weakness of the students but also the teacher is also weak. It seems that now in many countries. For example, some countries like the United States and Canada it is important to distinguish teaching career are variations of the educational system and in the Department of education has been established. Also, the results of this study indicated that to improve math performance for students in solving real world issues, the preparation of educational materials and textbooks appropriate, math teachers training in line with changes to the curriculum, and the use of applied mathematical questions in the evaluation, it is useful.

But how to create change in the curriculum of school mathematics, theoretical framework, offering suggestions, hybrid. On this basis, for countries with educational systems like Iran, the following recommendations can be made for presenting math textbooks. Also, the results of this study indicated that to improve math performance for students in solving real world issues, the preparation of educational materials and textbooks appropriate, math teachers training in line with changes to the curriculum, and the use of applied mathematical questions in the evaluation, it is useful based on a study conducted and the results of its suggestions are offered as follows suggestions from the results of hypothesis:

1- Educational proposal that they attempted on polices of educational planning on training objectives and training to mathematics, researcher and teacher of their attention to practical courses before they can offer more.

2- The proposal to be in the educational programs of the past of the need of the profession and its coordination with the workplace be. Dear teachers, educational and content-research your lessons based on the heading to select approved and if it's old and the week knowledge better with study and research centers and educational relation with the developed societies in order to exchange scientific crafts, educational program about the continual revision of content and put into the educational content enrichment.

3- The use of more experienced teachers and to provide more resources for achieving the proper lesson to the goals of each of the specialized courses.

4- Knowledge to the community in relation to the importance of the role of mathematics and feels that this course can promote development programs. This cooperation between the States, the teachers from the profession teachers is possible.

5- Research regarding the nature of repetition and variation of textbook can be a serious possible in every textbook. Although in many cases to achieve proficiency in a specific field of duplicate issues of the textbooks used, and in many cases the authors of textbooks, typically a variety of expertly designed duplicate questions used a type of issues but repeat rate in the textbook is not low 4. The use of more experienced teachers and to provide more resources for achieving the proper lesson to the goals of each of the specialized courses. Therefore, it is better to textbooks in any question designers even though the overall process can be repeated, but the difference with the previous question a bit. This is a technique that can be used in a variety of design issues, one of the property of the textbooks and classes of China. An important point is that it is necessary in this case to be mentioned is that changes the math curriculum in the school alone cannot improve the mathematical performance students in solving real-world problems to be effective. Because educational changes in the direction of mathematical literacy in the country is the need for appropriate

6- Whenever the philosophical concepts in teaching mathematics to scientific work, be functional and creative graduates in this field and improved as a result of expected performance and the communication with the environment would be mathematics.

7- Do not stuck in high solve issues with students and leave time for contemplation, contemplation and reasoning.

8- Avoid prescription methods (should be) possible, and create the habit in students in addressing why sufficient analysis, and finding the cause of doing an act.

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