

Mapping Guidance and Placement Needs of Student Teachers: A SWOT Analysis

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Abstract:

This study aimed to analyse the guidance and placement needs of D.El.Ed student teachers before establishing the guidance and placement cell. A descriptive survey was carried out using a mixed-method approach. Data were collected from 98 student teachers through an open-ended SWOT questionnaire, which asked participants to provide responses regarding their strengths, weaknesses, opportunities, challenges, and expectations from the cell. Responses were categorised and analysed by frequency and percentages. The findings indicated that, although the student teachers possessed basic pedagogical skills and interest in the profession, they lacked a sense of career orientation, self-confidence, and exposure to job opportunities. The study emphasises the need for structured support and placement to enhance the career readiness of student teachers.

Keywords: Guidance and placement, student teachers, SWOT analysis, employability and career needs

1. Introduction:

In teacher education institutions, student teachers are rigorously trained in the necessary skills and competencies. However, they might feel unprepared to choose an appropriate placement. Sometimes, they lack clarity about their professional goals, don't feel confident, and are not motivated. Occasionally, their career-related decisions are not based on self-awareness of their strengths and weaknesses. For these reasons, it is important to have provisions and opportunities for student teachers to receive suitable career guidance and support during their placements at the institute level, where a specific cell acts as a liaison between schools and student teachers, thereby enhancing their placement prospects. The guidance and placement cell established at teacher training institutions offers student teachers opportunities for career counselling and skill development. Here, they can improve their employability skills and receive support for their professional, personal, and mental well-being. (G.H.G. Harparkash College of Education for Women, n.d.)

SWOT analysis is an effective tool for understanding the strengths, weaknesses, opportunities, and threats related to guidance services. It helps in analysing both internal and external factors affecting these services. Before establishing guidance and placement services at any institution, it is very important to conduct a needs assessment based on the strengths, weaknesses, opportunities, and threats of the student teachers. A SWOT-based analysis is one of the most effective methods to obtain this baseline data.

2. Rationale:

In the current educational context, teacher education is expected not only to develop pedagogical competencies but also to facilitate entry into the professional world, especially at the D.El.Ed. level. However, structured guidance and placement support systems are limited or not systematically organised, and student teachers often complete their training without sufficient awareness of career opportunities, the necessary employability skills, and strategies for navigating the recruitment process. Therefore, the present study aimed to assess the current level of preparedness, perceptions, and challenges faced by student teachers before institutional intervention, such as a Guidance and Placement Cell. A SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) can help identify both internal and external factors influencing career needs. Thus, the present study was undertaken to conduct a situational analysis of D.El.Ed. student teachers through SWOT, before the establishment of a Guidance and Placement Cell, to generate evidence-based insights for planning effective guidance and placement services, and for responding to the current demands of institutional

planning and educational reforms that focus on employability, career guidance, and professional readiness in teacher education.

3. Review of the related Literature:

The provision of guidance and placement services is very important in preparing student teachers for their professional lives. These services help them become aware of and better understand career options, develop skills, and make informed choices based on their own abilities and interests. At teacher education institutes, especially at the D.El.Ed level, where student teachers are sometimes too young to make mature decisions and often need support in transition from training to employment. However, studies indicate that these services are not fully developed in most educational institutions. Therefore, there is a need to review the existing literature to understand current practices, identify gaps, and recognise the need for improvement.

Guidance, counselling, and placement services:

Numerous studies have emphasised the need for guidance and counselling services in education. These services support the holistic development of students, which is also highlighted in NEP 2020. The National Council of Educational Research and Training (NCERT, 2005) also stressed that guidance and career orientation services are essential at all stages of education to help students make informed career choices. Yuksel- Sahin (2009), in his study, found that guidance and counselling services play a vital role in students' development, but their implementation is often ineffective and requires more thoughtful, needs- based interventions. The study indicated that many institutions do not provide these services properly or completely, limiting their benefits for students (Yuksel- Sahin, 2009). A study by NCTE (2014) emphasised that teacher education institutions should incorporate guidance and counselling services into their teacher training programs for better professional preparedness of student teachers. A study by Kaur (2017) highlighted that students who received proper guidance exhibited greater career clarity and confidence compared to those who did not receive such support. Additionally, research on career- related guidance and interventions suggests that well- organised career guidance programmes enhance students' career awareness, decision- making skills, and preparedness for employment (Bozshataeva, 2026). Thus, it can be concluded that need- based, appropriate guidance services are also beneficial for student teachers, as they face numerous challenges in making suitable career decisions. They require support to understand various job opportunities, essential skills, and competencies. Due to the focus on theoretical knowledge during teacher training programs, there is a pressing need for practical career orientation for student teachers (Educational Guidance SWOT Analysis Document, 2025). Other studies in this area also note the necessity of effectively integrating guidance and counselling services for student teachers and having trained professionals to deliver these services within institutions (Hunainah et al., 2025).

SWOT Analysis:

SWOT analysis for mapping guidance needs: Studies show that SWOT analysis can effectively identify career guidance needs and plan career guidance services accordingly, thereby establishing a proper support system for students. (Yanhua, 2025). It should then be followed by need-based training programs that focus on career education, awareness of needs, proper funding, and infrastructure for successful implementation (Hunainah et al., 2025).

The above review of studies shows that there are research studies on school guidance and counselling services at the school level, and guidance and placement services in higher education, but there are not enough studies focusing specifically on the guidance and career needs of student teachers. Also, very few of these studies have employed SWOT analysis to identify the guidance and career needs. Considering these gaps, the necessity for this study was recognised.

4. Objectives of the study:

- To identify the professional goals of D.El.Ed student teachers over the next five years.
- To identify the perceived personal strengths of student teachers related to their professional growth.
- To analyse the perceived personal weaknesses that may hinder student teachers' professional growth.
- To analyse the strategies planned by student teachers to achieve their professional goals.

- To explore the skills that student teachers want to develop to enhance their employability and career readiness.
- To analyse the expectations of student teachers from the Guidance and Placement Cell.

5. Research questions:

- What are the professional goals of D.El.Ed student teachers over the next five years?
- What personal strengths do student teachers see as helpful in reaching their professional goals?
- What personal weaknesses do student teachers see as obstacles to their professional development?
- What strategies do student teachers plan to use to achieve their professional goals?
- What skills do student teachers want to develop to enhance their employability and career readiness?
- What do student teachers expect from the Guidance and Placement Cell?

6. Methodology:

Research design: The present study employed a descriptive survey design combined with a mixed-method approach. Responses were collected from all the D.El.Ed. student teachers using a self-developed open-ended questionnaire based on SWOT analysis. Each respondent was asked to provide the three most relevant answers for each question. These qualitative responses were then transformed into quantitative data using frequencies and percentages.

Population and sample: The population for the study consisted of all the D.El.Ed. student teachers enrolled in the second year. A Census method was used as all these student teachers participated in the study.

Qualifications	No. of Student teachers
12 th	85
Graduate	08
Pursuing Graduation	05

Procedure of Data collection and analysis: The self-developed open-ended SWOT questionnaire was administered to all 98 student teachers, allowing them sufficient time to reflect and respond. This data was collected as a baseline before the establishment of the Guidance and Placement Cell at the institute. Each respondent was asked to provide the three most relevant answers for each question. The responses were carefully reviewed and categorised into different themes and dimensions. Frequency counts and percentages were used to quantify the data.

Delimitation: The study was limited to 98 D.El.Ed. student teachers of only one institution. The study focused only on pre-intervention (before the establishment of the guidance and placement cell).

7. Data Analysis and Interpretation (Question-wise):

Question 1: Where do you see yourself professionally in five years based on your goals?

S.No.	Professional Goals	No. of students' responses	Percentage
1.	Teaching in a government school	69	70
2.	Teaching job in a government school as a PRT	60	61
3.	Government job	52	53
4.	Financially stable	23	23
5.	Good earning job/business	22	22
6.	Teaching job in a government school as a TGT teacher	18	18
7.	Pursuing higher education	18	18
8.	Teachers in reputed/Global schools	15	15
9.	Having a good, lavish life	11	11
10.	Teaching job in a government school as a PGT teacher	9	9
11.	Income tax officer	8	8

12.	Teaching job in higher education	7	7
13.	Business	6	6
14.	Teaching Job as well as a part-time business	4	4
15.	UPSC	3	3
16.	PCS officer	3	3
17.	Career in sports (athletics)	3	3
18.	Athlete /To achieve national player tag	3	3
19.	Head of the school	2	2
20.	Entrepreneur	2	2
21.	Computer science teacher	2	2
22.	Civil service/ IAS officer	2	2
23.	Others (YouTuber/trader/to join the army/to become a doctor/researcher/property dealing actress)	7	7

The above table shows that most student teachers prefer to have a government job, whether as a PRT, TGT, or PGT. Many seek any kind of government position, aiming for well-paying jobs and a lavish lifestyle. Few student teachers aspire to secure positions other than teaching, such as income tax officers or civil servants. Some also wish to pursue careers in business.

Question 2: What personal strengths do you see as helpful in achieving your professional goals?

S. No.	Strengths	No. of students' response	Percentage
1.	Effective communication skills/ Good orator/ good explanation skills	18	18
2.	Confident and outspoken	16	16
3.	Good at making social contacts and good interpersonal skills	15	15
4.	Determination/ commitment/ consistency	11	11
5.	Active in extracurricular activities/ painting/dance/singing	10	10
6.	Good teaching skills	9	9
7.	Dedication	9	9
8.	Critical and logical thinking	9	9
9.	Strong willpower	8	8
10.	Positive attitude	8	8
11.	Intelligent and have good knowledge	8	8
12.	Good spoken and writing skills in English	8	8
13.	Effective dealing with children	8	8
14.	Inquisitiveness	7	7
15.	Quick learner	7	7
16.	Polite	6	6
17.	Restricted use of social media	5	5
18.	Regularity	5	5
19.	Reading habit	5	5
20.	Leadership	5	5
21.	Hardworking	5	5
22.	Focused	5	5
23.	Creative	5	5
24.	Resilient	5	5
25.	Problem-solving skills	4	4
26.	Patience	4	4
27.	Optimistic	4	4

28.	Good teaching skills	4	4
29.	Good facilitator	4	4
30.	Playful with children	3	3
31.	Loving	3	3
32.	Good listener	3	3
33.	Disciplined	3	3
34.	Curious	3	3
35.	Caring	3	3
36.	Self-aware	2	2
37.	Never deny any work	2	2
38.	Time management	2	2
39.	Others (Versatile, storytelling skills, smart, acceptance, empathetic, experienced, good motivator, good observation skills)	15	15

The table clearly indicates that most of the student teachers report that they have important qualities such as effective communication, strong interpersonal skills, and confidence, which they find essential for achieving their professional goals. Together with these, many also identify strengths like commitment, hard work, determination, critical thinking, and subject knowledge as key factors that will support their professional growth. Also, qualities such as being loving, caring, and patient are seen as particularly valuable, as these traits help them connect better with young children and perform their roles more effectively as teachers.

Question 3: What personal weaknesses do you see as obstacles in achieving your goals?

S. No.	Weaknesses	No. of students' response	Percentage
1.	Poor time management skills	32	33
2.	Distracted soon	30	31
3.	Over-emotional/ sensitive/ difficulty in dealing with emotions	28	29
4.	Short-tempered/ anger issues	26	27
5.	Lack of determination/ easily give up/ lack of willpower/ lack of consistency	26	27
6.	Social media addiction	22	22
7.	Lack of effective communication skills/ speaking skills	22	22
8.	Procrastination	21	21
9.	Introvert	20	20
10.	Lack of confidence/ hesitation in opening up in front of others	20	20
11.	Overthinking	14	14
12.	Lack of expression ability	13	13
13.	Lack of focus	12	12
14.	Lazy	10	10
15.	Lack of patience	10	10
16.	Low self-motivation	10	10
17.	Indecisiveness about further studies/ career	10	10
18.	Overconfidence	8	8
19.	Nervousness/ too much anxiousness	8	8
20.	Mental health issues	7	7
21.	Poor physical health	6	6
22.	Lack of interest	6	6
23.	Learns slowly	6	6
24.	Lack of leadership skills	6	6

25.	Difficulty in making connections with others	6	6
26.	Depression	6	6
27.	Lag social skills	6	6
28.	Family/personal issues	6	6
29.	Low self-esteem	6	6
30.	Lack of punctuality	6	6
31.	Weak in the English language	6	6
32.	Stage fear	6	6
33.	Stressed out quickly	5	5
34.	Lack of proper knowledge	4	4
35.	Self-critical	4	4
36.	Too much talkative	4	4
37.	Lacks self-love/self-criticism	4	4
38.	Not able to accept the failure	4	4
39.	Scared / panic	3	3
40.	Forgetful	3	3
41.	Getting up late in the morning /tardiness	3	3
42.	Self-doubt	1	1
43.	Others (Too soft with kids/too stubborn/ easily misguided/ oversleeping/ stubborn /over fantasy/ soon get bored with anything/speech is too fast/absence of appropriate gestures while speaking)	8	8

The table shows that many student teachers are facing common challenges that make it harder for them to achieve their goals. Issues like poor time management, lack of focus and determination, stress and anxiety, excessive use of social media, procrastination, and low confidence are frequently mentioned as major obstacles. Apart from this, several student teachers feel that without proper time management and self-motivation, they struggle to stay consistent in their efforts. This lack of consistency often slows down their progress and makes it more difficult for them to move steadily toward their goals.

Question 4: What strategies do you plan to use to achieve your goals?

S. No.	Strategies	No. of students' response	Percentage
1.	To overcome my weaknesses	80	82
2.	Seeking guidance from experts and experienced mentors/ teachers/ parents	54	55
3.	Practice speaking skills and expressions	52	53
4.	Proper time management	38	39
5.	Prepare for/ qualify competitive exams/ interviews (CTET/ DSSSB and others for Govt. jobs)	37	38
6.	Learn effective communication skills	36	37
7.	Being regular/ punctual/Follow routine/timetable	36	37
8.	Gain necessary knowledge and information/ be aware of the job vacancies	36	37
9.	Proper planning, organisation and management skills	32	33
10.	I will try to control/ deal with my emotions/ stress/anxiety/ nervousness	31	32
11.	Avoid/ restrict the use of social media/ mobile phone, instead using it to learn career-related learning and information	30	31
12.	Practice spoken and written English	27	28

13.	Overcome hesitation and build confidence	27	28
14.	Set priorities and be focused	27	28
15.	Be positive/ patient/ polite	22	22
16.	Personality development	20	20
17.	Go for higher studies	19	19
18.	Try to improve the habit of procrastination	18	18
19.	Given enough time to study/self-study	18	18
20.	Hard work	16	16
21.	Be consistent and determined	15	15
22.	Improve concentration	14	14
23.	Deal with my anxiety/ nervousness	14	14
24.	Try to grab opportunities	12	12
25.	Take help from the guidance cell	12	12
26.	Maximum participation in the programs/ activities in D.El.Ed. program	11	11
27.	Improve my physical and mental health	11	11
28.	Learn entrepreneur skills	10	10
29.	Practice mock/ previous years' papers	9	9
30.	Be patient and polite	8	8
31.	Achieving a goal in small steps	8	8
32.	Pursue a job and higher education both side by side	6	6
33.	Practice meditation	5	5
34.	Will take professional coaching	4	4
35.	Overcome my laziness	4	4
36.	Regularly read the newspaper	3	3

The table indicates that most student teachers are aware of their weaknesses and are making efforts to improve them. They plan to seek guidance from experts, work on their speaking and communication skills, and manage their time better while preparing for exams and interviews. They also aim to stay disciplined, remain regular and punctual, and keep themselves updated about job opportunities. At the same time, many are focusing on improving their spoken English and maintaining their physical and mental well-being, showing a balanced approach to their personal and professional growth.

Question 5: Which skills do you want to develop to enhance your employability and career readiness?

S. No.	Skills to develop	No. of students' response	Percentage
1.	Dealing with stress/ anxiety/ emotions/ overthinking	43	44
2.	Time management skills	35	36
3.	How to deal with distractions	29	30
4.	How to improve self-confidence / How to deal with hesitation to convey thoughts or ideas and confidently open up in front of others/ improve self-esteem	29	30
5.	How to deal with short-temper/ anger issues	25	26
6.	Critical thinking/ problem solving/ Decision-making skills	24	24
7.	How to improve determination/ consistency and willpower	24	25
8.	How to deal with social media addiction	22	23
9.	How to deal with procrastination	20	20
10.	Effective communication skills/ speaking skills	20	20
11.	Life skills	19	19
12.	How to deal with Introversion	12	12

13.	How to be focused/ improvement in concentration ability	12	12
14.	English speaking	11	11
15.	Stress management during exams	10	10
16.	Public speaking skills	10	10
17.	Personality development	10	10
18.	How to improve expression ability	10	10
19.	Self-motivation	09	09
20.	Self-discipline	08	08
21.	How to improve physical and mental health	08	08
22.	How to have an effective body language/ dressing sense/ How to be presentable	05	05
23.	Organising and management skills	05	05
24.	Leadership skills	05	05
25.	How to improve self-motivation	05	05
26.	How to improve interpersonal relationship skills	05	05
27.	How to deal with Laziness	05	05
28.	How to deal with impatience (lack of patience)	05	05
29.	Achieving positive mindset	05	05
30.	Technical skills/ digital literacy	04	04
31.	Dealing with fear of failure	04	04
32.	Writing skills	03	03
33.	Self-introduction skills	03	03
34.	Self-awareness	02	02
35.	What to do when you do not get support from family	01	01
36.	Financial education	01	01

The table clearly shows that most student teachers are keen to work on their emotional and personal challenges. They want to learn how to manage stress, anxiety, overthinking, and their emotions more effectively. Many also aim to improve their time management, reduce distractions, and build self-confidence so they can express their thoughts more openly and without hesitation.

Also, several student teachers wish to work on issues like short temper and anger management. They also recognise the importance of developing skills such as critical thinking, problem-solving, and decision-making. Along with this, they are motivated to strengthen their determination, consistency, and willpower, reflecting a strong desire for overall personal and professional growth.

Question 6: What do you expect from the guidance and placement cell to help you achieve your professional goals?

S. No.	Expectations	No. of students' response	Percentage
1.	To help overcome weaknesses by learning the required skills to achieve the goal	35	36
2.	Effective Communication Skills	34	35
3.	Confidence building	26	27
4.	Career guidance from experienced persons	21	21
5.	How can we be successful in exams like CTET and DSSSB	20	20
6.	Public speaking skills	19	19
7.	Preparation for the interview	18	18
8.	Positive mindset	12	12
9.	How to improve focus	12	12
10.	Helping in the preparation of government job	12	12

11.	Give motivation	12	12
12.	To provide information about job opportunities	11	11
13.	Sharing information related to the job	11	11
14.	Regular sessions by the Cell	10	10
15.	Important tips to get and be successful in a job	10	10
16.	How to improve mental and physical health	10	10
17.	Guidance on how we can achieve our goals	10	10
18.	Support in getting placement	9	9
19.	Guidance to reduce stage fear	6	6
20.	Entrepreneur skills	6	6
21.	Learning meditation skills to improve focus	4	4
22.	Information about teaching career and jobs	3	3
23.	Sharing by DIET teachers about their professional journeys/ experiences	1	1

The table shows that most student teachers have clear expectations from the guidance and placement cell. They look forward to support in overcoming their weaknesses by developing the skills needed to achieve their professional goals. This includes improving communication skills, building confidence, and receiving career guidance from experienced professionals, especially for success in competitive exams.

Also, many student teachers expect help in developing public speaking skills, preparing for interviews, and cultivating a positive mindset with better focus. They also seek proper guidance and support for preparing for government job opportunities, reflecting their need for structured and practical assistance in their career journey.

Results and Findings:

The overall findings suggest that student teachers are quite aware of their strengths, such as communication skills, confidence, and a caring attitude, which they see as important for their future roles as teachers. At the same time, they honestly recognize areas where they need improvement, including managing stress, overcoming hesitation, and developing better time management and communication skills.

The discussion also highlights that they are willing to take active steps to grow, such as seeking guidance from mentors, improving spoken English, preparing for exams, and maintaining discipline in their daily routines. Along with professional skills, they understand the importance of emotional well-being and self-confidence.

Importantly, student teachers have clear expectations from the guidance and placement cell. They seek practical support in skill development, career guidance, interview preparation, and help with competitive and government job exams. Overall, the findings reflect a positive and proactive attitude among student teachers towards their personal and professional development.

Suggestions:

Based on the analysis, it is clear that student teachers are looking for regular guidance and support to improve both their personal and professional skills. They especially need help in managing time, handling stress and emotions, staying focused, and overcoming distractions, procrastination, and overthinking.

They also wish to build strong communication and speaking skills, improve self-confidence, express themselves clearly, and develop important life skills along with a positive mindset. Many want support in learning English, becoming more disciplined, and maintaining their physical and mental well-being.

Also, student teachers expect career-related guidance, such as preparation for competitive exams like CTET and DSSSB, interview skills, information about job opportunities, and practical tips to succeed in their careers. Overall, they are seeking continuous support to grow, achieve their goals, and become confident and capable professionals.

Conclusion:

The research shows that D.El.Ed student teachers have the ability and willingness to develop, but they need proper guidance to progress in their careers. Although they have a positive outlook and basic teaching skills, many lack exposure, confidence, and career opportunities. This highlights the importance of having a Guidance and Placement Cell that can assist them with career advice, skill development, and counselling. With the right support, trainees can become more confident and better prepared for their future careers.

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