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# Project Teacher Assistant Program: Still Sustainable and Competitive?

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## Abstract

Today, teachers' duties are becoming increasingly diverse, burdening them with side tasks that detract from their primary responsibility of teaching. Consequently, the proposal of a Teacher's Assistant Program as an alternative is expected to address various issues related to teachers in schools. The objective of this study is to assess the feasibility of the Teacher Assistant Program across five dimensions such as desire, practical, able to implementation, viable, and sustainability. A quantitative approach using surveys was employed, with a questionnaire instrument measured on a 5-point likert scale. Data analysis was conducted using Statistical Packages for Social Sciences (SPSS) version 27. The respondents included 20 teachers randomly selected from primary and secondary schools across Malaysia. The main findings indicate a high level of feasibility for the Teacher Assistant Program across all aspects: desire (Mean = 4.59), practical (Mean = 4.35), able to implement (Mean = 4.17), viability (Mean = 4.55), and sustainability (Mean = 4.41). This study has significant implications for enhancing current practices in supporting teachers with teaching and learning management methods. Moreover, it offers valuable insights for addressing issues associated with the increasing workload of teachers. Further research could explore the utilization of technology, considering digitization in education as one of the alternatives to alleviate the burden on teachers in schools.

**Keywords :** teacher assistant; responsibility; learning; improvement; classroom; program

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## I. INTRODUCTION

The Teacher Assistant Program plays a crucial role in enhancing the teaching and learning process within schools. Acting as a support system for both teachers and students, the program facilitates the realization of the school's vision and mission. Moreover, it significantly impacts teacher job satisfaction. Teacher assistants are individuals who assist teachers with instructional tasks, often possessing specialized expertise necessary for effective teaching. They serve as essential support within and beyond the classroom, offering valuable assistance to teachers and aiding students with learning difficulties.

The responsibilities of teacher assistants range from class preparation to nurturing students' personal and social development. They support teachers by handling tasks that would otherwise consume instructional time, such as preparing

classrooms, creating resources, and displaying student work. Additionally, they assist in student supervision during various school activities and help maintain classroom order. Teacher assistants also play a role in lesson reinforcement, reviewing material with students individually or in small groups, fostering independent learning skills, and aiding time management.

Key skills required for teacher assistants include effective communication, interpersonal skills, resilience, and adaptability to manage challenging behaviors. They must also possess basic literacy and numeracy skills, stay updated on educational policies, and demonstrate patience, creativity, and a proactive approach. Furthermore, they should respect diversity and prioritize student safety and well-being.

Despite the valuable contributions of teacher assistants, teachers still bear administrative burdens such as personnel management, data

collection, and financial management. Therefore, the Teacher Assistant Program serves as an initiative to empower teachers to focus more on teaching, aligning with the Ministry of Education's goal of safeguarding teachers' welfare and enhancing educational effectiveness.

## II. LITERATURE REVIEW

Active and effective interaction between teacher assistants and students plays an important role in learning. This statement is supported by previous research [5], which explains that this practice is applied to support students in learning through interaction between teachers, teacher assistants, and students through individual and group activities. This provides a good opportunity for students to improve their academic performance through teacher assistants as an alternative learning support.

As we know, the main task of teacher assistants is to help teachers by managing students individually and in groups during the learning process. In a previous study related to this topic, a study [17] explained the roles of teacher assistants in the learning process, including support for teachers and curriculum, support for school administration, student learning support, and support for direct and indirect activities involving students. According to the study, the task of a teacher's assistant in managing and supporting student learning takes up 4 hours every day. This means that within the given time, the teacher's assistant is able to engage in teaching activities by planning various activities that interest the students.

Related research findings can be found in a study that examined the main task domain of teacher assistants in Hong Kong Primary and Secondary Schools [28]. The study instrument examined the practice of teacher assistants based on aspects such as learning support, teaching support, behavior management, collaboration, and administrative support. Referring to the findings of this study, it is explained that teacher assistants are aware of their role as supporters in the learning process, and this Teacher Assistant Program is considered effective and appropriate for implementation in schools.

Furthermore, Suleymanov [26] explains that the responsibility of the teacher's assistant is to implement the program under the guidance of the teacher. Teaching assistants support students in mainstream classes by assisting those who need help. The intended support involves the active role of the teacher's assistant when students encounter difficulties in learning. Their role is limited to encouraging and assisting students when they require support. Several recent studies [25] state that in-class support involving teacher assistants can also be carried out in the context of classroom management under the direction of the teacher, and

the role of teacher assistants will support individual students or small groups. This illustrates the relationship between teachers, teacher assistants, and students in carrying out their duties and responsibilities. Recent studies [25], further added that the concept of the relationship as a form of partnership represents an investment in a better approach that supports the learning process.

In a study [14] related to teacher job satisfaction among 62 staff at Yayasan Pembangunan Keluarga Darul Takzim (YPKDT) in Nusajaya, Johor Bahru, the findings explain that high job satisfaction influences employees to exhibit good work performance or results. Accordingly, teachers are considered to be able to provide work performance in their career when there is a sense of satisfaction in carrying out the teaching and learning process.

Moreover, in the study [29], it is stated that the aspect of teacher job satisfaction is at a high level, which explains that job satisfaction can increase the motivation of teachers to contribute to effective learning and facilitation. Additionally, this level of motivation is expected to result in a high level of professionalism in planning and implementing guidance. Another study indicates a medium-high level of job satisfaction, explaining that teachers are still striving to improve their career performance and earnestly carry out their responsibilities in order to enhance the quality of education and the excellence of the country's education sector [33]. This context is explained through responses from the respondents of this study who expressed their enjoyment of their work.

The study by Ali [2] found that the level of job satisfaction is influenced by the role of organizational leaders (schools) who shape the work experience of employees in fostering employee attitudes and their sense of loyalty to the organization. That is, loyalty can exist when an individual has and increases a sense of satisfaction with their organization. If an employee has a sense of trust in the authority of their leader, it will effectively impact job satisfaction. The previous studies did not focus much on evaluating the program, which has created a gap in carrying out a study on the feasibility of the Teacher Assistant Program, considering that this study is very limited. The motivation to conduct this study is strong to add further studies for the effectiveness of this program so that there is no wastage of money and human capital.

### A. Problem Statement

The National Union of Teachers' Services (NUTP) stated on April 18, 2022, that over 10,000 teachers opt for early retirement annually in recent years, significantly surpassing the Ministry of Education Malaysia's (KPM) statistics. This number starkly

contrasts with KPM's data released on November 9, 2021, reporting only 4,360 optional retirement applications by teachers from January of the same year. This escalating trend of early teacher retirements is alarming. In 2015, 2,777 teachers chose early retirement, a number that surged to 3,591 in 2016. The trend worsens as it peaked at 4,360 applications in 2021, equivalent to 1.06 percent of the total teacher count. Complaints flood social media platforms, with many attributing stress and work pressure as reasons for their lethargy and inclination to retire after years of service.

Prolonged stress or pressure often leads to burnout syndrome, where individuals feel emotionally exhausted and powerless to fulfill their job duties. Freudenberger [13], initially explored this concept, later detailed by Maslach and Leiter [19] as emotional exhaustion, decreased work performance, and depersonalization. Teaching is a rewarding yet challenging career, with teachers facing heavy workloads and administrative burdens, compromising their ability to focus on teaching and diminishing their job satisfaction.

The feasibility of the Teacher Assistant Program is frequently questioned and requires reassessment. Empirical evidence from studies like this one can aid in determining the program's continuation. Additionally, such research is beneficial for stakeholders and the Ministry of Education (MoE) in formulating development plans to enhance the program's potential.

### **B. Importance of The Study**

Importance of improving existing practices: This study is important to carry out because it provides a clear initial picture of the current situation and reality in relation to the Teacher Assistant Program, which has stopped in the middle of the road. This study will be able to provide a more detailed explanation about the existing practices of teachers, especially in relation to making the vision and mission of the teaching and learning process a success. The information obtained from this study is very important because it is able to benefit stakeholders as well as interested parties such as the Malaysian Ministry of Education (KPM) and the teachers themselves. The results of this study will help to understand more deeply the relationship between desire, practicality, ability, viability, and sustainability in policy feasibility. Through this understanding, the Ministry of Education, for example, will get useful information to organize and formulate appropriate actions to overcome problems and challenges among teachers in Malaysia. In addition, the findings of this study will also help the MoE to diagnose issues related to the Teacher Assistant Program in more depth.

Importance to the development of knowledge and the existing body of literature:

Studies regarding the feasibility of Teacher Assistant Programs among teachers in the Malaysian context are still lacking because existing studies are more focused on profit-based sectors such as the private and business sectors. Therefore, it is important for this study to be carried out in the context of education so that the existing knowledge and understanding of the feasibility of this basic program can be further developed and narrow the gap regarding the lack of research related to the Teacher Assistant Program issue. In addition, this study is also able to provide some added value in terms of literature and knowledge development, especially regarding the relationship and connection between achieving the vision and mission of the teaching and learning process and burnout among teachers in Malaysia.

Importance to teachers in overcoming the problem of burnout in the teaching profession: Through this study, it is a step towards solving the problem of burnout that occurs in the teaching profession where most teachers decide not to continue their service until retirement due to the increasing workload factor. Too much workload and high levels of stress can cause burnout or fatigue among teachers. This study provides input to be able to continue and further strengthen the Teacher Assistant Program in schools to safeguard the welfare of teachers as the core of the effectiveness of education delivery.

### **III. RESEARCH METHODOLOGY**

This study is quantitative in nature. The researcher employed a questionnaire as the primary data collection instrument, which was distributed to the respondents. The questionnaire consisted of systematically arranged questions designed to elicit specific responses. Questionnaires are essential tools for researchers as the quality of the questionnaire directly impacts the overall value of the research. Data for this study were gathered through a questionnaire comprising focused questions, facilitating respondents' ease of providing answers.

The questionnaire provided to respondents was divided into two parts: Part A focused on gathering information about the respondents' profiles, while Part B assessed the feasibility of the Teacher Assistant Program. Respondents were asked to indicate their level of agreement or disagreement with each statement, measuring their attitudes [21]. The items were assessed using a Likert scale, with five suggested responses provided for each question. Respondents simply needed to indicate their agreement or disagreement by selecting the corresponding score at the end of each item. An example of the Likert Scale classification is presented in Table 1.

**Table 1: Likert Scale Classification of Questionnaires**

Strongly disagree	Do not agree	Not sure	Agreed	Strongly Agree
1	2	3	4	5

#### A. Population and Sample

Population refers to a group of individuals who share common characteristics [9]. In this study, the population comprises teachers currently employed in primary and secondary schools across Malaysia. Conversely, a sample is a subset of the population that is studied and used to represent the larger population [23]. A total of 20 teachers participated in this questionnaire. The selection of this sample size aligns with the recommendations of Isaac and Michael [30], who suggest that a sample size ranging from 10 to 30 is sufficient for a pilot study. Similarly, Hill [31] also recommended a sample size of 10 to 30 respondents for survey studies.

#### B. Research Instrument

This study utilizes a questionnaire instrument to gather the necessary information in accordance with the study objectives. According to Chua Yan Piaw [7], the questionnaire instrument is highly suitable for this method and is capable of producing reliable and consistent items if prepared effectively. The questionnaire used in this study was adapted from a previous study conducted by Irma [16]. It consists of 25 items to be rated by respondents using a 5-point Likert scale. Minor modifications were made to enhance respondent clarity and comprehension when answering the questionnaire items. The instrument is structured into 5 main constructs assessing the basic feasibility namely desire, practicality, implement-ability, viability, and sustainability, with each construct comprising 5 items.

#### C. Data Collection Methods

The data collection method for this study involves online methods. The questionnaire was distributed to respondents via the Google Form web page. Noraini [23] noted that data collection methods through online channels offer advantages in terms of ease of administration, prompt results, real-time data sets, and sometimes achieve response rates exceeding 50 percent if managed effectively. Once all responses via the Google Form web page are collected and recorded, the subsequent step involves analyzing and interpreting the data. For this purpose, the collected data will undergo statistical analysis using IBM SPSS Statistics software. Before proceeding with data analysis, the researcher will first acquire proficiency in using the SPSS software, typically by receiving guidance from a lecturer experienced in utilizing this application. The initial

stage of the data analysis process using SPSS entails inputting the data by constructing an SPSS template.

### IV. RESULT AND DISCUSSION

The study findings will report the objective scores of the study by identifying the level of feasibility of the Teacher Assistant Program from the aspects of desire, being practically implemented, able to be implemented, viable, and sustainable. The data collected has been analyzed using IBM SPSS Statistics 27 Software. Consistent with the study's objectives, the analysis focuses on identifying the feasibility of the implemented Teacher Assistant Program. Demographic profile data of the respondents in Part A were descriptively analyzed using frequency and percentage. Similarly, the data in Part B of the questionnaire were analyzed using frequency and percentage. Since the Likert scale represents ordinal data categories, frequency and percentage calculations for each category were utilized for quantitative comparison Chua Yan Piaw [7].

Table 2 presents the findings from the descriptive analysis pertaining to Part A, which focuses on the gender of the study respondents. From the data analysis, it was observed that both male and female respondents consisted of an equal number of 10 individuals (50.0%) who participated in answering the questionnaire. Descriptive analysis was employed to analyze the data obtained from 20 respondents in order to address the research question.

**Table 2: Gender frequency table**

Levels	Counts	% of Total	Cumulative %
Men	10	50.0%	50.0%
Female	10	50.0%	100.0%

Table 3 displays the teaching experience information for the respondents who answered the research questions. Two categories, teaching experience of 16-20 years and 6-10 years, each had the highest value, with 6 people (30%) in each category. Following these, the teaching experience of 11-15 years was reported by 5 people (25%), and teaching experience of 20 years and above was reported by 3 people (15.0%). However, none of the respondents had teaching experience of less than 5 years.

**Table 3: Table of respondents' teaching experience**

Teaching experience	Counts	% of Total	Cumulative %
11-15 years	5	25.0%	25.0%

16-20 years old	6	30.0%	55.0%
20 years and above	3	15.0%	70.0%
6-10 years	6	30.0%	100.0%
5 years or less	0	0%	0%

Table 4 indicates that the highest number of respondents who answered this questionnaire belonged to the DG44 position grade, with 13 people (65.0%), while the lowest number belonged to the DG34 position grade, with only 1 person (5.00%). Additionally, 4 people (20.0%) were from the DG41 position grade, and 2 people (10.0%) were from the DG48 grade.

**Table 4: Respondent's position grade table**

Position Grade	Counts	% of Total	Cumulative %
DG34	1	5.00%	5.00%
DG41	4	20.0%	25.0%
DG44	13	65.0%	90.0%
DG48	2	10.0%	100.0%
DG52	0	0%	0%
DG54	0	0%	0%

Descriptive analysis, including the mean and standard deviation of the dependent variable, will be reported, and the mean scores will be interpreted based on Table 5. According to the results presented in Table 6, it was observed that the mean for each item construct regarding the feasibility level of the Teacher Assistant Program from the aspect of desire ranged between 4.40 and 4.80, indicating a very high level of agreement among respondents. Item (P5) exhibited the lowest mean value of 4.40, suggesting respondents' agreement with the notion that the Teacher Assistant Program contributes to enhancing teachers' personal competence.

Conversely, item (P4) demonstrated the highest mean value of 4.80, signifying that the Teacher Assistant Program assists teachers in addressing burnout issues within the teaching profession. This disparity between the lowest and highest mean items suggests that, despite their enthusiasm and experience, teachers are susceptible to burnout syndrome due to the dynamic demands of the contemporary educational landscape, influenced by globalization.

Furthermore, items (P2) and (P3) displayed identical mean values of 4.65, indicating strong agreement among respondents regarding the fulfillment of educational transformation desires and the prioritization of teacher welfare as outlined by the Ministry of Education. These findings align with the objectives outlined in the Malaysian Education Development Plan (2013-2025), particularly Shift 4,

which aims to elevate the teaching profession to a preferred occupation, thereby allowing teachers to concentrate on their core teaching functions.

Although item (P1) exhibited the lowest mean value of 4.45, respondents strongly agreed that the Teacher Assistant Program aligns with national education policies.

**Table 5: Mean scores of input, process and output levels (Creswell, 2005)**

Min Score	Interpretation of Min Score
1.00 to 1.80	Very low
1.81 to 2.60	Low
2.61 to 3.40	Medium
3.41 to 4.20	High
4.21 to 5.00	Very high

**Table 6: Table of program feasibility levels from the aspect of desire(N=20)**

Desire	Mean	SD	Level
P1. "Teacher Assistant Program" in line with the national education policy?	4.45	0.686	Very high
P2. "Teacher's Assistant Program" fulfills the main purpose of the Ministry of Education's focus, where is taking care of teachers' welfare as the core of the effectiveness of education delivery?	4.65	0.489	Very high
P3. "Teacher's Assistant Program" fulfills the desire of educational transformation?	4.65	0.489	Very high
P4. "Teacher's Assistant Program" helps teachers overcome the problem of burnout in the teaching profession?	4.80	0.410	Very high
P5. "Teacher Assistant Program" help teachers improve their competence?	4.40	0.883	Very high

Referring to Table 7, the distribution of the percentage and frequency of the level of feasibility of the program from the aspect of desire where item (P4) has the highest percentage for the option 'Strongly Agree'. This shows that most respondents agree that the "Teacher's Assistant Program" helps teachers overcome the problem of burnout in the

teaching profession. While the percentage of 'Agree' is high for items (P1, P2 and P3). This shows that the respondents believe that the Teacher Assistant Program is in line with the national education policy, fulfilling the main focus of the Ministry of Education, where looking after the welfare of teachers is the core of the effectiveness of education delivery and fulfills the desire of educational transformation. The 'Uncertain' option is a minor choice for respondents on item (P1).

**Table 7: Distribution table of the percentage and frequency of the level of feasibility of the program from the aspect of desire**

DESIRE	Very Not Agreed	Do not agree	Not sure	Agreed	Strongly Agree
	0 (0%)	0 (0%)	2 (10.0%)	7 (35.0%)	11 (55.0%)
P1. "Teacher Assistant Program" in line with the national education policy?	0 (0%)	0 (0%)	2 (10.0%)	7 (35.0%)	11 (55.0%)
P2. "Teacher's Assistant Program" fulfills the main purpose of the Ministry of Education's focus, where is taking care of teachers' welfare as the core of the effectiveness of education delivery?	0 (0%)	0 (0%)	0 (0%)	7 (35.0%)	13 (65.0%)
P3. "Teacher's Assistant Program" fulfills the desire of educational transformation?	0 (0%)	0 (0%)	0 (0%)	7 (35.0%)	13 (65.0%)
P4. "Teacher's Assistant Program" helps teachers overcome the problem of burnout in the teaching profession?	0 (0%)	0 (0%)	0 (0%)	4 (20%)	16 (80.0%)
P5. "Teacher Assistant Program" help teachers improve their competence?	0 (0%)	1 (5.0%)	2 (10.0%)	5 (25.0%)	12 (60.0%)

Table 8 indicates that the mean for each construct item regarding the feasibility level of the Teacher Assistant Program from a practical aspect

ranges between 3.95 and 4.75, signifying a very high level of agreement among respondents. Descriptive analysis, including the mean and standard deviation of the dependent variable, will be reported, and the mean score interpreted based on Table 5.

Item (P3) exhibited the lowest mean value of 3.95, suggesting respondents' agreement with the notion that the Teacher Assistant Program is easy to implement. This observation may stem from respondents' negative impressions of the previous Teacher Profession Strengthening Pilot Program initiated in 2013, which was discontinued midway, leading to uncertainty regarding its implementation status. Consequently, some respondents may harbor doubts regarding the ease of implementing such programs.

**Table 8: Table of program feasibility levels from the aspect of practical fulfillment**

Practical	Mean	SD	Level
P1. "Teacher's Assistant Program" suitable for implementation at the school level?	4.75	0.444	Very high
P2. "Teacher's Assistant Program" can be managed at the school level?	4.55	0.510	Very high
P3. "Teacher Assistant Program" easy to implement?	3.95	0.759	High
P4. This "Teacher Assistant Program" is not at risk of failure?	4.00	0.725	High
P5. Practical "Teacher Assistant Program" to implement?	4.50	0.607	Very high

Referring to Table 9, which displays the distribution of the percentage and frequency of the feasibility level of the program from a practical aspect, item (P1) exhibits the highest percentage for the option 'Strongly Agree.' This indicates that the majority of respondents believe that the "Teacher's Assistant Program" is suitable to be implemented at the school level. Conversely, the percentage of 'Agree' is high for item (P4), where respondents concur that this "Teacher's Assistant Program" is not at risk of failure. However, there is a notable proportion of respondents who selected 'Unsure' for item (P3), indicating uncertainty regarding the ease of implementation of the "Teacher Assistant Program."

reported and interpreted based on Table 5. Item (P4) exhibits the lowest mean value of 3.70, suggesting that respondents agree with the statement that the Teacher Assistant Program can be implemented with sufficient provisions. However, there is uncertainty among 10 teachers regarding the availability of adequate allocations due to the program's interruption and lack of clear direction from stakeholders. Conversely, 10 respondents expressed agreement, including Strongly Agree responses, that the program could succeed with proper attention and sufficient allocation. On the other hand, item (P1) holds the highest mean value of 4.65, indicating that the Teacher Assistant Program is capable of aiding in providing teaching services and student management. Classroom support involving teaching assistants can contribute to classroom control by assisting students individually or in groups, implementing zoning practices, and fostering reflective collaboration between teaching assistants and teachers [25]. Considering the issues at hand, the Teacher Assistant Program's role is perceived as a promising solution for addressing challenges faced by both teachers and students [5].

**Table 9: Distribution table of percentage and frequency of program feasibility level from a practical aspect**

PRACTICAL	Very Not Agreed	Do not agree	Not sure	Agreed	Strongly Agree
	P1. "Teacher's Assistant Program" suitable for implementation at the school level?	0 (0%)	0 (0%)	0(0%)	5(25.0%)
P2. "Teacher's Assistant Program" can be managed at the school level?	0 (0%)	0 (0%)	0 (0%)	9 (45.0%)	11 (55.0%)
P3. "Teacher Assistant Program" easy to implement?	0 (0%)	0 (0%)	6 (30.0%)	9 (45.0%)	5 (25.0%)
P4. This "Teacher Assistant Program" is not at risk of failure?	0 (0%)	0 (0%)	5 (25.0%)	10 (50.0%)	5 (25%)
P5. Practical "Teacher Assistant Program" to implement?	0 (0%)	0 (0%)	1 (5.0%)	8 (40.0%)	11 (55.0%)

In Table 10, the mean for each construct item of the feasibility level of the Teacher Assistant Program from the aspect of being able to be implemented ranges between 3.70 and 4.65, indicating a very high level of feasibility. Descriptive analysis, including the mean and standard deviation of the dependent variable, will be

**Table 10: Table of program feasibility levels from the aspect of being able to implement (N = 20)**

Able to implement	Mean	SD	Level
P1. "Teacher's assistant program" able to help in providing teaching services and student management?	4.65	0.587	Very high
P2. "Teacher's Assistant Program" is able to be implemented because it has sufficient human resources?	4.20	0.768	Very high
P3. "Teacher's Assistant Program" is able to be implemented because it has sufficient facilities and infrastructure?	3.80	0.616	High
P4. "Teacher's Assistant Program" is able to be implemented because it has sufficient allocation?	3.70	0.801	High
P5. "Teacher Assistant Program" able to perform non-teaching tasks under the supervision of teachers?	4.50	0.607	Very high

Based on Table 11, nearly 14 individuals (70.0%) Strongly agree that the Teacher's Assistant Program is easy to implement, particularly since the Ministry's primary focus is on enhancing teacher welfare to bolster the effectiveness of educational

delivery. Conversely on Table 10, item (P1) demonstrated the highest mean value of 4.65, indicating respondents' belief that the Teacher Assistant Program is suitable for implementation at the school level. Referring to Table 11, which presents the distribution of the percentage and frequency of the feasibility level of the program from the aspect of being able to be implemented, item (P1) demonstrates the highest percentage for the option 'Strongly Agree'. This indicates that most respondents agree that the "Teacher Assistant Program" is capable of aiding in providing teaching services and student management. Conversely, the percentage of 'Agree' is notably high for item (P3), with respondents concurring that the "Teacher's Assistant Program" can be implemented due to sufficient facilities and infrastructure. However, the highest proportion of respondents selected 'Unsure' for item (P4), which pertains to the "Teacher Assistant Program" being able to be implemented because it has sufficient allocations.

**Table 11: Distribution table of the percentage and frequency of the level of feasibility of the program from the aspect of being able to be implemented**

ABLE TO IMPLEMENT	ABLE TO IMPLEMENT				
	Very Not Agreed	Do not agree	Not sure	Agreed	Strongly Agree
P1. "Teacher's assistant program" able to help in providing teaching services and student management?	0 (0%)	0 (0%)	1 (5.0%)	5 (25.0%)	14 (70.0%)
P2. "Teacher's Assistant Program" is able to be implemented because it has sufficient human resources?	0 (0%)	0 (0%)	4 (20.0%)	8 (40.0%)	8 (40.0%)
P3. "Teacher's Assistant Program" is able to be implemented because it has sufficient facilities and infrastructure?	0 (0%)	0 (0%)	6 (30.0%)	12 (60.0%)	2 (10.0%)
P4. "Teacher's Assistant Program" is able to be implemented because it has sufficient allocation?	0 (0%)	0 (0%)	10 (50.0%)	6 (30.0%)	4 (20.0%)

P5. "Teacher Assistant Program" able to perform non-teaching tasks under the supervision of teachers?	0 (0%)	0 (0%)	1 (5.0%)	8 (40.0%)	11 (55.0%)
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Next, in Table 12, it was found that the mean for each construct item of the feasibility level of the Teacher Assistant Program from a viable aspect is between 4.35 and 4.70, indicating a very high level. Descriptive analysis, including the mean and standard deviation of the dependent variable, will be reported and interpreted based on Table 5. Item (P4) has the lowest mean value of 4.35, indicating respondents' agreement with the statement that the Teacher Assistant Program helps students use the provided teaching resources correctly. Meanwhile, item (P5), which has the highest mean value of 4.70, suggests that the Teacher Assistant Program assists teachers in overcoming the burden of non-essential tasks that need to be completed. Overall, the findings of the study on the level of administrative support are at a high level. This indicates that teacher assistants carry out various responsibilities effectively, facilitating the school's administrative functions. Referring to the findings of the study by Abdulqader [1], which indirectly supports school administration, the role of teacher assistants is considered instrumental in helping to solve problems faced by teachers in the teaching and learning process of students.

**Table 12: Table of program feasibility levels from a viable aspect (N =20)**

Viable	Mean	SD	Level
P1. A "Teacher's Assistant Program" can assist teachers in performing work that involves extra attention and instruction to the students under their care?	4.65	0.489	Very high
P2. "Teacher's Assistant Program" helps ensure school and classroom rules are followed?	4.45	0.686	Very high
P3. The "Teacher Assistant Program" helps and provides teachers with information and details about students?	4.60	0.503	Very high
P4. "Teacher's Assistant Program" helps students use the teaching resources provided correctly?	4.35	0.671	Very high

P5. "Teacher's Assistant Program" helps teachers overcome the burden of non-essential tasks that need to be completed?	4.70	0.470	Very high
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Referring to Table 13, which presents the distribution of the percentage and frequency of the program's feasibility from a viable aspect, item (P5) has the highest percentage for the option 'Strongly Agree'. This indicates that most respondents agree that the "Teacher's Assistant Program" helps teachers overcome the burden of non-essential tasks that need to be completed. Meanwhile, the percentage of 'Agree' is high for item (P4), where respondents agree that this "Teacher's Assistant Program" helps students use the teaching resources provided correctly. However, some respondents expressed 'Unsure' for items (P2 and P4), which pertain to the program's role in ensuring school and classroom rules are followed and helping students use the teaching resources provided correctly.

**Table 13: Distribution table of percentage and frequency of the level of feasibility of the program from the aspect of viability**

VIABLE	Very Not Agreed	Do not agree	Not sure	Agreed	Strongly Agree
	P1. A "Teacher's Assistant Program" can assist teachers in performing work that involves extra attention and instruction to the students under their care?	0 (0%)	0 (0%)	0 (0%)	7 (35.0%)
P2. "Teacher's Assistant Program" helps ensure school and classroom rules are followed?	0 (0%)	0 (0%)	2 (10.0%)	7 (35.0%)	11 (55.0%)
P3. The "Teacher's Assistant Program" helps and provides teachers with information and details about students?	0 (0%)	0 (0%)	0 (0%)	8 (40.0%)	12 (60.0%)
P4. "Teacher's Assistant Program" helps students use the teaching resources provided correctly?	0 (0%)	2 (10.0%)	9 (45.0%)	9 (45.0%)	

P5. "Teacher's Assistant Program" helps teachers overcome the burden of non-essential tasks that need to be completed?	0 (0%)	0 (0%)	0 (0%)	6 (30.0%)	14 (70.0%)
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In Table 14, it is observed that the mean for each construct item of the feasibility level of the Teacher Assistant Program from a sustainable aspect ranges between 4.05 and 4.55, indicating a very high level. Descriptive analysis, including the mean and standard deviation of the dependent variable, will be reported and interpreted based on Table 5. Item (P3) has the lowest mean value of 4.05, signifying that respondents agree with the statement that the Teacher Assistant Program will receive support from all parties. On the other hand, both item (P1) and item (P5) have the highest mean value of 4.55, indicating that the Teacher Assistant Program is capable of developing to enhance the quality of education in Malaysia and can improve the performance and competence of teachers.

**Table 14: Table of program feasibility levels from a sustainable aspect (N = 20)**

Sustainable	Mean	SD	Level
P1. "Teacher Assistant Program" able to grow to improve the quality of education in Malaysia?	4.55	0.510	Very high
P2. "Teacher Assistant Program" can help maintain the welfare of teachers as the core of the effectiveness of education delivery?	4.60	0.503	Very high
P3. "Teacher's Assistant Program" will get support from all parties?	4.05	0.759	Very high
P4. Will the "Teacher Assistant Program" remain relevant?	4.30	0.657	Very high
P5. "Teacher Assistant Program" can improve the performance and competence of teachers?	4.55	0.759	Very high

Referring to Table 15, which displays the distribution of the percentage and frequency of the feasibility level of the program from a sustainable aspect, item (P5) shows the highest percentage for the option 'Strongly Agree'. This indicates that most respondents agree that the "Teacher Assistant Program" can enhance the performance and competence of teachers. Additionally, the percentage of 'Agree' is notably high for item (P4), where respondents agree that this "Teacher's

Assistant Program" will remain relevant. However, there are some respondents who selected 'Uncertain' for item (P3), indicating uncertainty regarding whether the "Teacher Assistant Program" will receive support from all parties.

Based on Table 16, it shows that the overall level of feasibility of the Teacher Assistant Program based on the teacher's perspective is at a very high level.

**Table 16: Table of the overall feasibility of the Teacher Assistant Program based on the teacher's perspective**

No	Aspect	Mean	SD	Level
1	Desire	4.59	0.491	Very high
2	Practical	4.35	0.429	Very high
3	Able to implement	4.17	0.512	Very high
4	Viable	4.55	0.471	Very high
5	Sustainable	4.41	0.470	Very high

**Table 15: Distribution table of percentage and frequency of program feasibility level from a sustainable aspect**

SUSTAINABLE	Very Not Agreed	Do not agree	Not sure	Agreed	Strongly Agree
P1. "Teacher Assistant Program" able to grow to improve the quality of education in Malaysia?	0 (0%)	0 (0%)	0 (0%)	9 (45.0%)	11 (55.0%)
P2. "Teacher Assistant Program" can help maintain the welfare of teachers as the core of the effectiveness of education delivery?	0 (0%)	0 (0%)	0 (0%)	8 (40.0%)	12 (60.0%)
P3. "Teacher's Assistant Program" will get support from all parties?	0 (0%)	0 (0%)	5 (25.0%)	9 (45.0%)	6 (30.0%)
P4. Will the "Teacher Assistant Program" remain relevant?	0 (0%)	0 (0%)	2 (10.0%)	10 (50.0%)	8 (40.0%)
P5. "Teacher Assistant Program" can improve the performance and competence of teachers?	0 (0%)	1 (5.0%)	0 (0%)	6 (30.0%)	13 (65.0%)

### A. Discussion

The purpose of this study was to assess the feasibility of the Teacher Assistant Program. A questionnaire was developed comprising five main constructs: desire, practicality, able of implementation, viability, and sustainability. In total, 25 items were included, with each construct consisting of five items. The findings of the analysis indicate that the feasibility of the Teacher Assistant Program is very high.

#### Desire

Based on the overall mean value for the construct item desire, which is 4.59, it is categorized as Very High. 16 people (80%) stated that the Teacher Assistant Program helps teachers overcome the problem of burnout in the teaching profession. Burnout, a specific type of workplace stress, leads to physical and emotional fatigue, resulting in decreased work performance and depersonalization (Mayo Clinic, 2020). The relationship between burnout and prolonged work-related stress is well-documented (Schonfeld, Bianchi & Palazzi, 2018).

Herzberg (1959) identified two factors influencing job satisfaction for employees: motivators (such as work assignments, responsibilities, progress, and appreciation) and hygiene factors (including supervision, co-workers, and working conditions). Teachers require a satisfactory work environment to perform their assigned tasks effectively [33]. Attention to teachers' workload and pressure is crucial to prevent decreased work performance. Work performance is defined as the result of tasks carried out by individuals contributing to organizational goals Hassan [32].

Teacher assistants play a vital role in lightening teachers' workload by assisting in classroom management, preparing class materials, devising student learning strategies, and allowing

teachers to teach comfortably. Therefore, it's imperative to improve the workload distribution system for teachers. Job satisfaction among teachers not only affects the quality of their work but also impacts their focus during the teaching and learning process [4]. Cupido [10] supported this view, stating that teacher assistant programs foster a culture of involvement through ongoing interaction between instructors and teacher assistants. Collaborative practices between teachers and teacher assistants contribute positively to teaching and learning practices, thereby alleviating teachers' workload.

Furthermore, 13 people (65%) strongly agree that the Teacher Assistant Program fulfills the Ministry of Education's core focus on safeguarding teachers' welfare, which is essential for effective education delivery and educational transformation. Additionally, 12 respondents (60%) strongly agree that the program helps teachers enhance their competence, while 11 respondents (55%) strongly agree that it aligns with national education policy.

### **Practical**

Based on the overall mean value for the practical construct item, which is 4.35, it falls into the Very High category. 15 respondents (75%) stated that the Teacher Assistant Program is suitable for implementation at the school level. Teachers believe that teacher assistants can effectively contribute during the teaching process, allowing teachers to focus more on their primary task of teaching students. This perspective aligns with the findings of Charles [6], who suggested that teacher assistants enable teachers to concentrate on teaching in the classroom.

The practice described reflects teachers' perceptions that teacher assistants support learning by directly engaging with students through intervention activities, such as assigning individual and group tasks. Nash [22] supports this finding, highlighting that learning support fosters positive interaction between teacher assistants and students. Direct support to students during assignments is essential for building effective interaction, as emphasized by Yan [28], who underscores the significance of teacher assistants' support in student learning.

Furthermore, 11 respondents (55%) strongly agree that the Teacher Assistant Program can be effectively managed at the school level and is practical to implement. Additionally, 10 respondents (50%) agree that the program is not at risk of failure, and 9 respondents (45%) strongly agree that it is easy to implement.

### **Able to implement**

Based on the overall mean value for the construct items related to implementation, which is 4.17, the feasibility is rated as Very High. 14 respondents

(70%) strongly agree that the Teacher Assistant Program can enhance teaching services and student management. The program's close association with classroom management and planning processes contributes significantly to the overall learning activities. This practice, effectively applied, positively impacts student achievement, particularly by fostering a positive interaction between teachers and students. Firdaus [12], supports this view, emphasizing the importance of teacher-student relationships in students' academic and social development.

Moreover, 11 respondents (55%) strongly agree that the Teacher Assistant Program can handle non-teaching tasks under teachers' supervision. Teacher assistants collaborate with teachers to fulfill responsibilities and execute teaching and learning plans effectively [10]. Euphymia [11] also supports this finding, indicating that teacher assistants manage students' needs while teachers, as supervisors, oversee and guide them appropriately. This aligns with the findings of Awang-Hashim [33], who emphasize the supervisory role of teachers in effectively overseeing and guiding teacher assistants.

### **Viable**

Based on the overall mean value for the viable construct items, which is 4.55, the feasibility is rated as Very High. 14 respondents (70%) strongly agree that the Teacher Assistant Program helps teachers alleviate the burden of non-essential tasks. Essentially, teacher assistants significantly support the classroom teaching and learning process Ayers [3]. Their role can be identified through their support toward teachers' needs, workload, and direct support to individual students [28], [1], providing an opportunity for collaborative planning and effective learning outcomes (Webster & Boer, 2019).

Furthermore, 13 respondents (65%) strongly agree that the Teacher Assistant Program aids teachers in addressing students' individual needs and providing additional attention and guidance. For instance, teacher assistants often serve as supporters and guides for students with behavioral issues, managing student behavior both inside and outside the classroom. This aligns with the perspective of Yan [28] and the view that the program serves as behavioral guidance and a classroom management intervention [34].

### **Sustainable**

Based on the overall mean value for the sustainable construct item, which is 4.41, the feasibility is rated as Very High. 13 respondents (65%) strongly agree that the Teacher Assistant Program can enhance the performance and competence of teachers. Hence, it is suggested that policymakers and stakeholders nationwide adopt the positive psychology paradigm,

focusing on supporting teachers' growth rather than merely retaining them in the profession. This study has the potential to revolutionize the conditions under which teachers fulfill their vital roles. Through the Teacher Assistant Program, teachers can enhance their emotional intelligence, thereby improving the quality of their work assignments and job satisfaction [15]. An unsatisfied employee may neglect their responsibilities.

Additionally, 12 respondents (60%) strongly agree that the Teacher Assistant Program can uphold teachers' welfare, which is crucial for effective education delivery. Furthermore, 11 respondents (55%) strongly agree that the program can evolve to enhance the quality of education in Malaysia. Present-day challenges faced by teachers, such as workload, role conflicts, and the absence of social support, have led to resignations and burnout, impacting education quality. Therefore, the implementation of the Teacher Assistant Program can contribute to enhancing teaching quality.

## V. CONCLUSION

The results of this study show that the feasibility level of the Teacher Assistant Program is very high for all aspects of desire, being practical, being able to be implemented, viable, and sustainable. This study has implications through improvements by the Ministry which is more focused on helping teachers in the issue of dealing with the workload of teachers in schools. It is also a catalyst for changes in the teaching and learning management of teachers to be more proactive and improve the quality of learning. If this Teacher Assistant Program is implemented, it is suggested to the Ministry to also study the implementation method in foreign countries such as the United States and so on. Further research can be carried out by looking at the technological aspect where digitization in education is one of the alternatives that can be implemented in dealing with the issue of teacher workload in schools.

Being a teaching assistant is a huge commitment along with patience, dedication to student well-being, and a basic understanding of child development, advanced training is often required to keep up with new teaching methods and qualifications. The management practice of the Teacher Assistant Program which is considered as guidance and support for the teaching and learning process. In detail, in the form of task sharing with teachers at the school, the practice of teacher assistants can contribute to the school in terms of learning support, teaching, behavior, cooperation and administrative support. This is because, the practice of teacher assistants provides support to teachers in making the vision and mission of the teaching and learning process a success and also avoid things that can affect the teacher's main duties. In other words, in terms of teacher job satisfaction,

some teachers feel satisfied in carrying out the responsibility of the teaching and learning process with the help and support of teacher assistants to lighten their duties in controlling the classroom and helping to provide for the students' learning needs.

## ACKNOWLEDGMENT

This study was funded by the Faculty of Education, University Kebangsaan Malaysia (UKM) with a Publication Reward Grant (GP-2021-K021854). I would like to acknowledge and express my gratitude to my supervisor, Associate Professor Ts. Dr. Mohd Effendi @ Ewan Mohd Matore for his relentless contribution to this study at every stage. I am also immensely grateful to my family for their ongoing support and understanding when writing this review paper: Wan Mohamad Akil B. Wan Abdullah, Zakiah Bt Zakaria, Muhammad Hafif B. Abdul Hamid, Nurul Shafiyah Basyirah Bt. Muhammad Hafif, Nurul Syakirah Imani Bt. Muhammad Hafif, Muhammad Harraz B. Muhammad Hafif, Nurul Shafikah Bt. Muhammad Hafif, Wan Faizzatul Husna Bt Wan Mohamad Akil, Wan Nur Amanani Bt Wan Mohamad Akil, Wan Naqi Nurhafiz B. Wan Mohamad Akil.



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