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**TEACHER AND STUDENT OPINIONS ABOUT MATHEMATICS  
COURSEBOOK IN 9TH GRADE IN HIGH SCHOOLS**

**ABSTRACT**

The aim of this study is to determine the opinions of the teachers and students about the mathematics coursebook that is used in 9<sup>th</sup> classes in high schools.

The population of the study consists of teachers of mathematics working in 19 schools in Aydın, city center and 9<sup>th</sup> grade students having education in those schools. In this research, by using quantitative and qualitative research techniques at the same time, quantitative datum have been supported by the information obtained from the interviews.

Sample selection has been implemented in two different ways. For quantitative datum, the sample of the study consists of 55 teachers working in high schools in Aydın, city center, and 776 9<sup>th</sup> grade students having education in those schools. “Teacher Questionnaire” and “Student Questionnaire” have been applied to those participants. For qualitative datum, the sample of study consists of one teacher from each high school determined in Aydın city center and two 9<sup>th</sup> grade students, one of them is male and the other one is female, attending in those schools. The number of the teacher taking part in qualitative part of the study is 9 and the number of the students taking part in qualitative part of the study is 18. “Teacher Interview Form” and “Student Interview Form” have been applied to those participants.

According to the points of the teachers and students, it may be stated that the design content, measurement and evaluation techniques in the coursebook are good in general, but there are some deficiencies. For example, it is possible to say that the content of the coursebook is not suitable for the levels of the students in each school and measurement-evaluation questions in coursebook and exercises in worksheets are not enough in terms of number and they have not enough quality to prepare the students to

the Matriculation Exam. In addition to that, based on the opinions of the teachers and students, it may be stated that coursebooks are used time to time and teachers and students prefer different resources for studying.

Additionally, it may be said that teachers need to have a seminar about how to be able to use the new coursebooks based upon activities or at least to have an introductory CD. Finally and as the most important one, it may be stated that teachers would like to have authority in the selection of the coursebooks that they will use.

### **KEYWORDS**

Coursebook, mathematics, secondary education, student, teacher.