

# The Need Analysis for The Development of Competent Pre-Service Teacher Leadership Model: The Perception of Student Affairs Officers from Institute of Teacher Education Malaysia

*Analisis Keperluan Pembangunan Model Kepimpinan Guru Pra-Perkhidmatan Berkompeten: Persepsi Pegawai Hal Ehwal Pelajar Institut Pendidikan Guru Malaysia*

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## Abstract

Effective leadership among teachers is essential to produce a productive generation in the future. Various initiatives have been taken to improve teacher leadership but these efforts are focused on teacher leaders in service. Therefore, one of the approaches that can be taken is to introduce leadership elements as early as teacher preparation at the teacher preparation stage. In relation to that, this study aims to examine the development needs of a Competent Pre-service Teacher Leadership Model based on the views of student affairs officers from Institute of Teacher Education Malaysia (IPGM). In order to answer the research objectives, the qualitative method using interviews was used to two student affairs officers at the Malaysian Teacher Education Institute. Informants are selected based on several criteria such as involvement in student representative council as advisor and leadership experience. The data analyzed using thematic analysis report three leadership needs of the development of pre-service teacher the Malaysian Institute of Teacher Education, namely: (i) the need for the development of a model that can develop the competence of pre-service teachers, (ii) the need for the development of a model based on the consensus of expert opinion local, and (iii) the need for the development of a futuristic model. The findings of this study alert education stakeholders, especially the Malaysian Institute of Teacher Education, in making improvements to the policy and implementation of programs and initiatives to improve the competence of pre-service teachers at the teacher preparation level.

**Keywords:** leadership, pre-service teachers, model development, leadership, student affairs officers

## Abstrak

Kepimpinan yang berkesan dalam kalangan guru amat diperlukan untuk melahirkan generasi yang produktif pada masa hadapan. Pelbagai inisiatif telah diambil untuk meningkatkan kepimpinan guru tetapi usaha ini tertumpu kepada pemimpin guru dalam perkhidmatan. Oleh itu, salah satu pendekatan yang boleh diambil ialah memperkenalkan elemen kepimpinan seawal persediaan guru di peringkat persediaan guru. Sehubungan dengan itu, kajian ini bertujuan untuk mengkaji keperluan pembangunan Model Kepimpinan Guru Pra-perkhidmatan Berkompeten berdasarkan pandangan pegawai hal ehwal pelajar dari Institut Pendidikan Guru Malaysia. Bagi menjawab objektif kajian, kaedah kualitatif menggunakan temu bual telah digunakan kepada dua orang pegawai hal ehwal pelajar di Institut Pendidikan Guru Malaysia. Informan dipilih berdasarkan beberapa kriteria seperti

*penglibatan dalam majlis perwakilan pelajar sebagai penasihat dan pengalaman kepimpinan. Data yang dianalisis menggunakan analisis tematik melaporkan tiga keperluan kepimpinan pembangunan guru praperkhidmatan Institut Pendidikan Guru Malaysia, iaitu: (i) keperluan pembangunan model yang boleh membangunkan kompetensi guru praperkhidmatan, (ii) keperluan pembangunan model berdasarkan konsensus pendapat pakar tempatan, dan (iii) keperluan pembangunan model futuristik. Dapatan kajian ini menyedarkan pihak berkepentingan pendidikan khususnya Institut Pendidikan Guru Malaysia dalam membuat penambahbaikan terhadap dasar dan pelaksanaan program serta inisiatif untuk meningkatkan kompetensi guru praperkhidmatan di peringkat persediaan guru.*

**Kata kunci:** *kepimpinan, guru pra-perkhidmatan, pembangunan model, kepimpinan, pegawai hal ehwal pelajar*

## INTRODUCTION

In today's evolving educational landscape, teachers are confronted with increasingly complex roles. Ado (2016) underscores that their responsibilities extend beyond knowledge dissemination to overcoming diverse teaching challenges. To equip prospective educators for these challenges, it is imperative to imbue them with leadership skills through formal education, such as teacher preparation programs offered by educational institutions. Ferreira et al. (2015) advocate that these programs are pivotal in enhancing teachers' abilities and nurturing their innate talents.

Educational institutions not only impart pedagogical knowledge but also cultivate leadership skills among pre-service teachers through diverse activities, aligning with Bond (2011) assertion on the importance of leadership development. Despite initiatives by teacher education institutions like Institute of Teacher Education Malaysia (IPGM) to integrate leadership-oriented curricula, shortcomings persist, as indicated by school feedback and IPGM graduate verification reports. Sawalhi and Chaaban's (2022) study reveals that new teachers often struggle to embody and practice leadership qualities, underscoring the need for enhanced emphasis on these attributes within teacher preparation programs.

Barnett and De Klerk (2023) further highlight challenges faced by pre-service teachers, such as overcoming negative influences and applying leadership principles effectively during their education. Thus, emphasizing pre-service teacher leadership is critical, as posited by Thomas and Lefebvre (2020), who advocate its proactive role in addressing contemporary educational challenges and adapting to diverse educational contexts.

Recognizing this urgency, Nur Atikoh (2022) supports expanding the scope of teacher leadership within educational settings. However, empirical research specifically addressing leadership elements in Malaysian teacher education institutions remains limited. This study aims to bridge this gap by proposing a model for pre-service teacher leadership based on insights from IPGM student affairs officers. It seeks to underscore the importance of leadership skills in teacher preparation, influencing policy and initiatives aimed at enhancing the quality and efficacy of teacher education programs in Malaysia.

In summary, enhancing pre-service teacher leadership holds transformative potential for teacher education and the broader educational landscape. This study is part of a design and development research (DDR) project, currently in the needs analysis phase, which aims to explore the development requirements for a Competent Pre-service Teacher Leadership Model at the Malaysian Institute of Teacher Education. The study envisions pre-service teachers not only as classroom innovators but also as pioneers shaping the future of education. To gather data, quantitative methods were used, including interviews with student affairs officers and student leaders at the Malaysian Teacher Education Institute. As for limitation, this article only focuses specifically on the perspectives of student affairs officers regarding the development needs of the Pre-service Teacher Leadership Model. Therefore, the research seeks to address the following question: What are the requirements for developing a Competent Pre-service Teacher Leadership Model at the Institute of Teacher Education Malaysia based on the perception of student affairs officers?

## LITERATURE REVIEW

### *Concept of Pre-service Teacher Leadership*

The concept of pre-service teacher leadership is different in terms of locality. Western researchers such as Meirink et al. (2020) and York-Barr and Duke (2004) define pre-service teacher leadership by using the term student teacher candidate leadership. Their views are only focused on the classroom environment by influencing students to improve their learning. Whereas, the definition of Bond (2011) and King (2017) related to the leadership of trainee teachers is more focused on influencing oneself to be open, proactive to develop self-competency by seizing opportunities in the school environment to improve student learning. Further in the local context, Mohamad Izzuan Mohd Ishar and Mohd Khata Jabor (2016) defined the concept of pre-service teacher leadership as a process of influencing students and other stakeholders by strengthening teaching skills, communication skills and being open with views. In conclusion, pre-service teacher leadership is linked to a process of influencing education stakeholders, especially students, to study diligently to improve school achievement.

### *Concept of Model Development*

The definition of the concept of model development differs according to researchers according to the context of their respective studies. Fishman et al. (2016) defined model development as the construction of a conceptual representation of a phenomenon based on a theoretical framework and empirical evidence. These representations can be used to inform future research and practice. Karlović et al. (2021) also refer to model development as the process of creating a simple system representation based on available data and information to represent the phenomenon of a real situation. These delegates are able to provide guidelines for completing tasks.

According to Richey and Klein (2014), model development is a type of design research and development that focuses on the construction, validation, or implementation of a specific model. In particular, model development can focus on the design of the model as a whole or process components. A model that can be used to test theory, verify practice, or understand system behavior is the goal of model development. The concept of model development from a local perspective by Muhammad Faizal A. Ghani and Abd Khalil Adnan (2017) had defined model development as the construction of ideas or materials related to theories and phenomena that are tested repeatedly to see responses in various situations. Various fields can use model development including knowledge management, clinical development, research and development, and business model innovation.

In a nutshell, the concept of model development involves design and development research that can focus on the development, validation, or use of a model. It is also a framework for conducting research, as well as building ideas related to a theory and phenomenon that is tested many times to see the response in various situations. Therefore, it can be concluded that model development is important in research because it allows researchers to create models that can be used to advance knowledge in instructional design and other fields.

### *Leadership Preparation for Pre-service Teacher*

The evolution of pre-service teachers' pedagogical and philosophical development represents a critical juncture in their professional growth. According to Buchanan et al. (2020), these aspiring educators embark on a journey akin to researchers, delving deeply into the complexities of learning dynamics and engaging in reflective practices to refine their instructional methods within established educational frameworks. This initial phase serves as a foundational pillar for shaping their teaching philosophies and approaches.

Furthermore, pre-service teachers often perceive their educational path as a structured route, expecting clear guidance from teacher education programs to effectively bridge the gap between theory and practical application in real classroom settings (Buchanan, 2017). This highlights the crucial role of comprehensive teacher preparation programs that not only impart theoretical knowledge but also equip educators with the practical skills necessary for effective teaching.

In addressing these challenges, institutions of higher education must establish a robust foundation grounded in empirically-supported theories and practices. Bond (2011) underscores the pivotal role of integrating rigorous theoretical frameworks in leadership development early within teacher education curricula. This strategic emphasis aims not only to foster emerging leadership potential but also to instigate transformative changes within educational methodologies.

Echoing this sentiment, Rogers and Scales (2013) recognize the presence of latent leadership capabilities among pre-service teachers. They advocate for educational environments that provide structured opportunities for these emerging leaders to cultivate and apply their innate capacities effectively. Such initiatives not only empower pre-service teachers but also enrich educational practices through innovative pedagogical approaches and fresh perspectives.

Despite perceptions of inexperience and limited real-world teaching responsibilities, Pucella (2014) argues that age and traditional markers of experience should not overshadow the inherent leadership potential within pre-service teachers. He contends that these individuals bring a wealth of energy, insightful perspectives, and passionate enthusiasm to their roles, qualities that are integral to their development as proficient leaders within educational contexts. Pucella's viewpoint underscores the importance of recognizing and nurturing emerging leadership qualities among aspiring educators, beyond conventional metrics of experience. By harnessing their innate vigor and unique perspectives, institutions can cultivate a new generation of educational leaders poised to make significant contributions to the field.

### ***Past Studies***

In addition, Polat's (2023) study involving 278 trainee teachers at the Faculty of Education of the Eastern State University of Turkey, which used PLS-SEM structural model analysis, showed that although the leadership orientation of the trainee teachers was high, they tended towards charismatic leadership. This study has examined the multidimensional leadership orientation of trainee teachers and proposed a leadership education and development model to predict structural leadership tendencies. The charismatic leadership dimension has a significant partial mediating effect.

Additionally, study by Wang et al. (2023) stressed on the importance of cultivating pre-service teachers as future teacher leaders from the early stages of their training. Their study suggests that by providing opportunities for pre-service teachers to engage in leadership roles, they can develop the skills and qualities necessary for becoming outstanding future teachers. This study underscores the integration of leadership development into teacher education programs.

A study by Sawalhi and Chaaban (2022) used qualitative methods to examine the views of trainee teachers on teacher leadership. The study examined how six trainee teachers perceived and understood teacher leadership during their practicum experience in Qatar. The results show that the definition, awareness, and leadership practices of trainee teachers have evolved. They still do not consider their practice to be fully leadership oriented. As a result of this study, it is necessary to provide appropriate opportunities for leadership development in teacher preparation programs. This will help teachers inform students about their contributions and practices related to teacher leadership.

A study by Acquaro (2019) reviewed research on teacher leadership and looked at the possibility of including leadership studies for pre-service teachers in formative education. A qualitative design was used in this study to review the literature and teacher education courses in leadership studies offered at several leading universities. The results of this study focus on the important role played by educational leaders in the teacher education system.

Meirink et al. (2020) studied teachers' and school management staff's perceptions of opportunities for new teachers to practice teacher leadership. They find that there are many opportunities for involvement in leadership. A total of 12 pairs, each consisting of a teacher and school management staff, were interviewed. Three codes are used to label reported situations: witness, participation and ownership. The results of this study outline the things that need to be taken into account by teacher education programs when strengthening the curriculum related to leadership. This will allow new teachers to optimize their efficiency.

Ultimately, Sharp et al. (2018) discuss the significance of preparing pre-service teachers to be literacy leaders in their classrooms and schools. The study investigates how

literacy teacher educators cultivate literacy leadership among pre-service teachers, highlighting the necessity for teacher education programs to nurture leadership skills in the context of literacy education.

## METHODOLOGY

### *Research Design*

This study adopts a qualitative research design, employing a semi-structured interview technique. The use of this method is supported by Gay and Airasian (2006), who argue that it enables researchers to explore participants' feedback in depth based on their experiences. To collect data, two respondents were interviewed, allowing for a rich and detailed understanding of their perspectives. Merriam and Tisdell (2015) also highlight the strength of the semi-structured interview technique, noting that it facilitates the collection of data that aligns closely with the objectives of the study. This approach provides the flexibility needed to probe deeper into the respondents' answers while maintaining a structured framework for comparison and analysis.

### *Sample Study*

The researcher used purposive sampling by involving the services of two individuals who were able to provide a true picture of the aspect being studied (Creswell, 2014) in the field of IPGM pre-service teacher leadership, who are, two student affairs officers representing the advisor of the student representative council from IPGM main office and campus. The involvement of these two respondents is supported by Satzinger et al. (2007) who stated that a small sample size is sufficient if the objective of the study is clear. The characteristics of the selection of respondents as informants for interviews are listed as in Table 1.

**Table 1:** Interview Informant Selection Criterias

<b>Student Affairs Officers</b>
a) been in the student affairs department for 5 years or more;
b) involved in the affairs of IPG students' soft development, especially leadership;
c) advisor to IPGM student representative council;
d) can give insight and communicate well; and
e) agree to be interviewed and participate voluntarily

### *Study Instrument*

For the interview method carried out, the researcher was guided by a set of interview protocols consisting of seventeen questions in the form of open ended questions. These questions were formulated according to the aim and objectives of the study which is to assess the need to develop a Competent Pre-service Teacher Leadership Model based on the perception of IPGM student affairs officers. In addition, the questions formulated also take into account the four sections of the structured interview protocol instrument, namely section A (rapport building), section B (respondent's background), section C (probing issues) and section D (summary). Table 2 below shows the overall sections, components, content and total items found in the interview protocol.

**Table 2:** The Entire Sections, Components, Content and Number of Items in the Interview Protocol

Section	Components	Content	Number of items
Section A	Build rapport	Create a professional friendly atmosphere	3
Section B	Background	Information about experience, academic qualifications and duties	3
Section C	Probing the issue	The question is directed to the need to produce a leadership model for trainee teachers	9
Section D	Summary of the interview	Additional info and appreciation	2
<b>Total</b>			<b>17</b>

### ***Validity & Reliability***

To ensure the validity and reliability of the interview protocol, the researcher undertook two preliminary steps: expert review and pilot studies. These steps were crucial in evaluating and refining the content of the interview protocol. Initially, the protocol was reviewed by experts in the field, who provided valuable feedback on the structure and content of the questions. Following this, pilot studies were conducted to test the protocol's effectiveness in eliciting meaningful responses.

Based on the feedback from both the expert review and the pilot studies, the researcher made necessary modifications to the interview protocol and adjusted the questioning techniques. This iterative process aimed to enhance the clarity and relevance of the questions. Before conducting the actual interviews, the revised questions were read to the study participants to ensure they fully understood the requirements and context of the questions. This preparatory step was essential in fostering accurate and reliable responses during the interviews, thereby strengthening the overall validity and reliability of the study.

### ***Data Analysis***

The data for this study were obtained through a structured interview method that featured open-ended questions, allowing for rich, qualitative responses. The researcher meticulously transcribed the interview data and proceeded with a thorough manual analysis. This approach was chosen to afford greater flexibility and adaptability in the analytical process. Manual analysis, as supported by Lewis (2015), allows for a more nuanced and contextual understanding of the data, enabling researchers to identify unexpected themes or patterns that automated software might overlook. Rutkowski et al. (2022) further emphasize that manual analysis enhances transparency and reliability, as researchers can meticulously document the analysis process, including coding schemes, decision rules, and interpretations.

The analysis was guided by the thematic analysis framework developed by Braun and Clarke (2006). The process began with the transcription of the interview conversations, followed by an initial coding phase. The researcher engaged in multiple readings of the transcripts to identify significant content and interpret the data for report writing purposes. The data were then segmented into themes and sub-themes through specific coding.

During the coding process, various codes were generated and organized into a matrix to systematically categorize the data. These matrices, compiled in an Excel file, listed sentences or phrases by category. Related categories were subsequently grouped under broader, overarching themes relevant to the study's objectives. Finally, the researcher synthesized the data analysis into a comprehensive matrix to identify the key themes and sub-themes that emerged from the study. This systematic approach ensured a thorough and coherent analysis, providing valuable insights into the research questions.

## FINDINGS

Research findings through the perception of IPGM student affairs officers expect a competent trainee teacher leadership model that covers the following three themes:

### **Theme 1: The need for the development of a model that can develop the competence of trainee teachers.**

- a) This model is able to make trainee teachers independent in carrying out co-curricular activities. For example, trainee teachers are able to identify financial resources on their own.

By developing self-reliance in this aspect, trainee teachers can be more prepared and able to face the reality and challenges in the field of education as a whole, especially in managing and leading co-curricular activities. This statement is supported by respondent R2 as follows:

*"What we hope is that these students should come to us and say we need this, we need this activity for us to use later on. For example, students come to us on the HEP side saying that we need the skills to organize activities in the rural for example. Then they give ideas on how to mobilize to find funds or contact the rural communities themselves to establish the relationship. But that is not the case in my observations. So that's what's missing there."*

(R2: 51-56)

- b) This model is capable of holistic self-development of trainee teachers.

In this context, this model is expected to be able to develop the trainee teacher holistically in order to be able to become a competent trainee teacher. Various skills and attributes need to be developed holistically. This requirement was described by respondent R2 as follows:

*"These trainee teachers need to be good at managing and planning, give instructions, be creative, and have social skills."*

(R2: 69-70)

The above statement is further supported by further statements by respondent R2 as follows:

*"If we can get a model that is very powerful, very accurate, complements what we want, that is very, very good."*

(R2: 97-98)

Next, as one of the self-development that needs to be developed holistically, respondent R1 emphasized the importance of development from the aspect of comprehensive communication skills, especially in the presentation of trainee teachers' ideas as follows:

*"Especially in terms of a... the way they talk. That might be a... communication between skills or if you want to make that model, among those elements you must include communicating the way he argues, the way he pitches ideas."*

(R1: 95-97)

Another example as an implication for the competency of trainee teachers who are developed holistically is the skill of leading outside the classroom as stated by R2 as follows:

*"But it's also... these trainee teachers also need this leadership skill outside their lecture room that is outside the classroom.."*

(R2: 67-68)

- c) This model is able to produce potential leadership among trainee teachers before they enter the teaching field.

As a prospective teacher, the trainee teacher will be the main role model for students who want them to prepare themselves well in the leadership aspect before entering the real world of teaching. This matter was expressed by respondent R1 as below:

*" This leadership is very necessary, because these people will later become teachers. So, when you become a teacher, you must be equipped first, fill them first with the characteristics of leadership, because if they go to school later, they will indeed stand in front of the crowd."*

(R1: 84-86)

- d) This model applies the *how approach* (focusing on strategy) compared to the *what approach* (only identifying issues).

In this context, the model that will be built refers to the right tools in ensuring that trainee teachers not only understand what needs to be done but are also equipped with effective methods and strategies to achieve their leadership development goals. This statement is illustrated by R1 as below:

*"...this thing has become like a tool for us... like okay this matter should be handled in such a way..."*

(R1: 150)

## **Theme 2: The need for the development of a model based on the consensus of local experts.**

- a) This model is able to guide trainee teachers to form their own leadership based on the content of the model based on the experience of an expert panel compared to the existing theories of trainee teachers.

Students who excel academically already have natural leadership potential but it is less prominent and not fully practiced. Respondent R1 expressed the hope that the model that will result from practical guidance from experts can pattern, shape, and motivate them to develop self-leadership more effectively.

*" We have to remember that our students are the cream of the cream. Smart students. 5A and above. All of them are excellent students. And they are all smart students. So, the leadership is indeed there. It's just that leadership is less prominent and not practiced. InsyaAllah if it is formed, patterned and pushed again it will be better."*

(R1: 92-96)

- b) This model documents the experience of a panel of local experts for the reference of future trainee teacher leaders.

By documenting the experiences of a panel of local experts, this model provides a valuable and structured reference for future teacher trainees. This documentation ensures that knowledge and strategies that have been proven to be effective can be consistently and formally communicated to trainee teachers as suggested by this R2:

*"...the skills of these trainee teachers need to be given formally... They need to be given officially, which means, officially through inside and outside the classroom."*

(R2: 66-67)



- c) This model is able to increase the wealth of knowledge related to the leadership of trainee teachers.

Because it is documented, the implication is that the wealth of local knowledge increases. With a complete and documented reference resource, trainee teachers and instructors have access to guides that have been proven to be effective, helping them develop leadership skills more effectively. This is illustrated by R2 as below:

*"If there is a model that can polish the leadership of these trainee teachers, I agree. Very supportive because for now I think these newly developed initiatives are still at a moderate level."*

(R2: 95-96)

- d) This model is standardized to be used as a reference for trainee teachers from various educational institutions.

This model was developed based on the views of local experts who understand the specific needs in the context of education in Malaysia, making it standardized and relevant as a reference for trainee teachers from various educational institutions. Statement R1 emphasizes that this model can be a general guide and reference, showing its suitability and applicability in various situations and institutions.

*" If there is this model, it can be a guide, it can also be a reference for the public."*

(R1: 150-151)

This model is not only universal in its application ( *one size fits all* ), but also adapted to local contexts and needs. R2's view reinforces the idea that trainee teachers need specific approaches and skills that are different from students in other fields.

*" It can be said this leadership model may be different from the students at the Institute of Higher Education due to the nature of their field being different from the trainee teachers. The reason is that these trainee teachers will become teachers."*

(R2: 90-93)

### **Theme 3: The need for the development of a futuristic model.**

- a) This model is systematic, especially from the aspect of priority *flow*, which starts from simple to complex.

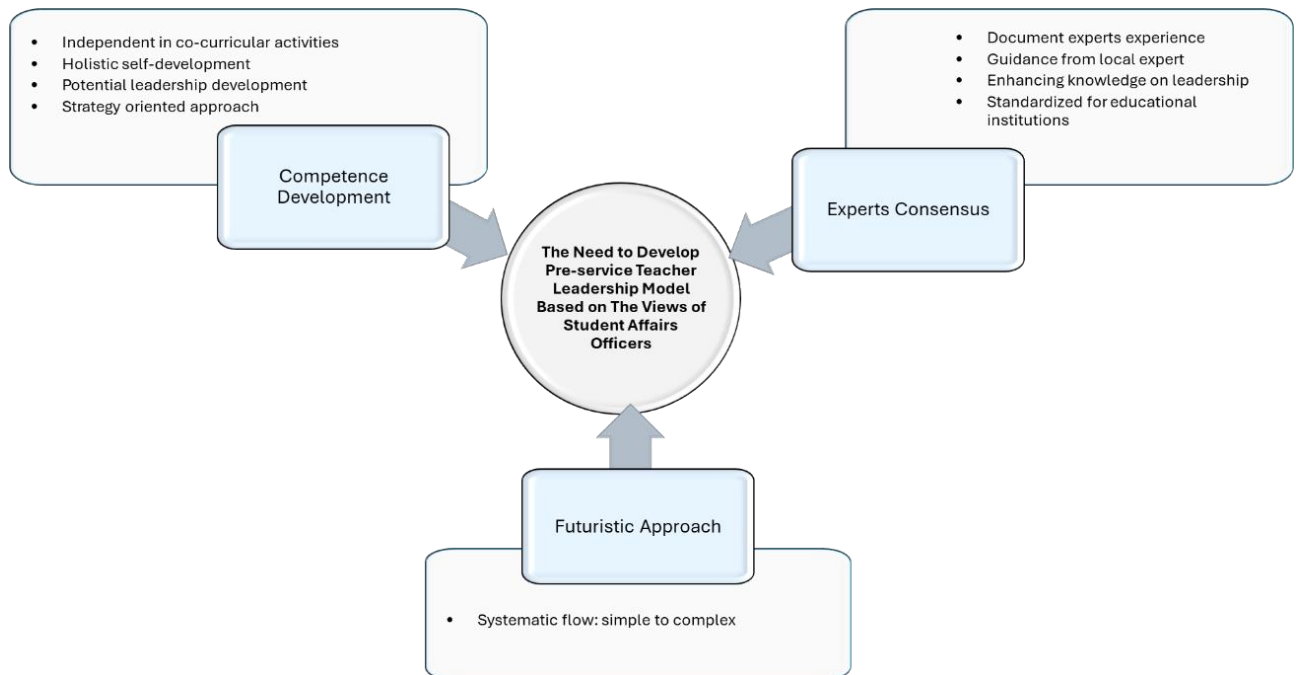
A model that is systematic, especially in the context of the order of priorities from simple to complex should be prioritized for trainee teachers showing the need to plan learning systematically. This statement is illustrated by R1 as below:

*" Now it is very necessary for students, very necessary. It's just that it has to have a take-off point, where you want to start is important. Take off value is where you want to start. Because our students are already there. We are already there but where do we start? Don't overdo the model, start at a very low level."*

(R1: 139-142)

In conclusion, the findings of the study related to the need to develop pre-service teacher leadership models based on the views of IPGM student affairs officers are as shown in the figure 1:

**Figure 1:** Findings of the Study



- a) The need for the development of a model that can develop the competence of trainee teachers.
  - i. This model is able to make trainee teachers independent in carrying out co-curricular activities.
  - ii. This model is capable of holistic self-development of trainee teachers.
  - iii. This model is able to produce potential leadership among trainee teachers before they enter the teaching field.
  - iv. This model applies the *how approach* (focusing on strategy) compared to the *what approach* (only identifying issues).
- b) The need for the development of a model based on the consensus of local experts.
  - i. This model is able to guide trainee teachers to form their own leadership based on the content of the model based on the experience of an expert panel compared to the existing theories of trainee teachers.
  - ii. This model documents the experience of a panel of local experts for the reference of future trainee teacher leaders.
  - iii. This model is able to increase the wealth of knowledge related to the leadership of trainee teachers.
  - iv. This model is standardized to be used as a reference for trainee teachers from various educational institutions.
- c) The need for the development of a futuristic model.
  - i. This model is systematic, especially from the aspect of priority *flow*, which starts from simple to complex.

## DISCUSSION

Based on the findings of this study related to the development needs of pre-service teacher leadership models as perceived by IPGM student affairs officers, several main implications have emerged answering to the research question. Firstly, there is a clear need for the formulation of a model designed to develop the competencies of prospective educators. This finding aligns with the study by Giselle and Lureco (2023), which revealed that pedagogical skills significantly impact the performance of pre-service teachers' practical training and teaching demonstrations. Additionally, other competencies need to be developed. This model not only aims to provide essential pedagogical skills but also to instill leadership qualities in pre-service teachers, training them for future roles in education. By adopting such an approach, teacher education institutions can cultivate potential leaders who are ready to make meaningful contributions upon entering the teaching profession. Moreover, a holistic development framework is encouraged, nurturing the growth of pre-service teachers comprehensively, including cognitive, affective, and behavioral dimensions. Findings from Ntshangase and Nkosi (2022) underscore the importance of holistic development during teaching training, with effective guidance playing a crucial role. In the context of this study, the planned model will serve as a key guidance tool.

Secondly, the development of a model based on the consensus of local experts is crucial. Vondrová et al. (2023) found that aligning pre-service teacher development with expert perspectives on quality teaching, content interpretation, and knowledge-based reasoning is essential for effective skill enhancement. This model ensures that different contextual nuances and issues present in the local educational landscape are considered by collectively recording the opinions and experiences of local experts in the field of teacher leadership. This approach will help increase a sense of ownership and relevance within the educational community, benefiting future teachers. Furthermore, it is important that the model developed can adapt to the unique needs of various institutions. Maccoby (2022) supports this finding by stating that leadership models should consider diverse contexts, personality types, and cultural differences, emphasizing the importance of adapting leadership styles to different situations. Given the diverse student populations and educational settings, a one-size-fits-all approach has its drawbacks. Therefore, tailored and context-based models produce more meaningful outcomes that meet the unique needs and desires of local educational ecosystems.

Lastly, the necessity for the development of a futuristic model for trainee teacher leadership is pivotal in ensuring that they are adequately prepared to meet the evolving demands of the education sector. This model is distinguished by its systematic nature, particularly in its prioritization of a flow from simple to complex tasks and competencies. The systematic approach ensures a logical and coherent progression in the development of leadership skills among trainee teachers (McPhail, 2021). By initiating with simple tasks and gradually advancing to more complex ones, the model facilitates a structured accumulation of skills and competencies. According to Mulovhedzi and Mudzielwana (2016), this method is essential for several reasons: it ensures the mastery of foundational skills necessary for effective leadership, builds the confidence of trainee teachers as they successfully navigate simpler tasks, and reinforces cumulative learning by integrating new concepts with previously acquired knowledge. Furthermore, the futuristic aspect of the model addresses the dynamic and ever-changing nature of the education landscape, preparing trainee teachers not only to manage current challenges but also to anticipate and adapt to future changes. The study by Perinpasingam et al. (2023) found that the integration of innovative technologies, such as Virtual Reality (VR), exemplifies the model's forward-thinking nature, enhancing pre-service teachers' classroom management skills and problem-solving strategies through immersive, life-like training experiences. This approach prepares trainee teachers for current challenges and equips them to adapt and lead in future educational environments, aligning with global educational goals and the Fourth Industrial Revolution.

Basically, this study emphasizes the development of a competency-based leadership model in the context of pre-service teachers. This model can also help produce a new generation of educators who have the skills, principles and dispositions needed to effectively navigate the complexities of the modern educational landscape, with an emphasis on holistic pre-service teacher development. Moreover, this model can be a catalyst for transformation, encouraging continuous improvement and innovation in teacher education by embracing diversity and contextual specificity.

## CONCLUSION

In conclusion, the findings of the study highlight the critical need for the development of a leadership model for pre-service teachers that emphasizes a comprehensive and contextually informed framework. Through the perceptions of IPGM student affairs officers, it is evident that teacher education institutions can create a model that not only enhances the leadership competencies of pre-service teachers but also addresses various contemporary educational challenges. This model should not only focus on professional development but also strive to nurture educators equipped with the necessary skills, values, and adaptability to navigate the complexities of the educational landscape.

By adopting a multi-faceted approach, teacher education institutions can develop teacher leaders who are not only skilled educators but also possess empathy, cultural competence, and the ability to adapt to diverse situations. This holistic perspective is crucial for fostering educators who can engage meaningfully with a diverse student population while promoting an inclusive learning environment. The effort to develop a context-based pre-service teacher leadership model represents a significant advancement in teacher education, promising transformative change and innovation.

Holistic development is essential in empowering teacher leaders who are prepared to shape the educational hierarchy in the future. The study's implications suggest that this model can serve as a guide for pre-service teachers, and the findings can raise awareness among education stakeholders, particularly the Malaysian Institute of Teacher Education and the Ministry of Education Malaysia, to enhance existing policies and program implementations. This initiative is vital for improving the leadership skills of pre-service teachers at the teacher preparation level, ensuring they are well-prepared for their future roles in education.

This need analysis will be followed by model development phase and model usability assessment phase in order to complete the stages in Design Development Research (DDR) approach. Further research is necessary to refine and validate the proposed leadership model by engaging a broader range of stakeholders, including current teachers, school administrators, and policymakers. Longitudinal studies could also be conducted to assess the impact of this model on pre-service teachers' long-term leadership effectiveness in real-world educational settings. Additionally, exploring how this model could be adapted to different cultural contexts and educational systems would offer valuable insights into its scalability and global relevance.

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