

Predictability of Extrinsic and Intrinsic Factors on Counseling Competence of School Counselors: A Cross-sectional Study in Vietnam

Vu Thu Trang¹, Tran Le Thanh^{2*}, Nguyen Thi Mai Lan³ & Vu Dung⁴

¹Hanoi National University of Education, Vietnam

²People's Security Academy, Vietnam

³Graduate Academy of Social Sciences, Vietnam

⁴Vietnam Association of Psychology, Vietnam

*Correspondence: People's Security Academy. E-mail: tranlethanh76bg@gmail.com

Received: March 13, 2024

Accepted: April 28, 2024

Online Published: May 7, 2024

doi:10.5430/jct.v13n2p113

URL: <https://doi.org/10.5430/jct.v13n2p113>

Abstract

This study aims to explore the impact of extrinsic and intrinsic factors on the counseling competence of Vietnamese school counselors. A cross-sectional study was conducted on 226 teachers in two Vietnamese provinces. All school counselors have attended school counseling training courses with an average experience of 11.3 years. Linear regression analysis was used to determine the impact of extrinsic and intrinsic factors on counseling competence. The results show that: (i) When considering separately the impact's possibility of each factor, the model has confirmed the possibility of a positive impact of both factors; (ii) however, when considering the model combining two groups of factors, the role of variables in the extrinsic factors no longer exists, while the role of variables in the intrinsic factors is still available. This study has confirmed the role of intrinsic factors related to the personal counseling competence of school counselors. This finding allows us to propose a solution to improve and develop counseling competence for school counselors focusing on identified intrinsic factors and promoting policies to maintain the positive impact of extrinsic factors in Vietnamese education or countries with similar educational backgrounds.

Keywords: counselling competence, extrinsic factors, intrinsic factor, predictability, school counseling

1. Introduction

Counseling competence (CC) can be defined as the knowledge, attitudes, and skills necessary to meet the requirements of a school counseling professional (American School Counselor Association 2008). Recently, the CC of school counselors (SC) has received a lot of study attention (Holman et al. 2019; Pincus et al. 2020; Vasalampi et al. 2018; Wilder et al. 2018). Therefore, it is necessary to train a team of qualified SCs, especially in the developing countries which have been investing in school psychology. However, previous studies in developing countries have shown that students do not feel safe enough to share their difficulties with SCs as well as feelings of lack of understanding and support from SC (Chong et al. 2018; Holman et al. 2019; Salle et al. 2018). This limited aspect belongs to the SC's CC. This result shows that the majority of SCs lack the necessary competence. In addition, a study by Carol et al. (2008) has shown that many SCs show limited abilities to grasp and implement new visions of SC holistically and thus demonstrate a need to develop their professional competence. There are also some such innovations in Vietnam since 2017 but the current SCs have not understood the policy and been able to develop this professional (Nguyen 2018; Nguyen 2020). High school students in Vietnam face numerous mental health issues related to learning (Le et al. 2023; Luu-Thi et al. 2021; Nguyen-Thi et al. 2020; Nguyen et al. 2024). The study conducted by Luu-Thi et al (2021) has demonstrated the correlation between mathematics anxiety and academic performance. Nguyen-Thi et al. (2020) discovered an association between loneliness, stress, self-esteem, and deceit among junior high school students. Le et al. (2023) discovered a positive and statistically significant indirect association between personality traits and verbally aggressive behaviour via anger. Nguyen et al. (2024) noticed that high school students' anxiety regarding career decision-making was influenced by their academic performance. This context leads to an increase in the need to improve the CC of the Vietnamese SCs. This was highlighted in research,

Huynh and Tran-Chi (2019) demonstrated a statistically significant positive association between the prevailing challenges faced by high school students and their requirement for academic counselling.

Thus, improving the CC of SCs is an important practical issue in Vietnam (Nguyen 2018; Nguyen 2020). One of the bases for developing CC is to find out the factors that affect this competence. In this field of research, previous studies distinguished two groups of factors affecting the SC's competence: (1) the group of factors in the dimension of environmental conditions – extrinsic factors (Lam and Hui 2010; Mbongo and Chata 2016; Shafaroodi et al. 2014), and (2) the group of factors belonging to the dimension of individual dimension – intrinsic factors (Aydin and Odaci 2020; Heinonen et al. 2014; Shafaroodi et al. 2014; Vallis et al. 2018). Based on this background, we inherit the theoretical framework and research Vietnamese SC participants to predict the impact of these factors on their CC.

Previous studies have verified the role of extrinsic factors on SCs' CC. A study by Shafaroodi et al. (2014) has shown that SCs confirmed the crowded and noisy counseling environment adversely affects the thinking and analyzing process during the cases, which could disrupt the concentration when assessing the client's problem. Meanwhile, a quiet environment, low noise, and good lighting will help the process of collecting and processing information from the client better. These findings agreed with the study of Mbongo and Chata (2016) that the lack of supportive resources from the school such as facilities, and working time made teachers limited in promoting their CC. Besides physical environmental conditions, factors belonging to social environmental conditions such as school culture and the school's educational philosophy were also factors affecting teachers' counseling capacity (Lam and Hui 2010). For example, management policies such as focusing only on the quantity and not on quality also limit the ability to offer good counseling and therapy plans for clients (Shafaroodi et al. 2014). In addition, when SCs have to perform a lot of administratively inappropriate tasks and there are few opportunities for professional counseling, there is an increased sense of burnout (Fye et al. 2020) and especially less capacity to show empathy towards the students being consulted (Moyer 2011). Therefore, the extrinsic factors influence the CC of SCs.

Intrinsic factors of SCs have also received much attention from researchers. Which, confidence in CC is a prominent factor that receives a lot of attention (Havlik et al. 2019; Flom et al. 2011; Young and Bryan 2018). According to Havlik et al. (2019), belief in one's competence helps people achieve higher work performance. More specifically about confidence in the CC, several qualitative studies have found that the counselor's belief in the CC and the ability to meet the clients' counseling needs is an important factor (Shafaroodi et al. 2014). It is also supported by studies that self-efficacy has a positive effect on CC practice (Heinonen et al. 2014). Besides confidence, the study by Zainudin et al. (2020) shows that the SC's attitude has a positive relationship with the counseling or clinical relationship. The SC's perception of his or her counseling/clinical relationship with the client also influences the counseling process. That means having a good sense-making of the clinical relationship will contribute to the effectiveness of the counseling process (Patterson and Levitt 2012). This argument has been supported by Vallis et al. (2018) that SC's lack of the competence to understand the relationship based on the client's behavioral and emotional changes would affect the counseling process. In addition, the role of some individual factors such as emotional intelligence, self-efficacy, or social-emotional health has been acknowledged in recent studies (Abiodullah and Aslam 2020; Aydin and Odaci 2020; Poulou 2017; Ross and Tolan 2018). Thus, it is reasonable to assume that these individual factors affect the CC.

The factors affecting the SC's CC have been studied for a long time. However, this topic has not received much research attention in Vietnam because of the professional policy's limitations (Nguyen 2018; Nguyen 2020). Meanwhile, in Vietnam, school counseling professional is conducted mainly by part-time teachers (Nguyen 2020). SCs with school psychology or school counseling expertise who are trained from specialized universities have hardly been allowed to practice their profession and receive appropriate policy support to work (Nguyen 2018). It is this context that has made this field in Vietnam incomplete and professional. To find solutions to improve CC and professionalize the school counseling profession, this study examines the possibility of the impact of intrinsic and extrinsic factors on the SC's CC. This study aims to explore the factors affecting the counseling competence of Vietnamese school counselors which can be used to find solutions to improve their professional practice.

2. Methods

2.1 Participants

The 226 school counselors (SCs) who contributed to this study were purposefully selected from secondary and high schools in two distinct provinces of Vietnam—Vinh Long in the Southern region and Tuyen Quang in the Northern region. This deliberate geographic diversity aimed to capture a broad representation of the Vietnamese educational landscape. Among the participants, a significant majority—amounting to 74.8% or 169 SCs—were concurrently

enrolled in a specialized training course on school counseling. This inclusion criterion not only highlighted the commitment of the participants to enhancing their counseling skills but also added a dimension of professional development within the study sample. A key characteristic explored in the study was the average number of years of experience in school counseling, encompassing roles as both classroom teachers and homeroom teachers. The data revealed an average of 11.03 years of cumulative experience, with a standard deviation of 7.49. This nuanced understanding of the participants' professional backgrounds provided valuable context for interpreting the findings, considering the potential impact of varied experiences on counseling competence. The inclusion criteria for participants were deliberately broad, encompassing not only professionally trained school counselors but also educators from other disciplines who assumed part-time counseling roles in Vietnamese schools. This broader inclusion sought to capture the diversity of perspectives and experiences within the cohort, enriching the study's insights into the multifaceted nature of school counseling in the Vietnamese context.

2.2 Procedures

To ensure ethical standards and obtain informed consent, a meticulously crafted letter was distributed to the Vietnamese school counselors (SCs). This letter not only introduced the research project but also elucidated the survey's purpose and sought explicit permission for the SCs to partake in the study. The survey, administered through Google Form, presented a flexible approach in its dissemination. Surveys were dispatched via email or conducted directly by co-authors, accommodating the diverse preferences and technological access of the participants. A comprehensive information sheet accompanied each questionnaire, serving as a vital tool to enlighten participants about various aspects of the study. It delineated the study's overarching aims, the specific content covered in the questionnaire, the commitment to confidentiality, choices available for participation, explicit guidelines for withdrawal, and pertinent contact details for the research team. This transparent communication aimed to empower participants with the necessary knowledge to make informed decisions about their involvement in the study. It is noteworthy that completion of the questionnaire was construed as an indication of implied consent from the participating school counselors. Only fully completed questionnaires were included in the subsequent data analysis, ensuring the robustness and reliability of the findings. In adherence to ethical principles, the study adhered to the guidelines outlined in the APA Ethics Guide (APA, 2002), underscoring the commitment to ethical conduct throughout the research process. This comprehensive approach to participant engagement and ethical considerations laid the groundwork for a rigorous and credible investigation into the factors influencing the counseling competence of Vietnamese school counselors.

2.3 Instruments

2.3.1 Counselor Self-Efficacy Scale

Counselor Self-Efficacy Scale (Melchert et al. 1996; Bodenhorn and Skaggs 2005; Sheu and Lent 2007) was used to measure the participants' self-efficacy. The scale includes 20 items with descriptions/assessments of confidence in the counseling activities, such as: 'I have enough knowledge about the psychophysiological development of students to counsel effectively'; 'I can get clients to trust me during counseling. Some items are described as contradictory, such as: 'I am unable to accurately determine my emotional response to the client. Participants self-report how much they agree on the above items that are relevant/corresponding to themselves, on a scale of 1 – disagree to 6 – agree. We conducted to change the scores of the items by asking for the opposite meaning. The increase in the scale shows the increase in the participants' confidence level and self-efficacy in counseling activities. The Cronbach Alpha coefficient of the scale in this study is 0.926.

2.3.2 Working Alliance Inventory

The study used the abridged version of the Working Alliance Inventory (Hatcher and Gillaspay 2006). The scale consists of 12 items, describing the relationship between the counselor and the client based on 3 dimensions: consensus on goals, consensus on tasks, and emotional relationships (for example: 'I believe that the students being counseled love me'; 'I consider each student who comes to counseling as an individual with their characteristics that need to be respected'; 'Students and I respect each other during the counseling process.'). Self-reported SCs perceive clinical relationships with students to range from 1 (rarely) to 6 (frequently). The higher the score, the more positive the clinical relationship between the SC and the student. The subscales have good reliability, in which the goal consensus subscale has a Cronbach Alpha coefficient of 0.884, the task consensus has a Cronbach Alpha coefficient of 0.889 and the emotional relationship is Cronbach's Alpha number is 0.882.

2.4 Data Analysis

SPSS software version 22.0 was used to analyze the data in this study. All variables were analyzed statistically

describing frequency, mean, and standard deviation. Linear regression analysis is used to consider the predictive ability of factors to the SC's CC. In which the dependent variable is the CC. The independent variable is the number of training courses, years of experience, the counseling offices, the frequency of counseling practice – the extrinsic factors; intervention competence, counseling self-efficacy, clinical relationship (goal, duty, emotional relationship) – the intrinsic factors.

3. Results

Table 1 shows that, the SC's CC has a positive correlation with statistical significance with the number of training courses ($r=0.185$; $p=0.012$), years of experience ($r=0.252$; $p=0.015$), frequency of counseling activities ($r=0.395$; $p<0.001$), counseling self-efficacy ($r = 0.566$; $p<0.001$), clinical relationship (goal) ($r=0.628$; $p<0.001$), clinical relationship (task) ($r=0.687$; $p<0.001$), clinical relationship (emotion) ($r=0.609$; $p<0.001$).

Table 1. Correlation between Counseling Competence and Independent Factors

Factors	r	p
The number of training courses	.185	.012
Years of experience	.252	.015
The counseling offices	.062	.559
Frequency of counseling practice	.395	<.001
Counseling self-efficacy	.566	<.001
Clinical relationship (Goal)	.628	<.001
Clinical relationship (Task)	.687	<.001
Clinical relationship (Emotional relationship)	.609	<.001

From table 2, within the extrinsic factors, the results show that the regression model has a positive effect on the SC's CC ($p<0.001$) with the explanatory of 6.7% for the change in participants' CC ($R^2 = 0.067$). In the model, 3/4 variables are likely to have a positive impact on the dependent variable: Number of training courses ($\beta=0.143$; $p=0.033$), years of experience ($\beta=0.218$; $p= 0.01$), and frequency of counseling activities ($\beta=0.142$; $p=0.06$).

Table 2. Linear Regression Model of the Factors Affecting SC's CC

Model	Factors	β	p	VIF	R^2
Extrinsic factors ($p<0.001$)	The number of training courses	.143	.033	1.01	0,067
	Years of experience	.218	.001	1.00	
	The counseling offices	.081	.223	1.02	
	Frequency of counseling practice	.111	.034	1.28	
Intrinsic factors ($p<0.001$)	Counseling self-efficacy	.214	.001	1.86	0,528
	Clinical relationship (Goal)	-.134	.274	6.81	
	Clinical relationship (Task)	.504	<.001	8.31	
Combine 2 factors ($p<0.001$)	Clinical relationship (Emotional relationship)	.143	.096	3.26	0,548
	The number of training courses	-.036	.464	1.08	
	Years of experience	-.018	.713	1.70	
	The counseling offices	-.026	.586	1.16	
	Frequency of counseling practice	.142	.006	1.32	
	Counseling self-efficacy	.228	.001	1.95	
	Clinical relationship (Goal)	-.166	.183	7.60	
	Clinical relationship (Task)	.548	<.001	8.95	
	Clinical relationship (Emotional relationship)	.143	.095	3.23	

The linear regression model of the intrinsic factors shows that the model can affect the SC's CC ($p<0.001$) with high explanatory ability (52.8%) for the change of these intrinsic factors ($R^2 = 0.528$). There are 2/4 factors capable of enhancing the counseling capacity of teachers: Counseling self-efficacy ($\beta=0.228$; $p=0.01$) and the clinical relationship is reflected in the task consensus ($\beta=0.548$; $p=0.00$). In which, the task consensus in counseling

activities between SCs and students is the variable with the greatest impact.

The linear regression model combining two groups of factors shows that: the impact model is statistically significant ($p < 0.001$), and intrinsic and extrinsic factors explain 54.8% of the change in SC's CC. In this model, frequency of counseling activities ($\beta = 0.142$; $p = 0.006$), counseling self-efficacy ($\beta = 0.228$; $p = 0.001$), clinical relationship (Task) ($\beta = 0.548$; $p < 0.001$) has a statistically significant positive impact on CC. However, the number of training courses and years of experience lost their statistically significant impact on SC's CC ($p > 0.05$).

In addition, the variables were tested for the presence or absence of multi-collinearity by testing the variance inflation factor (VIF). The results show that the VIF of the extrinsic factors is all less than 2. There is no correlation between these independent variables. In addition, the intrinsic factors, although having a VIF coefficient greater than 2, are still less than 10, so it is acceptable in the proposed linear regression model.

4. Discussion

To find out the factors capable of enhancing the professional practice competence of SC, the study conducted three linear regression models of extrinsic and intrinsic factors to predict the SC's CC. The findings suggest potential factors for improving SC's CC. Based on these results, we make some discussions.

4.1 Intrinsic Factors are Internal Resources That Enhance the School Counselors' Counseling Competence

Intrinsic factors have a great influence on the SC's CC. Specifically, if SCs are confident in themselves, they will be able to improve their knowledge, and skills and have the right attitude in school counseling activities. This result implies that to improve the SC's CC, attention should be paid to building their confidence and self-efficacy in SC training programs. A study by Heinonen et al. (2014) indicated that confidence and self-efficacy have a positive effect on the counselor's practice competence. As a result, confidence training is an integral part of a therapist's training program (Johnson and Caldwell 2011) and should be equated with professional knowledge training (Holland et al. 2012). The current studies also reported that regular practice and good clinical relationship building are also outstandingly important factors to enhance SC's CC (Beidas and Kendall 2010; Dollarhide and Lemberger-Truelove 2018; Rawson 2020). These studies implied that a good way to help SCs improve their CC is to make their experience and practice the profession as much as possible. This is also supported by previous studies that skills changes occur only when there is a combination of training and actual practice by the counselor (Beidas and Kendall 2010; Sanders and Turner 2005; Rawson 2020). Moreover, practice will help counselors improve their competence to establish clinical relationships (Dawson 2018). Regular counseling can improve the SC's CC, however, the amount of time devoted to the counseling activities of the counselors is limited and not enough to can help improve their CC, especially when the SCs are part-time teachers (Mbongo et al. 2016; Nguyen 2020). Therefore, it is necessary to create favorable conditions such as organizing practical training courses and professional supervision so that SCs can have more practical experience.

4.2 Extrinsic Factors are External and Indirect Resources in Enhancing the School Counselors' Counseling Competence

Extrinsic factors play a certain role in improving the SC's CC in the absence of the participation of intrinsic factors. In particular, teachers with more years of experience in counseling practice both as classroom teachers and concurrently as SCs tended to exhibit better CC than those with seniority working in this field are less. This partly supports the role of the variable frequency of professional practice in the group of intrinsic factors on SC's CC that, the longer the seniority in the profession, the better of opportunity the SC conduct the counseling activity. Besides, when the intrinsic factors are not included in the predictive model, participation in training courses also helps to strengthen the SC's CC. This finding is consistent with several studies on the influence of training on CC (Beidas and Kendall 2010). A study by Mbongo et al. (2016) also shows that the majority of teachers (80.8%) agree that regular training helps them to become aware of new knowledge about counseling. This is also demonstrated by our findings, the SCs who attended more school counseling training courses showed that they had more knowledge in the field of school counseling than teachers who attended fewer training courses.

However, the two variables of the extrinsic factor - the number of training courses and years of experience - no longer play an impactful role in improving the SC's CC when there is the participation of the intrinsic factors in the forecasting model. This raises the following issues that need to be discussed: (1) Is the extrinsic factor has no value to the improvement of SC's CC? (2) and if so, how is its role positioned in helping SCs progress in the practice of school counseling. Firstly, it should be affirmed that the role of the two factors (number of training courses and years of experience) cannot be denied, even though they are no longer able to affect the CC in the combined model.

Because, in terms of data, when the participation of extrinsic factors in the combined model has been shown the possibility to explain the improvement of CC is higher than that of the forecasting model of only intrinsic factors. Therefore, the role of extrinsic factors has more or less contributed to the improvement of SC's CC. Secondly, although it may not be identified as a direct factor supporting the improvement of SC's CC, participation in training and long experience in professional practice can be considered as indirect factors, which in turn helps to strengthen the decisive factors for the improvement of professional competence. This argument is supported by previous studies that participation in training or professional training courses, along with the abundance of professional experience helps counselors trust in their professional practice (Lambie et al. 2019; O'Connor 2018). At the same time, professional confidence has a positive effect on SCs' ability to practice counseling (Heinonen et al. 2014). Participation in training courses affects CC through confidence and self-efficacy.

4.3 The Balance between the Provision of Extrinsic Resources and Intrinsic Resources within the School Counselors is Important for Improving Their Counseling Competence

From the above discussions, it has been shown that making good use of extrinsic resources such as participating in training courses is a solution for SCs to enhance their inner positive feelings about their competence to participate in counseling professional; and this is one of the decisive factors in improving CC. However, this development does not happen universally for all SCs, or in other words, there are still SCs who enjoy training and retraining programs but have no impact on their CC. This may be because attending training without reaching the required amount of time is unlikely to make a drastic change in their CC (Ribadu 2021). In addition, practical problems in Vietnamese school counseling professionals show that certain obstacles prevent training from contributing much to the change in SC's CC: Most SCs have to play dual roles, both as teachers and as SCs (Nguyen, 2020), which makes them need more resources than usual from time to material to be able to fulfill these roles. However, the policies for SCs who are part-time teachers are not satisfactory (Shafaroodi et al. 2014) and negatively affect their professional engagement (Nguyen 2018).

However, good use of extrinsic resources does not necessarily lead to good work in the field of school counseling practice. A clear demonstration is shown in the study of O'Connor (2018) that training does not show a significant improvement in the CC of the practitioner because the counseling consequences not only depend on what they receive from their professional training, but also on the counselor's values and qualities such as openness, acceptance of others, degree of sensitivity to the profession (American Psychological Association 2002). This suggests that career-appropriate characteristics and qualities are particularly important when selecting teachers to take on the role of a school counselor.

Generally, the lack of essential support from extrinsic factors will be barriers that prevent SCs from being proactive and active in participating in school counseling professionals and improving their CC. However, a problem also needs to be raised that, not making good use of external factors can also stem from the SC who does not have a favorable attitude or does not have the right characteristics for the school counseling profession. Therefore, ensuring a good supply of extrinsic factors such as professional training courses, reasonable policies, and at the same time, choosing suitable participants for the profession is something that should be kept in mind for every Vietnamese school.

The significant findings of this study hold profound implications, particularly for the field of school counseling in developing countries, with a focus on Vietnam. The observed factors influencing the counseling competence of school counselors (SCs), irrespective of their specialized training or part-time teaching roles, offer valuable insights that can be leveraged to inform the design and enhancement of training programs. In the context of a developing country like Vietnam, where school counseling is an evolving discipline, these findings provide a foundational framework for tailoring training initiatives. The emphasis on intrinsic factors suggests that training programs should prioritize aspects such as self-awareness, interpersonal skills, and personal growth. This targeted approach is critical for nurturing well-rounded and effective school counselors, whether they are formally trained specialists or educators assuming counseling responsibilities alongside their primary teaching roles. Furthermore, the study serves as a robust research base for informing policies and social welfare initiatives geared towards improving the professional engagement of school counselors. By addressing the identified intrinsic and extrinsic factors, policymakers and education authorities can create a supportive environment that fosters the continual development and commitment of SCs. This, in turn, contributes to the overall improvement of counseling services within schools, positively impacting the well-being and academic success of students. The implications extend beyond the immediate context of this study, providing a roadmap for future research endeavors in the field of school counseling. Subsequent studies can build upon these findings to delve deeper into specific aspects of counselor training, evaluating the efficacy of

interventions, and refining strategies for enhancing counseling competence. In the broader context of developing Southeast Asian countries, where the field of school counseling is evolving, these insights offer a valuable resource for fostering the professional development of school counseling professionals. As educational systems in the region continue to evolve, the study contributes to the ongoing discourse on the role and effectiveness of school counseling, ultimately shaping the trajectory of professional growth in this crucial domain.

This study provides valuable insights into the factors influencing the counseling competence (CC) of Vietnamese school counselors (SCs). However, several limitations warrant consideration. Firstly, the study's specific focus on SCs from the provinces of Vinh Long and Tuyen Quang raises questions about the generalizability of findings to other geographical or cultural contexts. The cross-sectional design employed limits the ability to establish causal relationships or explore the dynamic nature of the identified factors over time. Additionally, reliance on self-reported data introduces the potential for social desirability bias, impacting the accuracy of reported experiences and attitudes. While the study explores extrinsic factors such as training courses and years of experience, it provides limited insight into the specific content or quality of these programs. The challenges faced by SCs who concurrently serve as part-time teachers are acknowledged but not exhaustively explored. Moreover, the complex interplay between intrinsic and extrinsic factors influencing CC remains intricate, requiring further investigation to unravel their nuanced relationships. Despite these limitations, the study serves as a foundational contribution to the understanding of school counseling in Vietnam, prompting the need for cautious interpretation and inspiring future research endeavors to address these identified constraints.

5. Conclusion

This study reaffirms the pivotal role of intrinsic factors in shaping the counseling competence (CC) of Vietnamese school counselors (SCs). It underscores the significance of self-confidence, professional knowledge, and the right attitude as essential components contributing to heightened CC. Simultaneously, the study acknowledges the distinct yet complementary role of extrinsic factors in this process. Training courses and years of experience emerge as influential extrinsic elements, directly impacting the SCs' confidence and ability to establish effective clinical relationships. Together, these findings emphasize the intricate interplay between intrinsic and extrinsic factors, providing a nuanced understanding of the multifaceted dynamics influencing the professional practice competence of SCs in the Vietnamese educational context.

References

- Abiodullah, M., & Aslam, M. (2020). Emotional Intelligence as a Predictor of Teacher Engagement in Classroom. *Bulletin of Education and Research*, 42(1), 127-140.
- American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073. <https://doi.org/10.1037/0003-066X.57.12.1060>
- Aydin, F., & Odaci, H. (2020). School Counsellors' Job Satisfaction: What is the Role of Counselling Self-Efficacy, Trait Anxiety and Cognitive Flexibility? *Journal of psychologists and counsellors in schools*, 30(2), 202-215. <https://doi.org/10.1017/jgc.2019.32>
- Beidas, R. S., & Kendall, P. C. (2010). Training therapists in evidence-based practice: A critical review of studies from a systems-contextual perspective. *Clinical Psychology: Science and Practice*, 17(1), 1-30. <https://doi.org/10.1111/j.1468-2850.2009.01187.x>
- Bodenhorn, N., & Skaggs, G. (2005). Development of the school counselor self-efficacy scale. *Measurement and evaluation in counseling and development*, 38(1), 14-28. <https://doi.org/10.1080/07481756.2005.11909766>
- Chong, W. H., Liem, G. A. D., Huan, V. S., Kit, P. L., & Ang, R. P. (2018). Student perceptions of self-efficacy and teacher support for learning in fostering youth competencies: Roles of affective and cognitive engagement. *Journal of adolescence*, 68, 1-11. <https://doi.org/10.1016/j.adolescence.2018.07.002>
- Dawson, G. C. (2018). Years of clinical experience and therapist professional development: a literature review. *Journal of Contemporary Psychotherapy*, 48(2), 89-97. <https://doi.org/10.1007/s10879-017-9373-8>
- Dollarhide, C. T., & Lemberger-Truelove, M. E. (2018). *Theories of school counseling for the 21st century*. The UK: Oxford University Press.
- Flom, B., Johnson, C., Hubbard, J., & Reidt, D. (2011). The natural school counselor: Using nature to promote mental health in schools. *Journal of Creativity in mental health*, 6(2), 118-131.

<https://doi.org/10.1080/15401383.2011.579869>

- Fye, H. J., Cook, R. M., Baltrinic, E. R., & Baylin, A. (2020). Examining Individual and Organizational Factors of School Counselor Burnout. *Professional Counselor, 10*(2), 235-250. <https://doi.org/10.15241/hjf.10.2.235>
- Hatcher, R. L., & Gillaspay, J. A. (2006). Development and validation of a revised short version of the Working Alliance Inventory. *Psychotherapy research, 16*(1), 12-25. <https://doi.org/10.1080/10503300500352500>
- Havlik, S. A., Malott, K., Yee, T., DeRosato, M., & Crawford, E. (2019). School counselor training in professional advocacy: The role of the counselor educator. *Journal of Counselor Leadership and Advocacy, 6*(1), 71-85. <https://doi.org/10.1080/2326716X.2018.1564710>
- Heinonen, E., Lindfors, O., Härkänen, T., Virtala, E., Jääskeläinen, T., & Knekt, P. (2014). Therapists' professional and personal characteristics as predictors of working alliance in short-term and long-term psychotherapies. *Clinical psychology & psychotherapy, 21*(6), 475-494. <https://doi.org/10.1002/cpp.1852>
- Holland, K., Middleton, L., & Uys, L. (2012). Professional confidence: A concept analysis. *Scandinavian Journal of Occupational Therapy, 19*(2), 214-224. <https://doi.org/10.3109/11038128.2011.583939>
- Holman, L. F., Nelson, J., & Watts, R. (2019). Organizational Variables Contributing to School Counselor Burnout: An Opportunity for Leadership, Advocacy, Collaboration, and Systemic Change. *Professional Counselor, 9*(2), 126-141. <https://doi.org/10.15241/lfh.9.2.126>
- Huynh, V. S., & Tran-Chi, V. L. (2019). Vietnamese High School Students' Perceptions of Academic Advising. *International Journal of Learning, Teaching and Educational Research, 18*(8), 98-107. <https://doi.org/10.26803/ijlter.18.8.6>
- Johnson, L. A., & Caldwell, B. E. (2011). Race, gender, and therapist confidence: Effects on satisfaction with the therapeutic relationship in MFT. *The American Journal of Family Therapy, 39*(4), 307-324. <https://doi.org/10.1080/01926187.2010.532012>
- Lambie, G. W., Stickl, H. J., Borland, J. R., & Campbell, L. O. (2019). Who Took 'Counseling' out of the Role of Professional School Counselors in the United States? *Journal of School-Based Counseling Policy and Evaluation, 1*(3), 51-61.
- Le, D. T., Huynh, S. V., Vu, T. V., Dang-Thi, N. T., Nguyen-Duong, B. T., Duong, K. A., ... & Tran-Chi V. L. (2023). Personality traits and aggressive behavior in Vietnamese adolescents. *Psychology Research and Behavior Management, 16*, 1987-2003. <https://doi.org/10.2147/PRBM.S405379>
- Luu-Thi, H. T., Ngo-Thi, T. T., Nguyen-Thi, M. T., Ly, T. T., Nguyen-Duong, B. T., & Tran-Chi, V. L. (2021). An Investigation of Mathematics Anxiety and Academic Coping Strategies among High School Students in Vietnam: A Cross-Sectional Study. *Frontiers in Education, 6*, 1-14. <https://doi.org/10.3389/feduc.2021.742130>
- Mbongo, E., Möwes, A., & Chata, C. (2016). Factors impacting the implementation guidance and counselling services in secondary schools in the Ohangwena region of Namibia. *International journal for innovation education and research, 4*(5), 11-25. <https://doi.org/10.31686/ijer.vol4.iss5.537>
- Melchert, T. P., Hays, V. L., Wiljanen, L. M., & Kolocek, A. K. (1996). Testing models of counselor development with a measure of counseling self-efficacy. *Journal of Counseling & Development, 74*(6), 640-644. <https://doi.org/10.1002/j.1556-6676.1996.tb02304.x>
- Moyer, M. (2011). Effects of Non-Guidance Activities, Supervision, and Student-to-Counselor Ratios on School Counselor Burnout. *Journal of School Counseling, 9*(5), n5.
- Nguyen, D. S. (2018). *Materials for competence building for staff and teachers working as school counselor in Vietnamese high schools*. Hanoi, Vietnam: Vietnam Education Publishing House.
- Nguyen, T. H., Ha, T. M. C., Nguyen, H. A. V., Tran, T. T. D, Tran-Thien, G. P., & Ky, L. (2024). Exploring career decision-making anxiety among high school students. *Multidisciplinary Science Journal, 6*(9), 3157. <https://doi.org/10.31893/multiscience.2024195>
- Nguyen, T. T. (2020). *Researching solutions to develop school psychology to meet the requirements of the new general education curriculum*. Ho Chi Minh City, Vietnam: Ho Chi Minh City University of Education Publishing.
- Nguyen-Thi, D. M., Huynh, V. S., & Tran-Chi, V. L. (2020). Loneliness, stress, self-esteem, and deception among adolescents. *Journal of Human Ecology, 70*(1-3), 118-123. <https://doi.org/10.31901/24566608.2020/70.1-3.3217>
- O'Connor, P. (2018). How school counselors make a world of difference. *Phi Delta Kappan, 99*(7), 35-39.

<https://doi.org/10.1177/0031721718767858>

- Patterson, C. A., & Levitt, D. H. (2012). Student-counselor development during the first year: A qualitative exploration. *The Journal of Counselor Preparation and Supervision*, 4(1), 6-19. <https://doi.org/10.7729/41.0010>
- Pincus, R., Hannon-Walker, T., Wright, L., & Justice, J. (2020). COVID-19's effect on students: How school counselors rise to the rescue. *NASSP Bulletin*, 104(4), 241-256. <https://doi.org/10.1177/0192636520975866>
- Poulou, M. S. (2017). The relation of teachers' emotional intelligence and students' social skills to students' emotional and behavioral difficulties: A study of preschool teachers' perceptions. *Early Education and Development*, 28(8), 996-1010. <https://doi.org/10.1080/10409289.2017.1320890>
- Rawson, S. (2020). *Applying Trauma-sensitive Practices in School Counseling: Interventions for Achieving Change*. The UK: Routledge. <https://doi.org/10.4324/9780429281402>
- Ribadu, R. (2021). Effects of Guidance and Counselling services in Senior secondary schools. *International Journal of Innovative Psychology and Social Development*, 9(3), 111-117.
- Ross, K. M., & Tolan, P. (2018). Social and emotional learning in adolescence: Testing the CASEL model in a normative sample. *The Journal of Early Adolescence*, 38(8), 1170-1199. <https://doi.org/10.1177/0272431617725198>
- Salle, T. L., George, H. P., McCoach, D. B., Polk, T., & Evanovich, L. L. (2018). An examination of school climate, victimization, and mental health problems among middle school students self-identifying with emotional and behavioral disorders. *Behavioral disorders*, 43(3), 383-392. <https://doi.org/10.1177/0198742918768045>
- Sanders, M. R., & Turner, K. M. (2005). Reflections on the challenges of effective dissemination of behavioural family intervention: Our experience with the Triple P-Positive Parenting Program. *Child and Adolescent Mental Health*, 10(4), 158-169. <https://doi.org/10.1111/j.1475-3588.2005.00367.x>
- Shafaroodi, N., Kamali, M., Parvizy, S., Mehraban, A. H., & O'Toole, G. (2014). Factors affecting clinical reasoning of occupational therapists: a qualitative study. *Medical journal of the Islamic Republic of Iran*, 28, 8.
- Sheu, H. B., & Lent, R. W. (2007). Development and initial validation of the Multicultural Counseling Self-Efficacy Scale--Racial Diversity Form. *Psychotherapy: Theory, Research, Practice, Training*, 44(1), 30-45. <https://doi.org/10.1037/0033-3204.44.1.30>
- Vallis, M., Lee-Baggley, D., Sampalli, T., Ryer, A., Ryan-Carson, S., Kumanan, K., & Edwards, L. (2018). Equipping providers with principles, knowledge and skills to successfully integrate behaviour change counselling into practice: a primary healthcare framework. *Public Health*, 154, 70-78. <https://doi.org/10.1016/j.puhe.2017.10.022>
- Vasalampi, K., Kiuru, N., & Salmela-Aro, K. (2018). The role of a supportive interpersonal environment and education-related goal motivation during the transition beyond upper secondary education. *Contemporary Educational Psychology*, 55, 110-119. <https://doi.org/10.1016/j.cedpsych.2018.09.001>
- Wilder, C. (2018). Promoting the role of the school counselor. *Journal of Professional Counseling: Practice, Theory & Research*, 45(2), 60-68. <https://doi.org/10.1080/15566382.2019.1646085>
- Young, A. A., & Bryan, J. A. (2018). The school counselor leadership survey: Confirmatory factor analysis and validation. *Measurement and Evaluation in Counseling and Development*, 51(4), 235-249. <https://doi.org/10.1080/07481756.2018.1435190>
- Zainudin, Z. N., Asri, A. S., Talib, M. A., Hassan, S. A., Ahmad, N. A., & Yusop, Y. M. (2020). The prevalence of cyber-counselling: A systematic literature review on effectiveness and preferences. *International Journal of Academic Research in Business and Social Sciences*, 10(10), 731-751. <https://doi.org/10.6007/IJARBS/v10-i10/7897>

Acknowledgments

The authors would like to extend their appreciation to the individuals who contributed to the gathering of field data for this research.

Authors contributions

VTT, TLT, NTML and VD were in charge of study design. VTT and TLT were in charge of data collecting. VTT, TLT, NTML and VD were responsible for the analysis and interpretation of the results. The manuscript was drafted by VTT and TLT, with revisions by NTML and VD. All authors reviewed and approved the final manuscript. In this paragraph, clarify any unusual authorship arrangements, such as whether all authors participated equally to the study.

Funding

This study was not supported by any external funding.

Competing interests

The authors have declared that they have no conflicts of interest.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.