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THE FREQUENCY OF MATHEMATICS TEACHERS IN SPECIAL EDUCATION USING MATHEMATICS TEXTBOOKS IN PRIMARY SCHOOLS

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Abstract:

This study aims to assess the frequency of Mathematics textbook usage in teaching at primary schools, specifically in Special Education, across various regions in Malaysia, namely the Northern Zone (Perlis, Kedah, Penang, Perak), Central Zone (Selangor, W.P. Kuala Lumpur, W.P. Putrajaya), Southern Zone (Negeri Sembilan, Melaka, Johor), and Eastern Zone (Pahang, Terengganu, Kelantan). The primary objective of this study is to examine the frequency of textbook usage by Special Education teachers, assess the differences between the regions in Malaysia, and understand the role of textbooks in the teaching and learning process of Mathematics at primary schools. The sample in this study was selected using purposeful sampling, with 60 respondents chosen from each main geographical zone in Malaysia, totalling 240 respondents. The respondents consisted of Special Education teachers who teach Mathematics at primary schools. This approach was chosen because it allows the researcher to obtain relevant data from a group with knowledge and experience in using Mathematics textbooks in teaching. The selection of this sample ensures that each zone in Malaysia is adequately represented, and the data obtained reflects the frequency of textbook usage nationwide. The findings of the study show that the majority of respondents are female (57.5%) with a total of 138, while male respondents account for 42.5% with 102 individuals. Regarding the frequency of Mathematics textbook usage, 77.5% of respondents reported using textbooks regularly, 12.5% used textbooks occasionally, and 10% did not use textbooks at all. The Northern Zone (Perlis, Kedah, Penang, Perak) showed lower textbook usage compared to other zones, with 45% using textbooks regularly, 30% occasionally, and 25% not using textbooks at all. In conclusion, this study provides a clear overview of the demographic profile and frequency of Mathematics textbook usage by Special Education teachers in primary

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schools, which forms the basis for further assessment of the effectiveness of teaching Mathematics using textbooks across Malaysia.

Keywords:

Demographics of Special Education Teachers, Evaluation of Textbook Usage, Frequency of Textbook Usage, Mathematics Teaching Activities, Special Education Curriculum Standard Document

Introduction

Teaching and learning activities in schools often emphasise the use of textbooks as one of the key mediums to ensure that students' mastery of a subject aligns with the guidelines in the Standard Curriculum Document for Primary Schools, especially in the field of special education in primary schools. According to Aziz Omar (2022), textbooks are the primary resource in teaching and learning, facilitating each topic studied and serving as a reference for any issues encountered while doing exercises provided in each topic. This view is supported by Zamri Mahamod (2023), who states that textbooks are one of the essential teaching materials frequently used by teachers in schools.

Moreover, textbooks also provide guidelines or syllabi for each topic that needs to be taught, while for students, textbooks serve as the primary reading resource for a subject, alongside other reference books (Kamarulzaman Abdul Ghani, 2022). In Malaysia, it is undeniable that textbooks are a primary material for interpreting the philosophy, goals, objectives, and principles of the education curriculum. This means that quality textbooks not only determine the development of knowledge but also contribute to the development of students' character and spirituality, in line with the objectives of the National Education Philosophy, which aims to shape students intellectually and spiritually (KPM, 2024).

Furthermore, according to Muhammad Mustaqim Roslan & Nur Aishah Z. (2024), it is stated that textbooks are also important because they serve as standardized reference books for all students. This makes it easier for teachers to prepare teaching materials. In addition, each textbook contains exercises and sets of questions, which can lighten the teacher's workload. However, for students to achieve good examination results, teachers need to take additional steps beyond just using the questions available in the textbooks. This is because textbooks should help students in their preparation for exams. Therefore, textbooks are the main resource for students, and their role is to clarify the content within the textbooks.

However, the frequency of textbook usage by Special Education teachers among Special Education students remains at a concerning level and requires serious attention. This low frequency affects the teachers' ability to ensure that the content of the textbooks can be applied comprehensively, is easy to understand, and can capture students' interest throughout the learning sessions in the classroom. A study by Marmi Mariana Zakaria and Dahlia Janan (2022) also supports this finding, stating that the increase in the publication of various types of reference books in the market has caused teachers and parents to often feel confused when selecting the most appropriate materials to use as primary learning resources. This situation has led some teachers to use textbooks less frequently and rely more on other supplementary materials that they perceive as simpler or more engaging, without considering the suitability of the content for the needs of Special Education students. As a result, textbooks that have been

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developed according to the national curriculum and designed to meet the needs of all students, including those with special needs, are not being used optimally, thus affecting the delivery of consistent, accurate, and well-planned knowledge to the students.

In the context of Mathematics textbooks for students with learning difficulties in primary schools, particularly the Year One KSSRPK Mathematics textbook, its usage in teaching is very important. The textbook provides a systematic structure for delivering complex mathematical concepts to students as early as Year One, after preschool. The frequency with which teachers use the Mathematics textbook helps students understand the fundamentals of mathematics in a more organized and clear manner, which is often a major challenge for students with learning difficulties. A study by Azhar Md. Sabil et al. (2022) shows that the learning materials used must be suitable and meet the learning needs in order to capture students' interest and increase their motivation to use them, rather than just being reference materials used occasionally in the classroom.

This is supported by the study by Lau Yi Yi, Abdul Razaq Ahmad, Mohd Mahzan Awang, and Norasmah Othman (2023), which emphasizes that the use of effective teaching materials, including textbooks, must be done consistently so that students can build a solid understanding through repeated exposure. This means that if textbooks are not used regularly in the teaching and learning process (PdP), students are likely to struggle to master basic mathematical concepts due to the lack of consistent exposure to content that has been systematically organized and based on the curriculum. Therefore, the frequency with which teachers use textbooks not only enhances the effectiveness of PdP but also provides students with learning difficulties the opportunity to understand and apply mathematical concepts in a more comprehensive and structured manner.

A study by Sivakumar Ramachindran and Mohd Mahzan Awang (2023) also stresses that the effectiveness of learning materials depends on how frequently they are used by teachers in the classroom and the ability of the teachers to adapt those materials according to the needs and level of the students. The lack of repeated exposure to the structure, examples, and exercises in the textbook causes students, especially those with special needs, to have difficulty building a solid understanding of the concepts being taught. Therefore, the consistent and systematic use of textbooks by teachers not only supports the implementation of the KSSRPK curriculum but also helps build confidence and strong foundational skills among students with learning difficulties. According to a study by Tan Hua An and Tan Tiam Lai (2024), the frequency of textbook use in teaching mathematics in primary schools has a positive impact on the learning of students with learning difficulties, as it provides a more structured and easier-to-understand approach. This shows that the application of textbooks in teaching mathematics can help improve students' mastery of the subject and enable them to overcome the challenges they face in understanding difficult mathematical concepts.

Background of the Study

The use of textbooks in the teaching and learning process in schools has long been an essential element in the education system. Textbooks not only serve as the primary source of information but also as a guide that helps both teachers and students achieve the curriculum goals. This is discussed in the study by Mohd. Zuhir Abd. Rahman (2020), where in a primary school, a teacher used the Mathematics textbook as the primary guide in teaching the subject. The textbook was structured according to the Standard Curriculum and Assessment Document

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(DSKP), ensuring that all topics taught align with national educational standards. However, the teacher faced challenges in delivering abstract concepts because the illustrations, diagrams, and problem-solving steps in the textbook did not effectively reach the students' level of understanding.

In line with the new KSSR curriculum transformation, the Ministry of Education (KPM) in Malaysia continues to prioritise textbooks as the primary base material and information source for subjects or fields in the implementation of the curriculum in schools (Department of Education Resources and Technology (BSTP: KPM, 2023)). Through textbooks, the cultural values of society, the hopes, and aspirations of the country can be conveyed, thus becoming a tool for the government to deliver its vision to the public. In Malaysia, textbooks include themes such as National Unity, the Rukun Negara, a Caring Society, and Vision 2020 (BSTP: KPM, 2023).

However, one emerging issue is the frequency of textbook use by teachers in their teaching sessions. In the study by Aziz Omar (2022), he mentioned that the content of mathematics textbooks often consists of written sentences rather than step-by-step solutions to a topic. This requires teachers to spend more time mastering and delivering a topic, which in turn affects the frequency with which textbooks are used in their teaching.

A study by Jamila K.A. Mohamed (2023) found that female teachers tend to prefer using textbooks during teaching and learning activities compared to male teachers. The frequency of textbook use suggests that male teachers might use them less in their teaching sessions, highlighting the need for support training from the school to increase awareness of ensuring the relevant use of textbooks according to the Standard Curriculum Document for Primary Schools.

Additionally, textbook usage is limited in rural areas. A study by Hj. Shaharuddin Basri Hj. Ibrahim and Chan Lee Chiun (2023) showed that rural areas often have to wait for the second phase of textbook distribution, which results in reduced frequency of textbook use in teaching in those areas. This forces teachers in rural areas to use a mastery learning approach to ensure students receive education in line with the prescribed curriculum.

Furthermore, teachers who manage the Textbook Loan Scheme (SPBT) in schools often face problems in distributing textbooks to students, especially when there are curriculum revisions. A study by Zamri Mahamod (2023) showed that demographic changes in students, such as fluctuating student numbers, affect the frequency of textbook use in teaching because textbook orders must be placed in advance. Therefore, irregular textbook distribution can lead to a shortage of textbooks for target students in schools.

Regarding mathematics textbooks in special education for students with learning difficulties, there was previously no official textbook to assist their learning, including in Numeracy Skills. However, after approval from the Ministry of Education Malaysia (KPM), the Curriculum Development Division (BPK), the Special Education Division (BPKhas), and Dewan Bahasa dan Pustaka (DBP), a special textbook for students with learning difficulties was developed and began being used following the curriculum changes in 2017. However, a study on the frequency of mathematics textbook usage in special education for learning difficulties needs to

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be conducted to ensure that teachers can use them effectively and efficiently in their teaching sessions.

Literature Review

Mathematics is one of the most important subjects in primary school education, as it equips students with the basic skills needed for everyday life. The mathematics textbook is one of the essential materials in the teaching and learning process that teachers use to teach mathematical concepts. However, in the context of teaching mathematics in primary schools, the frequency of textbook use by teachers has become an issue that needs attention (Peng et al, 2021). According to Vijayaletcmy Muniyandy (2022), mathematics textbooks are often associated with the methods for solving mathematical operations and writing mathematical sentences, which require teachers to first master basic mathematical skills. The frequency of textbook use by teachers to ensure students deeply understand topics is critical, as this affects the teaching and learning process in the classroom.

In Malaysia, the review and revision of mathematics textbooks are frequently carried out by the Ministry of Education Malaysia (MOE, 2024) to ensure that the textbooks are adapted to the level of student understanding, particularly for students with learning difficulties in special education. The frequency of using textbooks that are regularly modified is essential to ensure the effectiveness of mathematics teaching and to help students better grasp mathematical concepts (Roslan, M. M., & Z., N. A., 2024). In the context of special education, Noor Aini Ahmad (2020) states that the mathematics component for special needs students emphasizes the use of mathematics in daily situations and careers. This is also supported by the study by Ramachindran, S., & Awang, M. M. (2023), which states that the frequency of textbook usage in mathematics teaching is crucial to ensure that students can follow the curriculum effectively and to improve the quality of pedagogy in line with the National Education Policy and the Malaysia Education Development Plan 2021-2025.

There are several reasons why the frequency of textbook usage by teachers is not as high. One of them is the over-reliance on other teaching materials that are considered more engaging or relevant to the students' needs. Teaching materials such as videos, interactive apps, and digital resources are often seen as more interesting by teachers, especially when dealing with students who face learning difficulties (Mahat, H., et al., 2020). Furthermore, teachers prefer using these materials because they believe it helps enhance students' understanding more effectively than just using textbooks. This has been supported by the study by Roslan, M. M., et al. (2024), which states that the advantages of using technology and interactive materials are often the main reasons why teachers do not emphasize the frequent use of textbooks in their teaching.

In addition, mastery of numeracy skills is key in mathematics, which involves understanding numbers and mathematical terms. The study by Basir, Abu Bakar, Ismail, & Hassan (2020) shows that consistent use of textbooks is essential in enhancing students' motivation and understanding of mathematics. The frequency of textbook use by teachers can have a significant impact on ensuring a deep understanding of mathematical concepts. This has been supported by the Constructivist Theory in the work of Basir et al. (2020), which states that learning is an active process in which students build their knowledge through experience and interaction with their environment. In the context of mathematics teaching, this theory emphasizes the consistent use of textbooks to enhance mathematical understanding.

International Journal of Modern Education
IJMOE
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This has also been further reinforced by the Social Learning Theory in the work of Vijayaletcmy Muniyandy (2022), which states that learning occurs through social interaction. In mathematics teaching, the use of textbooks is more effective when combined with social discussions between teachers and students. Therefore, teachers need to prioritize the consistent use of textbooks in their teaching sessions. According to Zamri Mahamod (2023), the frequency of continuous textbook use by teachers can help students better understand the fundamentals of mathematics. This also indicates that teachers should make textbooks the primary guide in every mathematics teaching session.

A study by Zamri, Mahidin, and Afendi (2022) also shows that frequent use of textbooks is very helpful for students in learning mathematical concepts more effectively. Textbooks that are used continuously can provide a clear structure in teaching, allowing students to better master numeracy skills (Zakaria, M. M., & Janan, D., 2022). Furthermore, the frequency of textbook usage by teachers is a significant factor in improving the quality of mathematics learning, especially for students with learning difficulties.

In conclusion, the frequency of textbook use in mathematics teaching plays an essential role in helping students master basic numeracy skills more effectively. Thotapally Anjaneyulu (2020) in his study, states that textbooks are the backbone of teaching and learning in the classroom, particularly at the primary school level. Therefore, this study aims to emphasise the frequency of textbook use by special education mathematics teachers in primary schools, with the hope of improving the effectiveness of mathematics teaching and learning among students, particularly those with special educational needs related to learning difficulties.

Problem Statement

Mathematics is one of the essential subjects that plays a significant role in the development of basic skills in students, especially in everyday life. However, there are issues frequently encountered in teaching Mathematics among students with special educational needs in integrated primary schools. One of the main issues that needs attention is the frequency of textbook use in the teaching and learning process (PdP). Studies show that the use of textbooks by special education teachers is not always consistent, which can affect students' understanding and mastery of mathematical concepts (Aziz Omar, 2022).

In this context, textbooks, particularly mathematics textbooks, should be the primary resource used by teachers in PdP. However, many teachers tend to rely more on other teaching methods that are considered easier and quicker. This may be due to the belief that using textbooks requires more time, especially when dealing with students with special needs (Kaviza et al., 2020). Several studies indicate that special education teachers often face challenges in using textbooks consistently, which leads them to prefer teaching materials that are more easily accessible and more engaging for students (Makhshun & Khalilurrahman, 2021).

The frequency of mathematics textbook use among special education mathematics teachers in primary schools also faces another issue, which is the mismatch between the content of the textbooks and the specific needs of the students. The available mathematics textbooks are often not tailored to the ability levels of students with special educational needs, making teachers more inclined to use other resources that better suit the learning needs of the students (Rahmawati & Rahmah, 2023). For example, using textbooks that are unclear or contain too

International Journal of Modern Education
IJMOE
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many abstract concepts can lead to students losing interest and becoming frustrated with mathematics learning.

Moreover, the low frequency of textbook use may also be caused by a lack of pedagogical knowledge and skills among teachers regarding how to integrate textbooks with more interactive teaching activities that are suitable for the needs of special education students. Using mathematics textbooks as the main resource without creativity in teaching can make learning boring and less effective for students (Abdullah & Darussalam, 2020). Therefore, it is important for teachers to ensure that the use of textbooks in PdP occurs more frequently and is applied with teaching methods that are more engaging and appropriate to the students' ability levels.

Research on the frequency of mathematics textbook use by special education teachers in primary schools, especially for Year One students who are at the early stages of mastering basic mathematics skills, needs special attention. This is to provide more accurate and effective guidance to improve mathematics teaching. The correct and regular use of textbooks can help students master basic mathematics skills better and support their academic and personal development. Thus, this study aims to examine and analyse the factors affecting the frequency of mathematics textbook use among special education teachers and to find solutions that can address these issues.

Objectives of the Study

The general objective of this study is to:

1. Evaluate the frequency of use of the Year One KSSRPK mathematics textbook for students with learning difficulties in the teaching of special education teachers in primary schools for integrated schools with learning difficulties in the Peninsular Malaysia zone.
2. Identify the influence of demographic factors of teachers on the frequency of use of the Year One KSSRPK mathematics textbook for students with learning difficulties in the teaching of special education teachers in primary schools for integrated schools with learning difficulties in the Peninsular Malaysia zone.

Research Questions

Based on the objectives of the study, this research aims to answer the following research questions:

1. To what extent is the assessment of the frequency of use of the Year One KSSRPK Mathematics textbook in the teaching of special education teachers in primary schools, specifically in integrated schools with learning difficulties in the Peninsular Malaysia zone?
2. To what extent does the influence of teachers' demographic factors affect the frequency of use of the Year One KSSRPK Mathematics textbook for students with learning difficulties in the teaching of special education teachers in primary schools for integrated schools with learning difficulties in the Peninsular Malaysia zone?

International Journal of Modern Education
IJMOE
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DOI: 10.35631/IJMOE.725003

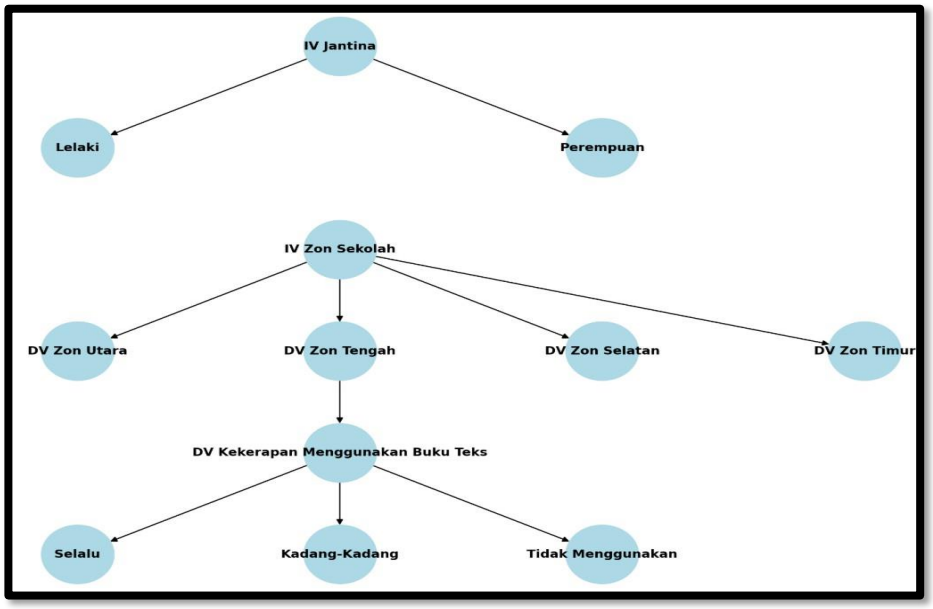

Figure 1: Flowchart of Dependent and Independent Variables

Based on this flowchart, it illustrates the relationship between two independent variables (IV) and one dependent variable (DV). The first variable, Gender, is divided into two categories: Male and Female. The second variable, School Zone, is divided into four different zones: Northern Zone, Central Zone, Southern Zone, and Eastern Zone. The dependent variable, Frequency of Textbook Use, refers to the likelihood of teachers frequently using textbooks, with three categories: Always, Sometimes, and Never. This flowchart shows how the variables of Gender and School Zone influence the Frequency of Textbook Use, where teachers from different zones and gender categories show variations in their textbook usage behaviour.

Research Methodology

This study uses a quantitative approach as the primary method for collecting and analysing data. This approach was chosen because it allows the researcher to obtain objective, measurable information that can be statistically analysed to identify specific trends or patterns among the respondents.

The instrument used in this study is a structured questionnaire developed specifically to gather information on the frequency and demographics of teachers using the 2017 Mathematics textbook for Year One Special Education Needs (SEN) students with Learning Disabilities. This questionnaire was adapted from a study by Najwa Abdul Aziz, Anuar Ahmad, and Norasmah Othman (2024) that examined the frequency of textbook usage in teaching and learning strategies for history in primary schools. The adaptation of this questionnaire aims to collect data regarding the distribution of frequency and gender of respondents in the activities being studied. The questionnaire consists of closed-ended questions that facilitate the collection of structured data, which is easier to analyse.

Furthermore, the implementation of the study was conducted online via the Google Classroom platform, where a link to the questionnaire, which was created using Google Forms, was uploaded and distributed to the respondents. The distribution process was done through official discussions with the State Education Department (JPN) for each zone in Peninsular Malaysia only. This approach not only saves time and costs but also increases efficiency in data

International Journal of Modern Education
IJMOE
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collection. To ensure the validity and reliability of the sample, this study involved 60 respondents from each state in Malaysia, selected using purposeful sampling with a systematic approach. The selection of respondents was done to ensure that each geographic zone in Malaysia was fairly and accurately represented. This study involved four main zones: Northern Zone (Perlis, Kedah, Penang, Perak), Central Zone (Selangor, W.P. Kuala Lumpur, W.P. Putrajaya), Southern Zone (Negeri Sembilan, Melaka, Johor), and Eastern Zone (Pahang, Terengganu, Kelantan). By selecting 60 respondents from each zone, the total number of respondents in this study is 240. This approach aims to ensure that each zone is adequately represented in the study without bias toward any particular zone.

Purposeful sampling was chosen because the researcher aimed to obtain data from the most relevant group to the study topic, which is teachers who teach Mathematics to Special Education Needs students. By using this approach, only individuals with knowledge and experience in using the Mathematics textbook were selected as respondents, ensuring the validity and accuracy of the data obtained. Therefore, the selected respondents are Special Education teachers teaching Mathematics in primary schools, ensuring that all respondents are relevant to the study's objectives, which aim to assess the frequency of textbook usage in their teaching.

This method is considered appropriate as it allows the researcher to obtain a comprehensive and representative overview of the population being studied, especially in the context of education and contemporary issues involving various backgrounds from each state in Peninsular Malaysia. This approach also ensures that the data obtained is of high quality and provides an accurate reflection of the use of textbooks in Mathematics teaching among Special Education teachers. Below is Table 1.0 showing the value of Cronbach's Alpha.

Validity and Reliability

Table 1: Cronbach's Alpha Value

No	Aspect Studied	Number Of Items	Required Alpha Score	Current Alpha Score
1	Demographic aspect	4	Not required	-
2	Frequency of textbook use	4	0.70-0.90	0.98
	Total	8	0.70-0.90	0.99

Based on the table, it explains the Cronbach's Alpha value used to assess the reliability of the questionnaire, which indicates how well the items in the questionnaire are correlated and measure the same concept. Generally, a higher Cronbach's Alpha value indicates that the questionnaire has good internal consistency, allowing the data collected from respondents to be reliable and stable. This is supported by Zakaria & Janan (2022), who state that a Cronbach's Alpha value above 0.70, as obtained in this study, indicates that the questionnaire is highly reliable in measuring the intended variable. They also mention that higher values, such as 0.98, further strengthen the reliability of the instrument, ensuring that the data collected are consistent and can be used for valid analysis.

In this study, the Cronbach's Alpha value obtained for the frequency of textbook usage was 0.98, indicating that this questionnaire is highly reliable in measuring the frequency of textbook usage by Special Education teachers. Additionally, the overall Cronbach's Alpha value of 0.99

International Journal of Modern Education
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confirms that the questionnaire has excellent internal consistency, allowing the data obtained from respondents to serve as a solid foundation for making valid and acceptable inferences.

Regarding the demographic aspect, which consists of questions about gender, age, academic qualifications, and teaching experience, the Cronbach's Alpha value is not very relevant. This is because these questions are categorical questions and not continuous scale items (such as a Likert scale). Therefore, the obtained value of 0.99 does not reflect reliability in the context of the usual reliability measurement used for continuous scale questionnaires, although it shows that the data obtained are consistent in terms of demographic structure.

For the frequency of textbook usage aspect, which measures how often teachers use textbooks in Mathematics teaching, the Cronbach's Alpha value obtained was 0.98, indicating very high reliability. This value falls within an excellent range because 0.70 to 0.90 is considered an adequate range to indicate good internal consistency in quantitative studies. Therefore, the value of 0.98 confirms that this questionnaire is highly reliable in measuring the frequency of textbook usage by teachers.

Overall, the Cronbach's Alpha value for the entire questionnaire is 0.99, which indicates very high reliability. This shows that the questionnaire as a whole has excellent internal consistency, with the data obtained being stable and reliable. While this value is very high for the entire questionnaire, it is more relevant for the frequency of textbook usage aspect, which involves continuous scale items, compared to the demographic aspect, which uses categorical questions.

Research Findings

In this study, data was obtained through a set of questionnaires distributed to Special Education teachers teaching Mathematics in primary schools via Google Forms. This questionnaire gathered information on the demographic characteristics of the respondents, including gender, age, academic qualifications, teaching experience, and the frequency of textbook usage in Mathematics teaching. Data was collected from 240 respondents who were systematically selected from four geographical zones in Peninsular Malaysia: the Northern Zone, Central Zone, Southern Zone, and Eastern Zone. This data source provides a clear and detailed picture of the Mathematics teaching practices among Special Education teachers nationwide.

Furthermore, in this study, the researcher only used descriptive analysis methods to analyze and describe the data obtained from the questionnaire distributed to the respondents. Descriptive analysis aims to provide a clear and detailed overview of the key characteristics of the data, such as frequency, percentage, mean, and standard deviation, without making any inferences or further conclusions about the larger population. In the context of this study, descriptive analysis was used to assess two main aspects: the demographics of the respondents and the frequency of textbook usage in Mathematics teaching for Special Education students. The following is Table 1.1 showing the descriptive data analysis of demographics and the frequency of using Year One Mathematics textbooks.

International Journal of Modern Education
IJMOE
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Table 2: Descriptive Analysis Of Demographics And The Frequency Of Teachers Using The Year One Mathematics Textbook In The Classroom

Category	Sub-category	Percentage	Total Number
Gender	Male	42.5%	102
	Female	57.5%	138
School Zone	Northern Zone (Perlis, Kedah, Penang, Perak)	25%	60
	Central Zone (Selangor, W.P. Kuala Lumpur, W.P. Putrajaya)	25%	60
	Southern Zone (Negeri Sembilan, Melaka, Johor)	25%	60
	Eastern Zone (Pahang, Terengganu, Kelantan)	25%	60
Age Group	20 - 29 years	10%	24
	30 - 39 years	40%	96
	40 - 49 years	35%	84
	50 years and above	15%	36
Academic Qualification	Certificate	5%	12
	Diploma	15%	36
	Bachelor's Degree	70%	168
	Master's/PhD	10%	24
Teaching Experience	1 - 5 years	20%	48
	6 - 10 years	30%	72
	11 - 15 years	25%	60
	16 years and above	25%	60
Frequency of Textbook Use	Northern Zone – Always	45%	27
	Northern Zone – Sometimes	30%	18
	Northern Zone – Never	25%	15
	Central Zone – Always	85%	51
	Central Zone – Sometimes	10%	6
	Central Zone – Never	5%	3
	Southern Zone – Always	80%	48
	Southern Zone – Sometimes	15%	9
	Southern Zone – Never	5%	3
	Eastern Zone – Always	70%	42
	Eastern Zone – Sometimes	20%	12
	Eastern Zone – Never	10%	6

Based on the findings presented in Table 2, the study shows that the classification of respondents' gender reveals that 57.5% of the respondents are female (138 people), while 42.5% are male (102 people). This difference reflects the general trend in the education sector, where female teachers are more prevalent than male teachers, especially in the field of Special Education.

Furthermore, the study involved teachers from four geographic zones in Peninsular Malaysia, with each zone represented by 60 respondents, totalling 240 people. The zone distribution is balanced, with 25% of respondents from each zone: Northern Zone (Perlis, Kedah, Penang, Perak), Central Zone (Selangor, W.P. Kuala Lumpur, W.P. Putrajaya), Southern Zone (Negeri Sembilan, Melaka, Johor), and Eastern Zone (Pahang, Terengganu, Kelantan). This distribution

International Journal of Modern Education
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ensures that the study provides a fair and comprehensive picture of teaching practices across the country.

In terms of age, the majority of respondents are between 30 and 39 years old (40%, 96 people), followed by those aged 40 to 49 years (35%, 84 people). Respondents aged 50 and above account for 15% (36 people), while 10% (24 people) fall within the 20 to 29 years category. This indicates that a significant portion of Special Education teachers have substantial experience, with more than half of them being over 30 years old, suggesting that they are experienced in teaching.

Regarding academic qualifications, 70% of the respondents hold a Bachelor's Degree (168 people), followed by those with a Diploma (15%, 36 people), Master's/PhD (10%, 24 people), and Certificate (5%, 12 people). This indicates that the majority of teachers possess adequate academic qualifications for teaching, particularly in teaching Mathematics to Special Education students.

In terms of teaching experience, 20% (48 people) have 1-5 years of experience, 30% (72 people) have 6-10 years of experience, 25% (60 people) have 11-15 years of experience, and 25% (60 people) have more than 16 years of experience. This shows that the teachers involved in the study have a variety of experience levels, ranging from beginners to more experienced educators.

Regarding the frequency of textbook use in Mathematics teaching, the findings show significant variation across zones. In the Northern Zone, 45% of respondents use the textbook frequently (27 people), 30% use it occasionally (18 people), and 25% do not use the textbook at all (15 people). In the Central Zone, textbook usage is very high, with 85% of respondents using the textbook frequently (51 people), while only 5% do not use it (3 people). In the Southern Zone, 80% of respondents use the textbook frequently (48 people), and in the Eastern Zone, 70% of respondents use the textbook frequently (42 people), with a small segment not using the textbook at all.

Overall, the use of textbooks in Mathematics teaching is highly dependent on the zone, with the Central and Southern Zones showing the most consistent and highest usage. Although there are segments that do not use textbooks in some zones, generally, most teachers in Malaysia use textbooks regularly in their teaching. Below is a summary table of the main findings of the study, providing an overview of the frequency of textbook usage in each zone as well as the demographics of the respondents involved in this study.

Table 3: Summary of Main Findings from the Study

Main Findings	Results
Gender Distribution	57.5% Female, 42.5% Male
Age Group	40% respondents aged 30-39, 35% aged 40-49 years
Academic Qualifications	70% have Bachelor's Degree, 15% with Diploma
Teaching Experience	30% have 6-10 years of experience, 25% with 16+ years
Frequency of Textbook Use - Northern Zone	45% use textbooks "Always," 30% "Sometimes"
Frequency of Textbook Use - Central Zone	85% use textbooks "Always," 10% "Sometimes"

International Journal of Modern Education
EISSN: 2637-0905
IJMOE
Volume 7 Issue 25 (June 2025) PP. 33-51
DOI: 10.35631/IJMOE.725003

Frequency of Textbook Use - Southern Zone	80% use textbooks "Always," 15% "Sometimes"
Frequency of Textbook Use - Eastern Zone	70% use textbooks "Always," 20% "Sometimes"
Reliability of Questionnaire (Cronbach's Alpha)	0.99 (Excellent reliability)

Based on Table 3, it explains the main findings of the study, which show that the majority of teachers are female (57.5%) and are aged between 30 and 39 years old (40%). Most of the respondents hold a Bachelor's Degree (70%) and have varied teaching experience. The frequency of textbook usage indicates that the Central and Southern Zones use textbooks most consistently, with 85% and 80% of teachers using them "regularly." The Northern Zone recorded lower usage (45%). The high Cronbach's Alpha value (0.99) indicates that the questionnaire used is highly reliable. Below is a flowchart illustrating the data collection process and the frequency of textbook usage based on the zones, which provides a clearer picture of the study's methodology and the findings obtained.

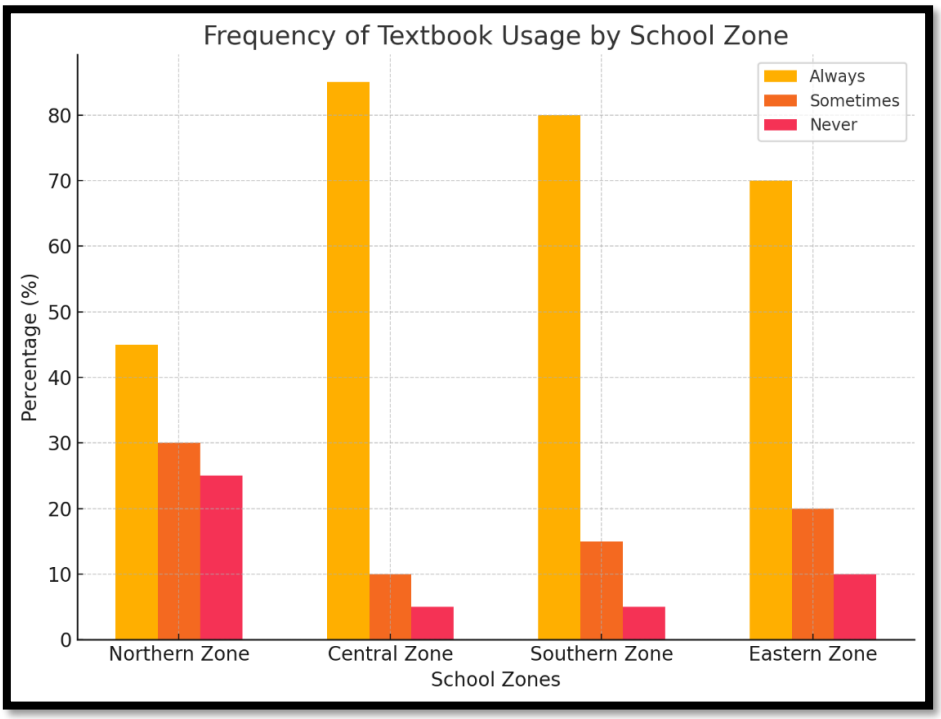

Figure 2: Flowchart Of The Frequency Of Textbook Usage By School Zone In Malaysia

Based on Figure 2, it explains the variation in the usage of the Year One KSSRPK Mathematics textbook among Special Education teachers in Peninsular Malaysia. In the Northern Zone, only 45% of respondents use the textbook consistently, while 25% do not use it at all. In contrast, the Central and Southern Zones show higher and more consistent usage, with 85% and 80% of respondents respectively reporting regular textbook usage. The Eastern Zone recorded a 70% consistent usage rate. This indicates that the Northern Zone requires more intervention to improve textbook usage compared to the other zones, which are more consistent.

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
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DOI: 10.35631/IJMOE.725003

In conclusion, this study shows significant variation in the use of the Year One KSSRPK Mathematics textbook among Special Education teachers in Peninsular Malaysia. The Northern Zone recorded lower textbook usage, with nearly a quarter of respondents not using it at all, compared to the Central, Southern, and Eastern Zones, which showed more consistent and higher usage. The Central and Southern Zones, in particular, showed very high percentages, with more than 80% of respondents using the textbook regularly. This suggests that special attention is needed for the Northern Zone to ensure uniformity in the use of teaching materials nationwide.

Discussion of Objectives and Research Questions

Based on the findings discussed in the previous table, the first objective (1.1), which is to assess the frequency of the usage of the Year One KSSRPK Mathematics textbook in the teaching of Special Education teachers in primary schools for schools with learning difficulties in the zones of Peninsular Malaysia, has been answered. The study shows that the frequency of textbook usage varies by zone. In the Northern Zone, the use of textbooks is lower compared to other zones, with only 45% of respondents using the textbook regularly. In contrast, the Central and Southern Zones show higher usage, with 85% and 80% of respondents using the textbook regularly. Therefore, the first objective has been clearly achieved based on the zone analysis.

Meanwhile, for the second objective (1.2), which aims to identify the influence of teachers' demographic factors on the frequency of textbook usage, the findings show that teachers' demographics, such as age, academic qualifications, and teaching experience, do not show a clear influence on textbook usage in each zone. For example, although there are variations in age and teaching experience, textbook usage is more influenced by the geographical zone factor. Therefore, the second objective can be considered not fully answered, as the demographic factors of teachers do not show a strong relationship with the frequency of textbook usage in the Northern Zone compared to other zones. In conclusion, the first objective has been well achieved, while the second objective requires further research to understand the influence of teachers' demographic factors in more depth.

Conclusion and Future Agenda

Overall Conclusion

Based on the findings of the study, the use of the Year One KSSRPK Mathematics textbook in teaching by Special Education teachers in primary schools shows significant variation across geographical zones in Peninsular Malaysia. This study successfully achieved the first objective (1.1), where the frequency of textbook usage showed that teachers in the Northern Zone use the textbook less frequently compared to other zones, with only 45% of respondents using the textbook consistently. In contrast, the Central and Southern Zones showed more consistent and higher usage, with 85% and 80% of respondents using the textbook regularly. These findings indicate that geographical zone factors play an important role in the frequency of textbook usage in Mathematics teaching among Special Education teachers.

For the second objective (1.2), which aimed to identify the influence of teachers' demographic factors on the frequency of textbook usage, the study found that factors such as age, academic qualifications, and teaching experience did not show a significant impact on the frequency of textbook usage in each zone. Therefore, textbook usage is more influenced by the geographical zone than by teachers' demographic factors. As a result, the second objective has not been fully

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume 7 Issue 25 (June 2025) PP. 33-51
DOI: 10.35631/IJMOE.725003
answered in this study, and further research is needed to better understand how teachers' demographic factors might influence their teaching practices, particularly in the context of teaching Mathematics to special needs students.

Suggestions for Future Research

For future studies, it is suggested that researchers conduct more in-depth investigations into the influence of teachers' demographic factors on the frequency of textbook usage, with a particular focus on the Northern Zone, where the use of Mathematics textbooks is lower compared to other zones. This study could examine the factors that contribute to teachers in the Northern Zone not using textbooks regularly, such as issues with access to teaching materials, professional training, or lack of support from schools. These factors may vary depending on the context and specific needs of each zone and need to be analyzed in detail to gain a clearer picture. Sjahrony et al. (2017) also stated that the lack of access to quality teaching materials and insufficient professional training are among the main factors affecting the effectiveness of teaching material usage, including textbooks. Therefore, further research is needed to explore this issue in order to identify the necessary steps to address it.

Additionally, future studies could explore other constraints that teachers in the Northern Zone may face in using textbooks, such as a lack of educational resources, difficulties in adapting the textbook content to the needs of Special Education students, or challenges in students' readiness to follow lessons using textbooks. Zakaria & Janan (2022) also support this statement by explaining that difficulties in adapting the textbook content to various learning needs of students can lead to mismatches in teaching, which ultimately affects textbook usage. Further in-depth research on this issue is important to ensure that the textbooks used can be better adapted to meet the learning needs of special needs students.

This further research will provide a more comprehensive picture of the challenges faced by teachers in the Northern Zone and how these factors can be addressed to improve textbook usage in Mathematics teaching for special needs students. Research into teachers' willingness to use textbooks could also be considered, focusing on targeted training and adequate support from schools. Kamarulzaman Abdul Ghani (2022) stated that focused training and the professional support teachers receive can directly improve the reliability and effectiveness of textbook usage in the classroom, thus improving Mathematics teaching in the context of Special Education.

This study could also involve additional interventions and support needed by teachers in the Northern Zone, such as specific training in using textbooks or providing alternative teaching materials that are more suitable for the needs of Special Education students. This would help create more effective teaching strategies and ensure that students receive quality instruction and are able to master mathematical concepts more effectively. Sjahrony et al. (2017) supports the importance of additional interventions and support in improving the use of teaching materials in a more effective way, tailored to the local context. Further research in this area will provide guidance to the authorities in planning and providing more appropriate support for teachers in the Northern Zone.

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