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<https://kerjournal.com/>**Harmonization of Contents Represented in the Textbook Man and Nature With The Number of Teaching Hours**

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Abstract: Curriculums are official documents and pedagogical guidance for the design of textbooks and educational practice in our schools. Those harmonization set by the Ministry of Education, subjects with their teaching contents, the number of teaching hours for processing and absorption of those contents, learning objectives and standards of achievement of schoolchildren in learning knowledge acquisition. In this paper, we investigated and analyzed the harmonization of educational content represented in the textbook Man and Nature in the number of classes set by curriculum for teaching this subject. The teaching subject Man and Nature in Kosovo is taught from the third grade to fifth grade of primary school. Within this course provides knowledge of: Biology, Chemistry, Physics and Geography. Our analysis on the topics that are research object of this paper, we reveal interesting data. Percentage of the number of teaching units for these four learning entires or fields does not comply with the percentage of the number of hours foreseen for processing and acquisition of relevant entirety. As some teaching units and entires by the authors of these textbooks are favored at the expense of other entires. So for these teaching fields or entires are "favored" the authors of these textbooks have foreseen more hours and instructional time compared with other teaching entires. We consider that greater space for processing certain teaching entires, to the detriment of narrowing the space and time for other teaching entires, damages the complete processing of this subject and leaves gaps in environmental education of the schoolchildren. The data obtained from this research in this paper will be presented through percentages, tables and different graphs. Also facts are issued and elaborated, here through the introduction of Pierson's correlation coefficient.

Keywords: curriculum, textbooks, teaching content, teaching hours.

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Introduction

Teaching is a process and activity aiming at educating, education and overall development of students. As such it is planned and implemented in a systematic way. For the progress of this very important process, Ministry of Education compiles and designs curricula for teaching specific subjects, for all levels of education. In these curricula are defined: learning contents to be processed with the schoolchildren, the number of classes, the objectives and standards of the students' academic achievement. These official guidelines and pedagogical norms must adhere textbooks and teachers in their daily education work. In this paper the object of researching and analysis is: "Harmonization of educational contents represented in the textbooks Man and Nature through in the number of teaching hours for the subject by curriculum. "School subject Man and Nature in Kosovo is taught from the third grade to the fifth grade of primary school." (Rasim Bejtullahu, M. Bicaj, R. Rrustemi2006). It contains four teaching entireties with knowledge of: Biology, Chemistry, Physics and Geography. Authors of the textbooks Man and Nature have not harmonized enough the number of learning units with the number of hours provided for processing and acquisition of knowledge in this subject. In the textbooks of this subject that we analyzed and saw discrepancies between different entireties in terms of the number of hours and the time available namely that processing, revision and independent schoolchildren's work. Favoring of any teaching entireties with the higher number of hours than foreseen with the official plan, certainly reduces processing time and impairs quality of knowledge from other teaching entireties. This "disparity between teaching entireties", with available time for processing and acquisition of knowledge for independent creative work of students leaves consequences in environmental education. The data from this research will be presented through the following tables, graphs and Pearson's correlation coefficient.

The Purpose and Objectives of the Study

The purpose of this study is to identify the degree of harmonization of the contents represented in textbooks Man and Nature in the number of classes to the curriculum for this subject. While as specific targets of this research are: - To be presented in tabular, graphical and statistical discrepancies of the teaching contents of these textbooks, with the number of classes scheduled for the processing and acquisition of knowledge in this subject. - To analyze the consequences of these learning contents in compliance with the number of relevant curriculum classes.

Research question and methodology of this paper

Research questions of this paper are: - Are the teaching contents represented in the textbooks Man and Nature harmonized with the number of relevant curriculum classes? - What are some of the consequences of disharmony of the teaching contents to the number of classes scheduled for this subject?

Paper Methodology - For researching this paper, we carefully analyzed the curricula for teaching the subject Man and Nature for all the three grades where this school subject is taught. From these curricula we got the number of classes and their percentages for the four teaching entireties, of this school subject. And from the textbooks Man and Nature for the three grades we got the number of teaching units and their percentage for these four entireties. Then we compared the percentages of the number of teaching units contained in these textbooks for teaching lessons with the percentage of the number of hours set in curriculum for teaching entireties, in the respective categories. For harmonization of educational contents represented in the textbooks Man and Nature the number of hours of relevant curriculum we surveyed 60 teachers teaching this subject and working with the textbooks that are the target of our research. Percentages, statistical processing of the acquired data and the opinions of teachers surveyed we found out interesting evidence and important facts which we are going to present in the paper during the elaboration.

Analysis, and data interpretation

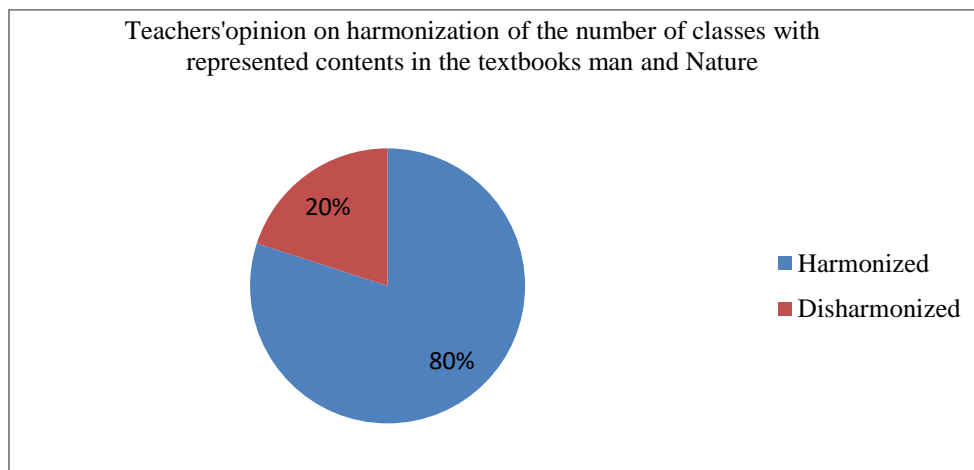
Subject Man and Nature is an integrated subject within which knowledge is given from these natural sciences: Biology, Chemistry, Physics and Geography Basic. Learning contents from these natural sciences which are taught from the third grade to the fifth and have in common and their specifics. In the textbooks that we have analyzed, we noticed discrepancy between the percentages of the number of classes in the curriculum and percentages of the number of teaching units represented in the textbooks Man and Nature. Inconsistency also is noticed in percentage terms, in the number of teaching hours for independent work of different tests for schoolchildren. This disharmony is stated by some teachers during our survey. Question for teachers surveyed and their opinions were as follows:

Table no. 1

Opinions of teachers to harmonize the number of classes represented in contents of the textbooks				
Man and Nature				
Question		Number of hours in the curriculum is harmonized with the contents represented in the textbooks Man and Nature	No. the teachers	%
Options	A	It is fully harmonized with the contents represented in the textbooks Man and Nature	48	80
	B	Is not fully harmonized with the contents represented in the textbooks Man and Nature	12	20
A total surveyed teachers			60	100

With circular graph the percentage of teachers' declaration on harmonization of the number of classes with represented contents of textbooks Man and Nature is as follows:

Graph.no. 1



Number and percentage of teachers surveyed who stated that the number of classes is not fully harmonized with teaching contents represented in the textbooks Man and Nature is seen as relatively large. Also the report and the percentage of teachers' declaration on this point roughly corresponds to the results obtained by statistical processing of data in the textbooks Man and Nature. Below this point we are treating with comparative analyzes derived from the research for three grades separately.

Harmonization of contents represented in the textbook Man and

Nature 3 with the number of classes

The analysis and comparative studies of school curriculum for teaching the subject Man and Nature and the textbook Man and Nature 3, published by the publishing house "Libri Shkollor" we notice the discrepancy between the percentage of the number of classes in the plan and the number and percentage of units for particular entireties in the textbooks in question. Statistical processing of the data revealed a disharmony between the distribution of teaching units and a disharmony between classes for independent and experimental work in teaching units. The following table is presented through the curriculum number of hours and number of teaching units taught.

Table no. 2

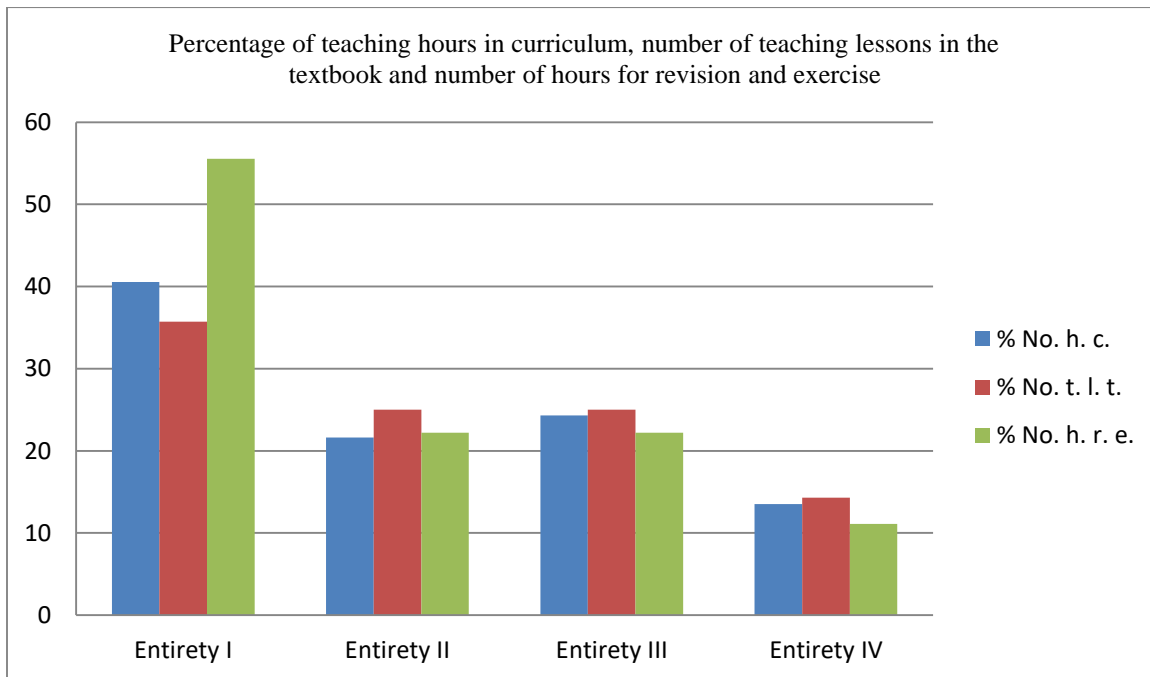
Number of hours in curriculum and number of lessons in the textbook Man and Nature 3						
Teaching Entireties	No. h. c.	%	No. l. t.	%	No. h. c.-No. l. t.	%
1	15	40.54	10	35.71	5	55.55
2	8	21.62	7	25.00	1	11.11
3	9	24.32	7	25.00	2	22.22
4	5	13.51	4	14.28	1	11.11

A total of 4	37	99.99	28	99.99	9	99.99
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Legend: No. l. c = number of hours in curriculum. No. l. t = number of lessons in the textbook.

The difference in percentage of the teaching lessons in the curriculum and teaching lessons in the textbook Man and Nature 3 from the above table through the graph looks as follow:

Graph. no. 2



Legend: entireties .I - IV. = teaching units in the textbook; No. h. c. = number of hours in the curriculum

No. t. l. t = number of teaching lessons in the textbook; No. h. re. = number of hours for repetition and exercises.

Percentage of the number of hours for teaching units is derived by dividing the number of hours for a unit with the total number of hours for this subject. Percentage of the number of teaching units also is derived by dividing the number of units with the total number of units for this subject. Number of hours for repetition, independent work and different exercises is derived by subtracting the number of units from the number of curriculum hours. While the percentage of those hours was obtained by dividing the total number of those hours for experiment, repetition exercises of

the units with the total number of the hours in the subject Man and Nature. From the above data it is easily noticed the discrepancy of the percentage to the teaching hours in the curriculum with the percentage number of teaching hours in the textbook for certain units of the teaching contents. The discrepancy in the percentage of classes is even more emphasized with the distribution of the number of teaching hours for independent work and different exercises to acquire the taught units. So, in the above table and graph there are three differences or discrepancies of the percentage. For example: in the first entirety living things and life processes, the number of hours according to the different educational exercises and program is 15 or 40.54% of the total number of hours for the subject Man and Nature. The number of teaching units for the same entirety is 10 or 35.71% of the total number of teaching units in Man and Nature textbook for the third grade. The number of teaching hours, exercise and independent schoolchildren's work for this entirety is 5 out of 9 as a total or 55.55% of the number of hours for experiments, and different exercises. Percentages of an entirety 40.54% - 35.71% - 55.55% are sensitive discrepancies. In the processing of data that we have extracted from the comparative analysis of the number of hours in curriculum for the subject Man and Nature and the number of teaching units for the four entireties, in the textbook, we find differences between entireties or fields that are processed in the textbook about the time or minuteness reserved for processing learning units and independent schoolchildren's work. These results in the order of teaching entireties are as follows:

$$I \quad 15: 10 = 1.5 \times 45^m = 67.5^m - 45^m = 22.5^m$$

$$II \quad 8: 7 = 1.14 \times 45^m = 51.3^m - 45^m = 6.3^m$$

$$III \quad 9: 7 = 1.28 \times 45^m = 57.6^m - 45^m = 12.6^m$$

$$IV \quad 5: 4 = 1.25 \times 45^m = 56.25^m - 45^m = 25.11^m$$

These results have been obtained by dividing the number of hours of program for specific educational entirety by the number of teaching units corresponding to the respective units. The results obtained by this division are multiplied by the number of minutes of 45^m lesson and have derived the time reserved for processing and acquisition of lessons. From these minutes we have discounted the time minuteness of 45^m and we have derived the time for teaching lessons which is different from one entirety to the other. So, time or minuteness for processing and acquisition of teaching entirety in the textbook differs from one entirety to another as follows:

- I 67.5^m or an hour of 45^m and 22.5^m of another teaching lesson
- II 51.3^m or an hour of 45^m and 6.3^m of another teaching lesson
- III 57.6^m or an hour of 45^m and 12.6^m of another teaching lesson
- IV 56.25^m or an hour of 45^m and 11.25^m of another teaching lesson

As seen from the above data as a result of the discrepancy in the number of hours with the contents represented in the textbook for entireties taught, the resulting differences between these entireties, in terms of processing time for acquisition of lessons. Harmonizing the number of hours of teaching plan and contents represented in the textbook Man and Nature third grade, we elaborated and presented by Carl Pierson's coefficient. In the table below firstly we systemize data.

Table no. 3

N	X	Y	X ²	Y ²	XY
1	15	10	225	100	150
2	8	7	64	49	56
3	9	7	81	49	63
4	5	4	25	16	20
A total of 4	37	28	395	214	289

Legend: N = 4 (number of teaching entireties); X = 37 (number of hours in the plan);

Y = 28 (number of teaching units in textbook); X² = 395; Y² = 214; XY = 289

The formula for the Pierson correlation coefficient is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{4 \cdot 289 - (37)(28)}{\sqrt{[4 \cdot 395 - (37)^2][4 \cdot 214 - (28)^2]}}$$

$$r_{xy} = \frac{1156 - 1036}{\sqrt{[1580 - 1369][856 - 784]}}$$

$$r_{xy} = \frac{120}{\sqrt{[211][72]}}$$

$$r_{xy} = \frac{120}{\sqrt{15192}}$$

$$r_{xy} = \frac{120}{123.255}$$

$$r_{xy} = 0.97$$

Pierson's correlation coefficient obtained in our case expressed in the statistics language is very high positive coefficient. This result on the other hand indicates that the authors of the textbook Man and Nature 3 have failed to harmonize the teaching contents with the number of teaching hours for entireties, which are elaborated in this subject.

Harmonization of contents represented in the textbook Man and Nature 4 by the number of teaching classes.

The disharmony between the percentage of the number of hours and the percentage of the number of teaching units for the specific entireties in the textbooks Man and Nature the fourth grade is more emphasized. This discrepancy is present to the number of teaching units for an entirety as well as to the number of hours for independent work, research that schoolchildren develop in the repetition of acquired units. As a result of this non compliance even minutes of processing time and repetition of lessons vary significantly between entireties or fields that are studied through this

subject and taught in the fourth grade. Through the following table we present the ratio between the number of hours and number of teaching units for entireties, which will be taught.

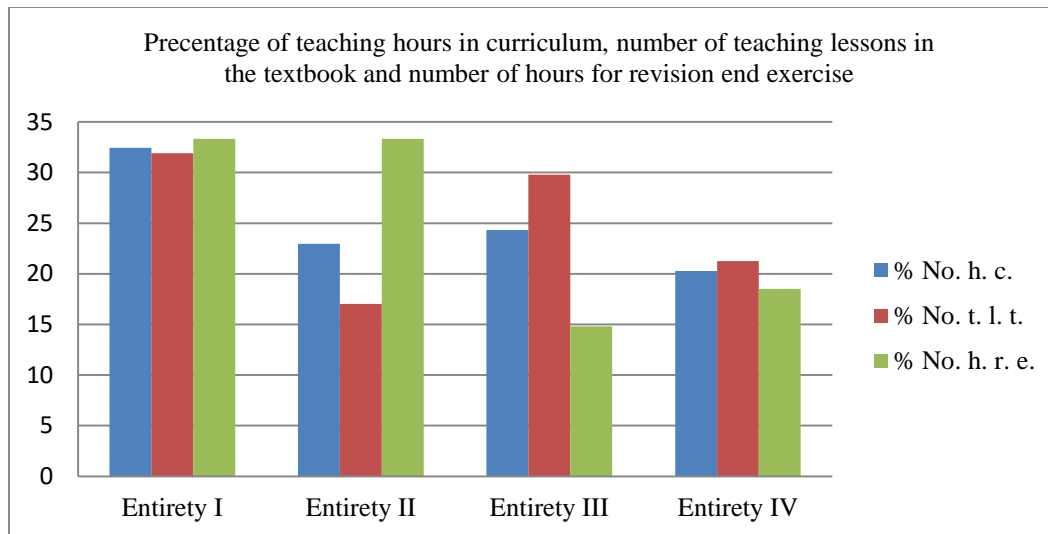
Table no. 4

Number of hours in curriculum and number of lessons in the textbook Man and Nature 4						
Teaching entireties	No. h. c.	%	No. l. t.	%	No. h.c. – No. l. t.	%
1	24	32.43	15	31.92	9	33.33
2	17	22.97	8	17.02	9	33.33
3	18	24.32	14	29.78	4	14.81
4	15	20.27	10	21.27	5	18.51
A total of 4	74	99.99	47	99.98	27	99.98

Legend: No. h. c. = Number of hours in curriculum; No. l. t. = Number of lessons in the textbook.

Variations of these three given percentages in the table above are better seen in the graph below:

Graph. no. 3



Legend: entireties I – IV = teaching units in the textbook; No. h. c. = number of hours in the curriculum;

No. t. l. t. = number of teaching lessons in the textbook; No. h. r. e. = number of hours for repetition and exercises

From these results is shown that for the first teaching entirety, the Living Things and Life Processes, the percentage of the number of hours is more balanced with the percentage of the number of teaching units, and the percentage of the number of the other hours dedicated for independent work of schoolchildren. The percentage differences in the number of hours, and the number of units in the textbook and the

Number of the other hours for the acquisition of knowledge are more emphasized in the second entirety, Matter and Energy. For 17 hours of this field, there are only 8 lessons, while remaining for independent work and different tests 9 lessons. As seen from the ratio of these percentages 22.97% - 17.00% - 33.33% is far from harmonization. Discrepancies of this kind are present in the percentage of two recent teaching entireties. Apparently this discrepancy is the consequence of loading of several teaching units with units, contents and teaching material, more voluminous compared with other entireties, and inconsistent with planning program for relevant subject. "Textbooks represent the viewpoints of these authors associated with having more knowledge according to their value. Even for those authors who claim to objectivity, the textbook includes and excludes information, so the author's aptitude is the main component." (Allan C. Orstein, etc, 2003:530). Time or minuteness for processing and acquisition of a teaching lesson in the subject Man and Nature in the fourth grade for four scientific entireties taught as follows:

$$I \quad 24: 15 = 1.6 \times 45^m = 72^m - 45^m = 27^m$$

$$II \quad 17: 8 = 2.12 \times 45^m = 50.4^m - 45^m = 5.4^m$$

$$III \quad 18: 14 = 1.28 \times 45^m = 57.6^m - 45^m = 12.6^m$$

$$IV \quad 15: 10 = 1.5 \times 45^m = 67.5^m - 45^m = 22.5^m$$

Here the number of hours for a teaching entirety is divided by the number of teaching units in the relevant field. The result of this division is multiplied by the number or minuteness of the class of 45^m where we gain time for elaboration and acquisition of the lesson. When we subtract this time from a teaching lesson then we get the difference between these entireties. In a word time for elaboration and the acquisition of a lesson from four academic fields varies as follows.

I 72^m or an hour of 45^m and 27^m of another teaching lesson

II 95.4^m or two hours of 45^m and 5.4^m of another teaching lesson

III 57.6^m or an hour of 45^m and 12.6^m of another teaching lesson

IV 67.5^m or an hour of 45^m and 22.5^m of another teaching lesson

This difference of time for processing and acquisition of learning units between entireties or learning fields taught, is a consequence of disharmony between the hours in plan and number of teaching units in the textbook Man and Nature 4. Harmonization of the number of hours in the program with the units represented in the textbook Man and Nature for the fourth grade we have processed and is presented below by Pierson's correlation coefficient. First on the table we systemize the information obtained from the textbook Man and Nature 4:

Table nr. 5

N	X	Y15	X ²	Y ²	XY
1	24	15	576	225	360
2	17	8	289	64	136

3	18	14	324	196	252
4	15	10	225	100	150
A total of 4	74	47	1414	585	898

Legend: N = 4 - Number of teaching entireties; X = 74 - Number of hours to plan; Y = 47 - The number of teaching units; $X^2 = 1414$; $Y^2 = 585$; $XY = 898$

Formula for the Pierson correlation coefficient is replaced with the following values:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{4 \cdot 898 - (74)(47)}{\sqrt{[4 \cdot 1414 - (74)^2][4 \cdot 585 - (47)^2]}}$$

$$r_{xy} = \frac{3592 - 3478}{\sqrt{[5656 - 5476][2340 - 2209]}}$$

$$r_{xy} = \frac{114}{\sqrt{[180][131]}}$$

$$r_{xy} = \frac{114}{\sqrt{23580}}$$

$$r_{xy} = \frac{114}{153.557}$$

$$r_{xy} = 0.74$$

According to statistics Pierson's correlation coefficient of 0.74 is a high positive coefficient. But in our research we analyze and examine the degree of departure from full harmonization of the percentages to the number of planning hours and number of teaching units. Starting from the professional expectation that the number of learning units in the textbook Man and Nature 4 from four learning entireties should be harmonized and balanced by the number of hours in the plan, we consider that the Pierson's correlation coefficient of 0.74 indicates a large discrepancy between the number of hours and educational contents represented in the textbook Man and Nature 4.

Harmonization of contents represented in the textbook Man and Nature 5 with the number of classes

As in the two previous texts were the subject Man and Nature is taught in the fifth grade, the data obtained from analysis of the number of hours and the contents of the plan represented in this textbook show considerable discrepancy between the percentages of the number of hours and the number of units for teaching entirety. These differences we see by comparing the percentages of the number of hours with the percentages of the number of units for teaching units. Below through the table we present the differences in the percentage above mentioned.

Table nr. 6

Number of hours in curriculum and number of lessons in the textbook Man and Nature 5						
Teaching entireties	No. h. c.	%	No. l. t.	%	No. h. c. – No. l. t.	%
1	24	33.43	17	34	7	29.16
2	17	22.97	10	20	7	29.16
3	18	24.32	12	24	6	25
4	15	20.27	11	22	4	16.66
A total of 4	74	99.99	50	100	24	99.98

Legend: No.h. c. = Number of hours in curriculum; No.l. t. = Number of lessons in the textbook.

Differences in the percentage in the graph above are as follows:

Graph No. 4



Legend: entireties I – IV = teaching units in the textbook; No. h. c. = number of hours in the curriculum; No. t. l. t. = number of teaching lessons in the textbook; No. h. r. e. = number of hours for repetition and exercises

The percentages in the above table express the difference between the number of hours and contents represented in the textbook *Man and Nature*. The percentages of the number of hours and the number of units assigned entirely for teaching in this grade as for the harmonization are much closer among themselves. While the differences are more emphasized as for the percentage of hours for exercises and other activities that develop schoolchildren's work to acquire learning units. The percentage of these hours is far from compliance with the percentages of the total number of hours and the percentage of the number of teaching units for specific educational entireties.

As seen from the above table and graph the third teaching entirety, physical processes of the three percentages that are elaborated each other are much closer. So we can say that in terms of this teaching entirety, the percentages of the number of hours and number of units and the number of hours for repetition and exercises (24.32% - 24% - 25%) are harmonized at satisfactory level. As

for time or minuteness for processing and teaching acquisition of teaching units, the differences are also emphasized between the teaching fields that are taught in the subject Man and Nature the fifth grade. These differences are as follows:

$$I \quad 24 : 17 = 1.41 \times 45^m = 63.45^m - 45^m = 18.45^m$$

$$II \quad 17 : 10 = 1.70 \times 45^m = 76.5^m - 45^m = 31.5^m$$

$$III \quad 18 : 12 = 1.50 \times 45^m = 67.5^m - 45^m = 22.5^m$$

$$IV \quad 15 : 11 = 1.36 \times 45^m = 61.2^m - 45^m = 16.2^m$$

As seen from the data presented above in terms of time available for processing and acquirement of lessons there are major differences between teaching fields that are taught at school in the textbook Man and Nature fifth grade. So time or minuteness taken for planning the teaching during the lessons for this subject varies according to the unites as follow:

$$I \quad 63.45^m \text{ or an hour of } 45^m \text{ and } 18.45^m \text{ of another teaching lesson}$$

$$II \quad 76.5^m \text{ or an hour of } 45^m \text{ and } 31.5^m \text{ of another teaching lesson}$$

$$III \quad 67.5^m \text{ or an hour of } 45^m \text{ and } 22.5^m \text{ of another teaching lesson}$$

$$IV \quad 61.2^m \text{ or an hour of } 45^m \text{ and } 16.2^m \text{ of another teaching lesson}$$

If we subtract from the longest time or minuteness 76.5^m the shortest time or minuteness 61.2^m ($76.5^m - 61.2^m = 15.3^m$) then between these two entireties we have the difference of 15.3^m , time for processing and acquirement of the lessons. Harmonization of the number of teaching hours and teaching contents represented in the textbook Man and Nature the fifth grade, we processed and presented by Pierson's correlation coefficient where initially systemize the data on the table as follows:

Table no. 7

N	X	Y	X ²	Y ²	XY
1	24	17	576	289	408
2	17	10	289	100	170
3	18	12	324	144	216
4	15	11	225	121	165
A total of 4	74	50	1414	654	959

Legend: N = 4 - Number of teaching units; X = 74 - Number of hours in the plan; Y = 50 - The number of teaching units in the textbook; X² = 1414; Y² = 654; XY = 959;

Formula of Pierson's correlation coefficient we Substitute by the values obtained above:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{4 \cdot 959 - (74)(50)}{\sqrt{[4 \cdot 1414 - (74)^2][4 \cdot 654 - (50)^2]}}$$

$$r_{xy} = \frac{3836 - 3700}{\sqrt{[5656 - 5476][2616 - 2500]}}$$

$$r_{xy} = \frac{136}{\sqrt{[180][116]}}$$

$$r_{xy} = \frac{136}{\sqrt{20880}}$$

$$r_{xy} = \frac{130}{144.449}$$

$$r_{xy}=0.94$$

According to statistics, the obtained coefficient is very high positive coefficient. But, our research case shows the discrepancy between the number of teaching hours and the contents represented in the textbook *Man and Nature* for the fifth grade. So the consequences of this discrepancy are the differences between teaching units, for the time, quantity and quality of all teaching work of the schoolchildren and the teacher.

Consequences of disharmony of contents represented in the textbook *Man and Nature* with the number of teaching lessons

Above by percentages, graphs and statistical processing we introduced the degree of harmonization of the contents represented in the textbook *Man and Nature* with the number of hours in this subject. We saw that there were significant differences between the teaching units. And of course the disharmony of the number of hours and number of units has certainly negative consequences. *Man and Nature* that is taught from the third grade to the fifth grade at elementary school has its own functions and specific objectives. It introduces the schoolchildren to the basic concepts and knowledge of the natural science. The curriculum of this course provides the number of hours for each entirety or category of knowledge of this subject. This plan defines the percentage of time available for the number of hours respectively knowledge of: Biology, Chemistry, Physics and Geography. Also this plan balances the number of hours for processing teaching units for repetition of knowledge and exercises of different teaching lessons. While textbooks *Man and Nature* have spoiled this harmonization, not restraining with the percentage of the number of hours for teaching units. So in these textbooks we have another percentage of the number of lessons from the percentage of the number of hours for the same units.

From this viewpoint the textbook *Man and Nature*, teaching certain units enables the larger space of time, while others narrow the time for quality processing instructional of teaching materials. With this discrepancy is damaged not only the teaching quality and the balance, but also the learning quality of schoolchildren and their environmental education. Since the teaching content of this subject provides opportunities to develop different interests, intellectual habits, and also cultivates positive features during the interactive learning activities of schoolchildren. "We should remember that the contents of the lessons *Nature and Society Knowledge* are appreciated as a very healthy source to educate positive qualities of character, to strengthen positive behavioral habits of action. " Disharmony in appropriate level of contents represented in textbook *Man and Nature*

in the number of scheduled hours endangers the accomplishment of the objectives of teaching specific units. When there is little time available teacher can not mobilize and engage sufficiently the schoolchildren in the creative work of independent learning. When schoolchildren do not engage and mobilize sufficiently for active acquisition of knowledge, they will forget soon and do not develop critical and creative thinking. So in a few words the disharmony of teaching contents with the textbook Man and Nature in the number of hours in the plan harms the learning process and the education of schoolchildren in many aspects.

Conclusions and recommendations

As the conclusions of the analysis in the treatment of this paper we issued:

- Learning contents represented in the textbook Man and Nature are not sufficiently harmonized with the number of hours of curriculum for this subject. This is best evidenced by the mathematical average of Pierson's coefficient for the textbook Man and Nature for the three grades was:

$$\text{grade III } r_{xy} = 0.97 + \text{grade IV } r_{xy} = 0.74 + \text{grade V } r_{xy} = 0.94 = 2.65 : 3 = 0.88.$$
 So Pierson's average coefficient of 0.88 derived for the three textbooks that are the subject of our research shows that the contents of these books are far from harmonizing with the number of hours in this school subject.
- Disharmony of learning contents of these textbooks with the number of lessons for the units of this subject, significantly damages quality processing and balanced knowledge of this subject.
- Disharmony between contents represented in these textbooks to the number of hours creates potential gap in the education environmental and healthy education of schoolchildren.

As this paper recommendation for the authors of the textbooks and teachers is as follows:

- Authors whose textbooks we analyzed in general have to obtain the official guidelines and planning the number of hours in corresponding subject.
- Since the processing of learning contents in the textbooks, the authors maintain the balance and equivalence between teaching units in keeping with curricular guidelines for the number of teaching units and the amount of teaching matter.
- Teachers at work besides the textbooks that schoolchildren have daily in hand, should consult the relevant curriculum of the subject.
- Teachers with their innovation, craftsmanship and professional work have to harmonize guidelines curricular textbooks and developmental needs of schoolchildren who are educated, grown in respective academic and social environment.

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