Managing Psychological Counseling For Secondary Schools' Pupils in Ho Chi Minh City *

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Abstract:
The research was aimed to investigate the managing psychological counseling for secondary schools' pupils in Ho Chi Minh City. Within the research, the questionnaire survey method was administrated. The results indicated that managing psychological counseling for secondary schools' pupils was conducted at good level. The managing psychological counseling for secondary schools' pupils in Ho Chi Minh City could be better if there had been conducted in more effective ways.

Keywords: managing psychological counseling; managing psychological counseling for secondary schools' pupils

1. INTRODUCTION

The topic on managing psychological counseling conveyed loads of interests from both domestic and international researchers. Most international studies on managing psychological counseling focused on building theory framework and evaluating managing of psychological counseling in schooling context. For more specific, there were two main tendencies in researching on psychological counseling amongst international research: 1/ Focusing on psychological counseling for learners; 2/Focusing on managing psychological counseling in schooling contexts. Within the first tendency, there were many scholars contributing their efforts to the topic including Tomasco Gazoni (1626), J. Godefroid (1987). On the other hand, the second tendency could be represented by Olweus, D., Limber, S. (1999), Dan Olweus (2004), Pius N. Nyutu, Norman Gysbers (2007). In general, all mentioned researchers emphasized the importance as well as theory framework and managing process of psychological counseling in schooling contexts.

The same stories could be told in cases of Vietnamese research on psychological counseling in secondary schools. Vietnamese studies on psychological counseling could be derived into two tendencies: 1/ Focusing on psychological counseling for pupils; 2/Focusing on managing aspects of psychological counseling. Many researchers had studies conducted in term of the first tendency, focusing on theory framework building, could be named such as Hoang Kien, Nguyen The Truong, Pham Tat Dong (1996); Nguyen Duc Tri (2010); Tran Thi Minh Duc (2012)…Besides that, within the first tendency, there were still studies focusing on investigation on psychological counseling including Truong Thanh Chi (2011); Nguyen Thi Thuy Dung (2013); Nguyen Thi Nguyet, Bui Thi Thanh Dieu (2016)…On the other hand, according to research on managing psychological counseling for pupils, there were several sub-topics such as: Demanding of psychological counseling activities amongst pupils (Duong Dieu

Hoa et al, 2007; Hoang Anh Phuoc, 2012; Pham Thanh Binh, 2014); Models of psychological counseling activities (Nguyen Thi Mui et al, 2006; Tran Thi Le Thu, 2010; Nguyen Thi Phuong Hoa,2017); Managing status of psychological counseling activities in terms of pedagogics; education management, educational psychology (Truong Thi Hang, 2013; Le Thi Thu Ha, 2013; Phan Thi Tuyet Huong, 2014). In general, research on management of psychological counseling for secondary schools' pupils received huge attention from Vietnamese government. All the Vietnamese research on managing psychological counseling for secondary schools' pupils revealed that researchers paid attention on theory framework and managing psychological counseling for secondary schools' pupils. As a part of school management, managing psychological counseling for secondary schools' pupils played an irreplaceable factor contributing to effectiveness of school management. The effectiveness could be captured throughout sub-process of managements including Planning, Organizing implementation, and Evaluation managing psychological counseling for secondary schools' pupils. Moreover, it needed purposeful impact, principles, content, methods, forms of organization, testing and evaluation, implementation conditions from managing subjects (principals, teachers, psychological counseling staffs and parents) to managing objects (pupils).

Research methods and instruments

Methods: The main method was applied was the questionnaire survey.

Sample: the sample size was 2.520 participants including: 140 school managers,
400 teachers and staff, 540 parents and 1440 secondary schools' pupils. The sample size was calculated according to "Sample size for frequency in population". The selection method for sample size was random and convenient.

Research area: the research was conducted at secondary schools in Ho Chi Minh City, including schools in District 3 (Doan Thi Diem, Kien Thiet, Phan Sao Nam campus); District 5 (Hong Bang, Ly Phong campus); in Go Vap District (Phan Van Tri, Truong Son, An Nhon campus); in Binh Thanh District (Yen The campus); in District 8 (Ly Thanh Tong campus); Thu Duc City (Truong Thanh campus) and in Binh Chanh area (Phong Phu, Go Xoai campus).

Instrument: 4 types of survey form were assigned to 4 groups of targeted audience including school administrators; teachers; parents and pupils.

The reliability of instruments: the scale of managing psychological counseling for secondary schools' pupils in Ho Chi Minh City administrated with four targeted audience was ensured with reliability for researching purposes. The Cronbach's Alpha indexes were >0.60 and the total variable correlation was ≥ 0.30.

Scoring: The data results obtained from the survey were calculated according to the average score. The lowest score was 1, the highest was 5, divided into 5 levels, each level was 0.8 points apart (the range of levels would be : (n-1)/n=0.8) and the mean values were determined as follows:

From 1.00 to 1.80: Totally disagree / Totally not good From 1.81 to 2.60: Disagree/Not good

From 2.61 to 3.40: Confused/Normal

From 3.41 to 4.20: Agree/Good

From 4.21 to 5.00: Totally agree / Totally good

Managing psychological counseling for secondary schools' pupils in Ho Chi Minh City

Research on managing psychological counseling for secondary schools' pupils in Ho Chi Minh City was conducted in terms of contents. The results was as follows:

School administrators' evaluating on "implementing levels" of planninng for managinng psychological counseling for secondary schools' pupils

Planing played crucial role in managing psychological counseling for secondary schools' pupils. The results was as follows:

Table 1: Evaluation of school administrators on the implementing levels of planning for managing psychological counseling for pupils

No	Planning for managing psychological counseling for pupils	Sum	Mean	Rank	StD
1	Find out the needs and analyze the status of psychological counseling for pupils	140	3.98	4	0.754
2	Mastering the regulations and requirements of superiors on psychological counseling for pupils	140	3.98	4	0.744
3	Indentifying the purpose of psychological counseling for pupils	140	4.02	3	0.724
4	Identifying principles of psychological counseling for pupils	140	4.03	2	0.795
5	Identifying the content of psychological counseling for pupils	140	4.11	1	0.802
6	Identifying the form of implementing psychological counseling for pupils	140	3.93	7	0.755
7	Identifying collaborative work in psychological counseling for pupils	132	3.27	10	0.799
8	Determining conditions to ensure the implementation of psychological counseling for pupils	140	3.96	6	0.708
9	Developing testing criteria and evaluating results of psychological counseling for pupils	140	3.84	8	0.722
10	Developing of various working plans psychological counseling for pupils	140	3.84	8	0.752
11	Re-viewing types of plans for psychological counseling for pupils	131	3.23	11	0.819
	Total		**3.83**		**0.545**

The results revealed that "implementing levels" of planning for managing

psychological counseling for secondary schools' pupils was at good level (M=3.83; STD=0.545). It was read from the statistical data that planning could have been better if school administrators had conducted changes in orders as follows: "Re-viewing plans of psychological counseling for pupils" (M=3.23; STD=0.819; ranked=11); "Identifying collaborative work in psychological counseling for pupils" (M=3.27; STD=0.799; ranked=10); "Developing testing criteria and evaluating results of psychological counseling for pupils" (M= 3.84; STD=0.722; ranked= 8); "Developing of various working plans psychological counseling for pupils" (M=3.84; STD=0.752; ranked= 8); "Identifying forms of implementing psychological counseling for pupils" (M=3.93; STD=0.755; ranked= 7); "Determining the conditions to ensure the implementation of psychological counseling for pupils" (M=3.96; STD=0.708; ranked = 6); "Find out the

demand and analyze the status of psychological counseling for pupils" (M=3.98; STD=0.754; ranked= 4); "Mastering regulations and requirements of superiors on psychological counseling for pupils" (M = 3.98; STD = 0.744; ranked= 4); "Identifying the purpose of psychological counseling for pupils" (M = 4.02; STD = 0.724; ranked= 3); "Identifying principles of psychological counseling for pupils" (M = 4.03; STD = 0.795; ranked= 2); "Identifying the content of psychological counseling for pupils" (M = 4.11; STD = 0.802; ranked= 1).

Evaluation of school administrators, staff, and teachers on "implementing levels" of organizing implemention for managing psychological counseling for secondary schools' pupils

Organizing implemention psychological counseling for secondary schools' pupils would ensure deloying planning of managing psychological counseling. The results would be as follows:

Table 2. Evaluation of school administrators on the implementing levels of the organizing implemention managing psychological counseling for pupils

No	Organizing psychological counseling management for pupils	Sum	Mean	Rank	StD
1	Establishing a management committee for psychological counseling for students	138	3.94	5	0.771

No	Organizing psychological counseling management for pupils	Sum	Mean	Rank	StD
2	Determining the managing mechanism and cooperation between individuals, departments, and psychological counseling groups in psychological counseling for pupils.	140	3.87	6	0.718

		140			
3	Establishing a student advisory team to support students in accordance with the regulations of the Ministry of Education and Training	140	3.96	4	0.724
4	Assigning, re-arranging counseling team to carry out psychological counseling for students in the schools	140	4.07	2	0.736
5	Promulgating regulations on organizing implementing psychological counseling for pupils	140	4.06	3	0.665
6	Organizing, deploying and guiding educational forces to carry out psychological counseling programs for pupils	140	3.82	7	0.732
7	Training for educational forces, organizing exchanges and learning experiences on psychological counseling for pupils	140	3.72	8	0.866
8	Creating good environment for implementating of psychological counseling for pupils	140	4.08	1	0.750
Total			**3.94**		**0.572**

The results indicated that school administrators, staff and teachers' evaluated "implementing levels" of organizing implemention for psychological counseling for secondary schools' pupils at good level (M = 3.94;

1); "Assigning, re-arranging the counseling team to carry out psychological counseling for pupils " (M = 4.07; STD = 0.736; ranked= 2); "Promulgating regulations on organizing implementing psychological counseling for pupils" (M = 4.06; STD = 0.665; ranked= 3). On the contrary, there were aspects receiving less attention such as: "Organizing, deploying and guiding

STD = 0.572). Amongst those, there were several aspects highly evaluated such as: "Creating good environment for implementating of psychological counseling for pupils" (M = 4.08; STD = 0.750; ranked=

educational forces to carry out psychological counseling programs for pupils"(M = 3.82; STD = 0.732; ranked= 7); "Training for educational forces, organizing exchanges and learning experiences on psychological counseling for pupils"(M = 3.72; STD = 0.866; ranked= 8).

1.1.   Evaluation of school administrators, staff, and teachers on "implementing levels" of directing implementation in managing

psychological counseling for secondary school pupils
The directing implementation in psychological counseling for secondary school pupils was a managing function to achieve the goals. The results on directing implementation in psychological counseling for secondary schools' pupils would be as follows:

Table 3. Evaluation of school administrators on the implementing levels of directing implementating managing psychological counseling for pupils

No	Directing implementating managing psychological counseling for pupils	Sum	Mean	Rank	StD
1	Making a decision to carry out the psychological counseling for pupils	140	4.04	1	0.767
2	Guiding the advisory team, parents and other educational forces to implement the psychological counseling	140	4.02	2	0.763
3	Directing educational forces to report on psychological counseling for pupils	140	3.79	5	0.666
4	Monitoring, promoting and adjusting the implementation of psychological counseling	140	3.87	3	0.872
5	Encouraging educational forces to implement plan	140	3.80	4	0.883

No	Directing implementating managing psychological counseling for pupils	Sum	Mean	Rank	StD
6	Attracting organizations and individuals in the school and outside forces to participate and coordinate in psychological counseling for pupils	140	3.62	6	0.993
Total			**3.86**		**0.698**

The results indicated that evaluating of school administrators, staff, and teachers on "implementing levels" of directing implementation in psychological counseling for secondary schools' pupils was at good level. It could have been better if school administrators had introduced more effective and proper solutions. On the other hand, there were still some aspects that received less attention including: "Attracting organizations and individuals in the school and outside forces to participate and coordinate in psychological counseling for pupils" (M = 3.62; STD =0.993; ranked= 6); "Directing educational forces to report on psychological counseling for pupils" (M = 3.79; STD = 0.666; ranked= 5); "Encouraging educational forces to implement plan" (M = 3.80; STD = 0.883; ranked= 4). In contrast, there were several aspects received highly evaluated including:

"Making a decision to carry out the psychological counseling for pupils" (M = 4.04; STD = 0.767; ranked= 1); "Guiding the advisory team, parents and other educational forces to implement the psychological counseling" (M = 4.02; STD = 0.763; ranked= 2); "Monitoring, promoting and adjusting the implementation of psychological counseling" (M = 3.87; STD = 0.872; ranked= 3).

1.2.   Evaluating of school administrators, staff, and teachers on "implementing levels" of testing and assessment on managing psychological counseling for secondary schools' pupils
Testing and assessment were two function of managing process in managing psychological counseling for secondary schools' pupils. The results was as follows:

Table 4. Evaluation of school administrators on the implementing levels testing and evaluating managing psychological counseling for secondary schools' pupils

No	Testing and valuating on managing psychological counseling for secondary schools' pupils	Sum	Mean	Rank	StD
1	Identifying the purpose and content of testing and evaluating psychological counseling for pupils	140	3.96	1	0.693
2	Identifying ways of testing and evaluating psychological counseling for pupils	140	3.96	1	0.785
3	Developing and disseminating evaluation criteria	140	3.93	3	0.828
4	Conducting periodic inspection, unexpected inspection	140	3.70	6	1.009
5	Feebacks and lesson learnt	140	3.74	5	0.977
6	Rewarding individuals and groups with good achievements, reminding and criticizing individuals and groups that were not good	140	3.79	4	1.085
	Total		3.85		0.784

The data indicated that school administrators, staff, and teachers evaluated "implementing levels" of testing and evaluating managing psychological counseling for secondary schools' pupils was at good level (M = 3,85; STD = 0,784). For more specific, there were some contents of management received positive feedbacks such as "Identifing the purpose and content of testing and evaluating psychological counseling for pupils" (M = 3.96; STD = 0.693; ranked= 1); "Identifing ways of testing and evaluating psychological counseling activities for pupils" (M = 3.96; STD = 0.785; ranked=

1). On the other hand, there were some contents received less consideration including: "Conducting periodic inspection, unexpected inspection" (M = 3.70; STD = 1.009; ranked= 6) và "Feebacks and lesson learnt" (M = 3.74; STD = 0.977; ranked= 5).

2. Discussion on managing psychological counseling for secondary schools' pupils in Ho Chi Minh City

The results of general evaluation on managing psychological counseling for secondary schools' pupils was represented as follows:

Table 5. General evaluation of school administrators on managing psychological counseling for secondary schools' pupils

No	Managing psychological counseling for secondary schools' pupils	Sum	Mean	Rank	StD
1	Developing a managing plan for managing psychological counseling for pupils	140	3.83	4	0.545
2	Organizing the implemention of managing psychological counseling for pupils	140	3.94	1	0.572
3	Directing the implemention of managing psychological counseling for pupils	140	3.86	2	0.698
4	Evaluating the implementing of managing psychological counseling for pupils	140	3.85	3	0.784
Total			**3.87**		**0.595**

The results indicated that school administrators' general evaluating on managing psychological counseling for secondary schools' pupils was at good level (M = 3.87; STD = 0.595). It would be better if school administrators could pay more attention on conducting in orders as follows: "Developing a managing plan for maanging psychological counseling for pupils" (M = 3.83; STD = 0.545; ranked= 4); "Evaluating the implementing managing psychological counseling for pupils" (M = 3.85; STD = 0.784; ranked= 3); "Directing the implementing managing psychological counseling for pupils" (M = 3.86; STD = 0.698; ranked= 2); "Organizing the implementing managing psychological counseling for pupils" (M = 3.94; STD = 0.572; ranked= 1).

2. CONCLUSION

The research on managing psychological counseling for secondary schools' pupils in Ho Chi Minh City was administrated in survey methods with questionnaires. The data analysed in quantity aspects resulted in proper, dependable, and highly scientific value results. In general, school administrators' evaluation revealed that managing psychological counseling for secondary schools' pupils in Ho Chi Minh City was at good level. However, it could have been better if school administrators had conducted more proper and better solutions in managing psychological counseling for secondary schools' pupils in Ho Chi Minh City.

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