



## Biology Teacher's Opinions on Instruction Activities and the Content of Biology Text Book

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### Abstract:

*Effective learning is the main aim of all education activities and text books are very important for achieving this aim. Text book also have an important role in determining teaching and learning activities in the classroom. Text books not only provide information but also contribute the development of imaging and intelligence and reading habits. Text books, which are well prepared, help teachers use time effectively in lessons and make positive contributions to student achievements. However, if not prepared carefully, descriptions and figures in textbooks may result in misconceptions. This research article explores the opinion on Instruction Activities and the Content of Biology Text Book.*

**Keywords:** Activity, Content, Instruction, Opinion, Text Book

### 1. Introduction

The idea that students develop "misconceptions lies of the heart of many empirical in the late 1970s began to listen carefully to what students were saying and doing on a variety of subject - matter tasks. What they heard and subsequently reported was both surprising and distributing; students had ideas that were completed in the classroom. They did not come to classroom as blank slates. They had developed durable conceptions with explanatory powers, but those conceptions were inconsistent with the accepted scientific technology, students still have misconceptions about basic biology laws and have difficult then to understand student's misconceptions have negative effects on their subsequent learning. Furthermore, some diagrams and anatomical structures of living organism on the instructional activities and content of Biology text books. The main aim of this study is to evaluate opinions of high school biology teachers on instructional activities and the content of Biology text book.

### 2. Methodology

The study was conducted in 2012-13 academic year with 152 Biology teachers working in Gandhinagar and Ahmedabad district. The distribution of the teacher's according to their experience.

Data was gathered using a Opinionnaire containing statements. The statements were developed by the researchers and the reliability and validity of Opinionnaire were provided. During the preparation of the Opinionnaire the opinions of 20 experienced teachers working in different schools were taken.

The Opinionnaire are concerned with the high school Biology teacher's opinions on instructional activities and the content of Biology textbooks.

The data have been analyzed using frequency, distribution, percentage, t-test and variance analysis.

### 3. Results

The most frequently repeated problems by Biology teachers were student's low preliminary knowledge and their negative attitude towards Biology.

Students do not show any interest in the Biology topics, which they think will not be asked in Examinations. Biology teachers in the study also indicated that Biology text books caused misconceptions.

Biology teachers especially thought that text books did not included precautions concerning. In addition, they indicate that majority of high school students did not have enough preliminary knowledge on Biology and they did not have positive attitude towards Biology. The results of this study show that many teachers do not applaud content of Biology. They also think that content of textbook is not compatible with competitive examinations.

### 4. Conclusion

In general most of Biology teachers in this study think that the Biology textbooks are inadequate in terms of their scientific contents. They consider that these inadequacies are a result of lack of proper diagrams, preliminary knowledge, traditional methods of teaching, in adequate importance to piratical examination.

### References

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