Performance of the Senior Subject Teachers in School: Evaluation by the Administrators

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INTRODUCTION

Effective administration will have positive impact on the school management to play its role effectively, as well as in other areas such as curriculum development and academic activities (Ayob, 2004). This opinion is actually a reality happening in schools. The term administration is not only referring to the Principal alone but an administrative team actually consists of top-class administration (Principal, Senior Assistant for administration, Senior Assistant for Student Affairs and Senior Assistant for Co-Curricular) and middle administrators (Senior Subject Teachers). The role of the Senior Subject Teachers is to facilitate responsibilities of the school and raise the quality of academic leadership through efficient academic management for their own respective fields or departments.

The roles of top management in the context of school management are as designers, planners, drafters and policy makers while middle management is the coordinating officers assisting top management and administration to monitor and ensure all plans and policies are established, preserved and carried out by the grassroots level namely the subject panels and subject teachers. Middle managers play an important role in determining the smooth running of the education system as set by the government.

Effective learning does not happen by chance. Typically, it is the product of a classroom situation created by a competent teacher through control and monitoring by the Senior Subject Teachers. Joyce & Showers (1991) stated that:

"Effective students obtain information, ideas and wisdom from their teachers who use their resources effectively. Thus, a major role in teaching is to produce students who are powerful. The same principle can be applied to schools. High-performing schools teach students about ways to learn effectively. Therefore, the teachers become more effective when their students progress."

In Malaysia, the position as the senior subject teachers or better known as TSSTs is introduced at all secondary schools. They are at the middle between the administrators and fellow teachers, but TSSTs organise a lot of school’s events through monitoring, observation and competent leadership. They loosen up the tight
bureaucracy between teachers and administrators as well as provide guidance and facilitate the implementation of quality control in schools.

The current situation at the school is so complex due to huge number of teachers and additional subjects. This situation requires systematic monitoring and reporting system in schools. A study by Cooley & Shen Jian (2003) showed that Principal needs extra assistants besides the existing Senior Assistants, to reduce the heavy workload. According to Hurley (2001), only a handful of super managers are able to perform and shoulder the burden of being the Principal in the school.

Educational researchers and policy makers today have realized the significant role of TSSTs to establish the school as an effective educational institution. This statement is based on the findings of several studies on effective schools. Most studies showed that there was a significant correlation between the influence and role of TSSTs to maintain effective schools. Due to this, the researchers further suggested that the concept of school management should be reviewed to recognize the role of middle management particularly TSSTs in improving a school (O’Neill & Flecknoe, 2002).

**The Role:**

The role of TSSTs in school is actually complex and challenging. According to Ernest (1989) and Bolan & Turner (1998), TSSTs are role models or professional leaders for the teachers in the school. Based on this role, TSST is said to be an example and an icon for the other teachers in the school. This is certainly the pressure and challenge faced by TSSTs.

TSSTs also help in making a difference in students’ achievement (Harris, 1998). According to Harris (1998), TSST has an important role in influencing students achievement by establishing a close interaction with students during their teaching and learning process implemented in the classroom. Moreover, TSSTs have the experience, skills and expertise in teaching and learning.

The importance role played by TSST is also acknowledged in Europe, as the administration and management of the school is also associated with the role and function of TSSTs in supervising their own departments (Meyers & Zepeda, 2002). Studies found that effective TSST would contribute to the smooth running of school administration especially if TSSTs are able to manage the operations of their department properly. This relativity would have an impact on the school effectiveness.

In developed countries, various measures have been taken to improve the functions and role of TSSTs. The United Kingdom introduced the basic framework of professional development for TSSTs which refers to as the National Standards for Subject Leaders. The framework is to guide TSST in implementing their role and function in school. The detail job descriptions provided in the framework help TSSTs to understand their job scope clearly, objectively and then the job could be be recognized by all parties.

Any positive view received will have TSST to build his own positive motivation in performing positive roles. According to Woolfolk (2004) the capacity to carry out their role as an effective Senior Subject Teacher and to achieve goals are somehow depending on their positive perception. Robiah Sidin (2003) stated that the Senior Subject Teachers have extensive tasks including as instructional leader, subject coordinator, teaching and learning observer, they are also expected to guide new teachers and to assist the school administration.

In this study, the ability of the Senior Subject Teachers to perform their duties and responsibilities is seen in term of eight dimensions: instructional leaders, curriculum managers, T&L observers, financial managers, middle administrators, coordinators for staff development, curriculum coordinator and supervisors of the special rooms. If the purpose of observation is to promote and develop a repertoire of a teaching team, then observations should be focused on skills, approaches and models of teaching that is the heart of the teaching repertoire. Therefore it is necessary to understand the objectives of observation clearly, the focus should be identified and agreed upon by colleagues before the observation takes place . TSSTs should encourage their colleagues to focus on some aspects of their teaching. Thus, observation would not be seen as an assessment but a part of teacher’s self development which provide an opportunity for teachers to change their behaviors particularly on their teaching.

**Problem statement:**

Jainah and Normah (1997) argued that the purpose of creating the TSST post in school is to improve the school’s quality particularly on management and administration. However since it was created, the impact has not been felt. A study conducted by Zamzam (1999) about TSSTs’ eleven instructional leadership behaviors found that they were still at a moderate level especially on the instructional leadership aspect. Indirectly, this finding indicates that TSSTs are still unable to perform their roles, duties and functions as expected by the administrator.

A study by Norhunaini (2001) also found that TSSTs were unable to perform their teaching role effectively because they were often preoccupied with administrative tasks. Thus, the overburden hampered their performance in managing their curriculum tasks especially they were not properly trained in terms of determining materials and educational resources.
According to Julita (2002), TSST would fail in performing their role if they failed to equip themselves with knowledge, skills and expertise especially in managing curriculum development as well as in teaching and learning. Their level of expertise in implementing predefined roles is varied. TSST is said to have a high level of expertise in performing their role on the dimensions for curriculum management, supervision of teaching and learning, staff development and administration. Whereas, their role on managing financial and supervising labs / workshops / special rooms showed a moderate level of expertise.

Several studies found that TSSTs are facing heavier challenges in their roles as TSST as they are still vague of their over demanding job scopes and having limited time span to perform (Gilover et al., 1999). Thus, some tasks were not easily completed while they were in school. In most cases they had to use the break time at school but also bring works home, it is common opinion that the post is actually overburden, challenging and stressful.

Studies conducted by Julita (2002), Nurfanaini (2001), Salmiyah (1995) and Zamzam (1999) found that the role as TSST in the school is still not as efficient as it is expected. This should not have happened and need to be controlled because this issue can have a negative impact on the school management.

**Purpose and objectives of the study:**

This study aimed to review the evaluation done by the school administrators namely the Principals and Senior Administrative Assistants on how the Senior Subject Teachers (TSSTs) perform their roles in schools. The performance was evaluated on eight dimensions of roles as instructional leader, curriculum manager, T& L observer, financial manager, middle administrator, coordinator for staff development, co-curruculum coordinator and supervisor for the special rooms. The study was to find out if TSSTs managed to realize their performance as expected by administrators in the context of school management? The effectiveness of job performance was evaluated by the Principals and Senior Administrative Assistants for TSST’s role as instructional leader, curriculum manager, T& L observer, financial manager, middle administrator, coordinator for staff development, co-curriculum coordinator and supervisor for the special rooms. The study was also to determine the difference of administrators’ perspectives based on gender and teaching experience.

**Methodology:**

This is a survey using questionnaires to obtain quantitative data. The design and methods of study were conducted based on the recommendations by Phillips (1971) who stated that the survey method can be used to obtain data relating to individual values, outlook and social relations. There are elements of the role to be studied based on eight dimensions of teaching, administration, supervision, financial management, curriculum, staff development, co-curriculum and management of labs / workshops / special rooms.

220 schools were the studied population, representing 55 units for each zone. The respondents were the total sampling of Principals and Senior Assistants from each school studied. So in overall 220 Principals and 220 Senior Administrative Assistants were involved. The selection of the whole school population ensured high validity to produce valid results. The distribution of the samples is summarized in the following table.

<table>
<thead>
<tr>
<th>States</th>
<th>No of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Zone</td>
<td>55</td>
</tr>
<tr>
<td>Central Zone</td>
<td>55</td>
</tr>
<tr>
<td>Southern Zone</td>
<td>55</td>
</tr>
<tr>
<td>Eastern Zone</td>
<td>55</td>
</tr>
<tr>
<td>Total of Schools</td>
<td>220</td>
</tr>
</tbody>
</table>

**Instrument:**

This study involved a large number of 440 administrators as respondents. Therefore questionnaire is the most suitable instrument to collect data. This instrument was designed by the researcher. The initial phase of constructing the questionnaire required the researcher to examine documents of Annual Work Target (SKT) planned by the senior teachers. This was to get an overview of relevant information on their roles in the school. The researcher also conducted a group discussion (focus groups) with eight Senior Subject Teachers To further understand their roles, duties and responsibilities in the school. The researcher also used the following sources in developing the questionnaire:

1. Circular on Task List for Senior Subjects Teachers at the Secondary Schools (Ministry of Education 1992)
2. Questionnaires on the role of Senior Subject Teachers in secondary schools in Perak by Salmiyah (1995).
The questionnaire is divided into two sections. Sections A consists of the demographic information; section B consists of 78 statements relating to the role as Senior Subject Teachers in schools. Respondents were asked for their perceptions and expectations based on the information about the role of the Senior Subject Teachers in schools. The items were constructed to cover eight dimensions of the role as instructional leader (10 questions), financial manager (9 questions), middle manager (13 questions), staff development coordinator (8 questions), curriculum manager (10 questions), observer for teaching and learning (10 questions), co-curricular coordinator (12 questions) and supervisor for the special rooms (6 questions).

Findings and discussion:

Expectations of the role as instructional leaders:

Administrators responded positively to the TSST’s role as subject manager. They even admitted that TSST should be a model and example to other teachers in handling the instructional process. According to the Principals, TSSTs were able to perform their role in matters related to the aspects of teaching expertise and skills, curriculum and observations. This is because TSSTs are experienced teachers and those aspects are the core areas of their professionalism. The administrators evaluated TSSTs’ role as instructional leaders on 10 items as stated below.

Table 2: Expectation by the Administrators on TSSTs’ role as instructional leader.

<table>
<thead>
<tr>
<th>No</th>
<th>Construct</th>
<th>Mean</th>
<th>S.D</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TSSTs teach the subject based on their option.</td>
<td>4.80</td>
<td>.439</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>TSSTs plan their lesson before the actual lesson</td>
<td>4.75</td>
<td>.484</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>TSSTs use teaching aids in their teaching</td>
<td>4.27</td>
<td>.713</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>TSSTs plan their teaching methods</td>
<td>4.26</td>
<td>.709</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>TSSTs master their T &amp; L methods to make their lesson effective</td>
<td>4.36</td>
<td>.667</td>
<td>High</td>
</tr>
<tr>
<td>6</td>
<td>TSSTs determine their students’ acceptance and their performance during T &amp; L process.</td>
<td>4.18</td>
<td>.735</td>
<td>High</td>
</tr>
<tr>
<td>7</td>
<td>TSSTs motivate students to study harder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>TSSTs design their test and examination questions</td>
<td>4.51</td>
<td>.645</td>
<td>High</td>
</tr>
<tr>
<td>9</td>
<td>TSSTs mark all the test and exam questions and give appropriate marks.</td>
<td>4.18</td>
<td>.863</td>
<td>High</td>
</tr>
<tr>
<td>10</td>
<td>TSSTs check their students’ exercise books</td>
<td>4.48</td>
<td>.698</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>4.44</td>
<td>.421</td>
<td>High</td>
</tr>
</tbody>
</table>

Based on the table above, the Principal and Senior Administrative Assistants evaluated the following aspects: instructional aspects involving subject and teaching options, teaching planning, selection of appropriate methods and the use of teaching aids. Overall, Principals provided high score on TSSTs’ level of competency and ability to carry out their role as instructional leaders. Findings of this study showed that TSSTs performed well as expected by the Principals on their competency in teaching. This is as expected because the teachers who were appointed as TSST have experience and efficient in performing teaching and learning tasks.

The second aspect is related to students’ response towards TSSTs’ ability in handling interaction in the classroom. The level of students’ acceptance and engagement during the teaching process showed high score. This proves that TSSTs are effective as instructional leaders. Administrators also found that TSSTs provoked their students’ interest and motive students to work hard during their teaching sessions. This impact on other teachers to emulate what has been implemented by TSST.

The third aspect is related to the preparation of the test and examination question papers. It proved that TSSTs did not face much problems for this matter because most of them have experience as examiners and understand the standard format of the examination paper. In addition, TSST also excel in their task to review and grade the tests and exam papers. On the whole, Principals satisfied with TSSTs’ role as instructional leader and definitely they are able to be emulated by other teachers under their supervision.

Expectations on the role as curriculum manager:

TSSTs’ role is very synonymous with curriculum development, since they are the managers of the school curriculum. They deliver any policy decided by the administration and bridging the relationship between the administrators and the subject teachers who are members of the subject/field committee. The Senior Subject Teachers supervise four main subjects or fields of study namely Languages, Science And Mathematics, Humanities And The Technical And Vocational Fields.

Out of the 10 constructs provided in the questionnaire, evaluation on TSSTs’ role as curriculum manager was divided into three aspects, namely: activities for subject committee and subject teachers, students’ works and examination. For the first aspect related to activities for subject committee and subject teachers, TSSTs coordinate activities for the committee, schedule the dates for committee meetings, and check lesson plans prepared by subject teachers under their supervision. Principals evaluated and perceived high performance for the assessment on TSSTs role.
The role of TSSTs in relation with students performance refers to the task of checking students’ exercise books and course works. These two roles were found to be done well by TSST and the Principals were satisfied. However, for the third aspect which is related to students’ assessment and examination, it was found that the performance was a bit lacking as Principals want TSST to be extra careful when determining the examination schedule to fit with the school calendar and to avoid any clash with other activities. Whereas in terms of test and exam format, TSST has led the Committee to prepare questions that meet the required standards.

### Table 3: Expectation by the administrators toward TSSTs’ role as curriculum manager.

<table>
<thead>
<tr>
<th>No</th>
<th>Construct</th>
<th>Mean</th>
<th>S.D</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>TSSTs coordinate all activities carried out by teachers under their supervision</td>
<td>4.49</td>
<td>.627</td>
<td>High</td>
</tr>
<tr>
<td>12</td>
<td>TSSTs organise the dates for panel meetings</td>
<td>4.37</td>
<td>.737</td>
<td>High</td>
</tr>
<tr>
<td>13</td>
<td>TSSTs coordinate and assess students’ course work</td>
<td>4.04</td>
<td>.740</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>TSSTs check teachers’ lesson plans,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TSSTs review students’ exercise books,</td>
<td>3.94</td>
<td>.980</td>
<td>High</td>
</tr>
<tr>
<td>15</td>
<td>TSSTs arrange the schedule for substitute teachers</td>
<td>4.27</td>
<td>.782</td>
<td>High</td>
</tr>
<tr>
<td>16</td>
<td>TSSTs determine the format of the question papers based on the TST</td>
<td>3.55</td>
<td>.990</td>
<td>Moderate</td>
</tr>
<tr>
<td>17</td>
<td>TSSTs read the post-mortem reports on public examination results</td>
<td>3.85</td>
<td>.837</td>
<td>High</td>
</tr>
<tr>
<td>18</td>
<td>TSSTs arrange treatment programs for weak students</td>
<td>4.22</td>
<td>.696</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>TSSTs plan, provide and ensure teaching aids to be used by other teachers.</td>
<td>4.23</td>
<td>.801</td>
<td>High</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>4.21</td>
<td>.717</td>
<td>High</td>
</tr>
</tbody>
</table>

**Evaluation on the role as observers:**

The administration gave great credence and empowered the TSST to implement teaching and learning (T&L) observations of teachers under their supervision. The empowerment is done to ease the tasks shouldered by the Principal. In overall rating, the principal found TSST had done good job, observations were conducted on schedule and carried out smoothly without any problems. TSSTs had successfully completed the observation schedule committedly.

Teachers need certain skills to create effective and relevant learning situations that suit the students’ needs, as stated by David Griffiths (2012):

“Teachers now need to be skilled in enabling young learners to become independent learners, responsible for their own learning and able to solve problems through communicating effectively and enquiring creatively. The modern teacher gets great satisfaction from seeing their learners grow and develop. The modern teacher shares control of the classroom and beyond, giving learners the opportunity to feel ownership of their learning and enabling them to discover for themselves”.

Observation is important, not only as an action research but generally it supports teachers professional development (Day, 1999). It is an important activity that ties teacher’s personal reflections with collaborative inquiry for a couple of teachers or groups of teachers. This study found that TSSTs planned their teaching strategies, guided other teachers in the instructional process when performing observation and monitoring. Observation and monitoring were not carried out to find mistakes instead they are to provide inputs in improving teachers’ quality towards effective teaching.

**Evaluation on the role as financial manager:**

Assessment was made on TSSTs’ ability as finance manager which the job scopes are monitoring budgets of their respective fields/subjects, controlling budgets for the subject panel, ensuring proper management of budgets, purchasing teaching aids/materials, keeping records of legitimate financial procedures such as claims and stock books and assets disposal. Overall, administrators had evaluated TSST as competent and had performed their duties well and very satisfying. TSSTs had carried out the duties by adhering to sensitivity and effectively helped the school free of any adverse audit. This is a major contribution appears to be very effective in facilitating the task of the finance committee members.

**Evaluation of the role as middle managers:**

The duties and responsibilities of Senior Subject Teachers are very close to administrative tasks and they are considered as middle managers in schools. Senior Subject Teachers were able to carry out these functions and duties effectively within their job scope relating to administration. Based on this study it was found that the Principals acknowledged and the result of mean score was High. This means the Senior Subjects Teacher had met the principals and assistant principals’ expectations and perceptions about their role in the administration. TSSTs’ administrative responsibilities in the school are regarding coordination of account statement, planning of annual school program, management of statistical information, the execution of the planned annual program,
monitoring the subject panels, addressing issues related to students’ discipline, coordinating issues involving the relationship between the school and the community, supervising safety issues, record keeping, filing systems, annual work planning and assessing performance of other teachers under their supervision.

**Evaluation On The Role As Coordinator For Staff Development:**

The dimension of staff development is important to improve teachers’ professional skills. This is aimed to improve the quality of services and school’s performance. Apart from that teachers need re-training through staff development programs or in-service training with the concept of sharing knowledge and skills. In performing this role, Principals and Senior Administrative Assistants had recognized that TSSTs had performed effectively particularly in coordinating staff development activities along with the school's development unit. TSSTs’ contribution and sharing of ideas and knowledge have brought valuable inputs to other teachers.

In providing staff development program, there are several questions that need to be considered by TSST. One of the questions is how colleagues responded to the program? This is because there will be inevitable pressure on accountability and professional development. TSST should filter such interpretations if they want to succeed in conducting staff development programs. Therefore, it is important to organise staff development program as genuine professional development program rather than talks and motivational speeches.

**Evaluation On The Role as Co-Curricular Coordinator:**

There are 12 items regarding the role of the Senior Subject Teachers for this dimension, as the following:

1. TSST plan, coordinate and implement activities and co-academic programs
2. TSST plan and coordinate the school calendar, co-academic activities and programs under their field of subjects
3. TSST coordinate the activities for associations/societies and clubs.
4. TSST coordinate calendar, programs and activities for the associations and clubs.
5. TSST identify the facilities and equipment available at the school before planning and coordinating the activities
6. TSST determine duties for other teachers based on the teachers expertise and capabilities particularly for co-curricular activities.
7. TSST supervise and monitor the co-academic activities and programs
8. TSST always present and engage in the co-academic activities and programs
9. TSST always actively involved with sports and games in schools.
10. TSST evaluate teachers and students who involved in extra-curricular activities or programs.
11. TSST plan, coordinate and implement human development program for their department.
12. TSST plan, coordinate and implement programs / activities to beautify the school particularly for the subject under their supervision

Based on this study, it was found that the Principals and Senior Administrative Assistants acknowledged the role and contribution of TSST as co-curricular coordinator. However, the evaluation was average and the score was at the moderate level. This is because the performance was hampered due to time constraints that most TSSTs were unable to monitor co-curricular activities properly. Whereas the Senior Administrative Assistants evaluated TSST and found weaknesses in monitoring equipment to be used before conducting activity. In addition, involvement of teachers and students was not effectively monitored. Such negligence resulted in some teachers absent from duty while a number of students were missing. Thus, monitoring should be made for each extra-curriculum programs, so all plans will be implemented according to the schedule. However, other aspects were accomplished effectively.

**Evaluation on the Role As Manager for Special Rooms:**

TSSTs’ role as manager for the special rooms is referring to the role of the Senior Subject Teachers in managing school facilities and inventory, organise the space to be well-maintained, neat and fully utilised. Managing the special rooms involve six aspects, namely: to coordinate the usage, determine the schedules for teachers and students, managing materials and equipment for the rooms, prepare, organize and present data related to the field of subjects to be displayed in the school operations rooms and supervise security aspects of the special rooms. Based on the evaluation by Principal and Senior Administrative Assistants, it was found that TSSTs’ skills and competencies were high in managing the inventories available in the special rooms. However, TSSTs need to use checklist forms and prepare a detailed report on the assets available in special rooms.

**Implications and Recommendations:**

Administrators responded positively on how TSSTs play their roles as instructional leaders. TSSTs are recognized as role models and examples for other teachers. Administrators also found that TSST are able to stimulate interest and motivate students to work harder during their teaching sessions. This brings positive impacts on other teachers to emulate what has been implemented by the TSST.
Findings from several studies have shown that Senior Subject Teachers still do not understand their duties and their role clearly, hence they are unable to perform as expected (Jainah & Normah, 1997; Julita, 2002; Norhunaini, 2001; Salmiyah, 1995 & Zamzam, 1999). However, this study reveals that TSSTs contributions have significant impact in facilitating a smooth running of administration, curriculum development, financial management and staff development at the school.

School administrators who practice empowerment should create a clear line of authority and a clear chain of command and duties from the highest level to the lowest level. This is to prevent duplication and ambiguity of responsibilities (Wan Mohd Zahid, 1993). According to Blanchard, Carlos and Randolph (1996), empowerment should be implemented by providing an autonomous border to clarify the roles of members of the organization.

Evaluation on the role of TSSTs as curriculum manager can be divided into three aspects, there are activities for the subject committee and subject teachers, students’ course works, assessment and examinations. The first aspect is referred to coordinating activities for the subject committee, deciding dates for committee meetings and also checking other teachers’ lesson plans. This aspect was evaluated as high by the Principals.

Out of the 78 types of roles studied, 55 activities or 70.5% showed a high level of scores from all respondents. The other 23 types of roles were rated as moderate, which means there are still gaps and weaknesses in the performance of duties.

There are 78 varieties of roles played by the Senior Subject Teachers at the school, the results show that TSSTs have performed effectively for 58 types of roles, while 20 types of roles that are not related to their expertise and skills perceived to need adjustment, and improvement to overcome the weaknesses. Admittedly, this is not a simple task, but the findings show the existence of both strengths and weakness elements that need to be improved and strengthened by the Senior Subject Teachers. They have to be aware of their ability to be the mediator between teachers and administrators as well as a role model to other teachers.

Technical works are giving problems to the teachers because they do not really understand the technical procedures. Wan Zulkifly (2003) found that TSSTs have high level of expertise in tasks such as teaching, curriculum management, supervision of T&L, and staff development. Whereas, the level of expertise in financial and lab management showed moderate level of expertise. Therefore, Principals should provide opportunities for TSSTs to lead their respective fields by empower TSST to fully implement their tasks to fit their position as TSST.

TSSTs should have appropriate skills and personalities in order to be respected, obeyed and trusted by their subordinates. Hence, TSSTs should prepare themselves with the basic knowledge and skills in performing their responsibilities in teaching and learning, management and administration effectively.

This study recognizes the importance of the Senior Subject Teachers in determining successful organisation. Effective Senior Subject Teachers will have positive impact on the organization. However, this statement still requires further studies and information particularly on the literature reviews so as to help the senior teachers in getting new inputs for the purpose of improving their performance.

**Conclusion:**

This study reveals the significant role of a Senior Subject Teacher in the school. The role of the Senior Subject Teacher as a middle manager in the administrative structure of the school is deemed crucial and has huge impact on the administration of the school. Thus, Senior Subject Teachers have helped to ease the workload shouldered by the Principal and other staff especially in managing eight important dimensions of tasks. Senior Subject Teachers are also considered as mentors to other teachers in performing their daily tasks in school. However, the role as a Senior Subject Teacher is complex and challenging, and such its appointment by the State Education Department should come with greater authority and trust from other teachers.

**REFERENCES**


