

## SCHOOL CONSULTATION MODEL IN VIETNAM: CASE STUDY OF PART-TIME TEACHERS

### *MODELO DE CONSULTA ESCOLAR NO VIETNÃ: ESTUDO DE CASO DE PROFESSORES EM TEMPO PARCIAL*

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#### **ABSTRACT**

The school consultation model in Vietnam currently being implemented according to Circular No. 31/2017/TT-BGDĐT effective from February 2, 2018, is the “Part-time teacher” model. The purpose of this exploratory study is to test the awareness of officials and teachers about the effectiveness of elements in the “part-time teacher” school consultation model in high schools in Ho Chi Minh City, Vietnam. The research sample was randomly selected from 4 high school heads and from teacher pedagogical training courses and management training classes, with 538 participants, of which teachers (69.0%), and managers (31.0%); in the study sample, there were (36.2%) participating in the school’s psychology team. Research subjects (28.6%) were trained in psychological consultation capacity by topic; (8.9%) training in psychological counseling capacity and granting training certificates; (5.4%) training for bachelor of psychology and master of psychology; (57.1%) had not studied through the psychological counseling competency program. The instrument’s validity and reliability were verified through the evaluation of Cronbach alpha analysis, and exploratory factor analysis (EFA). When analyzing the EFA factor, the results of the factors in the model have a positive correlation of 76.2% ( $R^2 = 1.00$ ), in the factors of personnel conducting consultations, policies for personnel participating in consultations, and policies for consulting personnel. Joining the school counseling team, the consultation process and the consultation room have not been paying attention.

**Keywords:** School consultation, school consultation mode, part-time teachers, policy.

## RESUMO

O modelo de consulta escolar no Vietname que está atualmente a ser implementado de acordo com a Circular n.º 31/2017/TT-BGDĐT, em vigor a partir de 2 de fevereiro de 2018, é o modelo “Professor a tempo parcial”. O objectivo deste estudo exploratório é testar a sensibilização de funcionários e professores sobre a eficácia dos elementos do modelo de consulta escolar de “professores a tempo parcial” em escolas secundárias na cidade de Ho Chi Minh, Vietname. A amostra da pesquisa foi selecionada aleatoriamente entre 4 diretores de escolas de ensino médio e de cursos de formação pedagógica de professores e turmas de formação gerencial, com 538 participantes, sendo professores (69,0%) e gestores (31,0%); na amostra do estudo havia (36,2%) participantes da equipe de psicologia da escola. Os sujeitos da pesquisa (28,6%) foram capacitados em capacidade de consulta psicológica por tema; (8,9%) formação em capacidade de aconselhamento psicológico e concessão de certificados de formação; (5,4%) formação para bacharel em psicologia e mestre em psicologia; (57,1%) não haviam cursado o programa de competência em aconselhamento psicológico. A validade e a confiabilidade do instrumento foram verificadas por meio da avaliação da análise alfa de Cronbach e da análise fatorial exploratória (AFE). Ao analisar o fator AFE, os resultados dos fatores do modelo apresentam correlação positiva de 76,2% ( $R^2 = 1,00$ ), nos fatores pessoal que realiza consultas, políticas para pessoal participante de consultas e políticas para pessoal consultor. Juntando-se à equipe de aconselhamento escolar, o processo de consulta e o consultório não têm prestado atenção.

**Palavras-chave:** Consulta escolar, modo de consulta escolar, professores em tempo parcial, política.

## **Introduction**

In 2017, the Ministry of Education and Training (Vietnam) issued Circular No. 31/2017/TT-BGDĐT effective from February 2, 2018, to guide the implementation of psychological counseling for students. students (students) in high schools, specifically (1 article) on applicable subjects; (1 thing) about purpose; (1 thing) in principle; (1 thing) about content; (1 thing) about form; (1 article) on coordination work; (1 article) about organization and officials; (1 thing) about facilities and implementation costs; (5 articles) implementation organization, regulations on responsibilities of the Principal (direct manager) and relevant parties regarding implementation, inspection and evaluation. Previously, Joint Circular No. 23/2015/TTLT-BGDĐT-BNV on regulations on professional codes and titles of public high school teachers issued on September 16, 2015, mentioned mental consulting work management and career guidance for students of part-time teachers. These documents have created a legal corridor for the implementation of school counseling (school counseling) in high schools in Vietnam.

Researchers believe that school is the ideal environment to carry out psychological interventions (Kutash & Duchnowski, 2007). School counseling is considered a profession in schools (Pham Thi Quy, 2021). The initial mission of school counseling is related to career guidance issues for students, gradually developing into school psychology counseling programs with more content. According to the American School Counselor Association, school counseling needs to support students in three aspects: academic, career, personal, and social (Dang Hoang Minh et al., 2010).

To further clarify the school counseling model in Vietnam, this study focuses on answering the following questions:

What are the elements of the “part-time teacher” school consultation model?

What is the perception of the effectiveness of the elements in the “part-time teacher” school consultation model?

What are the issues raised in the “part-time teacher” school consultation model?

## Literature Review

According to the Oxford Dictionary: A model is a simple description of a system, used to explain how something works or calculate what might happen, etc. From the perspective of school consultation, the author group Nguyen Hiep Thuong and colleagues (2020) defined: “a model is a system of elements that are closely related to each other” (p.74).

Regarding the school counseling model, there have been many domestic and foreign authors researching it. Beginning in the late 1960s, models began to develop that viewed school counseling as a school profession rather than a complementary service (Gysbers, 2004), with Gysbers et al.’s model being the foundation and an important model for developing professional school counseling, especially in the United States, and is the foundation of the ASCA comprehensive school counseling model (ASCA, 2005, 2012 & 2019); Domestic authors also research and apply many different models such as models to support students in studying and starting a

career (Ngo Thi Dung & Nguyen Thi Hong Nga; 2009; Le Minh Cong, 2020, Vuhong, 2022); psychological counseling at school, Tran Hung Dao high school, Nguyen Tat Thanh semi-public high school, Nguyen Binh Khiem high school, Ngo Sy Lien secondary school - Hanoi (Pham Manh Ha & Vu Thu Ha, 2014); school counseling model in secondary schools (Nguyen Hong Thuan, 2014), research on school counseling model in Vietnam: Part-time teachers or professional consulting office? (Tran Anh Tuan, 2018); studies confirm that, if there is a school counseling model in schools, it will address many risk factors leading to early mental disorders in children, increasing the number of students receiving intervention.

According to authors Le Son and Le Hong Minh (2014) in “Curriculum for Training School Counseling Profession - part 1 & 2”: The school counseling model in school must be a management model. educational principles of coordination and linkage between many different socio-political organizations under the direction of the policies and guidelines of competent state agencies.

According to author Huynh Van Son and colleagues (2020), the study of building a school counseling model at high schools in Can Tho City, clearly indicates a school counseling model that needs to ensure factors: personnel, facilities, form of implementation such as psychological consultation through thematic reports or integration, setting up information for receiving cases to support consultation, consultation or private consultation directly, combined with treatment. Consultation content needs to pay attention to age characteristics to ensure depth. Supervision needs to ensure operational supervision by the principal and professional supervision by experts or lecturers.

The school consultation model “Part-time teacher”, based on Circular No. 31/2017/TT-BGDĐT takes effect from February 2, 2018. The Circular emphasizes the following elements of the model:

Table 1 – Theoretical basis of the school consultation model “Part-time teacher”

Element	Concept	Expression
Explain the terms psychological consultation	Psychological consultation for students is the interaction, psychological support, and intervention (when necessary) of consulting staff and teachers for students when encountering difficult situations in learning or family circumstances family, relationships with others, and self-awareness, thereby increasing positive emotions, making choices, and making decisions in that situation.	
Purpose	Preventing and intervening (when necessary) for students who are having psychological difficulties in study and life to find appropriate solutions to minimize possible negative impacts; contributing to building a safe, healthy, friendly environment and preventing school violence. Support students to practice life skills, strengthen the will, confidence, courage, and appropriate behavior in social relationships.	
Principles of implementation	Ensure close coordination between forces within the school and the participation of parents or legal guardians of students (collectively referred to as parents) and relevant forces outside the school in the activities. Psychological counseling activities for students. Ensure students’ right to participate, voluntarily, make their own decisions, and keep information confidential in psychological counseling activities according to the provisions of law.	
Consulting content	About age and gender psychology; Consulting on skills education, cultural behavior measures, and violence prevention; Consulting to enhance response capacity; Consulting on skills, learning methods, etc.	Organize specialized reports on relationships such as:
		Body development according to gender
		Communicate and behave with friends for students.
		Communicate and behave with parents for students
		Communicate and behave with teachers and students
		Same-sex and opposite-sex friendships for students
		Communicate and behave on social networks
		Organize specialized reports on personal development
		Social adaptation skills;
		Manage students’ own positive emotions
		Adolescent reproductive health
		Taking care of students’ mental health
		Determine students’ own abilities
Improve students’ own internal strength		
Counseling and advising on the education of students who are not well-behaved		

		Consulting and educating students whose behavior deviates from school cultural standards
		Develop educational programs for underrepresented students
		Develop educational programs for students whose behaviors deviate from school cultural standards
		Organize specialized reports on learning
		Effective learning method
		Self-learning method
		Make a study plan
		Help students identify their own learning style
		Help students determine their own learning abilities
		Method of taking lecture notes
		Reading method
		Effective group discussion method
		Improve students' motivation/learning motivation
		Content of career consultation
		Learn about the occupational system in the labor market
		Organize social activities and community exchanges
		Organize clubs and social skills training classes for students
		Consulting and career guidance for students through learning about, choosing careers, training facilities, and visiting or penetrating organizations and businesses related to the career they choose.
		Organize art clubs for students to participate
		Organize photography clubs for students to participate
		Organize fitness and sports clubs for students to participate
Form organization	is	Organize topics for small groups (under 10 students)
	Organize topics, and organize information channels to provide knowledge;	Organize seminars for medium groups (under 50 students)
	Consulting, individual	Organize seminars for large groups (from 50 - 150 students)
		Organize topics for the entire grade and school
		Integrate into flag-raising ceremonies

	<p>consultation, group consultation, direct consultation, via intranet, social networking spaces, etc.</p>	<p>Integrate into extracurricular activities</p> <p>Organize field trips and field trips for small groups (under 10 students)</p> <p>Organize field trips and field trips for medium groups (under 50 students)</p> <p>Organize field trips and field trips for large groups (from 50 -150 students)</p> <p>Organize field trips and field trips for the entire block and school</p> <p>Group consultation directly in the consulting room</p> <p>Personal consultation directly at the consulting room</p> <p>Online group consultation (Zalo, phone, facebook, etc.)</p> <p>Online personal consultation (Zalo, phone, Facebook, etc.)</p> <p>Set up information channels to promptly support students</p> <p>Establish information channels to promptly support students' parents</p> <p>Coordinate with centers specializing in psychological consultation</p> <p>Collaborate with experts with expertise in psychological consultation</p> <p>Coordinate with hospitals to have psychological examinations</p>
<p>Coordination activity (formal)</p>	<p>Coordination within the school and between the school and external forces such as parents, experts at professional psychological counseling centers, psychological science organizations, and organizations Team and individuals with functions.</p>	<p>Contracts with life skills teaching centers to teach life skills to students</p> <p>Invite experts, organize sharing sessions, and talk topics with students</p> <p>Invite experts, organize sharing sessions, and talk about topics with parents and students</p> <p>Invite experts, organize sharing sessions, and guide parents to understand students' psychology and physiology to promptly support students.</p> <p>Collaborate with universities to create conditions for students majoring in psychology and educational psychology to practice and graduate</p>

<p>Organization of staff (personnel)</p>	<p>The school has a consulting and support team for students, and arranges part-time staff and teachers to carry out the work; The consulting team includes a representative of school leadership as team leader; Members are officials, teachers who also work as psychological consultants, medical staff, and teachers in charge of Communist Youth Union - Young Pioneer; Students' parents and some students are Communist Youth Union - Young Pioneer. Part-time teachers must have a certificate of psychological counseling capacity training according to regulations of the Ministry of Education and Training and are entitled to reduced teaching periods according to regulations.</p>	<p>There is a full-time psychology teacher with specialized training in psychology who is in charge of counseling and consulting activities for students.</p> <p>There is a network of student volunteers who can help you</p> <p>There is a network of volunteers who are specialized students trained in psychology, educational psychology, clinical psychology, etc. who want to learn and contribute</p> <p>There is a network of volunteers who are experts and scientists in the fields of psychology, educational psychology, clinical psychology, etc.</p> <p>Recruit and contract retired teachers with suitable qualifications to work as school counselors and counselors</p> <p>There is a network of volunteers who are experienced parents, suitable for advising and consulting students</p> <p>There is a network of volunteers who are experienced businesses and are suitable for consulting and advising students</p> <p>As a psychology teacher, her main job is teaching Citizenship Education</p> <p>In charge of the psychological counseling room but in charge of the library and equipment</p> <p>In charge of the psychological counseling room but also supports school health work</p> <p>Regularly report the situation to the Board of Directors and competent authorities</p>
<p>Infrastructure</p>	<p>Arrange a psychological</p>	<p>The consultation room is in a quiet, separate area, with 1 small room</p>

	<p>consultation room in the school, ensuring privacy and confidentiality.</p>	<p>Consulting room in a quiet, separate area, with 2 rooms (1 small room, 1 large room)</p> <p>There is a student counseling room but I haven't gone in yet</p> <p>The consultation and consultation room is in a quiet area of the library</p> <p>The consultation and consultation room is in a quiet area of the office</p> <p>The consulting and consultation room is in a quiet area in the Union office</p> <p>The room is equipped with tables and chairs for 2 people</p> <p>The room is equipped with tables and chairs for many people to sit</p> <p>The room is equipped with bookshelves and newspapers for students to read</p> <p>The room is equipped with a telephone</p> <p>The consulting room has personality, intelligence, and career guidance tests for students</p>
<p>Funding (policy)</p>	<p>Taken from the school's regular expenses, from support from organizations, individuals, and from other revenue sources to ensure legality.</p>	<p>Balance the workforce, ensure working hours according to regulations for part-time teachers and full-time school counselors</p> <p>Appointing part-time, and full-time teachers to participate in short-term training courses on counseling skills to do the task of consulting and advising students</p> <p>Salaries and benefits are paid from regular expenses</p> <p>Salary and benefits are paid from contributions from sponsors</p> <p>Salaries and benefits are paid from the funds of the school's Parents' Representative Board</p> <p>Salaries and benefits are paid from other legal revenue sources of the school</p> <p>Funding for school counseling and consulting activities comes from the school's regular expenses</p> <p>Funding for school counseling and consulting activities comes from sponsors' support</p> <p>Funding for school counseling and consulting activities comes from the funds of the school's Parent Representative Board</p> <p>Funding for school counseling and consulting activities is paid from other legal revenue sources of the school</p>

Implementation organization	The implementation organization emphasizes the role of planning, organizing, directing, checking, evaluating, and reporting of the Principal; Department of Education and Training; Ministry of Education and Training of specialized training units in educational psychological science.	Assign members of the Board of Directors to be in charge
		Assign tasks to members clearly in writing
		Coordinate with the Youth Union, Student Union, homeroom teacher group, and volunteers to effectively carry out school consultation activities
		Select from among teachers of subjects who have the capacity and qualities suitable for school counseling activities, and arrange them to do consulting tasks
		Create relationships and common concerns between schools and students' families, and relationships between teachers and student groups in observing, detecting, and promptly solving psychological problems that appear in the classroom. body or individual student
		There is a timely inspection and evaluation of school counseling and consultation activities of relevant departments

Source: Compiled by the author.

Overall, this is a relatively comprehensive model in psychological consultation for students at this time, but it has not been applied synchronously due to many different reasons, so exploratory research is needed clarify the subjects' perception of the effectiveness of the model. Using data to evaluate the effectiveness of school counseling programs is important to ensure that children's academic, social, emotional, and career development needs are addressed (ASCA, 2012).

## Research Methods

### *Research tools*

The theoretical basis for developing the questionnaire is based on the instructions for implementing Circular 31/2017/TT-BGDĐT. The initial stage of developing the questionnaire used a mixed questionnaire to poll the opinions of 3 experts. and some teachers and administrators (Creswell & Plano Clark, 2017); the reason for choosing this design is to collect information about what schools are

doing in psychological consultation activities for students according to the guidance of Circular 31/2017/TT-BGDDT, and then analyze it. The coding analysis is converted into an official questionnaire. The pilot survey phase involved a group of 30 people, including Principals, Vice Principals, Teachers, and school consultants, conducting an actual survey on a number of 538 subjects.

Table 2 – Description of research subjects

Order	Characteristics		Frequency	Ratio (%)
1	Gender	Male	107	19,9
		Female	431	80,1
2	District	Number	53	9.9
		Letter	307	57.1
		District	178	33.0
3	School	There is a specialist in school counseling	47	8.7
		There is no specialized school counselor	491	91.3
4	Position	Teacher	371	69.0
		Manage	167	31.0
5	Join the psychology team	Have	195	36,2
		Are not	343	63,8
6	Psychological training	By topic	154	28.6
		Certification	48	8.9
		Bachelor, master/PhD	29	5.4
		Haven't studied yet	307	57.1

The questionnaire is built into 2 parts, part 1 is participant information such as gender, level, place of work (school, district), position, whether or not they participate in the school's psychology team, and form of training create psychology, etc.; part 2 is a system of questions to collect information about teachers' awareness of the effectiveness of the elements in the "Part-time Teacher" model designed on a 5-level like scale (Boone, Boone): 1 No perform; 2 Rarely; 3 Occasionally; 4 Regularly; 5 Very often. The questionnaire was sent directly to each person, and all participants agreed to answer.

### **Data processing**

The questionnaire results are coded into 5 levels (see table 3).

Table 3 – Data encryption

Scope	Data Encryption	Level
From 1 to 1.80	Not done	1
From 1.81 to 2.61	Seldom	2
From 2.62 to 3.42	Sometimes	3
From 3.43 to 4.23	Frequent	4
From 4.23 to 5.0	Very often	5

The reliability of the tool was analyzed using Cronbach's Alpha reliability analysis technique with the support of SPSS. The device's reliability criterion is Cronbach's alpha index  $\geq 0.7$  (M. Allen and W.Yen. 1979), in this study Cronbach's alpha index coefficient  $> 0.9$ ; Exploratory factor analysis was performed using SPSS software. Validity testing uses exploratory factor analysis (EFA) with four indicators to consider, including the Kaiser-Meyer-Olkin index of sampling adequacy (KMO), considering variables that are correlated across the index. Bartlett's test  $< 0.05$ . According to general criteria, if Bartlett's level of significance is  $P < 0.05$ , it indicates that the sample data are acceptable (S. Santosa. 2017). To see the items that make up the construct, the results of the factor loadings were considered. If the factor loading from each item is  $\geq 0.5$ , it means that the item is well-validated (Ghozali, 2011). From the highest factor loading of each construct, it is possible to identify factors that fit that construct and are identified as factors that match the item characteristics of the factor structure.

### **Data analysis**

Analyzed results include descriptive statistics such as percentages, and average scores; T.Test and ANOVA comparative analysis; EFA exploratory factor analysis.

## Results and Discussion

### Research results

#### Results of reliability analysis

Table 4 – Summary of reliability test indicators for items of factors in the school consultation model “Part-time teacher”

Order	Factors	Cronbach's alpha	Cronbach's alpha of standardized items	Original item	Adjustments after EFA analysis
1	Learning development content (PTHT)	0.96	0.96	9	9
2	Social/Emotional (Social) Content	0.95	0.95	10	9
3	Career support content (HTNN)	0.93	0.80	18	4
4	Form of personal consultation (direct/indirect) (TVCN)	0.81	0.91	6	4
5	Form of thematic organization (TCCD)	0.88	0.88	8	3
6	Form of integration/coordination with experts (PHCG)	0.65	0.77	5	2
7	Facilities (consultation room) (PTV)	0.95	0.95	12	12
8	Case reception process (TT)	0.89	0.92	6	4
9	Implementation organization (Management work) (QL)	0.92	0.92	6	6
10	Personnel organization (Human Resources) (NS)	0.95	0.95	10	10
11	Capacity of “Part-time teacher) school consultant (NL)	0.98	0.98	18	18
12	Policy/funding (CS)	0.94	0.95	10	8

Source: Survey data of the project in December 2022.

**Results of exploratory factor analysis testing**

Through exploratory factor analysis, the results are as follows

Table 5 – KMO test and Bartlett’s Test

Adequacy of the research sample (KMO)		0.95
Correlation of observed variables	Chi Square	59117.141
	df	4005
	sig	0.000

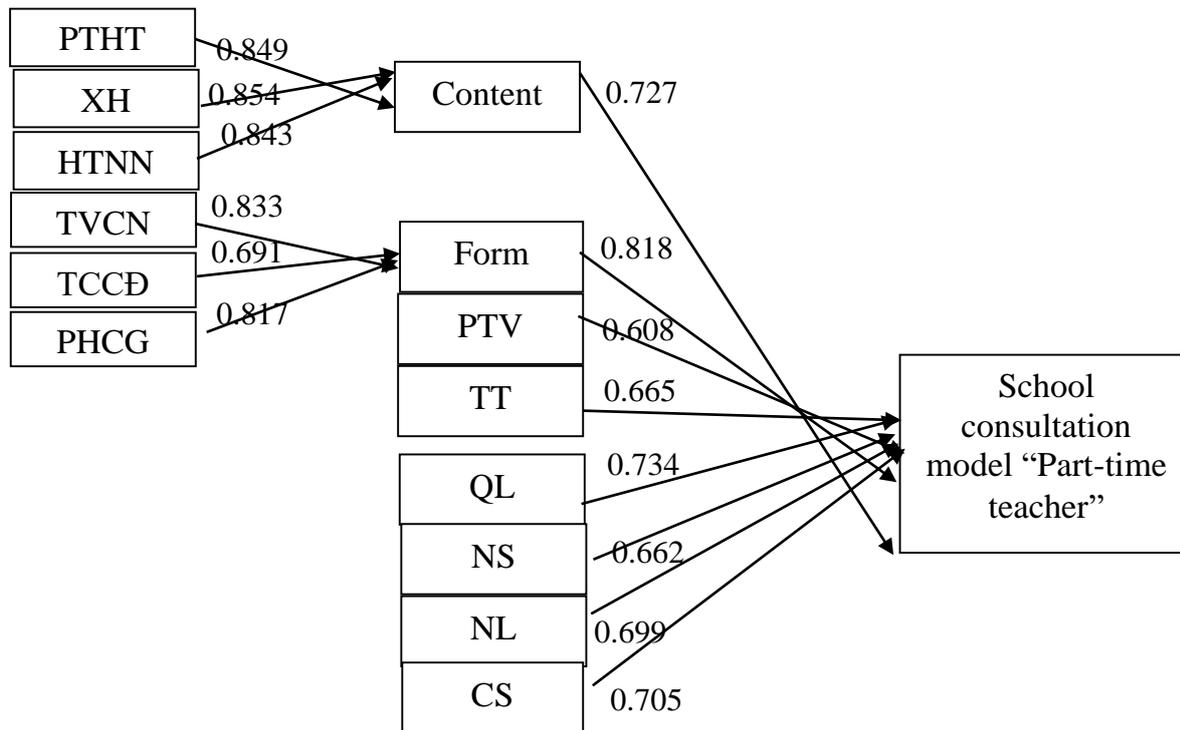
Source: Survey data of the project in December 2022.

After coding data from expert opinions and pilot surveys, the “part-time teacher” school consulting model is specified into elements with the following indicators: Learning development content ( 9); social/emotional content (9); career support content (4); about the form of personal consultation (direct/indirect) (4); Form of thematic organization (3); form of integration/coordination with experts (2); Facilities/consultation rooms (12); Case admission process (4); Implementation organization/Management work (6); Personnel organization/Human resources (10); Capacity of “part-time teachers” in school counseling (18); Policy/funding (8) Compared to the theoretical model according to the guidance on implementing Circular 31/2017/TT-BGDDT, the school consultation model “Part-time teacher” is actually added with 2 elements To confirm the reasonable structure of the model is the factor “Case reception process” and the factor “Capacity of the “part-time teacher” of school counseling”

Exploratory factor analysis (table 5) shows that the 8 factors mentioned above (content; form; Facilities/consultation room; Case reception process; Implementation organization/Management work; Organization Staff positions/Human resources; Capacity of “part-time teachers” in school counseling; Policies/funding) that affect school counseling with the “Part-time teacher” model. The total variance extracted is (76.3%, R2 = 1).

Correlation analysis shows that the factors are positively and positively correlated with each other in the school counseling model “Part-time teacher”.

Figure 1 – School consultation model “Part-time teacher”



***Awareness of the effectiveness of elements in the “part-time teacher” school consultation model***

The results of Table 6 show that the research subjects’ awareness of the factors in the “Part-time Teacher” school counseling model being implemented in Vietnam is mainly at level 3 - Sometimes, this means that the factors Elements in the model are implemented but are not effective, there is no investment for the right purpose of school counseling, including elements implemented at level 2 - Rarely such as facilities/consultation rooms. counselors (2.31) and personnel (2.47) performing school counseling tasks.

Table 6 – Perception of the effectiveness of factor

Characteristic		1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	M	SD
Content	Learning development	4.6	8.6	33.3	38.8	14.7	3.50	0.94
	Society	4.1	9.7	41.4	34.9	9.9	3.37	0.93
	Career support	4.6	12.5	42.4	32.7	7.8	3.27	1.00
Form	Personal consultation (direct/indirect)	16.0	13.8	44.2	20.4	5.6	2.86	1.09
	Thematic organization	1.9	9.3	23.2	47.6	18.0	3.71	0.93
	Integrate/coordinate with experts	13.3	21.3	30.5	24.7	10.3	2.97	1.18
Facilities (consultation room)		32.2	21.2	33.0	10.7	3.0	2.31	1.12
Case reception process		19.3	17.7	32.0	22.5	8.6	2.83	1.22
Implementation organization (Management work)		9.1	15.1	43.1	24.0	8.7	3.08	1.05
Personnel organization (Human resources)		29.4	18.2	33.1	14.2	5.0	2.47	1.19
Competence of “Part-time teacher) in school consultation		11.4	11.2	37.9	25.4	14.2	3.20	1.16
Policy/funding		21.2	17.8	39.0	16.4	5.6	2.67	1.14
School consulting model “part-time teacher”		<b>6.6</b>	<b>13.6</b>	<b>54.5</b>	<b>21.0</b>	<b>4.2</b>	<b>3.02</b>	<b>0.88</b>

Source: Survey data of the project in December 2022; Notes: 1- Not implemented; 2- Rarely; 3- Occasionally; 4- Regularly; 5- Very often; M – Average score; SD- Standard deviation.

**Compare by variable**

Table 7 – Comparison of T-Test and Anova according to study variables

Characteristic		Frequency	M	SD	Sig
Gender	Male	107	3.08	0.86	0.88
	Female	431	3.00	0.88	
District	Number	53	2.94	0.88	0.343
	Letter	307	3.07	0.87	
	District	178	2.96	0.89	
School	Have a school counseling CV	47	3.06	0.56	0.006
	There is no school counseling CV	491	3.02	0.90	
Position	Teacher	371	2.99	0.66	0.280
	Manage	167	3.09	0.72	
Join the psychology team	Have	195	3.02	0.72	0.31
	Are not	343	3.02	0.66	
Psychological training	By topic	154	2.98	0.93	0.26
	Certification	48	3.20	0.87	
	Bachelor, master/PhD	29	3.24	0.51	
	Haven't studied yet	307	2.99	0.88	

Source: Survey data of the project in December 2022.

The results of comparing T-Test and Anova show that there is no significant difference between the research variables, all results are present (Sig > 0.005).

**Discussion**

According to the results of research on the school counseling model “Part-time Teacher” being implemented in Vietnam today, the structure of the model shows that each factor has a definite influence and positive correlation to the model. It can be affirmed that this is a feasible model that can be implemented in the current context when Vietnam still does not have enough specialized school counseling forces. If implemented effectively, it can bring good results. Actively participate in school counseling activities in schools. There are also studies confirming that this model has been applied in some countries such as Singapore and Malaysia (Nguyen

Xuan An et al., 2023). In Singapore in the 2000s, they also recruited retired teachers to supplement the lack of human resources in school counseling (Kok, 2013). In Malaysia, there is a shortage of teachers, and school counseling teams are also required to participate in teaching (Amat et al., 2017).

The effectiveness of the elements in the model is at an average level, only occasionally implemented at school and mainly focusing on learning development content; The main form is thematic organization, while individual, direct/indirect group consultations or expert coordination are rarely implemented. This result is also similar to the research results of the authors Tran Anh Tuan (2018) who said that the “part-time teacher” model is not effective, it is just a firefighting model in a time when Vietnam is not enough. Professional school counseling human resources.

In this study, teachers and administrators realized that they had not received attention in training their consulting capacity, as well as supporting them in terms of funding and benefits when concurrently undertaking this work, although teachers have pedagogical skills, they have not been trained in school psychology consultation skills, so they feel difficult and confused when supporting students. The quality and qualifications of school counseling human resources are not professionally trained and do not have enough specialized qualifications (Nguyen Thi My Loc, 2014) which is the main reason leading to the failure or low effectiveness of the model. Current school counseling in Vietnam. Another reality is that school administrators are rarely trained in school counseling competencies; administrators may not fully appreciate the scope of school counseling needed to provide supervision and support. Comprehensive and effective support for “part-time teachers” psychological consultation teams in schools, this result is also consistent with the research (Cinotti, 2014; Dahir, 2019). If there is comprehensive cooperation between the school counselor, the Principal, and the teachers participating in the psychological counseling team in the school, there can be significant improvement in supporting the spiritual life of students (Dimmitt & Janson, 2009; Janson, Militello & Kosine, 2008; Lambie & Williamson, 2004; Dahir, 2019).

In the study, there were also 3 schools that had full-time school counselors. These experts were trained in school counseling and at the master's level. The school had a counseling room to serve school counseling work. However, the school counselors of the above schools must also undertake classroom teaching, in addition to taking on a number of other administrative tasks, this shows that, even if there are full-time counselors, they have not been properly promoted in their role because the authority assigned by leaders at the school greatly affects the role of school counselors, this also affects the effectiveness of school psychological counseling. of counselors in these three schools, this study is similar to research (Stone & Dahir. 2016; Dahir. C.2019) stating that some principals consider school counseling as a secondary administrative function. supports that limit the school counselor's ability to provide academic and career as well as social and emotional development for all students. As early as 1923, Myers asserted that administrative tasks were getting in the way of "real consulting" work (Dahir, 2019). Corwin and Clarke (1969) provided evidence that school counselors are often hindered in achieving their counseling goals due to organizational and administrative influences (Dahir, 2019).

## **Conclusion**

Although not operating effectively, this is a relatively comprehensive model and is considered a flexible model, suitable for the current context of school counseling in Vietnam. However, managers, specifically school principals, should link with a school specializing in school psychology to train and improve the capacity of school psychology consultation for a number of key participating teachers. School psychology team. In addition, the Ministry of Education and Training also needs to orient training programs for pedagogical students to include the training program modules on consulting capacity training for pedagogical students.

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