

GUIDANCE NEEDS OF TEACHER TRAINEES IN SELECTED COLLEGES OF EDUCATION IN THE VOLTA REGION, GHANA

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ABSTRACT: *Knowing students' guidance needs helps counsellors to discharge their guidance duties more effectively. This paper investigated the guidance needs of teacher trainees in Colleges of Education in the Volta region of Ghana. The study employed the concurrent triangulatory mixed methods research design in which both quantitative and qualitative data were collected from a total of 401 second year teacher trainees (256 males and 145 females) and three (3) counsellors. Two out of the three counsellors were males. Data were collected using a 27-item questionnaire, a semi-structured interview and focused group interviews. The quantitative data were analysed using chi-square statistics while the qualitative data were analysed thematically. The results showed that the guidance needs of teacher trainees in Colleges of Education in the Volta region are academic (study habit, how to further their studies, time management and test anxiety); financial (how to fund their education and how to handle or use money); social (intimate or boy/girlfriend relationship, interpersonal relationship); personal (knowing oneself, problem solving, self-control); and placement (the selection of elective courses, postings, and joining other professions). It was recommended that college counsellors to undertake regular needs assessment of trainees and design guidance programmes based on such needs.*

KEYWORDS: Need, Assessment, Guidance Needs, Colleges of Education, Teacher Trainees.

INTRODUCTION

In spite of the growth of guidance and counselling in Ghana, students' guidance needs assessment remains one of the least researched areas. Meanwhile, the effectiveness of any guidance programme is contingent on knowing the guidance needs of those for whom the programme is designed and tailoring the guidance services to meeting such needs so identified. This is because, as Lunenburg, (2010) stated, effective school guidance and counselling services are based on the students' needs which are established through needs assessment. Counsellors can only help students when they know the guidance needs of the students (Zaidi, 2012).

Knowing students' guidance needs helps counsellors to discharge their guidance duties more effectively. This is because as Chireshe (2012) stated, needs assessment forms an integral part of any school guidance and counselling programme. A lack of knowledge about students' guidance needs therefore has great implications for the effectiveness of any school

guidance programme. Since human needs are many and varied, and change with time, a continuous assessment of students' guidance needs is necessary for effective service delivery.

Dogar, Azeem, Majoka, Mehmood, and Latif, (2011) investigated the counselling needs of secondary school students of sixty 9th and 10th grade girls from five government secondary schools of Lahore city. The results showed that girls at the secondary level had guidance needs in five major areas namely: educational, vocational, social, emotional and behavioural. Out of these needs areas, they had higher need for vocational guidance as compared to others. The second highest need was emotional counselling.

Arguably, the Dogar et al. (2011) study can be said to have the limitation of involving only girls. Many research have established gender differences in the guidance needs of students (Sculli, 2011; Kumar & Kumar, 2010; Güneri, Aydın & Skovholt, 2003). Inability to generalise the findings of the study to cover boys therefore constitutes a limitation. In addition, it can also be argued that the sample size of sixty respondents was relatively too small. Therefore generalising the findings of the study to cover a larger and heterogeneous population such as students in Colleges of Education in the Volta region of Ghana would be problematic.

But the findings made by the Dogar et al. (2011) are consistent with wider research on the subject. Bolu-Steve and Ogungbade (2016) also found that the guidance needs (from the highest to the lowest) of students of a Nigerian institution of higher learning are: vocational, personal, educational, health and financial. It can be seen that the respondents in the two studies reported higher need for vocational guidance, compared to the other needs areas. But like the findings in the Dogar et al. (2011) study, those of Bolu-Steve and Ogungbade (2016) cannot be generalised to cover the guidance needs of teacher trainees in Colleges of Education in Ghana. As it is, guidance needs also vary based on context/setting (Kenny, Aluede & McEachern, 2009).

Brouzos, Vassilopoulos, Korfiati, and Baourda (2015) conducted a study on the counselling needs of 931 secondary school students in Greece. The sample consisted of 433 girls and 498 boys) aged between 12 and 16 years old. A 70-item questionnaire was used to collect data from the respondents. An exploratory factor analysis yielded five factors: learning skills, vocational guidance/development, interpersonal relationships, personal development, and social values. The study reported that the students valued social values, learning skills, and vocational/guidance development more than interpersonal relationship, and personal-development needs. In addition, the study found that the effects of age, gender, and academic performance on the five factors were all significant; suggesting that these variables were determinants of students' self-reported counselling needs.

Similarly, Atik, and Yalçın (2010) examined the counselling needs of educational sciences students who enrolled on various undergraduate programmes at the Ankara University. The study was a survey in which data were collected from 400 undergraduate students with the help of questionnaire. Data gathered were analysed with frequencies, t-test, one-way ANOVA and Kruskal-Wallis. The findings indicated that while students had higher needs in academic, relational, emotional, and career issues; they reported less needs in self-defeating behaviours, sexual concerns, gambling problems, and excessive credit card spending. Moreover, significant gender and grade differences were found in some needs. Males reported more need in "academic", "career", "relational", "sexual concerns", and "self-defeating behaviour" than females. Regarding grade level differences, freshmen reported

more concern about “test anxiety” and “adjustment to university life”; sophomores were in more need for guidance to deal with “feeling anxious about finding a job”, “relationship difficulties”, and “career uncertainty”; juniors had more need related to “eating and body image”, “procrastination”, “poor study habits”, and “relationship difficulties”; and seniors reported more concern about “finding a job”.

This study obviously made some important findings in spite of the fact that its generalisability is limited to the participants in the study. It is evident from the study that the Educational Sciences students of Ankara University need professional psychological help to deal with personal, relational, academic, and career issues. In addition, those concerns differ with regard to grade level and gender. The implication this has for guidance practitioners is that when planning guidance services, counsellors must consider the gender and grade level of the beneficiaries. This way, guidance will be more relevant and directed towards meeting the needs of those for whom it is designed.

Although needs assessment plays an important role in effective guidance service delivery, research on the guidance needs of students at the various levels of education appears to be scanty (Sculli, 2011; Brouzos et al., 2015) and most of such research originate from South Africa, Ireland, China and England (Awabil, 2007). To the best of our knowledge, information on the guidance needs of teacher trainees in the Colleges of Education (CoEs) in general, and those in the Volta region in particular seems to be unknown. This is because no studies were sighted that concentrated on the Colleges of Education level in the Volta region of Ghana. In fact, it was observed from the literature review that the majority of needs assessment studies were carried out outside Ghana. Of the few that were done in Ghana, none seemed to have been found to focus on the guidance needs of teacher trainees in Colleges of Education. The guidance needs of teacher trainees in Colleges of Education in Volta region are therefore unknown. Through the present study such information will become available.

In addition, the literature review could not locate any study that used the concurrent triangulatory mixed methods design to investigate the variables in the present study at the Colleges of Education level in the Volta region of Ghana. A vast majority of the studies reviewed employed the descriptive survey design. Few of them used the ex-post facto research design, the quasi-experimental design, and the post-test only control group experimental research design. One of the studies was a combination of descriptive survey and correlation designs. Only two studies, one conducted in Indonesia and the other in Ghana, were found to have used mixed methods research designs. Of the two studies, the Indonesian one used questionnaires only to gather data while the Ghana one used questionnaire and interview. But the Ghana study was not conducted in the Volta region. It was done in the Colleges of Education in the northern part of Ghana. Besides, the Ghana study used the sequential explanatory mixed methods design. Clearly, no study used the mixed methods approach, let alone the concurrent triangulatory typology at the Colleges of Education level in the Volta region of Ghana. This methodological gap will also be filled in the present study.

In view of the aforementioned gaps, the present study set out to investigate the guidance needs of teacher trainees in selected Colleges of Education in the Volta Region of Ghana. To be able to achieve this objective, the study employed the concurrent triangulatory mixed methods research design. It is believed that findings will increase our knowledge on the guidance needs of teacher trainees in the colleges. The findings will also help counsellors in the colleges in the region to tailor guidance services towards meeting the identified guidance needs of teacher trainees.

LITERATURE/THEORETICAL UNDERPINNING

Theoretical Framework

This study was underpinned by Abraham Maslow's hierarchy of needs theory (1954). In its basic formulation, the theory posited that human beings have certain needs which they strive to meet at all material times. The desire to satisfy these needs serves as a motivator for human behaviour. The needs, according to Maslow, are hierarchical in nature and range from the basic or deficiency (e.g. physiological, safety, love, and esteem) to the growth needs (self-actualization). Originally, Maslow identified five motivational needs which he put on a pyramid, from the lowest to the highest. Later, the five-stage model was expanded to become a seven-stage model and finally an eight-stage model (McLeod, 2014). It is, however, the five-stage model that has been found to be relevant for the present study.

This study falls within the second through to the last levels of Maslow's hierarchy of needs theory. A review of the guidance and counselling literature revealed that generally, students' major guidance needs are academic/educational, financial, vocational/employment, and interpersonal in nature. These guidance needs of students are interwoven into Maslow's safety, love and belongingness, esteem, and self-actualization needs. For example, students would like to study in academically safe environments; they would like to enjoy friendship and affection from friends and teachers; they would like to receive recognition from teachers and other college authorities; and they would like to develop to their full potential. If properly planned and implemented, guidance services can help to meet these guidance needs of students.

The rationale for leaving out the physiological/biological needs in this study is that in the opinion of the present researcher, these needs do not seem to be the direct responsibility of guidance services to be met. These are needs that are supposed to be met by parents or families and guardians. Even in schools where there are residential facilities for students and where in some cases students are fed by the institutions, it is the primary responsibility of parents and or guardians (not the school or guidance and counselling) to pay for such feeding. Thus in this study, physiological needs are deemed not to be one of the guidance needs of students.

Empirical Framework

The effectiveness of any guidance programme is contingent on knowing the guidance needs of those for whom the programme is designed and tailoring the guidance services to meeting the needs so identified (Gibson & Mitchell, 1995; Zaidi, 2012). Knowing students' needs helps counsellors to discharge their guidance duties more effectively. A lack of knowledge about students' guidance needs therefore has serious implications for the effectiveness of any school guidance programme.

Guidance needs can be many and varied. They may be vocational, personal, educational, health and financial (Bolu-Steve & Ogungbade, 2016); learning skills, vocational guidance/development, interpersonal relationships, personal development, and social values (Brouzos, et al. 2015); academic, personal/social and career (Sculli, 2011); educational, vocational, social, emotional and behavioural (Dogar et al., 2011); or educational, vocational, physical, social and psychological (Kumar & Kumar, 2010).

The guidance needs of a particular student or group of students will depend on a number of factors including gender (Kumar & Kumar, 2010; Sculli, 2011); age (Brouzos et al., 2015), grade level (Atik, & Yalçın, 2010) and even religion (Bolu-Steve & Ogungbade, 2016). Sedofia (2011) hypothesized that College of Education students may have various concerns including:

1. where they would be posted to after their training and how they would be living life there,
2. opportunities for progressing on the job and for further studies, and
3. avenues for quitting the teaching profession and the prospects that await them in other professions.

Generally, human needs change with time. Since differences are bound to exist in the guidance needs of students at the various categories of tertiary education in Ghana (universities, polytechnics, colleges of education, nurses training institutions, etc.), a clear understanding of the needs of students at each of these levels is necessary for effective guidance service delivery.

METHODOLOGY

Design

The present study employed the concurrent triangulatory design of mixed methods research. This design was preferred because triangulation helps to explain more fully the richness and complexity of human behaviour by making use of both quantitative and qualitative data (Cohen et al., 2007). Also, the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone (Creswell, 2014).

Participants

A total of 401 second year teacher trainees and three (3) counsellors selected from three Colleges of Education in the Volta region of Ghana were involved. Two hundred and fifty-six (63.8%) of the trainees were male and 145 (36.2%) were female. The age range of the trainees was 15-19 years (0.5%), 20-24 years (85.79%), 25-29 (12.47%), 30-34 years (0.5%), 35-39 years (0.75%). Two out of the three counsellors were males. The trainees were selected using stratified sampling technique while the counsellors were selected purposively.

Materials

A 27-item questionnaire, which was adapted from Sculli (2011), was used to collect the quantitative data from the teacher trainees. The questionnaire measured the teacher trainees' guidance needs in five need areas namely: academic, placement, financial, personal and social. A Cronbach's alpha reliability coefficient of 0.732 was realized after piloting the instrument on 41 second year teacher trainees (21 males and 20 females) of St. Francis College of Education, Hohoe. The purpose was to discover weaknesses, ambiguities, inadequacies and problems in the instruments so that those issues could be addressed before the actual data collection.

Additionally, a semi-structured interview and focused group interviews were conducted to gather qualitative data from the counsellors and 8 teacher trainees (4 males and 4 females) from each college. Data gathered through the interviews were used to support and give depth to the quantitative data. Issues of confidentiality and anonymity were strictly adhered to.

Data Analyses

In line with the design chosen for the study (the concurrent triangulatory mixed method design), both quantitative and qualitative data were collected and analysed. The two data types were presented in separate sections, but during the analysis and interpretation, they were combined in order to seek convergence or similarities among the results (Creswell, 2014).

The quantitative data were analysed using Chi-square statistics to determine which need areas of students were significant. The qualitative interview data, on the other hand, were analysed thematically, and later integrated with the quantitative data. This integration with the quantitative results helped to explore more fully the guidance needs among teacher trainees in Colleges of Education in the Volta region. Also in the presentation and interpretation of the qualitative results, direct or verbatim quotations from the interviewees were added to buttress issues that emerged in the data.

RESULTS/FINDINGS

Research Question: What are the guidance needs of teacher trainees in Colleges of Education in the Volta region of Ghana?

This research question sought to identify the various guidance needs of teacher trainees in the Volta region. Answers to the research question were gathered from teacher trainees and counsellors through the questionnaire and interviews. The responses to the questionnaire are presented on Table 1 followed by responses to the interview questions.

Table 1: Chi-Square Distribution of Teacher Trainees' Guidance Needs

Guidance Need	P – value
Academic Needs	0.001
Placement Needs	0.183
Financial Needs	0.001
Social Needs	0.038
Personal Needs	0.008

From Table 1, it can be seen that apart from the placement needs which has a p-value of 0.183 and which is greater than 0.05, the p-values of all the other guidance needs are significant. This indicates that the teacher trainees have guidance needs in the areas of academic, financial, social and personal. They did not seem to have placement needs.

The qualitative data gathered from both the interview and the focus group discussions confirm that teacher trainees do have guidance needs in the five areas identified.

Academic Needs

Most of the teacher trainees said they had need for guidance in the academic area as the following comment from a trainee in college Z suggests:

We very much need something like that. ... one of the major reasons why we all came to this campus is for academic excellence and for that matter, I believe that it is the greatest priority of every student to pass his or her exams or do well academically. And since we all are from different backgrounds, we all have personal challenges pertaining to studies and a whole lot of stuffs.
(TTM1-Z)

This view was unanimously shared by the students of College Z. In the other colleges, the teacher trainees expressed similar views and specified academic areas such as study habits and how to further their education as their most pressing academic needs.

The counsellors believed that the trainees need help with their studies, how to manage their time as well as dealing with test anxiety. Counsellor B advanced the following:

... when they [the teacher trainees] come into college, some of the courses are new. Example is educational studies, it's new and we have a voluminous course outlines in all the subject areas. So some of them they panic and need to be talked to. They need to be encouraged, ya, on study habits, having personal time tables... And being young adults, they still need direction... and time management. (CCB-F)

Counsellor C added that trainees also need guidance on test anxiety:

Academic needs, they have. Particularly study habit, and managing their time, is a problem. Apart from time management and their study habit, it's about the anxiety during exams, examination anxiety. That is the same as test anxiety; so which I am working at. Next I'll present a talk on that before they would go in for their final exam. So I realised there's a problem. (CCC-M)

Thus, both the quantitative and qualitative data suggest that teacher trainees in Colleges of Education in the region would like to seek academic guidance.

Placement Needs

During the interview with the teacher trainees, they indicated that they had some placement needs. In College Z, the trainees said unanimously that they needed guidance on placement. A female trainee from College Z explained:

Yes ... this one, it concerns our, we going to the university, the course we are going to offer, they should give us some education on it. Maybe some of us from here would be leaving to other fields, some advices [sic] from them concerning those things. I think these are also important for us. (TTF1-Z)

A trainee from College X, a female, intimated:

We may also need guidance on ... how to choose our stations, the districts we want to go. (TTF1-X)

Two of the counsellors were of the view that trainees did have some placement needs for which they would like to seek guidance. In College X however, the counsellor said he did not think the teacher trainees had any placement needs. According to Counsellor A,

For now their [teacher trainees'] concentration is on the teaching. So they don't think about other jobs for now. (CCA-M)

Financial needs

Financial needs came out strongly as one of the guidance needs of the trainees. Specifically payment of school fees and examination registration fees as well as money for course books appeared to pose the greatest financial challenge to teacher trainees.

One female trainee in College Z stated:

I think most of us need guidance on how to get money to pay our school fees, especially the [examination] registration fees. That is what is killing most of us. You know we are not on allowance [trainee allowances]. So it's a big problem. (TTF2-Z)

The issue of school fees and trainee allowances dominated the discussions in all three colleges. However a teacher trainees in College X, indicated that they needed guidance on some other finance related issues with the following comment:

Me, I want to know how to handle money... And also, how ... to establish myself with my salary. (TTF1-X)

All the counsellors in the three colleges agreed with the trainees on the issue of financial guidance needs of the students. The counsellors made comments that seem to suggest that payment of fees and the challenges associated with the withdrawal of the trainee allowances were some of the financial issues confronting the trainees. For example, Counsellor B affirmed that:

Definitely. Yes, definitely. Payment of school fees, registration fees, but that one you know that counselling unit we don't have money to provide. So you can only encourage them to apply for the student loan. (CCB-F)

Counsellor A also said:

They [teacher trainees] don't have money... they are complaining about the withdrawal of the allowances. So finance is their problem. (CCA-M)

These comments suggest that the most prominent area the teacher trainees need guidance on is how to fund their education.

Social Needs

Further, it became evident that the teacher trainees had certain social needs which they needed guidance to address. In College Z and X for instance, all the trainees agreed that they had social needs. A female trainee of College X expressed it this way:

I think relationship on campus too we need the counsellor to advise us on it. (TTF2-X)

The views of the teacher trainees in College Y were not different from those of their counterparts in the other two colleges. Here, most of the trainees personalised the discussion. Their comments seem to summarise their concerns in this regard:

Mine is ... this relationship, what we can do. When you are being posted as a new teacher, the first station is where you normally get your partner. That's what I would like to know. (TTF1-Y)

*We also need guidance on how ... to be in boyfriend/girlfriend relationship,
... how to handle relationship on campus in general. (TTF3-Y)*

Two counsellors confirmed that the trainees in the Colleges of Education do have some social issues for which they need guidance. For example Counsellor B said:

Most of the cases that I handle are issues of relationship. They are young adults. Some of them are willing to marry before even completing college. (CCB-F)

Personal Needs

Reporting on their personal needs, a majority of the teacher trainees in College Z said that they had personal guidance needs. Also in College X, three of the trainees indicated that they would like to know themselves better and need the help of a counsellor to do that. One of the three, a male trainee had this to say:

As for me, I want to know my strengths and weaknesses. I want to know the things I can do well so that I can be the best. (TTM3-X)

Most of the trainees in College Y also reported that they had personal guidance needs. Only one (a female trainee) said something different from what the trainees in the other colleges said. According to her:

...I need guidance on how to live a morally upright life. TTF3-Y

The report given by the counsellors does not seem to support the one given by the teacher trainees. Counsellor A said that the teacher trainees in his college did not have any personal guidance needs. Two of the counsellors however believed that teacher trainees had some personal guidance needs. Counsellors B and C said:

I think they have it [personal needs]. Some of them come and say they want to do this or that but they don't know whether they can do it... some simply say they want you to tell them what they can do... (CCB-M)

... they would have some [personal needs]. Some would like to know because when they come to you ... they want to go and read this course, and do this and do that so which one do you think I can do best or which one will favour me. So with this you go back to the person's strengths and weaknesses, then you can guide the person to decide finally. (CCC-F)

DISCUSSION

From Table 1 and the interview transcripts that were presented, it can be seen that trainees in the Colleges of Education in the Volta region have needs in the Academic, Financial, Social and Personal areas which guidance must meet.

The goal of every student is to succeed academically. For this goal to be achieved, students need professional guidance on some vital academic/educational issues. Students need guidance on how to study effectively, how to manage their time well, and how to sit and pass examinations successfully, how to manage academic stress, among other things. A number of studies discovered that students have high needs in the Academic area (Kenny et al., 2009; Atik & Yalçın, 2010; Brouzos et al., 2015).

Not every study, however, found that students placed high premium on Academic or Educational needs. Kumar and Kumar (2010) for instance, revealed that students had minimum need for guidance in the educational area. This however may not mean that the students in that study did not have Educational needs. What it means is that they may have other more pressing need areas than the Educational or Academic needs.

The teacher trainees in the Volta region of Ghana also reported that Finance is one of the areas in which they have need for guidance. At the Colleges of Education, the hitherto attractive teacher trainee allowances had been withdrawn and replaced with a student loan scheme that most trainees describe as unfavourable. Meanwhile, teacher trainees pay comparatively high school fees. These things place a huge financial burden on the trainees and their sponsors.

Literature supports the finding that Finance is one of the important guidance need areas reported by students (Dada, Agbana & Adetayo, 2010; Kenny et al., 2009). Bolu-Steve and Ogungbade (2016) equally found that Finance is one of the guidance needs of students, albeit a lower need compared to the Vocational, Personal, Educational, and Health needs. According to Boham (2005), the most pressing need for polytechnic students in Ghana was finance. Polytechnics are one of the cohorts of tertiary institutions in Ghana where stipends in the form of allowances are not given the students. The current withdrawal of trainee allowances from the Colleges of Education therefore makes the colleges analogous with the polytechnics.

The p-value for Social needs, as displayed on Table 1, is 0.038. This p-value shows that the teacher trainees have Social needs. Social needs encompass dating and relationship issues, family and home issues, and getting along with people, among others. A number of empirical studies found that students have need for guidance in the Social area (Kumar & Kumar, 2010; Dada, et al. 2010; Waititu & Khamasi, 2010; Dogar et al., 2011).

Since students in the Colleges of Education are young adults (Amadi, 1991), most of them enter into intimate heterosexual relationships. No doubt during the focus group interview with the teacher trainees, most of them expressed a need for guidance to handle their relationship issues. The counsellors' interview report corroborated that of the trainees. Indeed Nyarko-Sampson (2010) discovered that one of the needs of the teacher trainees which guidance and counselling met most was relationship in nature.

Yet another area of need reported by the teacher trainees is Personal which had a p-value of 0.008 (see Table 1). The interview data from teacher trainees confirmed this report. This

finding is consistent with that of Bolu-Steve et al. (2016). Although some studies found Personal needs as one of the guidance needs of less concern to some students (Boham, 2005; Dada et al., 2010; Sculli, 2011), understanding oneself is fundamental to guidance. Guidance involves helping individuals to understand themselves and their world (Shertzer & Stone, 1976). For individuals to understand themselves well, they must know their interests, abilities, strengths and weaknesses. Appraisal data can help students to understand themselves (Oladele, 1987). Information gathered through the appraisal service of guidance help students to better understand themselves in the light of their strengths, weaknesses, likes and dislikes, (Sedofia, 2011).

The data on Table 1 indicates that the teacher trainees did not have Placement needs. But contrary to this finding, previous research actually shows that students have Placement needs (Dogar et al., 2011; Boham, 2005; Kenny's et al., 2009).

It should be noted that in the present study, the fact that the p-value for Placement needs was not significant does not mean that the trainees had no Placement needs. Certainly, the trainees had Placement needs except that those needs were statistically insignificant. Indeed the qualitative interview data ran counter to the quantitative one. During the face-to-face and focus group interviews, both the trainees and counsellors reported that the teacher trainees actually had Placement needs. The trainees said they would like to be given guidance in selecting elective courses, selecting stations for their teaching practice and even final posting, and furthering their education. Thus going by the qualitative data in the present study, teacher trainees in the selected colleges have some Placement needs that must be met through guidance.

Implication to Research and Practice

The fact that the guidance needs of teacher trainees in the Volta region of Ghana are academic, financial, social, personal and placement implies that counsellors should recognise these and incorporate ways of addressing such needs when designing guidance programmes in the colleges. It also calls for the need for college counsellors to undertake regular needs assessment of trainees and design guidance programmes based on such needs.

CONCLUSION

From the findings of this study, it can be concluded that the guidance needs of teacher trainees in the Volta region of Ghana are: academic (study habit, how to further their studies, time management and test anxiety); financial (how to fund their education and how to handle or use money); social (intimate or boy/girlfriend relationship, interpersonal relationship); personal (knowing oneself, problem solving, self-control); and placement (the selection of elective courses, postings, and joining other professions). When guidance services are tailored towards meeting these guidance needs, the teacher trainees in the region will benefit greatly.

Future Research

This study only tried to identify the various guidance needs of teacher trainees and put those needs into five groups/areas. The study did not rank the guidance needs so as to determine which of them is high and which is low. Future research should therefore explore this aspect.

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