

FACTORS AFFECTING THE SCHOOL CONSULTATION DEMAND OF HIGH SCHOOL STUDENTS IN THE VIETNAM MEKONG DELTA: A CASE STUDY IN DONG THAP PROVINCE

FATORES QUE AFETAM A DEMANDA DE CONSULTA ESCOLAR DE ALUNOS DO ENSINO MÉDIO NO DELTA DO MEKONG DO VIETNÃ: UM ESTUDO DE CASO NA PROVÍNCIA DE DONG THAP

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Abstract: Adolescence is marked by rapid physical, emotional, social, and cognitive changes. They face emotional challenges in communication, self-control, conflict resolution, or problem solving. Therefore, high school students need to be consulted and supported both in the learning environment and in daily life. The study was carried out with the aim of identifying school consultation demand and factors affecting the consultation demand of high school students in the Mekong River Delta. The cross-sectional study was conducted with 450 participating students in Dong Thap Province. The results show that the scale measuring factors related to the school consultation demand has high reliability (Cronbach's Alpha > 0.6). The average value of the factors affecting the students' demand for school counseling is, respectively, career guidance activities of 3.86/5, mental health of 3.80/5, life skills education of 3.73/5, learning method of 3.5/5, relationship with friends of 3.46/5, relationship with teachers of 3.31/5, and relationship with family of 3.25/5. Through multivariable regression analysis, the factors affecting the consultation demand of high school students in order of decreasing percentage of contribution to the model are career guidance activities (42.09%), psychological emotions (23.37%), relationships with friends (13.11%), relationships with teachers (11.18%), and life skills education (10.25%).

Keywords: Consultation demand, school consultation, school consultation demand scale, Vietnam Mekong Delta, Dong Thap Province.

Resumo: A adolescência é marcada por rápidas mudanças físicas, emocionais, sociais e cognitivas. Eles enfrentam desafios emocionais na comunicação, autocontrole, resolução de conflitos ou resolução de problemas. Portanto, os alunos do ensino médio precisam ser consultados e apoiados tanto no ambiente de aprendizagem quanto no cotidiano. O estudo foi realizado com o objetivo de identificar a demanda de consulta escolar e os fatores que afetam a demanda de consulta de alunos do ensino médio no delta do rio Mekong. O estudo transversal foi

realizado com 450 alunos participantes na província de Dong Thap. Os resultados mostram que os fatores de medição da escala relacionados à demanda de consulta escolar têm alta confiabilidade (alfa de Cronbach > 0,6). saúde mental de 3,80/5, educação em habilidades para a vida de 3,73/5, método de aprendizagem de 3,5/5, relacionamento com amigos de 3,46/5, relacionamento com professores de 3,31/5 e relacionamento com a família de 3,25/5. Por meio da análise de regressão multivariada, os fatores que afetam a demanda de consulta de alunos do ensino médio em ordem decrescente de porcentagem de contribuição ao modelo são atividades de orientação profissional (42,09%), emoções psicológicas (23,37%), relacionamento com amigos (13,11%), relacionamentos com professores (11,18%) e educação de habilidades para a vida (10,25%).

Palavras-chave: Demanda de consulta, consulta escolar, escala de demanda de consulta escolar, Delta do Mekong do Vietnã, província de Dong Thap.

1. Introduction

In today's modern society, adolescents often face stress and crises related to psychology, emotion, social relationship, etc. With these difficulties, sometimes they cannot solve it by themselves because they fall into a state of confusion, lack of self-control, limiting the performance of social functions and roles; meanwhile trying to get out of their difficulties, they might have caused problems or consequences for themselves, their families and society. Adolescence is marked by rapid physical, emotional, social, and cognitive changes. They face emotional challenges in communication, self-control, conflict resolution, or problem solving, and such changes affect emotional responses and alter social interactions (McGivern RF. et al, 2002). Changes in attitudes towards family and peer relationship along with the context of the educational environment can affect mental health and have a major impact on adolescents' later lives (M. S., 2010).

Challenges and obstacles associated with adolescents, especially high school students, can cause them to experience social, behavioral and academic problems (Riney SS, Bullock LM., 2012). Observations show that one of five students has some sort of emotional or behavioral problem that meets the criteria for some diagnosable disorder (M. J., 2014). Meanwhile, the fact that adolescents face physical and psychological changes not only cause emotional conflicts between adolescents and their families, but also make students vulnerable to psychological stress; moreover, these changes may form an anti-psychotic, disobedience to parents, teachers, and sometimes socially undesirable behaviors and acute mental health problems that can follow them along their adulthood (Aziz A, Sumangala V., 2015).

Students face emotional challenges in communication, self-control, conflict resolution, problem solving, and self-awareness. Students who experience such problems need counseling

and support besides studying. If the stresses and difficulties associated with this developmental stage are addressed in a preventive manner, it can help students improve their ability to do well in school and promote positive interactions with teachers, family, and friends. As a result, it brings positive improvement in helping students become aware of their own abilities and values, emotional intelligence, and academic achievement. This further emphasizes the need to understand and capture the consultation demands of students, to find out specifically about the demands that students need to be consulted in order to provide guidance and counseling to orient students in an appropriate and timely manner.

School consultation in high schools for students is of great value and is extremely urgent in Vietnam today. School is an institution where students have many advantages to reach their developmental milestones and to learn and experience personal growth since schools act as a bridge to improve academic achievement, personality training and physical development, and it is the place to train human resources to support national development. High school is the final transition into adulthood when students begin to separate from their parents and make the big decision of what to do after graduation. They have to face academic pressure when they have to go through difficult exams and challenges in university admission. The purpose of identifying consultation demand is the process of satisfying students' demand for education, personal/social instruction, and consultation. A student who has been satisfied with consultation demand and effectively consulted will apply effective learning methods, realize its own potential and know how to develop it, know how to receive help from its parant in academic problems and, ultimately, not experience problems with the process of adapting to the school environment. For these reasons, the research was carried out with the aim of identifying consultation demand and factors affecting the consultation demand of high school students. For this purpose, the following research questions will be answered: (1) Identify factors affecting the consultation demand of students; (2) The degree of influence of factors affecting the consultation demand of students today.

2. Research Methodology

This research was carried out using a cross-sectional descriptive method through a random survey of 450 high school students from grade 10 to grade 12 at high schools in Dong Thap

province participating in the survey process and fully answering the questions in the form of self-filling on the questionnaires.

Research data

The research designs a questionnaire, then the questionnaire will be sent to students to answer the questions contained in the questionnaire. The questionnaire includes personal information such as: gender, school, grade, and section. The questions about school consultation are designed consisting of the following contents: (1) group of problems students wish to be consulted with 8 questions, and 8 groups of factors affecting the consultation demand covering: (2) factors related to career guidance with 6 questions, (3) factors related to psychological emotion and love with 6 questions, (4) factors related to relationship with friends with 9 questions, (5) factors related to relationship with teachers with 10 questions, (6) factors related to relationship with family with 11 questions, (7) factors related to learning activities with 10 questions, (8) factors related to mental health with 10 questions and (9) factors related to life skills education with 27 questions.

The questions about consultation demand of students are designed on a 5-point Likert scale, with values ranging from 1 to 5, of which 1 as “Absolutely undesirable”, 2 as “undesirable”, 3 as “normal”, 4 as “desirable”, and 5 as “strongly desirable”.

Theoretical framework and research hypothesis

The theoretical framework which was assembled based on a review of the literature in previous researchs, the existing literature, and theoretical concepts representing the influence of variables including occupational performance, psychological emotion and love, friendship, family relationship, teacher relationship, learning activities, mental health, life skills education and influence on the school consultant demand of students in Dong Thap was built to become the theoretical framework in this research. According to Abraham Maslow's Hierarchy of Needs Theory, people need to be satisfied with basic needs for survival and development, which are physiological needs, safety needs, social needs, esteem needs and self-actualization needs. According to Erik Erikson's Stages of Psychosocial Development, the stages of a person's life are characterized by a type of psychosocial crisis arising from the conflict between individual needs and the requirements of society. Difficulty in career guidance is a type of psychological

crisis that students often experience. According to research on personality of B.P.H. Lomov (2000), human needs are requirements for certain conditions and means for existence. And learning is a way for people to survive and develop. According to a 2006 study on the current situation of students' consultation demand by Bui Thi Xuan Mai, it indicated that students need consultation on love of up to 78%, and learning of 76% (Mai, 2006), which will promote the demand for school consultation in students to overcome these problems. Through the above researchs, the theoretical framework of factors affecting the consultation demand of high school students in Dong Thap province has been presented in Figure 1.

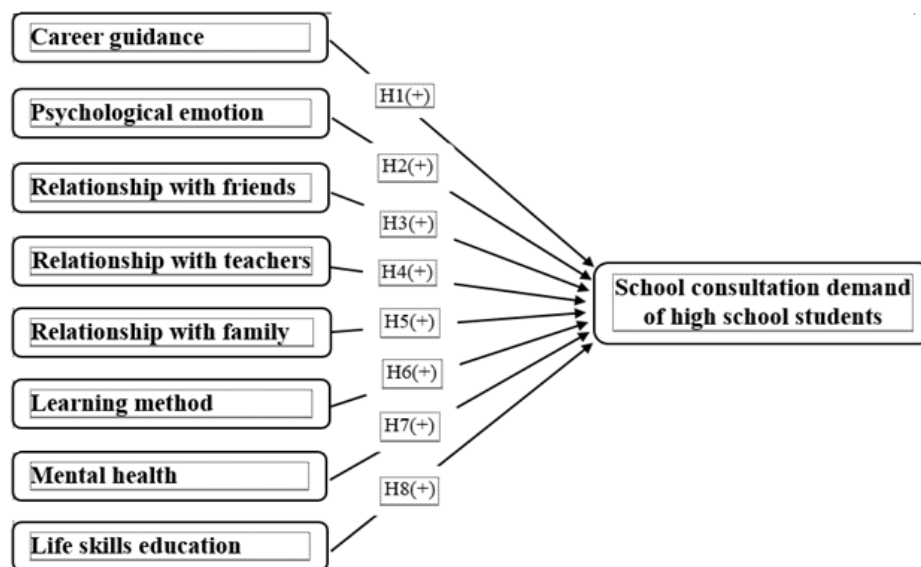


Figure 1. Theoretical framework of factors affecting consultation demand of high school students

Methods of assessment

The research was carried out on a voluntary basis. Before sending the questionnaire to students to fill out themselves, the researchers will ask for the consent of the student's parents or guardians to allow the students to participate in the survey, and then will clearly explain the purpose of the research, and answer students' questions. In addition, the researchers emphasize that the identities of the participants would be kept confidential.

Data analysis

The collected data will be entered and processed on the statistical software SPSS ver 25.

Use Cronbach's Alpha reliability test to verify correlation coefficients and relationships among variables. Follow Cronbach's Alpha rule and internal consistency, $\alpha > 0.9$ means very good, $0.8 < \alpha < 0.9$ means good, $0.7 < \alpha < 0.8$ means acceptable, $0.6 < \alpha < 0.7$ means poor, and $\alpha < 0.6$ means not acceptable. After testing the reliability of the scales, Exploratory Factor Analysis (EFA) was conducted with the aim of exploring which scales fit the structure of the problem of interest. In EFA analysis, variables with factor loading above 0.5 will be kept (Hair Jr., J. F. et al., 1998) and the total variance explained must be greater than 50% (Gerbing, D. W. & Anderson, J. C., 1988). The KMO (Kaiser - Meyer - Olkin Measure of Simplicity Adequacy) index must satisfy the condition of $0.5 \leq \text{KMO} \leq 1$ and the Bartlett's test has sig < 0.05 (Hoang Trong, Chu Nguyen Mong Ngoc, 2008).

Research ethics

The research was conducted after obtaining the consent of the School Administrator. Students participating in the research will be explained the purpose and significance of the research. Students and parents (guardians) agree to sign the consent form to participate in the research.

3. Results and Discussions

Demographic characteristics of students participating in the research

Out of 450 students participating in the survey, Table 1 shows that 40.9% of the students participating in the survey are male; the female group is more involved, accounting for 59.1%; the basic section has 220 students (48.9%) accounting for the highest proportion, followed by the natural science section with 125 students (27.8%), and the social science section has 105 students, accounting for the lowest proportion of 23.3%.

Table 1. Demographic characteristics of participants (n = 450)

<i>Demographic characteristics</i>		<i>Frequency (n = 450)</i>	<i>Ratio (%)</i>
Gender	Male	184	40.9
	Female	266	59.1
Section	Basic	220	48.9
	Natural science	125	27.8
	Social science	105	23.3

Problems students desire to be consulted

The problems that students want to be consulted are quite diverse and are divided into 8 main factors including career guidance, psychological emotion, relationship with friends, relationship with teachers, relationship with family, learning method, mental health and life skills education. In which, students desire to be consulted in life skills education which accounting for the highest proportion of 69.8%, followed by the consultation demand on career guidance of 69.6%, learning method of 68.9%, and mental health of 60.1%, relationship with friends of 48.5%, psychological emotion of 47.8%, relationship with family of 46.4% and relationship with teachers of 45.5% (Table 2).

Table 2. Problems students desire to be consulted

Factors	Ratio %				
	Absolutely undesirable	Less desirable	Normal	Desirable	Strongly desirable
Career guidance activity	2.9	4.2	23.3	44.9	24.7
Psychological emotion	4.4	7.6	40.2	34.2	13.6
Relationship with friends	3.6	9.8	38.2	35.6	12.9
Relationship with teachers	3.3	8.2	42.9	34.4	11.1
Relationship with family	5.6	8.2	39.8	33.3	13.1
Learning method	2.9	2.9	25.3	43.3	25.6
Mental health	5.3	5.6	40	31.8	17.3
Life skills education	2.4	4.4	23.3	43.1	26.7

Assessment of the scale by Cronbach's Alpha reliability coefficient**Table 3. Verify the reliability of the scales using Cronbach's Alpha coefficient**

Factors	Cronbach's Alpha	Number of variables	Strength of relationship
Career guidance activity	0.953	6	Very strong
Psychological emotion	0.956	6	Very strong
Relationship with friends	0.953	9	Very strong
Relationship with teachers	0.957	10	Very strong
Relationship with family	0.962	11	Very strong
Learning method	0.968	11	Very strong
Mental health	0.933	10	Very strong
Life skills education	0.989	27	Very strong
<i>Consultation demand</i>			

The results of Cronbach's alpha of the scales all have satisfactory reliability coefficients of Cronbach's alpha (>0.6). Thus, after assessing the reliability of the scale, the model includes 9 factors: Career guidance, Psychological emotion, Relationship with friends, Relationship with teachers, Relationship with family, Learning method, Mental health, Life skills education and Psychological consultation demand. These factors will be included in the Exploratory Factor Analysis (EFA).

Exploratory Factor Analysis (EFA)

After testing the reliability of the scales, exploratory factor analysis is conducted. The selected factor extraction method is the Principal components method with Varimax rotation.

The scale in the research, there are 9 scales with 90 observable variables of 8 independent factors and 8 observable variables of 1 dependent factor meeting the requirements of reliability for inclusion in exploratory factor analysis. The results show that all sub-categories have high factor loading (>0.6). The number of factors of the scale is selected based on the eigenvalues greater than 1, the Scree chart, the explanatory percentage of the factors $>50\%$ (Reinhold Müller, P.B., 1994) (Tabachnick B.G., Fidell L.S., 2001). The KMO measure (Kaiser - Meyer - Olkin) has a value = 0.972 satisfying $0.5 \leq \text{KMO} \leq 1$. Thus, factor analysis is consistent with actual data. The Bartlett's test has a value of $\text{sig} = 0.000 < 0.05$. It is concluded that observable variables are correlated with each other in each group of factors.

The knowledge scale shows that there are 8 factors that meet the criterion of eigenvalue > 1 (eigenvalue is 45.978; 7.495; 4.345; 3.695; 2.248; 2.069; 1.758; 1.464). The remaining factors with eigenvalues less than 1 were not selected for the analysis. The eigenvalue of each factor are shown in Table 4.

Table 4. Eigenvalues

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	45.978	51.087	51.087	45.978	51.087	51.087
2	7.495	8.328	59.415	7.495	8.328	59.415
3	4.345	4.828	64.243	4.345	4.828	64.243
4	3.695	4.106	68.349	3.695	4.106	68.349
5	2.248	2.497	70.846	2.248	2.497	70.846
6	2.069	2.298	73.145	2.069	2.298	73.145
7	1.758	1.954	75.098	1.758	1.954	75.098
8	1.464	1.627	76.725	1.464	1.627	76.725

9	0.982	1.091	77.816
10	0.817	0.907	78.723
11	0.765	0.850	79.573
....
90	0.030	0.033	100.000

Based on the above table, we can see that a total of eight factors explain 76.725% of the variation of the scale. The results of the EFA for the independent variables of the above factor rotation matrix show that, the factor loading of the observable variables all satisfy the conditions when factor analysis is Factor loading ≥ 0.5 , and the generated factors created factor analysis are 8 factors including Career guidance (6 variables), Psychological emotion (6 variables), Relationship with friends (9 variables), Relationship with teachers (10 variables), Relationship with family (11 variables), learning methods(11 variables), mental health (10 variables), life skills education (27 variables).

Descriptive analysis of factors affecting the school consultation demand of students with mean and standard deviation

Table 5. The results of the mean and standard deviation of the factors affecting the school consultation demand of students

Factors	Mean	Standard deviation
Career guidance activity	3.86*	0.865
Psychological emotion	3.43	0.898
Relationship with friends	3.46	0.857
Relationship with teachers	3.31	0.835
Relationship with family	3.25	0.908
Learning method	3.50	0.868
Mental health	3.80**	0.702
Life skills education	3.73***	0.883

*Note: * 1st highest average point, ** 2nd highest average point, *** 3rd highest average point.*

The groups affecting the school consultation demand are presented as mean and standard deviation. Among the above factors, students prioritize factors such as career guidance with an average point of 3.86 as the top priority since career needs have emerged as an important area to consult for high school student. There is a fact that students increasingly desire access to career information to guide their bachelor majors and future jobs, followed by mental health with an average point of 3.80 as the second priority. Though adolescent students have strong emotional development, they don't know how to manage anxiety, anger, or deal with negative intentions. Therefore, students demand for consultation about this problem as an option to share and receive advice to be able to regulate emotion and build self-confidence. The life skills education factor with an average point of 3.73 is the third priority because the formation and development of life skills is very important, and students are aware of the important role of life skills, so they

want to study and improve life skills for themselves; however, they lack the conditions to do so, as a result, the demand to learn and provide basic life skills training for individuals is very necessary.

Regression model and factors affecting the school consultation demand of students

Multiple linear regression is used to predict the influence of career guidance, psychological emotion, relationship with friends, relationship with teachers, relationship with family, learning method, mental health, life skills education on the school consultation demand of students. The details of the results are presented in Table 6 below.

Table 6. Summary of multiple linear regression analysis

Variables	B	SE B	β	P-Value	VIF	% of contribution	Result
H1. Career guidance	0.338	0.034	0.398	0.000*	2.030	42.09	Hypothesis accepted
H2. Psychological emotion	0.181	0.037	0.221	0.000*	2.560	23.37	Hypothesis accepted
H3. Relationship with friends	0.106	0.041	0.124	0.010*	2.860	13.11	Hypothesis accepted
H4. Relationship with teachers	0.093	0.036	0.106	0.010*	2.060	11.18	Hypothesis accepted
H8. Life skills education	0.081	0.037	0.097	0.031*	2.466	10.25	Hypothesis accepted

$R^2 = 0.640$, Adjusted $R^2 = 0.636$, *P-Value < 0.05 .

Dependent variable: Consultation demand.

Note: * Variable with $P < 0.05$

Table 6 shows the random relationship between career guidance (H1), psychological emotion (H2), relationship with friends (H3), relationship with teachers (H4), life skills education (H8) and school consultation demand of high school students. According to the results in Table 7 above, the variables H1, H2, H3, H4, H8 all have p-values lower than 0.05, so the 5 independent variables are correlated and significant with the dependent variable as school consultation demand with 95% reliability. On the other hand, variables as relationship with family (H5), learning method (H6), mental health (H7) are not significant with dependent variable because p-values are higher than 0.05.

The adjusted R value is 0.636, which means that 63.6% of the variation of the dependent variable as school consultation demand of high school students can be explained by the regression model with 5 independent variables H1, H2, H3, H4, H8. Regarding the level of contribution to the model, the variable of career guidance contributes the most with 42.09% as the factor that has the strongest influence on the school consultation demand of students, followed by the variable of psychological emotion contributing 23.37% as the second strongest

influencing factor, and the relationship with friends contributing 13.11% as the third strongest factor, the variable of relationship with teachers contributing 11.18% as the fourth strongest influencing factor, the variable of life skills education contributing the least 10.25% as the last strong influence on the school consultation demand of high school students in Dong Thap Province.

Verification of differences of consultation demand of students by their demographic characteristics

Table 7. Average point of consultation demand of students by their demographic characteristics

Demographic characteristics	N	Mean value	Standard deviation	P-value
<i>Gender</i>				
Male	184	3.56	0.76	0.408
Female	266	3.62	0.72	
<i>Schools</i>				
Nguyen Quang Dieu	90	3.73	0.74	0.379
Cao Lanh City	90	3.56	0.74	
Do Cong Tuong	90	3.52	0.61	
Thien Ho Duong	90	3.59	0.77	
Tran Quoc Toan	90	3.60	0.80	
<i>Grade</i>				
Grade10	150	3.47	0.80	0.015
Grade 11	150	3.61	0.67	
Grade12	150	3.71	0.71	
<i>Section</i>				
Basic	220	3.54	0.74	0.099
Natural science	125	3.71	0.74	
Social science	105	3.59	0.70	

The average point of the school consultation demand in the group of female students is 3.62, which is higher than that of the male group, which is 3.56; however, this difference is not statistically significant due to $p = 0.408 > 0.05$. Similarly, the average point of the psychological consultation demand among students of 5 secondary schools and sections is different, but the difference is not statistically significant due to $p \text{ value} > 0.05$. For grades, the group of 12th graders has the highest average point of the psychological consultation demand of 3.71, followed by the group of 11th graders with the second highest average point of the psychological consultation demand of 3.61, and 10th graders with the lowest average point of the psychological

consultation demand of 3.47. The difference in the school consultation demand among groups of students by grade is statistically significant due to $p \text{ value} = 0.015 < 0.05$.

Meanwhile, the research results are similar to the research of Anda et. al., 2009 showing that the demand for education and career guidance is the biggest demand of students (de Anda, D. et al, 2009), the research of Bui Thi Xuan Mai, 2006 also pointed out that the most demands for consultation are career guidance, psychological emotion, and friends, respectively. This showed that career consultation is an indispensable demand for high school students (Mai, 2006). Career consultation can help students learn about careers, job requirements, and activities students can take to prepare them for the future. In fact, career consultation services are not always available to high school students. As a result, many high school students are looking for online resources to help them make decisions. However, seeking information from unofficial sources can be frustrating and of poor quality. Therefore, if students can receive quality career consultation, they can be more confident in their career choices and future. In the research of Huseyin Uzunboylu et al., 2020 on "Research orientation related to psychological guidance and consultation programs for students", 133 researchs related to the topic of psychological guidance and consultation for students have been synthesized. The results also show that career development orientation is mentioned the most with 28%, followed by students' psychological emotion at 23% (Uzunboylu, H., & Özmen, S., 2021). In the research on "Assessment of the consultation demand of adolescent students" by Mohamad Akiam (2021), it identified problems that need consultation including career guidance, social skills, emotions, education, these were similar to the results obtained in the study (Akram, 2021). Peer relationships were found to be positively related to students' psychological well-being as well as student academic performance in the research by Roseth, 2008 (Roseth, C. J. et al, 2008). Since peer relationships are an important part of a adolescents' experience in school. Furthermore, close friendships will be associated with positive or negative experiences of student. Through a large number of researchs, it has been noted that adolescents who smoke, drink, and engage in school violence are because they have many friends who also engage in similar behavior (Wills, 2021). Many students, in face of inappropriate behavior by their peers, will have reactions starting with rejection, hesitance, then acceptance. At this time, the consultation demand is very important to be able to prevent learning from each other's behavior, thereby it minimizes negative effects and enhances positive peer relationships. Research conducted by Cook et al (2018) showed that the teacher-student relationship was identified as an important factor in improving the learning process of students (Cook, C. R. et al, 2018), of which positive teacher-student relationships promote good learning,

and negative teacher-student relationships promote serious problems that can affect student psychology (Hughes, J. N. et al, 2012). This proves that the teacher-student relationship has an impact on students' school consultation demand. Teachers can shape students' thinking skills provided that teachers purposefully interact with students in a positive way, and students who develop positive relationships with their teachers can overcome many school challenges because students have someone to share their feelings with and receive helpful advice from their teachers. Several researchs have found positive effects of skill training on coping with psychological and social factors such as depression, anxiety, and interpersonal conflict (Luna-Adame M. et al, 2013) (Smith EA. et al, 2004). Life skills learning is learning skills of managing stress and dealing with life changing skills which can positively impact mental health and reduce the risk of emotional and behavioral problems later in life (Lendrum A, Humphrey N. , 2012).

4. Conclusion

The research has achieved its initial goal of determining the factors affecting the school consultation demand of high school students in Cao Lanh City, Dong Thap Province. The results of hypothesis verification of this research show that 5 out of 8 variables as career guidance, psychological emotion, relationship with friends, relationship with teachers, and life skills education affects school consultation demand of high school students. The factors all have a positive influence on the school consultation demand, and the strongest impact is the career guidance factor, the second is psychological emotion, the third is the relationship with friends, the fourth is the relationship with teachers, and the least influence is life skills education.

In addition, with the T-test and the One-way ANOVA test, it was shown that there is a difference in the school consultation demand among groups of students in different grades, and there is no difference in gender, schools and sections about the school consultation demand among groups of high school students in Dong Thap Province.

The purpose of this research is to identify factors related to school consultation demand of high school students in Dong Thap Province. The key findings of the research contribute to our understanding of the factors that influence the psychological consultation demand. In addition, the point of students' consultation demand increases gradually by grade, which can help counselors and schools have appropriate strategies to meet the needs of students in each grade and age. The data analysis in this research can provide information for not only students in Dong Thap Province but also other localities in developing counseling strategies for high school

students. In particular, the research results are also the basis for prioritizing solutions to problems related to career guidance, psychological emotion, relationship with friends, relationship with teachers and life skills education to consult and support students at an urgent time, thereby it provides more specialized counseling services when needed. Moreover, the research can provide evidence for policy makers to come up with possible solutions for the counseling program in the school environment in Vietnam.

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