



A Study on the Current Status of Psychological Counseling Services for High School Students in an Giang Province, Vietnam

Nguyen Bach Thang

Head of Educational Psychology Department, An Giang University-VNUHCM, Vietnam
Corresponding author: nbthang@agu.edu.vn

Abstract

Based on surveys, field observations, and an analysis of the current situation, the author identified fundamental factors affecting psychological counseling activities for high school students in An Giang Province, Vietnam. This serves as a basis for school principals in An Giang Province to develop and implement solutions to improve the quality of psychological counseling services for students. This effort contributes to building a friendly school environment, fostering active students, developing comprehensive learning and life skills, and nurturing well-rounded personalities. It creates a healthy pedagogical environment where students can showcase their positive qualities in their academic pursuits.

Keywords: An Giang Province, Current Situation, High School Students, Psychological Counseling

INTRODUCTION

High school students, considered in the final stage of adolescence, enter a new phase that goes hand in hand with the demanding academic workload, the process of future career orientation. In reality, many students face challenges during their educational journey and in various aspects of life, such as bullying, school violence, early relationships, family conflicts, negative influences from social media, and the modern living environment, leading to mental health disorders like anxiety, depression, and stress. If these challenges are not addressed, shared, and adjusted promptly, they can lead to serious consequences such as poor academic performance, disinterest in learning, and even dropping out.

Psychological counseling for students plays a crucial role in developing life skills, strengthening determination, confidence, and appropriate social behavior, and contributing to personal growth (Huang, [2024](#); Vu, [2023](#); Harbola, [2021](#)). Additionally, counseling helps identify and guide students in finding suitable solutions, minimizing potential negative impacts (Andra et al., [2023](#); Metcalf, [2021](#)). Recognizing the importance and necessity of

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psychological counseling activities for high school students, on December 18, 2017, the Minister of Education and Training issued Circular No. 31/2017/TT-BGDĐT providing guidelines for implementing psychological counseling activities in high schools (Ministry of Education and Training, [2017](#)). The directive emphasizes the responsibility of state education management agencies and educational institutions to direct and organize counseling activities to prevent, support, and intervene, when necessary, for students facing psychological difficulties in both academic and personal aspects.

However, psychological counseling for high school students still faces many challenges and has not yielded practical results for students, parents, and schools (Karaman et al., [2021](#); Arfasa & Weldmeskel, [2020](#); Blake, [2020](#); Zhou et al., [2020](#)). Most schools lack dedicated personnel for psychological counseling, with teachers primarily from literature, civic education, history, or geography departments taking on these responsibilities. While these teachers undergo annual training to enhance their skills, their counseling capabilities remain limited due to the lack of standardized training materials. Consequently, psychological counseling activities in high schools often focus on advisory services, addressing individual students' concerns, rather than becoming a professional and comprehensive support system for mental well-being.

In An Giang Province, the Department of Education and Training has provided specific guidance on implementing counseling and psychological counseling for high school students. However, challenges persist, including limited specialized personnel and insufficient funding for counseling activities. Although there have been fundamental changes and positive developments in educational counseling in An Giang over the past three years (from 2017 to the present), challenges still exist, especially in addressing complex psychological situations faced by students.

In conclusion, evaluating the current state of psychological counseling activities for high school students is crucial to implementing, developing, and nurturing these activities practically and efficiently.

REVIEW OF RESEARCH WORKS

Carl Rogers, a leading psychologist and psychotherapist of the 20th century, elevated the field of psychological counseling to a significant position with his client-centered counseling approach, placing the student at the center of educational counseling. One of Rogers' precious contributions is the book "Counseling and Psychotherapy," published in early 1942, which marked the establishment of counseling as a profession. According to Rogers, school counseling holds the meaningful purpose of listening, encouraging, helping to resolve difficulties in learning, sharing emotional experiences, relieving stress, improving the educational environment, and promoting humane and respectful human relationships. He believed in client-centered counseling, utilizing indirect methods to approach clients trusting in their potential for self-empowerment. This approach provides clients the conditions to confront themselves, enabling them to overcome their barriers.

At the beginning of the 20th century in France, an organization guided counselors/psychotherapists, exchanged information, developed counseling careers, and organized national and international counseling and psychology workshops, the French Association for Psychological Orientation. In 1928, vocational counseling training courses were established, followed by educational and vocational counseling courses. By 1972, orientation counselor training courses were introduced. In 1991, students graduating from these programs were officially recognized with a degree in psychology (Nguyen, T. L.; Nguyen, N. D., [2012](#)).

In the 1970s, in Belgium, Flanders established a system of psychological, medical, and social support centers (PMS) to support students from preschool to high school. After nearly 30 years of operation, in 1999, the PMS was merged with school health centers to form educational counseling centers funded by the government. Here, educational counselors and teachers collaborate to provide academic, career, health, and socio-emotional development support, especially for students facing challenges (Nguyen, T. L.; Nguyen, N. D., [2012](#)).

In Singapore, a counseling center was established in 1966, and the Student Care Service Center was created in 1976. The center's function is to help students maximize their potential and overcome challenges in both academic and personal life. Additionally, the center trains counselors who are teachers using the curriculum provided by the Ministry of Education, organized by the Staff Training Department. The main tasks of the center include family counseling and support services, psychological education services, care for juvenile delinquents, student counseling, and training and developing volunteers (Nguyen, T. L.; Nguyen, N. D., [2012](#)).

In March 1991, the Labor and Career Guidance Center was established, publishing the document "Career Counseling for High School Students" and conducting training sessions for 200 counseling officers at General Vocational and Career Technical Centers nationwide.

Tran. T. M. D. ([2009](#)) published the textbook "Psychological Counseling," emphasizing that the counselor-client relationship is built on mutual respect and trust. The book provides perspectives to help learners accurately view clients and the counselor's professional view with the necessary skills and qualities in practice.

Recent scientific research on psychological counseling, especially for high school students, has been conducted, such as Lê. S. ([2018](#)), with the article "The Mission of School Counseling," published in the Journal of Education Information, detailing the tasks of school counseling, classifying counselors, and describing the duties of counselors in schools, as well as models and activities of psychological counseling offices. Đinh. T. T. ([2006](#)) is the head of research on school psychology aiming to serve students, enhance the effectiveness of moral education, and develop learning and life skills for the research group.

It can be observed that counseling activities have been studied and professionally applied globally over a relatively long period. In Vietnam, counseling has also been of early interest. However, there are not many studies on school psychological counseling that delve into the specific psychological characteristics of high school students and the unique

activities of adolescents in high schools, proposing solutions to support students in managing and resolving situations, improving general relationships to facilitate the learning process, contributing to the improvement of the educational environment, and providing tangible benefits to enhance the overall quality of education in schools.

METHOD

The theoretical research method

Researching documents, analyzing, synthesizing, and systematizing information sources to clarify issues related to psychological counseling activities for high school students in An Giang province.

The survey method using questionnaires

The study conducted a survey using questionnaires (Sample Form 01; Sample Form 02) and interviews targeting administrative staff, teachers, and students in high schools in An Giang province.

In addition to the above methods, the author utilizes other approaches such as expert opinion, experience summarization, and mathematical statistical methods to analyze and evaluate the survey results.

The degree of implementation was evaluated of psychological counseling management activities for high school students in An Giang province at four levels: Significant, Quite important, Normal, and Not important. Excellent; Good; Average (AVG); Weak. Very frequently, Frequently, Occasionally, Never. Very good; Good; Normal; Not good. Very high; High; Normal; Low. Very influential, Quite influential, Influential, and Not influential; Scores for the corresponding levels are 4, 3, 2, 1. Calculate the AVG score with the following ranges: Excellent $3.25 < \text{AVG} < 4$; Good $2.5 < \text{AVG} < 3.24$; AVG $1.75 < \text{AVG} < 2.49$; Weak $1 < \text{AVG} < 1.74$ (min = 1, max = 4).

The surveyed area and subjects

Surveyed area: At eight high schools in An Giang province.

Survey subjects:

- 100 administrators and teachers in high schools, including:
 - + 24 principals and vice principals from 8 high schools in An Giang province;
 - + 76 teachers in high schools.
- Additionally, 300 high school students from various high schools.

RESULTS AND DISCUSSION

The current perception of the managerial staff and teachers regarding psychological counseling activities for high school students in An Giang province

Using the survey results from question 1 (appendices 01, 02) regarding the importance of psychological counseling activities for students in schools, the author has compiled the following Table 1.

Table 1. Perception of managers and students about the importance of psychological counseling activities for students in high schools in An Giang province.

No	Object	Degree of (%)							
		Very important		Quite important		Normal		Not important	
		SL	%	SL	%	SL	%	SL	%
1	Management staff, teachers N=100	70	70	28	28	2	2	0	0
2	Students N=300	104	34,7	126	42	64	21,3	6	2

The evaluation of school managers and teachers on the importance of psychological counseling activities for students is highly positive, with 70% considering it very important, 28% rating it as quite important, and 2% rating it as normal. No one evaluated it as not important. Thus, it can be seen that the school management and teaching staff are aware of the importance of psychological counseling activities for students.

Students' opinions indicate that they also have some awareness of the importance of psychological counseling activities for students. However, there is still a portion of students (2%) who do not consider it important. Some high school students currently have a vague understanding of recognizing their psychological difficulties. Typically, psychological counseling content closely related to students' daily activities can make them uneasy.

The current demand for psychological counseling among high school students in An Giang province

Using the survey results from question 2 (appendices 01, 02) regarding the demand for psychological counseling for students among school managers, teachers, and students, the author has compiled the following Table 2.

Table 2. Evaluation of the demand for psychological counseling for students by school managers, teachers, and students.

by school manager, teachers, and students:											
No	Object	Level								AS	Rank
		Very High		High		Moderate		Low			
		Qty	%	Qty	%	Qty	%	Qty	%		
1	Management staff, teachers	32	32	56	56	8	8	4	4	3,16	1
2	Students	70	23,3	128	42,7	92	30,7	10	3,3	2,86	2
Overall average score										3.01	

The survey and practical exploration of the psychological counseling

needs of students yielded a score of 3.01, indicating a high level of demand. School managers, teachers, and students clearly understand the student's counseling needs. In their daily interactions, education, listening, and sharing with students, and with a deep understanding of the psychological characteristics of their age group, school managers and teachers are uniquely positioned to comprehend the challenges, concerns, and fears that students face as they navigate developmental stages, including situations in relationships. Consequently, school managers and teachers almost fully understand the counseling needs of students (average score is 3.16). Ms. N.T.T.K, from High School A, mentioned, "Currently, due to the development of social media, students are exposed to diverse streams of information, both positively and negatively impacting them. Students need counseling to choose useful information for themselves and prevent negative influences. This includes issues related to gender, school violence, and sexual health for both male and female students".

Students in the surveyed schools have a relatively high demand for psychological counseling, with an average score of 2.86. In a direct exchange with student N.T.N.M. from class 12A10 at High School B, she expressed, "I feel that psychological counseling for us is essential because we often encounter many difficulties in both studies and life. There are many problems we don't know how to solve. But we also feel hesitant because we don't know who to ask and trust to share our issues." However, a third of the surveyed students indicated that they only have an average level of psychological counseling needs, and a portion of students have no need for counseling. These students tend to live in seclusion, preferring not to disclose information about themselves, and may not fully understand the benefits of receiving counseling.

The current status of social forces participating in psychological counseling for high school students in An Giang province

Using the survey results from question 3 (appendices 01, 02) regarding the involvement of social forces in psychological counseling for students, and the author has compiled the following Table 3.

Table 3. Evaluation of school managers and teachers regarding the participation of social forces in psychological counseling for students (N=100).

Table 100)											
No	The forces	Level								AS	Rank
		Very frequently		Frequently		Occasionally		Never			
		Qty	%	Qty	%	Qty	%	Qty	%		
1	Student Counseling and Support Team	6	6,0	38	38,0	42	42,0	14	14,0	2,36	5
2	Homeroom Teacher	36	36,0	42	42,0	22	22,0	0	0	3,14	1
3	Subject	16	16,0	38	38,0	46	46,0	0	0	2,7	3

No	The forces	Level								AS	Rank
		Very frequently		Frequently		Occasionally		Never			
		Qty	%	Qty	%	Qty	%	Qty	%		
4	Teacher School Leadership	12	12,0	42	42,0	44	44,0	2	2,0	2,64	4
5	Parent Representative Board	2	2,0	20	20,0	66	66,0	12	12,0	2,12	6
6	School Health Officer	30	30,0	38	38,0	32	32,0	0	0	2,98	2
7	External Experts	2	2,0	14	14,0	56	56,0	28	28,0	1,9	7
Overall average score										2,54	

School managers and teachers assess the participation of various forces in psychological counseling for students at an occasional level, with an average score of 2.54. Among them, homeroom teachers are evaluated as the most actively involved in psychological counseling activities for students, with an average score of 3.14. Health professionals rank second with an average score of 2.98, subject teachers rank third with an average score of 2.7, and school leaders, along with the Counseling and Support Team, rank fourth with an average score of 2.64. Therefore, homeroom teachers and health professionals mainly conduct psychological counseling in high schools in An Giang province.

Less involvement is observed from the Parent Council (average score: 2.12) and external experts (average score: 1.9). Currently, there are no schools in An Giang province with specialized staff dedicated to counseling tasks, which poses certain limitations in providing psychological counseling for students, especially in challenging cases that require support from individuals with expertise in psychology.

In the survey of students from various schools, the results are presented in the following Table 4.

Table 4. Evaluation of students regarding the participation of various forces in psychological counseling (N=300).

in psychological counseling (N= 333).											
No	The forces	Level								AS	Rank
		Very frequently		Frequently		Occasionally		Never			
		Qty	%	Qty	%	Qty	%	Qty	%		
1	Student Counseling and Support Team	24	8,0	94	31,3	138	46,0	44	14,7	2,33	5
2	Homeroom Teacher	92	30,7	140	46,7	60	20,0	8	2,7	3,05	1
3	Subject	26	8,7	144	48,0	114	38,0	16	5,3	2,16	6

No	The forces	Level								AS	Rank
		Very frequently		Frequently		Occasionally		Never			
		Qty	%	Qty	%	Qty	%	Qty	%		
4	Teacher School Leadership	44	14,7	96	32,0	136	45,3	24	8,0	2,53	3
5	Parent Representative Board	52	17,3	80	26,7	104	34,7	64	21,3	2,40	4
6	School Health Officer	24	8,0	82	27,3	112	37,3	82	27,3	2,60	2
7	External Experts	32	10,7	60	20,0	126	42,0	82	27,3	2,14	7
Overall average score										2,45	

Students evaluate the participation of various forces in psychological counseling for students at an occasional level, with an average score of 2.45. Among them, homeroom teachers are considered the most actively involved in psychological counseling activities for students, with an average score of 3.05. Health professionals rank second with an average score of 2.60, and school leaders rank third with an average score of 2.53. The Parent Representatives Council ranks fourth with an average score of 2.40, and the Counseling and Support Team is fifth with an average score of 2.33.

It can be observed that the assessments of school managers, teachers, and students regarding the participation of various forces in psychological counseling for students are similar. Thus, the coordination among these participating forces in psychological counseling remains limited. In high schools in An Giang province, school managers and teachers primarily carry out psychological counseling activities. The limited participation is seen from external experts. The main reason for this situation is the little funding schools allocate for these activities. School leaders have not been genuinely proactive and flexible in mobilizing resources, especially from the community, to enhance the effectiveness of psychological counseling activities for students.

The current status of implementing psychological counseling content for students in high schools in An Giang province

Using the survey results from question 4 (appendices 01, 02) regarding the implementation of psychological counseling content for students, the author has compiled the following Table 5.

Table 5. Evaluation of school managers and teachers on implementing psychological counseling content for students (N=100).

Psychological counseling content for students (N=100).											
No	Content	Level								AS	Rank
		Excellent		Good		Normal		Not good			
		Qty	%	Qty	%	Qty	%	Qty	%		
1	Counseling on age, gender, marriage, family, and adolescent reproductive health.	6	6,0	38	38,0	42	42,0	14	14,0	2,36	4
2	Counseling, education on skills, cultural behavior, violence, and harassment prevention.	36	36,0	36	36,0	42	42,0	22	22,0	3,14	1
3	Counseling on coping abilities and problem-solving in family relationships, with teachers, and friends.	16	16,0	38	38,0	46	46,0	0	0	2,7	2
4	Counseling on practical study skills, methods, and career orientation.	12	12,0	42	42,0	44	44,0	2	2,0	2,64	3
5	Psychological counseling for students facing difficulties requiring support, intervention, and timely resolution.	2	2,0	20	20,0	66	66,0	12	12,0	2,12	5
Overall average score										2,59	

Psychological counseling content for students has been somewhat implemented from a particular perspective. Still, the focus is mainly on specific topics: Counseling, education on skills, cultural behavior measures, prevention of violence and harassment (average score: 3.14); Counseling coping skills, addressing issues arising in family, teacher-student, and peer relationships (average score: 2.7); Counseling on practical study skills, methods, and career orientation (average score: 2.64). These counseling contents are primarily implemented through in-class or extracurricular activities. Teachers collaborate in implementing content advised by the Counseling and Support Team, such as academic issues, understanding students' aspirations, interests, and career needs, as well as friendship and love issues. However, specific topics, such as family and social relationships, are not profoundly addressed, and students' abilities and career suitability are not assessed using tests or scales.

Currently, schools have not performed well in providing psychological counseling for students facing difficulties that require support, intervention, and timely resolution due to a lack of specialized staff and support resources.

Sharing her thoughts on this matter, Ms. H.T.H, a mother of a student at School B, says: "As a mother, I am very concerned about the psychological development of my child. In the adolescent age group, children tend to have difficulty handling and having their own opinions. I always have to be tactful in sharing with them about psychological issues, behavior, or career orientation. However, due to limited knowledge and ability, I find the psychological counseling content provided by the school very useful. From a personal perspective, I hope the school will further emphasize implementing content related to counseling, education on skills, cultural behavior measures, prevention of violence and harassment, and establishing a safe, healthy, and friendly educational environment."

In the same context, when the author asked students from various schools, the results are presented in the following Table 6.

Table 6. Evaluation of students on implementing psychological counseling content for students (N=300).

No	Content	Level								AS	Rank
		Excellent		Good		Normal		Not good			
		Qty	%	Qty	%	Qty	%	Qty	%		
1	Counseling on age, gender, marriage, family, and adolescent reproductive health.	100	33,3	124	41,3	74	24,7	2	7	3,07	3
2	Counseling, education on skills,	130	43,3	118	39,3	48	16,0	4	1,3	3,25	2

No	Content	Level								AS	Rank
		<i>Excellent</i>		<i>Good</i>		<i>Normal</i>		<i>Not good</i>			
		Qty	%	Qty	%	Qty	%	Qty	%		
3	cultural behavior, violence, and harassment prevention. Counseling on coping abilities and problem-solving in family relationships, with teachers, and friends.	114	38,0	98	32,7	74	24,7	14	4,7	3,04	4
4	Counseling on practical study skills, methods, and career orientation. Psychological counseling for students facing difficulties	138	46,0	104	34,7	56	18,7	2	7	3,26	1
5	requiring support, intervention, and timely resolution.	88	29,3	124	41,3	80	26,7	8	2,7	2,97	5
Overall average score										3,11	

Student evaluations of implementing psychological counseling content in high schools in An Giang province currently average 3.11 points. The scope with the highest rating is counseling on skills, effective study methods, and career orientation, with an average score of 3.26. The content rated lower includes counseling and education on skills, cultural behavior measures, prevention of violence, and harassment, with an average score of 3.25. Contents related to enhancing coping abilities, resolving issues arising in family, teacher-student, peer relationships, and counseling for students facing difficulties that require support, intervention, and timely resolution are implemented with limited effectiveness.

Student T.T.N.H, a 12th-grade student at School C, mentioned: “Some of my friends are influenced by Facebook and the internet, leading to

improper behaviors. They often like to cause trouble, are not diligent in studying, speak privately, come to school late, and even have interactions with negative external elements. I hope the school implements more counseling content so that students can fulfill their learning duties well.”

Student T.T.D from School D shared: “In my class, there is a student whose parents are divorced, so the student lives quite introvertedly, often not talking and participating in class activities. The homeroom teacher has counseled and talked to the students many times to help them integrate with everyone. Now, the student has progressed and become a class officer.”

The survey results from administrators, teachers, and students indicate that high schools in An Giang province have initiated some psychological counseling content with initial effectiveness. However, the content related to “Counseling coping skills, resolving issues arising in family, teacher-student, peer relationships” and “Counseling for students facing difficulties that require support, intervention, and timely resolution” is not well-implemented. The main reason is school officials’ and teachers’ limited knowledge and experience in psychological counseling. Some teachers may even feel confused when dealing with the psychological issues of students. Due to limited counseling abilities, some teachers may violate certain principles when providing psychological counseling to students, such as not maintaining confidentiality about students’ information and the issues they are facing that require support. This inadvertently has a significant impact on students and may sometimes backfire.

The Current Situation of Organizing Forms of Psychological Counseling for Students in An Giang Province High Schools

Using the survey results from question 5 (appendix 01, 02) regarding the organization of psychological counseling forms for students, the author obtained the following Table 7.

Table 7. Evaluation of administrators and teachers regarding implementing various forms of psychological counseling for students (N=300).

No	Method	Level								AS	Rank
		Very often		Often		Occasionally		Never			
		Qty	%	Qty	%	Qty	%	Qty	%		
1	Over the phone	8	8,0	40	40,0	44	44,0	8	8,0	2,48	3
2	Via email	2	2,0	12	12,0	52	52,0	34	34,0	1,82	4
3	Direct counseling	4	4,0	42	42,0	52	52,0	2	2,0	2,48	3
4	Through extracurricular activities, experiences	6	6,0	40	40,0	52	52,0	2	2,0	2,5	2
5	Through homeroom teachers	36	36,0	38	38,0	26	26,0	0	0	3,1	1
Overall average score										2,47	

Regarding the forms of psychological counseling at schools, administrators and teachers highly rate counseling through homeroom teachers (average score: 3.1). Extracurricular activities and experiential learning rank second (average score: 2.5), while counseling through phone and face-to-face counseling ranks third (average score: 2.48). Some forms, such as counseling through email, are less utilized.

Implementing psychological counseling forms in schools is primarily associated with homeroom teachers. Channels of information that could be effectively deployed, such as email, are often neglected due to students' psychological hesitations and embarrassment.

Some parents surveyed from various schools suggest that schools should establish dedicated counseling rooms to provide students with a space for sharing and counseling when needed.

In the same context, when the author asked students from different schools, the results are presented in the following Table 8.

Table 8. Evaluation of students regarding implementing various forms of psychological counseling for students (N=300).

psychological counseling for students (N= 500):											
No	Method	Level								AS	Rank
		Very often		Often		Occasionally		Never			
		Qty	%	Qty	%	Qty	%	Qty	%		
1	Over the phone	30	10,0	62	20,7	140	46,7	68	22,7	2,18	4
2	Via email	10	3,3	50	16,7	114	38,0	126	42,0	1,81	5
3	Direct counseling Through	28	9,3	98	32,7	150	50,0	24	8,0	2,43	3
4	extracurricular activities, experiences Through	30	10,0	112	37,3	126	42,0	32	10,7	2,47	2
5	homeroom teachers	74	24,7	122	44,0	86	28,7	8	2,7	2,91	1
Overall average score										2,36	

Students highly appreciate implementing various forms of psychological counseling, especially the involvement of homeroom teachers and extracurricular activities, with average scores of 2.91 and 2.47, respectively. Some states, such as direct counseling or counseling through email, are less favored by students.

The diversity and richness in content and forms of counseling create conditions for schools to promptly address students' psychological issues. However, the implementation has focused on students with problems, and these contents have not been transformed into valuable topics for the entire student body. The counseling methods are relatively simple, primarily direct counseling, while the demand for counseling through other forms is substantial.

This indicates that most school administrators and teachers lack

flexibility and proactivity in organizing various forms of psychological counseling. Psychological counseling activities are relatively slow and dull, especially in applying information technology in some content, despite these tools' significant role and impact in all school educational activities. In addition to teachers' limited psychological counseling capabilities, the infrastructure and budgetary conditions to support psychological counseling activities in schools are insufficient, making it challenging to meet the demands of these activities.

PROPOSED MEASURES TO ENHANCE THE QUALITY OF PSYCHOLOGICAL COUNSELING FOR HIGH SCHOOL STUDENTS IN AN GIANG PROVINCE, VIETNAM COUNTRY

Directing the development of a psychological counseling plan for high school students in secondary schools

At the beginning of the academic year, the school assigns homeroom teachers to conduct surveys and gather information about the school's situation based on the following content:

Compile a list detailing each student's academic performance, conduct grades, family backgrounds of individual students, students' habits (frequent use of mobile phones, social media such as Facebook, Zalo,...), students' living environment (areas with high rates of delinquency, high levels of social problems), and other difficulties faced by students. Based on the information collected, homeroom teachers analyze and evaluate to develop timely psychological counseling measures. They compile reports on the survey results for each student group by class to the school administration.

Based on the survey reports, information gathering, and analysis of the school's overall situation, the Principal directly drafts a plan for psychological counseling for students by semester and academic year, selecting several teachers with competence, dedication, and high responsibility for the task.

The school solicits input from leadership officials, including the Principal, department heads, deputy department heads of subject departments, and administrative staff. Subject departments and administrative offices discuss and contribute opinions to the draft plan. A conference involving all teaching and non-teaching staff is organized, inviting student representatives from each class and representatives from the Party leadership, local authorities, and organizations to discuss, contribute opinions, and finalize the plan.

The school promotes and disseminates the plan to all teaching and non-teaching staff, students, and parents during flag-raising ceremonies, weekend activities, teacher meetings, organizational meetings, and parent-teacher meetings at the beginning of the academic year. Homeroom teachers base their class-specific psychological counseling plans on the school's plan and the specific situations of their classes.

Directing the diversification of content and forms of psychological counseling for high school students

Psychological counseling is divided into three levels with different

emphases, and corresponding levels have clear assignments, responsibilities, and authorities for individuals and groups within the organization.

Level 1: Ensure that all students and parents across the school receive counseling services on specific topics aimed at providing students and parents with knowledge and skills related to academic performance, career orientation, adolescent health, friendships, love, gender, family relationships, and some common student illnesses such as depression, hallucinations, etc. The purpose is to enable parents and students to actively prevent and recognize signs of psychological difficulties in their children, enhancing their mental and emotional well-being.

Assignment of tasks: Under the guidance of the Principal, vice principals oversee and monitor the activities of the Counseling Department, supporting students in developing topics and coordinating with class teachers to arrange and allocate time and resources for implementation.

Level 2: Receive information from class units to classify current groups of students experiencing psychological crises and uncertainty in career choices leading to negative manifestations. Interventions are carried out appropriately to minimize impacts and assist students in resolving their issues.

Level 3: Provide counseling to individual students identified as experiencing psychological disturbances. The Principal and Counseling Department will support this group until students recognize their issues and can integrate into the class and surrounding environment.

Organizing training activities on knowledge and skills in psychological counseling for school counselors

At the beginning of the academic year, the Principal assesses the training needs of the counseling team and assigns responsibilities to the Vice Principal, heads of subject departments, and the Counseling Department. They propose training needs and self-improvement opportunities based on the consensus of their team, aiming for regular and systematic training throughout the school year to equip counselors and teachers with counseling expertise. The Principal implements appropriate training and development measures by understanding the team's needs. Needs assessment must be conducted scientifically to serve as a precise basis for training and development.

Classification is essential for each target group during the training and development planning. Experienced counselors and teachers receive advanced training opportunities to update their knowledge and skills in psychological counseling. Younger or less experienced counselors require comprehensive, systematic, and long-term training paired with mentoring. Thus, training in counseling knowledge and skills should aim to consolidate existing strengths, address weaknesses, and avoid conflating weaknesses and strengths to maximize effectiveness.

Directing the establishment of criteria for evaluating psychological counseling activities for high school student

The Principal establishes regulations regarding standards for each

counseling activity, evaluation methods, and assessments to ensure clarity for all school members. These criteria must be specific, practical, and measurable. Directives are given to the counseling office to develop assessment criteria.

Based on these criteria, a comprehensive assessment of activities is conducted. The development of measures should be flexible, avoiding rigid standards that create undue psychological pressure and discomfort for teachers during implementation.

During developing assessment criteria, it is essential to choose methods and forms of assessment that align with the established standards. When evaluating, attention should be paid to applying various assessment methods such as research, document analysis, observation, and surveys. Based on the assessment criteria, the assessment content should combine multiple forms and procedures to ensure the comprehensiveness and reliability of results.

CONCLUSIONS

Based on the survey, practical observations, and analysis of the current situation, the author has identified fundamental factors influencing the management of school psychological counseling in high schools. Therefore, finding effective management measures for this task depends on the managerial staff's mindset, capabilities, and qualities.

Implementing school psychological counseling is critically important in reducing individual student issues, helping them develop a correct self-perception, overcoming challenges in academics and relationships, and contributing positively to society. Successfully carrying out school counseling requires collective efforts from the pedagogical council, where each member serves as a counselor.

Continuous and regular psychological counseling work needs to be conducted with genuine compassion and responsibility. Professionals involved in counseling must respect students and consider each individual as someone needing dedicated assistance. It is essential to listen to students' concerns and aspirations and guide them to solve difficulties in academics, family, and other relationships scientifically and perfectly.

Effective implementation of school psychological counseling contributes to building a school environment that fosters positive and active students. This, in turn, enhances the quality of education, develops students' learning and life skills, and promotes comprehensive personality development. A well-executed school counseling program creates a healthy pedagogical environment where students can unleash their positive potential in academics.

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