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**VOCATIONAL EDUCATION FOR SECONDARY SCHOOL STUDENTS
IN HANOI AREA THROUGH CAREER COUNSELING**

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LIST OF WORKS RELATING TO PUBLISHED THESIS

- 1) Truong Thi Hoa (2012), “Vocational orientation for upper secondary school students at the current priod”, *Journal of Educational*, Special Issue November 2012, pages 21-22.
- 2) Truong Thi Hoa (2014), “Current state of teachers and students’ awareness on vocational guidance education at upper secondary schools” *Journal of Educational*, No. 328 in February 2014, pages 24-26.
- 3) Truong Thi Hoa (2014), “Job consultation at the secondary schools”, *Journal of Educational Sciences*, No.102, March 2014, pages 26-29.
- 4) Truong Thi Hoa (2014), “The current status of career counseling in vocational education of high schools”, *Journal of Science Hanoi National University of Education*, Volume 59, Number, 6, pages 163-171.
- 5) Truong Thi Hoa (2014), “Students’ job –choice competence at high schools”, *Journal of Educational Sciences*, No.107, August 2014, pages 16-19.

INTRODUCTION

1. The reason for choosing the thesis

Career is a very important issue in the life of every human being. So, VE (**Vocational education**) now has a huge role to help students realize the right career, suitable career selection for them and meet the needs of society, contributes to the diversion and reasonable use of labor resources to promote economic development and sustainable society. The proceeding of IX National Congress of Communist Party stated: "Appreciate the work of career orientation and threading for secondary school students and, the preparation for youths, adolescents going into suitable labor, career in the restructuring economy in the country and each locality".

VE in Secondary School recently is not good. Content VE in schools today is limited: one-sided, not stated the nature of the career, not to establish the requirements for the quality and capacity of the individual in accordance with that profession. On the format, poor nature sclerosis, massing, undifferentiated format to different students. These weaknesses led to the current situation: larger portion of students could not select suitable career for themselves. Many students left the school with no jobs or to be retrained. Sitting in wrong universities happened in many years with many students. The unemployment bachelors, engineers return to vocational training school with the determination to make the life better became more popular and become a serious problem.

In secondary school education, there are many avenues of VE for students like: through teaching basic science subjects, technology subjects; through extracurricular activities; through formal curricula activities and vocational forums. However, above-mentioned avenues emphasize heavily in supply of knowledge, without orientation towards self-awareness, career selecting capacity building for them and particularly these tracks do not help students solve problems in process of career selection. So today, a career counseling is the modern way of VE, efficient fit the current context and has many advantages can overcome these limitations.

Thus, from these reasons, "*Vocational education for secondary school students in Hanoi area through career counseling*" had been selected for the research.

2. Research Objectives

Development of procedure for career counseling activities in VE to help students solve problems in the process of selecting a career, contributing to improve the efficiency of VE in the current secondary school.

3. Research objects and subjects

3.1. The research object: The VE process for students in secondary schools

3.2. The research subject: The Procedure for counseling activities in VE

4. Hypothesis

In the process of career's selection, students have faced with many difficulties: Difficulty in perception and self-assessment, lack of understanding of the sector, career, the testing school and the difficulty in decision-making of selection of sector, career. Because of that, development of procedure for career counseling activities for secondary school student, which meet with objective, contents and methodology of VE, through that procedure can help school students in resolving the difficulties in the process of a career selection and contribute to fulfilling of VE objectives.

5. Research Mission

- Study theoretical basis (rationale) of VE through career counseling in secondary schools;
- Analysis situation of VE through career counseling in secondary schools;
- Develop career counseling procedure for VE in secondary schools;
- Organize practical experiments to confirm the effectiveness and feasibility of the career counseling procedure for VE in secondary school students.

6. Scope of Research

Research topic focused career counseling for VE in secondary schools, with research objects are secondary school students in 10, 11, 12 grade and homeroom teachers, part-time teachers in VE at 4 secondary schools in down-town and 4 in suburban areas of Hanoi: Tran

Nhan Tong Secondary School - Hai Ba Trung District, Phan Dinh Phung Secondary school - Ba Dinh District, Tran Phu Secondary School, Hoan Kiem District, Nguyen Gia Thieu Secondary School - Long Bien District; Cao Ba Quat Secondary School - Gia Lam District; Ngoc Tao Secondary School - Phuc Tho District; Van Noi Secondary School - Dong Anh District, Phu Xuyen Secondary School - Phu Xuyen District.

7. Research Methodology

7.1. Approach: Theories Activities Approach; Approach by the views the system - structure; Approach by capacity

7.2. The Research Methodology

7.2.1. Theories Research Methods: *Includes the analysis, synthesis and systematization of the materials, review of overview comparison, the historical method.*

7.2.2. Practical Research Methods

Pedagogical observation methods, education survey methods , conversational method, test method, case study method, the method of product research of educational activities, professional approach, methodology for pedagogical experiments, mathematical statistical methods

8. Defending Arguments

8.1. Career Counseling is a route in VE, with defined objectives, content, format and procedure to help students resolve difficulties in the process of career selection and accomplish goals of VE to improve efficiency in VE in the current period.

8.3. The Procedure of career counseling process has been developed with clear objectives, contents, methods and format specifically for secondary school student to meet the their needs of career selection.

8.4. To perform career counseling process effectively requires certain conditions: The school should be equipped with the necessary facilities, with references: the information on the manpower needs of society , the job description, the tests related to career orientation for students; consultant should have knowledge and skills in consultation, with a deep understanding of the industry, the training system; Students are active in self-awareness and self-assessment, proactive in seeking information and documents relating to the section of the profession itself.

9. The new contributions of the thesis

- Based on the analysis, systematizes and inheritance of theories of counseling, vocational counseling, the thesis supplement and clarify the concept; objectives, content, form and procedure of career counseling in VE, contributes complementary to theory of VE in the secondary schools of Vietnam today.

- Procedure for career counseling process in VE has been developed with 3 stages and 11 specific steps, clear objectives, content, format, how to proceed

9.2. ABOUT PRACTICE

- The thesis analyzed and clarified the situation of VE and career counseling in secondary schools. Identified factors affecting VE process in general and in particular career counseling. This result is important as a basis for innovation and improving efficiency VE for secondary school students in Vietnam in the current period.

- Samples of implementation process of consultation activities can be used as a reference for teachers in secondary schools if they want to conduct career counseling effectively for students

10. THESIS STRUCTURE:

Apart from the Introduction, Conclusion and Recommendation, the thesis is structured in four chapters.

CHAPTER 1: THEORETICAL BASIS OF VOCATIONAL EDUCATION THROUGH CAREER COUNSELING IN SECONDARY SCHOOL

1.1. History of research issues

1.1.1. Around the world

1.1.1.1. Vocational education

In 1848, published the book "Guide to choosing a career" had been first published in France. The book refers to diversity of career development, due to industrial development and necessary to help youth in career selection [68].

In 1909, F.Parsons discussed vocational orientation for student is required to be based on ability, aptitude, interests, and personal preferences [105].

In 1986, the study authors referred to the forms and modes of career orientation in schools include: Heiz Frankiewicz; Bernd Rothe; Ulrich Viets; B.Germer, D. Marschneider; Oberliesen Rolf, Helmut Keim, Machaell Schumann, Gehart Duismann; Schmidt, JJ [111] and in 1998, Roger D. Herring [108]; Morgan and Hart (1977) have encouraged to integrate careers orientation in schools with productive labor, tours, internships in factories so as to raise the awareness of students on career

1.1.1.2. Career counseling

Career counseling occurred in countries around the world in the late 19th century and the beginning of the early years of the 20th century. Since then there have been many scientists interested in research. Worldwide, the study mainly refers to the career counseling for graduates looking for work, unemployed adults and those who have difficulty in working process. Thus, we generalize the studies following in 2 aspects:

* Research on career counseling for those outside schools

In these studies showed the consulted subjects those who are unemployed, those who have trouble at work, who want to change jobs and graduated students looking for jobs.

From 1987 to 2011: The authors Elizabeth B. Yost; M. Anne Corbishley (1987) [80]; Lynda Ali and Barbara Graham (1996) [93]; N.C. Gysbers, Heppner. M.J. J.A and Johnston (1998) [85]; Robert Lee Metcalf (1999) [107]; Isaacson, L.E, & Brown, D (2000) [89]; Migel Jayasinghe (2001) [98]; UNESCO (2002) [113]; James P. Sampson, JR. Readon Robert C., Gary W. Peterson, Janet G. Lenz (2004) [90]; Mary McMahon and Wendy Patton (2006) [97]; Nathan, R. & Hill, L (2006) [100]; Ramesh Chatuverdi (2007) [106]; Norman C. Gysbers, Mary J. Heppner, Joseph A. Johnston (2009) [91]; David Capuzzi, Mark D. Stauffer (2011) [79], have pointed out:

- The objective of the counseling is to help clients find a suitable job for themselves.
- The contents of the counseling:
 - + To study the characteristics of clients such as: competency, preferences, values, interests, aptitudes, and the factors that influence the career selection of clients: education, family, society, emotions, satisfaction. Besides, counselor guides clients to discover and understand themselves.
 - + Provides information on occupations, picture of social work for clients and guide clients to find information, analyze information and information on career selection, the social works
 - + Guiding clients to make decisions and formulate the decision making skills, helping clients to make the most appropriate decisions.
 - + Guiding clients to identify objectives and plan future careers
- The stages and steps of the career counseling
- The requirements and responsibilities of a career counselor and the ability, skills and qualification required of the counseling.

Studies characteristics of the client in the counseling process had been done by Wendy Patton and Mary Mc Mahon (2006) [116]; Mark Pope [94] [95] Norman C. Gysbers [101]; Roger D. Herring [98]; Ginzberg, Ginsburg, Axelrad and Herma [83]; Crites [78]; Bordin; Dawis & Lofquyst, Brown [77]; Zunker [114]; Roe, A [80]; Holland [87] emphasized the compatibility between the characteristics of individuals with the skills and environment of the career in career selecting process . The authors assumed that each job requires a corresponding capability and skills of each individual.

Studies the career decisions of individuals had mentioned by authors: Krumboltz, Mitchell & Gellat (1975) [92]; Eugene Joseph Martinez (1980) [81]; L. S Gottfredson (1981) [84]; Gideon Arulmani and Sonali Nag Armani (2004) [82] These studies have confirmed that the decision to select a career is not a choice but rather a process, this process has many influences

and requires the skills to make a decision: such as skill to understand themselves I, skill to select and analyze information, ...

* Studies in career counseling for students in secondary schools

Authors: Schmidt, JJ, (1996) [111]; Roger D. Herring (1998) [108]; G.Zunker Vernon (2002) [114] have studied career counseling for high school students. The study focused on the following issues:

- Define the role of counselors in career orientation and career counseling.
- Define objectives, forms and methods of vocational and career counseling for students from primary to secondary school level
- Provide career services for students
- Determine the assessment criteria, assessment methods, assessment content knowledge, skills, abilities, and other purposes of the VE program and career counseling in schools.

1.1.2. In Vietnam

1.1.2.1. Vocational education

During sixties, in Vietnam, rationale and practice of career orientation in our country began and developed mainly based on theoretical and practical experience those of the former USSR. By the early '80s, when there were needs to boost labor education, comprehensive technologies and vocational orientation to prepare for students going into life, a career orientation was really focused by state [14]. During this time the writings of the authors: Pham Tat Dong, Vo Nguyen Giap, Nguyen Thi Binh, Doan Chi, Dang Danh Anh, Nguyen Minh Duong, Nguyen Van Ho was referring to the school's responsibility in shaping vocational instruction for students, vocational measures for students and build a base of theoretical background in career orientation[18], [30], [13], [15], [19], [5]. The authors Bao Nguyen Trong Doan Chi, Cu Nguyen Hanh, Ha Ngu, Ba Trong Su, Tran Duc Xuoc, Nguyen The Quang, Nguyen Phuc Panel studied in depth the conducting of VE in schools and recommended access to other forms of VE, Vocational Training Schools and Centers of Practical Experiments & Career Orientation as productive labor organization for students; Career counseling for students [10]; [12]. Nguyen Viet The, Ha The Truyen: mentioned measures to improve the quality of technical education and vocational education in secondary school [63], [64], [72], [73]. Summarization of career education experiences of some countries in the world, with an assessment of the vocational work in secondary school students and gave solutions to VE work in Vietnam in 2005-2010 with authors: Pham Tat Dong, Vu Van Tao, Nguyen AT, Luu Dinh Mac, Thu Pham Huy, and later Nguyen Van Le, Tran Khanh Duc, Ha Truyen, Bui Van Quan [20], [21], [22], [46], [47].

1.1.2.2. Career counseling

* Career consultation approach

80s, Dang Danh Anh, Pham Duc Quang, Pham Ngoc Anh, Do Thi Hoa, along with Nguyen Viet The paid concentration focus in the construction of the bureau of vocational orientation and career advice in vocational training schools and public schools. Pham Huy Thu, Pham Tat Dong, Nguyen The Truong had developed a curriculum for career activities for senior students in basic secondary and secondary schools, which refers obvious problems career counseling and has developed many career diagrams with high practical values in service of career consultation [quoted according to 70].

From the years 1996 - 2005 Pham Tat Dong, Nguyen Nhu Y, Dang Danh Anh, Hoang Kien, Nguyen Truong, Nguyen Duc Tri, Nguyen Van Ho, Le Duc Phuc, Nguyen Van Le, has published many research results on vocational guidance, vocational training, career counseling for students, the study highlighted the individual characteristics in career selection process [20], [22], [23], [7], [8], [9], [34], [43], [56], [71].

* Career counseling approach

The researches on career counseling are now focused on the status, needs and effective counseling in general, counseling in school, in particular. The authors implemented only in the study of the status of vocational counseling, career counseling.

In 2007, Nguyen Kim Quy has confirmed the role of career counseling through the article, "The development of career counseling in the country has helped young students in selection of a career consistent with their aspirations, abilities, forte; meet the demands of the job and meet the social needs of the profession" [61].

Nguyen Thi Viet Thang (2008); Nguyen Thi Nhan Ai (2011), Nguyen Mong Doa (2011) summarized the theories developed in career counseling of foreign authors, such as Personality and Factors of Parsons, Holland's theory, Ann Roes theory, the theory of Ginzbege, Krumboltz [66], [2], [25].

Results of the study showed:

*** About VE**

First: The above-mentioned study confirmed the important role of VE in the school, in career orientation for students. The study has identified the concepts, objectives, content, and organization form of VE in schools. Besides, the studies showed by the VE current status. These achievements are the theoretical and practical basis in helping for the VE in the schools done scientifically and effectively.

Second: The study clearly showed: VE is done by many ways, one of the ways in which the author emphasizes that through VE for student: professional labor activities to help them become familiar with the work, obtain occupational interest. However, the authors point out new content, but no specific instructions on how to implement of VE. Currently, In one side, above ways were not on promoting its efficiency, on the other hand due to the development of society, due to the practical requirements of VE, many new ways appeared in VE, and brought high efficiency in VE, one of the ways that career counseling in VE. This is a new approach, should be further studied.

*** On the career counseling**

First, scientists have considered the consultation is a professional activity and shown to play an important role in helping clients - those who are having troubles at work, people who are unemployed or graduated the school but has not found a suitable job; help students in career selection accordingly.

Second: The authors agree on the contents of vocational counseling include: understanding the characteristics of the clients and help the clients in self-awareness and evaluation of their own characteristics which help the clients to involve their own characteristics to the respective profession; Provide clients with information about occupations, labor market, while guide clients the way to search for information, analysis and selection information; Help clients in career decision making and career planning for the future. However, there is very important content that the counselors have not mentioned: Release of the difficulties in the process of career selection for the clients.

Third: The studies pointed out on the stage, the steps taken in career counseling, and the specific content how to implement stages and steps of the career counseling process. However, the stage and the steps just mentioned for personal counseling, no guidelines for group counseling.

Fourth: The studies showed the task of career counselors, requirement on the qualification and skills of the counselor. However the authors have not specified the roles and responsibilities of each entity in the counseling process.

1.2. Vocational education in secondary schools

1.2.1. The concept of vocational education

VE is a combination of the activities of the school, family and society in which the school plays a key role in providing knowledge-forming skills training for student's career selection, on the basis of which students select occupations, fitted with their own personal capacity, interests, values, in accordance with the conditions and circumstances of the family and in accordance with the needs of society.

1.2.4. VE process in secondary schools

1.2.4.1. The objectives of VE in secondary school:

Knowledge: 1/Understanding the meaning and importance of future career selection; 2/ Knowing basic information about the oriented economic development - the local society, the national and the region; professional world, the labor market, vocational education system (professional secondary and vocational) colleges and universities locally and nationwide.

Skill: 1/Self-assessing their own capabilities and conditions of the family in orienting of future career; 2/Searching for information on the career and background information on training institution necessary for personal career ; 3/Orientation for future career selection.

Attitude: 1/Proactive and confident in selecting of appropriate career; 2/There is excitement and tendency to select the right career.

1.2.4.3. *VE content in secondary school:* designed 24 themes and are classified in 3 grades 10, 11 and 12

1.2.4.4. *The VE Routes*

Currently, VE at secondary schools is done through 5 routes: through teaching the basic sciences; through the organization of formal VE activities; through extracurricular activities; through active learning and teaching of technology courses; through career forums.

The above VE ways are both independent and interactive relationships, support each other to ensure optimal performance for VE.

Thus far, can be seen 5 VE routes are most popular in secondary school and has certain value in career orientation for students. However, all 5 routes are not helping students in in-depth relief the psychological anxiety, worry, wonder ... when they select a career.

On the other hand, in today's modern social life of human psychology in general and secondary school students are complex: facing with the problems of social life, that information will be disturbances, under pressure.... it is difficult to make right decisions on their own when issues arise. In that context finding the psychologist for advice, help themselves is essential for humans. In general circumstance like that, secondary school students than ever are in need of assistance of parents, teachers and other elders in resolving their difficulties in learning and career options for future career. Thus, the current secondary school teachers, in beside a good job role of a teacher is required to be the psychological counselor to assist the students as necessary.

Based on above analysis, it is recommended that, in order to increase the efficiency of VE in secondary schools in the current period, career counseling should be included in VE in secondary school and considered it as a route for VE.

* Through career counseling: to help students solve problems in the process of career selection, and through the resolution of the difficulties that the counselor will help students get the self-assessment capacity, understanding in the career, training institution and capacity to select career accordingly.

1.3. Vocational education through career counseling

1.3.1. The concept of career counseling

1.3.1.1. *Counseling:* counseling is an interaction process between the counselor and clients, in which the counselors apply their own knowledge and skills to help their clients to improve the resolution of the difficulties, which they encountered in their lives.

1.3.1.2. *Career counseling:* career counseling is the interaction between counselors and clients, in which the counselors apply their own knowledge and skills to help their clients improve and address the difficulties, which they encountered in the course of future career options.

1.3.1.3. *Vocational education through career counseling:* VE through career counseling is the interaction process between teachers and students, in which teachers apply their own knowledge and skills to help their students to solve the difficulties encountered to during future career options and meet the VE objectives.

1.3.1.4. *Career counseling and career advice:* career counseling and career advice activities are personalized help resolve difficulties and problems on the career, in career selection. However, career counseling is not career advice for people who need help like career advice, which is an interactive process between the counselors and clients, resulted in client self-awareness to their problems themselves and come up with suitable vocational selecting solutions.

1.3.2. Vocational education through career counseling in secondary schools

1.3.2.1. The Objectives of career counseling in secondary schools VE

Based on the VE objectives in secondary school, and an overview of the above findings, it is believed that the objectives of VE in secondary school VE are:

- Students resolve the difficulties in the career selecting process.
- Achieved targets of VE, namely:
 - + Students are capable of self-discovery: capacity, character, interests, values, desires and aspirations of themselves.
 - + Students have a full understanding of the career, training institution
 - + Students are capable to select suitable career options

1.3.2.2. The content of career counseling in secondary schools VE

- * Help students in self-awareness and self-evaluation
- * Help students to learn on the career, the sector, the training system
- * Help students to select appropriate business decisions
- * Help students to resolve other difficulties
- * Help students relieve psychological difficulties in the process of career selection

1.3.2.3. Format of career counseling: Consultation skills for individual students; Consultation skills for student groups

1.3.2.4. Career counseling orientation procedure

- Determine principles of construction and principles of implementation of career counseling for students in career counseling in VE
- Determine the stages and steps in implementation the procedure
- Choose the forms and how to implement appropriate procedures
- Determine the requirement for effective implementation of career counseling procedure in VE.

1.3.3. The advantage and limitation of vocational education through career counseling in secondary schools

1.3.3.1 The advantage of Vocational education through career counseling in secondary schools

In secondary school, VE is done in many different ways: teaching school subjects, career counseling, organizing extracurricular activities, organizing career festivals ... Every path has its own advantages in performance the VE. Career counseling as well, as a route for VE, it has its own advantages for this activity. According to our research, career counseling in VE has following advantages:

- (1) Career counseling can solve problems related to the student's career
- (2) Career counseling in secondary schools in VE accomplish dual objectives.
- (3) It can be combined easily with other vocational education pathways in secondary school
- (4) Career counseling can be done at any step of the VE operation, from career propaganda for students to adapt career
- (5) The procedure of career counseling support for the teaching process, and VE education in secondary schools
- (6) Career counseling is a convenient indoor VE secondary school
- (7) To conduct career counseling in secondary schools will help students and families to reduce costs and save time

1.3.3.2. The limitation of Vocational education through career counseling in secondary schools

(1) The dominant function of career counseling assists students in resolving difficulties and problems in the process of choosing a career, so providing information about the career and the training schools for students is not as systematic as other VE routes.

(2) The essence of career counseling is counseling and helping students when they encounter difficulties. Therefore, it only impacts on few students (than other routes).

1.3.4. The relationship between career counseling and other routes in VE

Career counseling is a both independent route in VE and has relationships with other VE routes through teaching the basic sciences; through organization of formal VE activities; through

extracurricular activities; through active learning and teaching technology courses; through career forums, all have objectives is to equip students with knowledge on professions, the system of training institution. However, as the above was confirmed, during career selection process students faced many difficulties, yet the above routes are not timely response in addressing these difficulties for students. The nature of the consultation and career counseling to assist students deal with the difficulties encountered in life and in the process of career selection. So in helping students to solve problems, worry in career selection, career counseling has dominant advantages. Thus, six vocational education routes have relationship closely. When students have the knowledge of the sector, profession, vocational training instruction system, the counselor will carry out the counseling process more quickly, saving time and effort by so that the consultation process will achieve higher efficiency. Conversely career counseling will help students solve problems, relieve the anxiety of students, reinforces the excitement, confidence for students in selecting appropriate career, while contributing to capacity building in self knowledge and self-assessment, understanding of sector, profession, training institution and implementation of decision making for selection of appropriate career.

In secondary school, these routes if coordinated and effective done, that will create a synergy in the process of VE and contribute to improving the efficiency of VE in secondary school, to help students select career matches the capabilities, interests, personality and fit themselves to the needs of society.

1.4. Factors affecting the career counseling process in IE:

1.4.1. Elements belong to the counselor (teachers): Understanding the psychological counseling field; Knowledge and counseling skills; understanding of industry training system in society, the trend of social development and labor market needs; love, enthusiasm and responsibility to counseling work

1.4.2. Elements belong to the students: Aware of the need for self-assessment; proactive in seeking information, selecting information and analysis of information; actively, actively consulted, exchanged, shared concerns, wondering with teachers, friends and families on issues related to career options for themselves

1.4.3. Elements belonging to the school: Conditions facilities; the attention of the management

1.4.4. Other factors: Mechanisms and social policies; duration for VE and career counseling; cultural elements of the society and student families, relationship between counselor and student in counseling process, career counseling environment and context, time and time duration for career counseling.

Conclusion of Chapter 1

1. Career counseling in vocational education in vietnamese secondary schools is still new issue and there are only a few studies researching this matter.

2. Vocational education can be done through many ways: teaching scientific subjects, organizing vocational activities as well as extracurricular activities, etc. These ways have close relationship with each other. There is another way which not only interact, support with these ways but also exist independently, individually and carry out fully the target of vocational education, that is career counseling. Career counseling is regarded as one of the essential and effective vocational education way in today's senior high schools.

3. Career counseling in secondary schools aims at helping students themselves overcome their difficulties when choosing the future job; improving the understading of profession, the system of vocational training schools as well as university or college; developing self-awareness and self-assessment capacity; enhancing their own capacity of choosing suitable career in the future through finding out and resolving all issues related to their career choices. This is the advantages of career counseling that above vocational education ways can not obtain.

4. Career counseling is reseached as an independent vocational education way. They include separate goal and content, are conducted in accordance with certain process to ensure career counseling activities can prove its advantages and bring great effectiveness into vocational education in senior high school.

5. Career counseling in vocational education is affected by many factors: these factors belong to teacher, student, school, family, society,...In the counseling process for secondary schools student, teachers need to consider carefully the impact level of these factors in choosing student's profession, as the result, counseling task shall bring out the great effectiveness as well as achive goal of vocational education.

CHATER 2: THE SITUATION OF VOCATIONAL EDUCATION THROUGH CAREER COUNSELLING IN SECONDARY SCHOOL

2.1. Overview of the survey

2.1.1. Purpose of the survey: Based on research and assessment the status of career counseling in VE in secondary schools of Hanoi area from which to draw the necessary conclusions, as practical basis for the research

2.1.2. Respondents: Survey carried out with 217 teachers of local schools in Hanoi down-town and suburbans, who teach subjects: VE; Technology and other subjects, had participated in career counseling and work in VE for students and 2131 school students of grades 10, 11 and 12.

2.1.3. Survey Content: Topic surveyed VE situation through career counselling secondary school in Hanoi with the following basic contents: VE status in secondary schools in Hanoi area ; Current status of career counseling in secondary schools in Hanoi; career selection of secondary school students in Hanoi; Factors affecting the career counselling process and VE secondary schools in Hanoi area

2.1.4. Survey methodology: Survey method of education; Pedagogical method of observation; Methods of conversation; Product research methodology of educational activities; Case study method

2.1.5. Time the survey: The survey situation of VE situation through career counselling in secondary schools in Hanoi last had been carried out at the end of first semester 2012-2013 school year.

2.2. Results of the survey situation VE through career counselling in secondary schools in Hanoi

2.2.1. VE Situation in the Hanoi secondary schools

In secondary schools in Hanoi, VE has been done frequency through the same basic routes: Through VE activities; Through extracurricular activities; Through vocational orientation activities; The results of the student's career selection shows that almost one half of the students can not select career for themselves . Only 50% of students can select the career, and they offers many different reasons, even if they like the career, which is just emotional. Thus, the results of student career selection is not as yet achieved the expectations and objectives of VE have not met with.

2.2.2. Current status of career counseling in secondary schools in Hanoi

In the Hanoi area secondary schools, teachers have made objective, content, methods vocational counseling for students, but the implementation of career counseling is based on personal experience, leading to low result in career selection, understanding about themselves, the sector, the career and competition .

* The difficulties of the students in the process of career selection

Table 2.8. Assement of teachers and students on difficulties of students in career selecting process

No	Difficulties of students in career selecting process	Teachers				Students			
		Area		Total		Area		Total	
		Down town	Sub-urban			Down town	Sub-urban		
		%	%	SL	%	%	%	SL	%
1	Limited capacity for self-assessment	100	100	217	100	84,10	92,43	1879	88,17

2	Students did not know what professions is suitable for them	100	100	217	100	84,19	93,38	1890	88,69
3	Do not solve the conflict between them and parents in career selection	96,33	90,74	203	93,55	63,42	42,09	1129	52,98
4	Students could not make decision on what career to select	87,16	86,11	188	86,64	62,32	58,39	1287	60,39
5	Meet difficulties in collection of information	77,98	83,33	175	80,65	62,41	72,00	1430	67,10
6	Limitted understanding on the sector, career	69,72	75,93	158	72,81	74,72	88,21	1833	86,02
7	Limited understanding on training schools	66,06	73,15	151	69,59	60,39	68,36	1370	64,29
8	Lacking of references related to career selection	57,80	70,37	139	64,06	42,65	44,30	926	43,45

** Result of Career selection of students*

Table 2.13. Result of career selection of counseled student

No		Have selected career		Have not selected career	
		Quantity	%	Quantity	%
Area	Down-town	37	15,29	205	84,71
	Suburban	42	22,46	145	77,54
Grade	10	8	30,77	18	69,23
	11	17	19,32	71	80,68
	12	54	17,14	261	82,86
Total		79	18,41	350	78,09

Among 429 students counseled by teachers, 350 students (78,09%) have selected their career and 79 students (18,41%) have not selected.

** Capacity of self-awerreness and self-assessment of students*

In order to explore capacity of self-awerreness and self-assessment of students, several additional questions have been asked (annex 1.1), result derived from answers of additional questions showed in the fowllowing table 2.14:

Table 2.14. Capacity of self-awerreness and self-assessment of students

STT	Capacity of self-awerreness and self-assessment of students	Area				Grade						Total	
		Down-town		Suburban		10		11		12			
		\bar{X}	Lev	\bar{X}	Lev	\bar{X}	Lev	\bar{X}	Lev	\bar{X}	Lev	\bar{X}	Lev
1	Capacity of self-assessment of students	2,33	3	2,29	2	1,85	3	2,10	1	2,41	3	2,31	3
2	Capacity of self-assessment of own characteristic of students	2,45	1	2,19	3	1,88	2	2,09	2	2,44	2	2,34	2
3	Capacity of self-assessment of own interest, excitement	2,41	2	2,49	1	2,08	1	2,10	1	2,57	1	2,45	1
Average Score		2,40		2,32		1,94		2,10		2,48		2,37	

Result from Table 1.14 indicated that, capacity of self-assessment of students were at low level (average score: 2.37)

** Understanding of selected career of students*

Table 2.15. Understanding of selected career of students

No	Understanding of selected career of students	Area				Grade						Total	
		Down-town		Suburban		10		11		12			
			Lev		Lev		Lev		Lev		Lev		Lev
1	Required capacity, competencies of career	2,41	2	2,42	2	2,09	4	2,46	2	2,7	1	2,41	2
2	Characteristics of career	2,24	3	2,09	5	2,04	5	2,18	5	2,26	5	2,16	5
3	Specific work of career	2,39	4	2,31	3	2,32	1	2,41	3	2,33	3	2,35	3
4	Future work place of career	2,49	1	2,44	1	2,28	2	2,5	1	2,62	2	2,46	1
5	Career training institutions	2,24	3	2,21	4	2,1	3	2,3	4	2,28	4	2,23	4
Average score		2,35		2,29		2,17		2,37		2,44		2,32	

Result from Table 1.14 indicated that, understanding of selected career of students were at low level (average score: 2.32)

** Understanding of selected training institutions of students*

Table 2.16. Understanding of selected training institution of students

STT	Understanding of selected training institution of students	Area				Grade						Total	
		Down-town		Suburban		10		11		12			
			Lev		Lev		Lev		Lev		Lev		Lev
1	Competition ratio of training school	0,83	1	0,85	1	0,57	2	0,86	1	1,09	3	0,84	1
2	Standard succeed score of the school	0,82	2	0,82	3	0,51	3	0,81	3	1,16	2	0,82	3
3	Standard succeed score of the sector	0,57	4	0,50	5	0,31	5	0,48	5	0,57	5	0,54	5
4	Enrollment target of the faculty, department	0,69	3	0,68	4	0,73	1	0,57	4	0,71	44	0,69	4
5	Enrollment target of the school	0,83	1	0,84	2	0,48	4	0,85	2	1,18	1	0,84	1
Average score		0,75		0,74		0,52		0,71		0,94		0,75	

Result of table 2.16 indicated that, understanding of selected school of students were at very low level, average score: 0.75. Few student could point out standard succeed score of the school, all most no students could point out standard succeed score of the faculty.

** Steps of career counseling by teachers in secondary schools in Hanoi*

The survey had been carried out to study steps of career counseling by teachers in Hanoi secondary schools. Results show that teachers have listed the steps taken mainly career counseling as following steps: 1/Ask students and listen to student presentation of their problem; 2/Make analysis for students to understand the problem; 3/Giving advice to students; 4/Motivate students

Teachers were conducting career counseling for students in many different ways. Each method includes the steps are arranged in linear order, by experiences of teachers. With these counseling steps, teachers can also play the role of the counselor is to help students solve

problems by giving career advice to students based on the knowledge and experience of ourselves. The above procedure showed that, the lack of teachers and students interaction, exchange. Especially teachers do not promote the centrality role of students, true nature of career counseling. Students passively listen to the analysis and advice of teachers, demonstrating of one-way imposition from teachers. With this consultation way, teachers cannot help students in self-assessment of their capabilities, interests, personality of the students, whereas the career selection of students is necessary needed.

Thus, there should be a scientific procedure with specific guidance for counselors (teachers) so they can do the job well.

2.3. The causes of the situation and remedies

2.3.1. Causes affecting career counseling in secondary schools

2.3.1.1. Factors affecting the career counseling in secondary schools in Hanoi

To explore this issue, the question No 10 (Appendix 1.2) had been used in the questionnaire for teachers, the results are summarized in the table below:

Table 2.19. Factors affecting the career counseling

STT	Factors affecting the career counseling	Down-town		Suburban		Total	
		\bar{X}	Lev	\bar{X}	Lev	\bar{X}	Lev
1	The attention from managements on career counseling	2,84	7	3,05	5	2,95	5
2	Parent collaboration with counselor in career counseling process	3,61	4	3,73	3	3,67	4
3	Financial resource for career counseling	2,89	6	2,93	6	2,91	6
4	Facilities for career counseling	2,96	5	2,83	7	2,90	7
5	Government policy, mechanism for career counseling	2,63	10	2,54	10	2,59	10
6	Perception of teachers in career counseling	3,85	3	3,61	4	3,73	3
7	Capacity to assess psychological characteristics	2,78	8	2,79	8	2,78	8
8	Need for career counseling of students	2,71	9	2,57	9	2,64	9
9	Teacher skill for use of different tools in assessment of psychological characteristics of students	4,06	2	4,16	2	4,11	2
10	Career counseling skill of teachers	4,09	1	4,19	1	4,14	1
Average score		3,24		3,24		3,24	

With this result can be found that causes outcomes of teacher professional consultation is not desirable due counseling skills of vocational high school teachers are not good, the skills of teachers in the use of assessment tools the psychological characteristics of the HS is still limited. Thus, the need to take measures to improve these skills for teachers in order to improve outcomes in the high school counseling profession.

With the results of this study, we further explore the difficulties in organizing career counseling in secondary schools to confirm the cause of the current career counseling results in Hanoi secondary schools .

2.3.1.2. The difficulties in organizing career counseling in secondary schools in Hanoi

Table 2.20. The difficulties in organizing career counseling in secondary schools in Hanoi

STT	The difficulties in organizing career counseling	Area				Total	
		Down town		Suburban		\bar{X}	Lev
		\bar{X}	Lev	\bar{X}	Lev		
1	Little time for vocational orienting	4,14	5	4,27	4	4,10	5

	activities						
2	Limited career counseling skills of teachers	4,47	3	4,63	2	4,53	2
3	Student not pro-active in seeking teachers for career counseling	3,51	7	3,56	7	3,81	7
4	Lack of reference for career counseling activities	2,64	8	2,65	8	2,89	8
5	Lack of counseling expert in the school	4,69	1	4,74	1	4,67	1
6	Limited understanding in career counseling	4,55	2	4,36	3	4,38	3
7	No investment for career counseling in secondary schools	3,75	6	3,82	6	3,84	6
8	No specific instruction for career counseling	4,17	4	4,19	5	4,18	4
Total			3,99		4,03		4,05

The results in the table above shows that there are many difficulties in the organization of Hanoi secondary school career counseling for students. There are 4 difficulties with the highest rates, being arranged in descending order, were:

First, the lack of career counseling expert in secondary school in Hanoi (AS = 4.67);

Second, limited career consultation skill of the teachers (AS = 4.53);

Third, Limited understanding of career counseling (AS = 4.38);

Fourth, no specific guidelines for conducting effective career counseling (GPA = 4.18);

As confirmed above, the limited knowledge in career counseling, limited skill in counseling process are the most difficult to influence in career counseling. Especially in this context, difficulty that teachers had also rated at a high level, that is no specific guidelines for conducting effective career counseling. This suggests that, in order to implement effective career counseling needs to be guided through a specific process.

Conclusion of Chapter 2

1. Nowadays, in the secondary schools in Ha Noi area, vocational education is implemented regularly through following basic ways: Giving basic scientific lessons, organizing vocational education activities, extracurricular activities as well as vocational activities; teaching technology subject and career counseling. In which, vocational education activities and career counseling are two ways that can be performed most by secondary schools in Ha Noi area. However, the effectiveness of this two ways isn't still high, fail to carry out well the goal of vocational education as expectation.

2. Career counseling activities in secondary schools in Ha Noi area are conducted incomprehensively among schools and among teachers with each other. Teachers' career counseling knowledge is still limited. Furthermore, the way that teachers perform career counseling for student is still inconsistent and unscientific, just base on their individual experience and ignore the certain procedures. As the result, the advantage of career counseling can not bring into play thoroughly, the result of career counseling activities isn't high, and hasn't supported student to overcome their difficulties as well as choosing career. In conclusion, the goal of vocational education in secondary schools in Ha Noi area hasn't been achieved as expectation.

3. The result of career counseling in secondary schools in Ha Noi area hasn't obtained as expectation. In fact, many students meet troubles in evaluating their own capacity and personality, thus they have to face many difficulties in choosing profession, university or college, major and group,..These student's difficulties haven't been resolved properly because of the insufficient and limited career counseling task as mentioned earlier in secondary schools in Ha Noi area.

4. Vocational education in secondary schools in Ha Noi area still faces many challenges: the limitation in teacher's career counseling awareness and career counseling skills, necessary

skills to use student's psychological assessment tool; no investment for vocational education activities; amount of time for this activities is limited; lack of career counseling expert and essential document for career counseling activities. In particular, there is no scientifically and unitedly career counseling process that attaches specific guide to conduct this process in secondary schools in Ha Noi area.

5. Today, there are many sound solutions to improve career counseling results in secondary schools: Fostering career counseling skills and counseling understanding for teacher; increasing amount of time as well as investing material facilities for vocational education; coordinating closely among family, school and society, between head teacher and subject teacher, between school and student in vocational education mission. However, one of the the most important solution in promoting the result of vocational education is that teachers have to follow certain process in accordance with goal, content and method of vocational education when performing career counseling.

CHATER 3: OPERATING PROCEDURE CAREER COUNSELLING IN VOCATIONAL EDUCATION IN THE SECONDARY SCHOOL

3.1. Principles of development and implementation of counseling process in IE

3.1.1. Principle of counseling procedure development

- The procedure of counseling activities in the VE built on the basis of the principle of operation
- The procedure of counseling activities in the VE is built on the basis of psychological counseling and career counseling procedure
- The procedure ensure compliance with the objectives of VE in secondary school
- The procedure ensure effectiveness and feasibility

3.1.2. Implementing Principles of career counseling procedure in VE

- Ensure that of interests of students
- Respect and cooperate with students
- Flexibility in implementation of counseling procedure

3.2. Procedures and guidelines for implementation of career counseling activities

3.2.1. Procedure of career counseling

Career counseling is one of the important routes in career counseling VE, meaning the decision to the student's career choice. On the basis of self-help students solve their own problems, self-awareness and self-assessment, knowledge of industry, the competition and the ability to decide on appropriate business ability, personality, preferences, personal favorites.

To ensure effective and scientific in career counseling, the following stages and steps should be followed:

Stage 1: Survey for student characteristics

- Step 1: Preparation
- Step 2: Survey, preliminary survey of students
- Step 3: Organizing test for students
- Step 4: Group classification and define the problem of students
- Step 5: Planning for career counseling

Stage 2: Career counseling for students

- Step 6: Establishment of relationship, identifying of objective, operating format for career counseling
- Step 7: Help students for self-awareness of problems
- Step 8: Help students to solve problems
- Step 9: Help students to make decisions

Stage 3: Review and evaluate the counseling process

- Step 10: To review and evaluate experiences after counseling process
- Step 11: To draw conclusions and propose solutions to improve VE

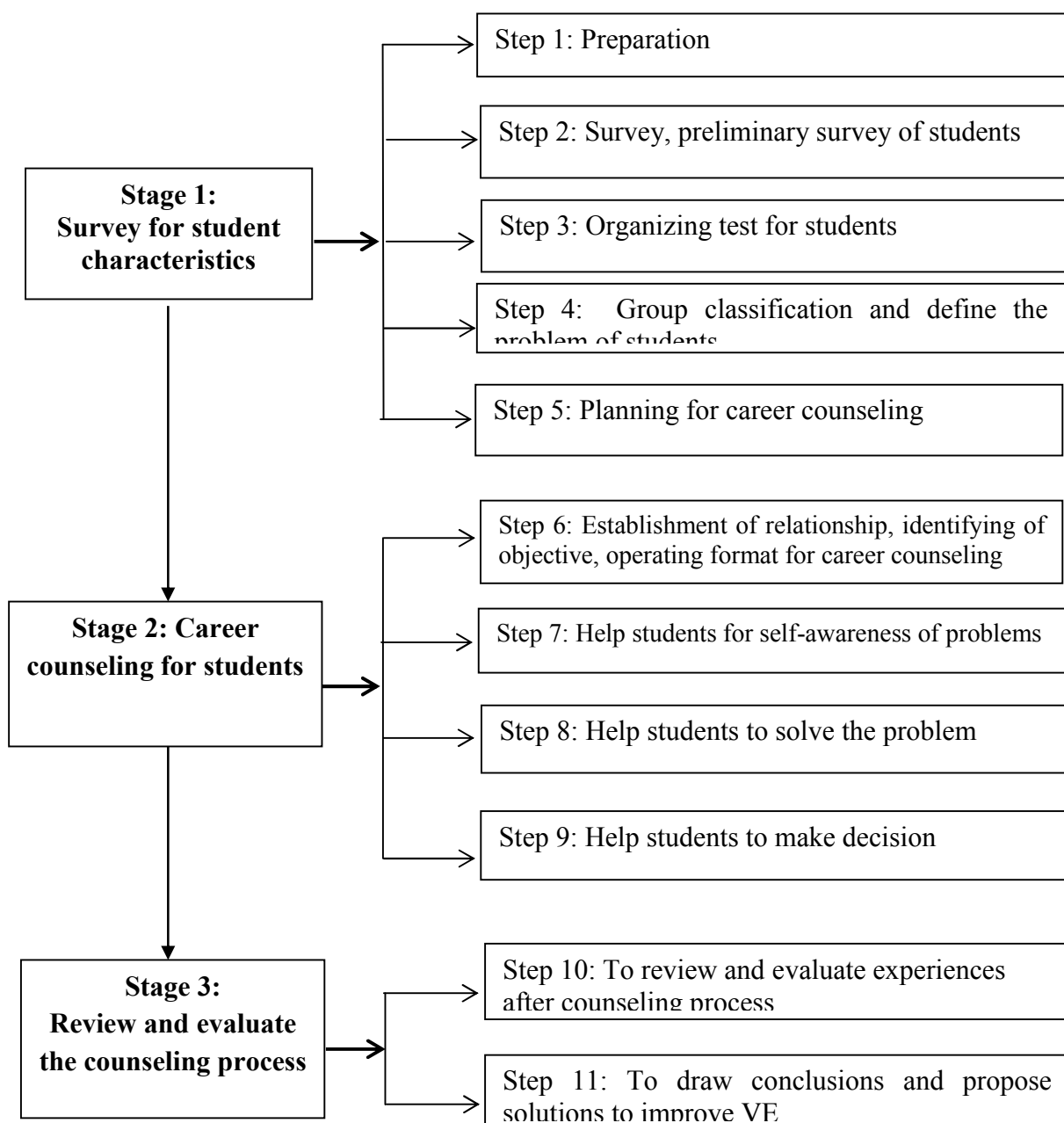


Diagram 3.1 Operating procedure of career counseling in VE

3.2.2. Guideline for implementation of career counseling procedure

3.2.2.1. Stage 1: Preparation for career counseling

Step 1: Preparation

- * Prepare for the investigation, preliminary survey of students
- * Prepare for the implementation of the career counseling

Step 2: Survey, preliminary survey of students

* Objective of investigation, preliminary survey for students: Preliminary Survey to find out information on students to understand their needs, aspirations and perceptions of career selection, the difficulties of students from which to identify the problems that students face with.

* The content of investigation, preliminary survey:

- For students: Personal information: Academic results, examination block, family, health; the contesting school, the contesting career; preliminary exploration of student capability,

personality; Career interests; The difficulties, the desire, the need of students during career selecting process.

- For teachers: Talking with teachers about each student in the class to learn about the personality, abilities, aptitudes, and their forte

- For parents of students: Talk and exchange to learn about students, their parents' understanding of the career options for students, the attitude of the parents when the student selects the career. Parent orientation for student career selection

- * How to perform a preliminary survey: For students: doing on stock; for parents and teachers: conversation, interview

Step 3: Organizing test for students

- * Objective: On the basis of these tests, the initial counselor and students will be able to assess preliminary capability, capacity, character, temperament and interests, career interests of students

- * The content of the test: 1/IQ Quiz Alfred.W.MunZent to evaluate students' intellectual level; 2/Test "professional ability" of John Holland to evaluate the professional competency of an individual; 3/Test career AEGolomstoc interesting to assess interest, career interests; 4/ Quizzes learn the idiosyncrasies of HJ Eysenck to assess the temperament of HS; 5/Quizzes learn MBTI personality in order to better understand the characteristics of the HS.

- * How do test organizations: Organization of the classroom for students to do with each test, with the guidance and specific time

Step 4: Group classification and define the problem of student

Purpose: Categories students into group, with problems that students face with

- Group 1: students who are not fully self-aware, self-assessed, lacks of understanding of career, sector and testing school, could not select career for themselves

- Group 2: student who well self-aware, self-assessed, good understanding of career, sector, select the wrong career, testing school for themselves

- Group 3: students who are well self-aware, self-assessed, good understanding of career, sector, select right career for themselves, but select the wrong testing school

- Group 4: students who face with other problems like: conflict between student career selection and parent career selection for student, conflict between student self-capacity and career selecting interest; student could not make decision of what career to select.....

- Group 5: students who are fully self-aware, self-assessed, good understanding of career, sector, select right career and right testing school for themselves

Step 5: Planning for career counseling

- * Identifying the objective of career counseling

- * Identifying the content career counseling

- * Identifying the format of career counseling

- * Identifying the role of teacher and students in career counseling

- * Identifying the skills for career counseling

- * Identifying the source of reference documents for career counseling

- * Identifying the time, duration of career counseling

3.3.2. Stage 2: Career counseling for students

Step 6: Establishment of relationship, identifying of objective, operating format for career counseling

Objective: Establishment of friendly relationship with students to create confidence and trust for students

Format: through the situations, stories, open questions

Step 7: Help student for self-awareness of problems

Objective: Help student to self-aware of problems, which they encounter with

Content: the problems which students encountered in career selecting process: not fully self-aware, Lacks of understanding in career, sector and testing school, conflict between student career selection and parent career selection.

Format: Students analyze the problem themselves, with help from teacher, teacher orient student through the opening questions

Formula: groups counseling, individual counseling

Step 8: Help students to solve problems

Objective: Student resolves problems by themselves

Content: Help student in self-awareness and self-assessment; Help student to seek and understand information on career, sector and testing school

Formula: groups counseling, individual counseling

Step 9: Help students to make decisions

Objective: Students resolve the problem by themselves

Content: Help students to make decision for suitable career selection; resolve the problem by themselves

Formula: groups counseling, individual counseling

3.3.3. Stage 3: Review and evaluate the counseling process

Step 10: To review and evaluate experiences after counseling process

Step 11: To draw conclusions and propose solutions to improve VE

3.4. Conditions for effective implementation of procedure for career counseling

3.4.1. To the school: It is necessary to invest and equip with infra-structures: counseling room, tables and chairs for VC and career counseling in particular, documents and audio-visual equipment.

3.4.2. To the teachers: Teacher has knowledge in consultation, knowledge in career counseling skills, understanding in career, sector, vocational training system, career development trend and social development trend. Teacher must use counseling skill flexibly. Test implementation skill: In test implementation, teacher must master test requirement and test technique, group organization and coordination skills experiment implementation, and teacher needs to master the requirements and technique when using tests and groups coordination: - teacher needs to perceive and assess affecting factors as those elements affect the career selection of students.

3.4.3. To the students: Students must perceive correctly, active and self-reliance in career selection for themselves; student must collaborate closely with teacher in career counseling process.

Conclusion of Chapter 3

1. To make the career counseling become effective vocational education way, it has to be conducted by the reasonable and logical process. The construction of counseling process must comply with following principles: the process of career counseling activities in vocational education is built on the basis of psychological counseling and vocational consultation process, must agree with the goals of vocational education in senior high school, ensure its effectiveness and feasibility, make sure the best benefits for student, respect and cooperate with student, be flexible in counseling process.

2. The process of career counseling activities is built with the objectives, the goals, the contents, the methods and the forms of specific counseling. This process consists of three stages: 1/ Make a survey to discover student's characteristics, 2/ Giving career counseling for student, 3/ summarizing and assessing counseling process and 11 steps. In the counseling process, teacher always help student in evaluating their own qualification, knowledge, characteristic, capacity; support them in clearing away all psychological obstacles related to choosing group, major, university or college and future career; assist student choosing suitable profession fit themselves and manpower needs of society. At the same time, after carrying out this counseling process, the career counseling skills of counselor (teacher) will be considerably improved, the capacity of student's self-assessment will be significantly developed. They can prepare full understanding about study major, training area, university or college to make confidently the suitable career decision.

3. In order to get the best results in conducting the process of vocational education activities, this process must ensure the following requirements: material facilities must meet the demands of counseling mission, teachers must have a thorough understanding of counseling process and then

perform it exactly as well as use proficiently psychological assessment test of student; have a thorough grasp of ology, training area, professional education system, higher education; student need to cooperate actively with teacher in choosing profession to get a desired profession. If these requirements are performed strictly, the career counseling process of student will achieve the best result as expectation that prompting the quality of vocational education in general and career counseling in particular in secondary schools.

CHATER 4: PEDAGOGICAL EXPERIMENT

4.1. Generalizing the pedagogical experiment

4.1.1. Practical purposes

Experimentation is carried out to check the correctness of the scientific theories have been developed, which confirmed the feasibility of developed career counseling procedure (see Section 3.2, Chapter 3)

4.1.2. Experimental object and the time of experimentation

* The object of the experimentation. Round 1: Students of Class 12A13, Nguyen Gia Thieu Secondary School, Fist semester, school year 2013-2014.

* The object of the experimentation 2nd round: Students of class 12A15, Ngoc Tao Secondary School, 2nd semester, school year 2013-2014

4.1.3. Experimental content

Carrying our career counseling for students using developed career counseling procedure, to help students in solving their problems in the process of a career selection: it is difficult in self-perception and self-evaluation, understanding of the career, sector, testing school, and difficulty in selecting appropriate career fitted with their competence, hobbies, interests, personality, and their own conditions.

4.1.4. Experimental methods

Experimental process was conducted in the form of parallel, teacher carried out career counseling with developed technological procedures established in experimental class. In control class, implemented of VE topics by traditional way, at the same time.

4.1.5. Experimental Procedure

Experimental procedure was divided into three phases with phase 2 trials.

The three phases include: Phase preparing empirical experimentation phase and processing experimental results phase.

Two experiments include: Experimental phase 1 and phase 2 trials: Organisation of career counseling with developed procedure (see Section 3.2, Chapter 3) to confirm the feasibility of the procedure.

4.2. Analysis of experimental results

** Results self perceptions, self assessment, understanding the career, sector and testing school of students before and after the experiment*

Table 4.1: perception of student before and after the experiment

No	Content	1 st round trial				2 nd round trial			
		Before Exp.		After exp.		Before Exp.		After exp.	
		EXP1	C1	EXP1	C1	EXP2	C2	EXP2	C2
1	Self-perception & self-assessment	2,32	2,33	4,24	3,13	2,33	2,34	4,20	3,06
2	Perception on career, sector	1,49	1,49	3,28	2,53	1,37	1,36	3,45	2,63
3	Perception on training school	2,11	2,16	4,49	2,84	2,16	2,17	4,42	2,25
Total average score		1,97	1,99	4,0	2,83	1,95	1,96	4,02	2,64

Diagrame 4.1: Clasification of level in career selection of students in 2 classes EXP1 và C1 before the experiment

Diagrame 4.2: Clasification of suitable level in career selection of students in 2 classes EXP1 và C1 after the experiment

Diagrame 4.3: Clasification of suitable level in career selection of students in 2 classes EXP2 và C2 before the experiment

***Diagrame 4.4: Clasification of suitable level in career selection of students in 2 classes EXP2
và after the experiment***

*** Observation before Experiment:**

Quantitative sense: Before experiment, results of self awareness, understanding of careers of student were in the low-level. Most students could not select career and the appropriate sector, testing school.

A qualitative sense: Students are perplexed in assessing themselves, especially in listing their characteristics as personality, interests and capabilities; in listing of information about careers and solve the difficulties in the process of student career selection.

*** Observation experiments:**

Results self perceptions, self assessment, understanding the career, sector and testing school of students in experimental class has changed significantly in terms of both quantitative and qualitative aspects.

Quantitative sense: For experimental class, average score of criteria such as: self awareness of the psychological characteristics, awareness of the career has increased significantly, although that in the control class has increased, but the growth is negligible.

Qualitative sense: Most students in experimental class no longer embarrassed when evaluating themselves that they are very confident. In addition, they also have the ability to guide others doing this. So they really enjoy and rewarding after career counseling with newly developed procedure.

Thus: Implementation of developed counseling procedure with its techniques for career counseling for students was effective in helping students to have a good self awareness, understanding the selected career, the testing school. This procedure also help student to train themselves with skills in career selection process. From that, students could select suitable career, but also could resolve the difficulties in career selection process and other difficulties they encounter. Results of the career counseling have helped to enhance efficiency of VE in secondary school.

Conclusion of Chapter 4

1. Career counseling process for high school student was carried out in 2 secondary schools in Ha Noi area with dual target: help student overcome difficulties when choosing career as well as conduct the objectives of vocational education.

2. After implementing career counseling process for 12th graders, these above dual targets have done well as a whole, students can resolve their own difficulties in choosing proper profession, they have a thorough awareness of their study major, training area, profession options as well as university or college that they want to take an examination. In particular, they themselves can make the last decision in choosing study major, university or college and proper

profession that fit their capacity, characteristic, individual interest as well as in accordance with their family's living conditions.

3. Implementing strictly career counseling activities has proved the feasible and scientific theories we built is completely correct. These theories can be deployed to the counselor, teacher who in charge of teaching vocational education to carry out career counseling in vocational education process for students that contributes to improve the quality of vocational education in today's secondary schools.

CONCLUSIONS AND RECOMMENDATIONS

1. CONCLUSIONS

1.1 Career counseling in vocational education is one of the modern vocational education way that is widely applied and got great effectiveness by many countries in the world. However, in Viet Nam, the career counseling is completely a new issue and hasn't been used particularly in vocational education in senior high schools.

1.2. Career counseling in vocational education has many advantages in supporting high school students remove their difficulties when choosing their exam group, major, university or college and future career. With such advantage, the nature of career counseling in vocational education is that teacher always orients for students and helps students evaluate exactly their interest, personality and capacity; supports student seek information of major training system and future career in society as well as labour force demands, thence student themselves can make sound decision in selecting their proper major that agrees with them and social labour demands.

1.3. Career counseling is researched as an independent vocational education way. They include separate goal and content, are conducted in accordance with certain process to ensure career counseling activities can prove its advantages and bring great effectiveness into vocational education in senior high school.

1.4. Nowadays, in senior high schools, vocational education is conducted mostly by two ways: through school time of vocational education activities and career counseling. However, the effectiveness of these ways hasn't considerably improved, has fallen expectation and hasn't carried out well the objectives of vocational education. The main reason of this matter is that career counseling activities in senior high school in Ha Noi area hasn't comprehensively implemented among senior high schools and among teachers. Teachers' career counseling knowledge is still limited. Furthermore, the way that teaches perform career counseling for student is still inconsistent and unscientific, just base on their individual experience and ignore the certain procedures.

1.5. To make career counseling for student become a real vocational education way in senior high schools, career counseling activities have to follow scientific processes. Career counseling process in vocational education isn't available, this process should be developed logically and based on scientific basis, agrees with the nature of psychological counseling, in accordance with vocational education as well as carries out fully the goals of vocational education. This process is built by three stages, including 11 steps to ensure all above requirements.

1.6. Career counseling process which is implemented in two senior high schools, in Ha Noi area has achieved the goals of career counseling and vocational education as followings: student can resolve their own difficulties in choosing proper profession, they have a thorough awareness of their study major, training area, profession options as well as university or college that they want to take an examination. In particular, they themselves can make the last decision in choosing study major, university or college and proper profession that fit their capacity, characteristic, individual interest as well as in accordance with their family's living conditions. Besides, students have good capacity to define their own problems and then they themselves can give sound solutions to remove these difficulties. They know how to analyse their own problems and confidently make proper decisions. These results have highly proved the feasibility and the effectiveness of career counseling activities, thus contribute to conduct well the vocational education goals in today's senior high schools.

2. RECOMMENDATION

2.1. For the Ministry of Education and Training

- Career Counseling in VE has an important role in improving students' ability to self-evaluation, searching for information, analysis and selection of information in career selection process, decision-making for career selection accordingly. Should consider career counseling as a route in VE for students, so MOET should consider the training of career counseling expert's full requirements of the profession, such as knowledge, skills and qualification of the profession.

Policies and mechanisms needed for each school to have a counseling room and an counseling expert performs career counseling and psychological counseling for students.

- MOET should have appropriate policies and mechanisms for the teachers involved in VE in secondary schools in general and career counseling in particular. In the present conditions, cannot meet the demand of each school have a career counseling room , the Ministry of Education and Training should develop a training programs and plan for knowledge, skills development VE in general and career counseling in particular for teachers, who handle the work for IE to meet the needs of society.

- Currently, the documents serve VE remains poor, so MOET should have documents for IE developed, specific and detailed Job descriptions to meet the needs for student seeking and learning on the characteristics and requirements of career, sector. Anticipating the needs of human resources in the country and each locality lacks of update, so MOET need for timely forecasting, demand labor market on the basis that students get the information in a most complete and up to date, to create favorable conditions for the career selection accordingly.

2.2. For secondary schools

- The school management board perceives and aware the of the importance of IE in general and career counseling in particular, seriously compliance with MOET policy in VE. The school needs to invest in necessary facilities such as career counseling room, the psychology test, financial support, makes available time for implementation of VE activities and career counseling for students.

- There are plans to organize career counseling for students, right from the beginning when they entered secondary school, making note to physiological psychological characteristics, needs and aspirations of students, each grade to progress this activity the most effective way.

- Strengthen the propaganda about the importance and role of career counseling for students their parents; Coordinate with the production enterprises, universities and colleges with student parents. Besides, organization of career forum for student parents on issues of career selection of their children, avoiding parents forcing their children to select the career in accordance to parent career.

2.3. For counselor (teacher)

- The counselor (teachers) needs to be aware of the role and importance of VE and career counseling for students. There are plans to raise their self-understanding in career counseling, career counseling skills, training the values of the counselor.

- The counselor (teachers) should have extensive knowledge of career world, the system of training schools in the country; regularly update information on labor market needs of the society. During the career counseling process for students, the counselor apply the knowledge and skills in career counseling to accurately assess personality, abilities, interests and inspirations of students, insufficient levels of their knowledge in the career, schools, the ability to search for and selection information of student, in order to implement the counseling process with high efficiency.

- Have a plan for individual student consultations, for a specific group of students clearly and actively suggest, talking with students to understand the difficulties , the aspirations of the students in the career selection process, timely help students solve these difficulties so that they are assured of learning.

- After each career counseling, the counselor needs to draw lessons learnt for self adjustment and change accordingly at the next career counseling.

2.4. For student

- High Awareness in future career selection since entered secondary school. Recognizing the importance of the career orientation to foster self-planned, active learning in order to formulate the knowledge and capabilities related to the career that they have selected.

- Students must have a self-assessment routines themselves, actively seeking out information on the career, of the labor market needs of the society to have a solid background as a basis for selection of suitable career, avoid mistakes in the career selection process.

- Boldly sharing, expressing the difficulties in career selection process with teachers, with parents and with counselor for their timely counseling to help them in removing these difficulties, created excitement, confidence in learning as well as in the future career selection.

- Student should be available to cooperate with teacher in counseling process, bravely express their difficulties when selecting major, profession with teachers, parents and counselors to have timely solutions in supporting student remove these problems, these methods will create interest and faith for student when studying as well as selecting future career.