


Exploring factors affecting experiential activities and career guidance based on competency-based approaches for high school students in Ho Chi Minh City

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Abstract

In the context of fundamental and comprehensive innovation of general education in Vietnam towards developing students' qualities and competencies, experiential activities and career guidance have become an indispensable element to help students form early career orientations, suitable to their abilities and personal conditions. This article aims to explore factors affecting the effectiveness of organizing experiential activities and career guidance based on competency-based approaches at high schools in Ho Chi Minh City. Using a mixed method, combining a quantitative survey of 121 managers, teachers and parents at 12 high schools with in-depth interviews with representatives of leaders and professional groups, the study identified four main groups of factors affecting experiential activities and career guidance: (i) the capacity and awareness of the teaching staff; (ii) orientation and support from the school management mechanism; (iii) school environment and coordination among stakeholders; and (iv) psychology and intrinsic motivation from students. The results of statistical analysis and qualitative data show the interrelationship between these factors in improving the quality of program implementation. On that basis, the article proposes some specific recommendations to improve the effectiveness of experiential activities and career guidance towards developing learners' capacity in the modern context.

Keywords: Experiential activities, Career guidance, Competency approach, High school education, Ho Chi Minh City

1. Introduction

In the context of globalization, digital transformation and the fourth industrial revolution taking place extensively, the demand for quality human resources is becoming increasingly urgent and highly competitive. Modern general education not only aims at imparting knowledge but also focuses on developing personal capacity, career adaptability and life value orientation for students. In particular, experiential activities and career guidance officially integrated into the 2018 General Education Program play an important role in forming career selection capacity, developing soft skills and enhancing students' autonomous learning capacity

According to the Ministry of Education and Training (2018), experiential activities and career guidance are a compulsory component throughout grades 1 to 12, with a clear orientation to develop learners' qualities and capacities, contributing to career orientation in accordance with students' abilities, interests and actual conditions. However, the actual implementation in high schools, especially in large cities like Ho Chi Minh City, shows many difficulties: lack of specialized staff, confusion in designing activities, ineffective coordination between schools, families and society and limited awareness of students about career orientation.

Ho Chi Minh City is one of the largest economic and educational centers in the country. Before the merger, Ho Chi Minh City had 2,341 schools, including 1,308 kindergartens, 529 primary schools, 299 secondary schools and 205 high schools (Thanh, 2025) ^[26]. This environment has a lot of

potential to effectively implement career guidance activities based on the competency approach, but also poses challenges regarding the synchronization, depth and practical effectiveness of this activity in school practice. Therefore, exploring the factors affecting experiential activities and career guidance based on competency approach in high schools in Ho Chi Minh City is a research requirement that is both urgent and has profound theoretical and practical significance.

This study was carried out to identify factors affecting experiential activities and career guidance based on competency approach in high schools in Ho Chi Minh City. Identifying influencing factors is important in improving the quality of educational activities, especially in the context of current general education program innovation. The surveyed factors are not only limited to material conditions and training programs, but also include the awareness and capacity of the management staff and teachers in organizing experiential activities suitable to the psychological characteristics and career orientation of students.

In addition to identifying influencing factors, the study also assesses the specific level of influence of each factor on the effectiveness of implementing experiential and career guidance activities in schools. Through surveying and analyzing quantitative data, the study clarifies the role of each factor in promoting or hindering the comprehensive development of students' capacity. At the same time, analyzing these factors also helps to point out the relationship between management mechanisms, pedagogical environment and vocational

education effectiveness, thereby providing a practical basis for planning educational policies at school and local levels.

Another important content of the study is to analyze the differences in perception and action between relevant groups, especially between administrators and teachers in schools. This difference can directly affect the implementation method and effectiveness of experiential and career guidance activities. Based on the findings from the practical survey, the study proposes a number of specific solutions to improve the quality of organizing experiential and career guidance activities, contributing to building a competency-oriented educational model suitable for the requirements of sustainable development and integration of modern general education.

Based on the identified research objectives, the article aims to address a number of core research questions to clarify theoretical and practical aspects related to experiential activities and career guidance according to the competency approach for high school students. Specifically: What factors affect experiential activities and career guidance according to the competency approach for high school students? How do these factors affect the effectiveness of experiential activities and career guidance? What are the perceptions and actions of the management staff and teachers regarding this activity? What solutions are needed to increase the effectiveness, sustainability and suitability to the characteristics of high school students in Ho Chi Minh City?

The above research questions clearly demonstrate the focus and practicality of the topic, aiming to comprehensively explore the aspects affecting experiential activities and career guidance according to the competency approach in high schools. Identifying influencing factors and assessing the level of impact helps clarify the reasons for success or limitations in implementing this activity. At the same time, analyzing the perceptions and actions of managers and teachers is an important basis for adjusting organizational methods. Proposing practical solutions will contribute to increasing efficiency, sustainability and meeting the career development needs of students in Ho Chi Minh City.

2. Research overview

2.1. Theoretical basis of experiential activities and career guidance according to the competency approach

In recent years, the competency-based approach has become the dominant trend in educational reform in many countries, emphasizing the comprehensive development of learners' qualities and abilities instead of focusing on simply imparting knowledge (Mulder, 2014) [20]. In Vietnam, the 2018 General Education Program has clearly affirmed this orientation, with the goal of "developing students' qualities and abilities through learning, experience and training activities inside and outside of school" (Ministry of Education and Training, 2018) [16].

Experiential activities are the process in which students directly participate in social and practical activities with pedagogical orientation to develop life skills, communication and cooperation skills and personal value orientation (Kolb, 1984) [13]. Meanwhile, career guidance is the process of helping students discover themselves, learn about careers and choose a

learning - career path that suits their abilities, interests and socio-economic conditions (Gysbers & Henderson, 2012; Duchiep, *et al.*, 2022) [9, 4].

The combination of experiential activities and career guidance in competency-based approaches is important in educating students to develop comprehensively, be self-directed, responsible and able to adapt to the rapidly changing world of work.

2.2. International research on career guidance activities in general education

Many studies around the world have affirmed the key role of career guidance in general education. According to OECD (2021) [22], countries with strong career guidance systems often help students achieve better learning outcomes, reduce unemployment rates after graduation and increase their ability to participate effectively in the labor market.

Research by Perry and Wallace (2012) in the UK shows that the participation of homeroom teachers, school counselors and external organizations has a positive impact on students' career awareness. In a study in Finland, Sahlberg (2016) [24] emphasized the role of a positive school environment, in which career guidance activities are integrated interdisciplinary and across all levels of education, inseparable from practical experience and moral education.

In Korea, a study by Jee, *et al.* (2020) identified four main factors influencing the effectiveness of career guidance education: (i) teachers' pedagogical competence; (ii) consensus of school leaders; (iii) coordination with parents and the community; and (iv) the level of relevance between the program and students' needs.

The above international results show that the systematic, synchronous and cohesive elements in the educational environment are prerequisites for competency-based career guidance to become a reality.

2.3. Domestic research on experiential activities and career guidance in high school

In Vietnam, many studies have also focused on experiential activities and career guidance in general education, especially in the context of implementing the 2018 General Education Program.

Tran Thi Le Thu (2020) believes that experiential activities are a favorable environment for students to develop their personal capacity, in which career guidance needs to be organized systematically, oriented and linked to practical needs. However, the study also pointed out limitations in designing general programs, lacking specialized managers and lacking connections with businesses (Van, 2023) [29].

Pham Thi Nhung & Nguyen Thi Ngoc Be (2025) [23] surveyed a number of high schools in Hanoi and found that most teachers were still confused about organizing career guidance activities, often incorporating them in a formal manner, lacking depth and not effectively exploiting the connection between subjects and future careers. Le Quang Minh's (2022) study on career guidance organization in Ho Chi Minh City said that although the physical facilities and educational potential in this area are

relatively good, the effectiveness of implementing experiential and career guidance activities still has many shortcomings due to the lack of a competency assessment framework, the lack of effective coordination between relevant forces and students' vague awareness of careers.

In addition, the guidance documents of the Ministry of Education and Training, such as “Guidelines for organizing experiential and career guidance activities in the 2018 General Education Program” (2020), also clearly state that the teaching staff needs to be trained in depth, schools need to develop a career guidance ecosystem and establish substantive connections with businesses and professional organizations to enhance practical effectiveness.

2.4. Research gaps and orientation of the article

The overview of the above studies shows that experiential and career guidance activities based on the competency approach have been studied relatively widely both domestically and internationally. However, there are still gaps that need to be further clarified:

Firstly, many studies stop at descriptive surveys and have not yet analyzed in depth the correlation between factors affecting the quality of organizing experiential and career guidance activities.

Secondly, research works in Vietnam are mainly theoretical analysis or qualitative evaluation, lacking the combination of quantitative and qualitative to evaluate the multidimensional effectiveness of implementation.

Thirdly, few studies have conducted medium-scale surveys in specific localities such as Ho Chi Minh City, which has rich organizational conditions but also faces many challenges in school administration and community connection.

On that basis, this article chooses a mixed-method approach to both exploit empirical data from a survey of 121 administrators and teachers and conduct in-depth interviews to add depth to the analysis. Thereby, the article not only identifies factors affecting experiential and career guidance activities but also clarifies the impact mechanism of these factors in the specific conditions of Ho Chi Minh City, thereby providing recommendations with high practical application value.

3. Research methodology

3.1. Research approach

This study was conducted using a mixed-methods approach, combining quantitative and qualitative methods. This method helps to exploit data comprehensively, both measuring the level of influence of specific factors and clarifying the impact mechanisms and practical experiences from stakeholders. The integration of the two methods aims to ensure objectivity, reliability and depth for scientific conclusions.

3.2. Quantitative method

Survey subjects

The quantitative study was conducted through a survey questionnaire distributed to 121 people in three groups at 12 high schools in Ho Chi Minh City, including: 35 management staff (principals, vice principals, heads of professional groups);

56 teachers who are directly involved in teaching or organizing experiential and career guidance activities; 30 parents of students studying in grades 10-12, randomly selected according to the class list provided by homeroom teachers. The schools selected for the survey are located in the inner city, suburban and suburban areas of Ho Chi Minh City to ensure diversity and representation in terms of facilities, school culture and educational organization context.

Survey tools and scale design

The survey questionnaire was designed in the form of a multiple-choice test on a 5-level Likert scale, from “Totally disagree” (1 point) to “Totally agree” (5 points). The questionnaire includes 20 observation variables, divided into 4 main groups of factors that are assumed to have an impact on experiential activities and career guidance according to the competency approach: (i) Professional capacity and awareness of teachers (5 observation variables): training, organizational skills, level of integration into subjects, attitude towards experiential activities; (ii) School management and support mechanism (5 observation variables): direction of the board of directors, inter-group coordination mechanism, support budget, activity evaluation framework. (iii) Psychology and career orientation needs of students (5 observation variables): interest, self-discovery of competencies, need for career information, level of proactive participation; (iv) Participation and coordination of parents and the community (5 observation variables): level of coordination of parents, role of social organizations and businesses, relationship between school, family and society; (v) The questionnaire was preliminarily tested through a pilot test at 01 high school (10 people), then adjusted in terms of language and structure to ensure clarity and ease of understanding.

Data analysis

Data were encoded and processed using SPSS 26.0 software with the following statistical techniques: Descriptive statistics: calculating the average and standard deviation to describe the level of consensus according to each observed variable; Cronbach's Alpha reliability test: assessing the level of internal consistency of the scale groups; Exploratory factor analysis (EFA): determining the hidden factor structure in the questionnaire; Multivariate linear regression analysis: determining the level of influence and predictive power of each factor on the effectiveness of experiential and career guidance activities.

3.3. Qualitative method

Qualitative methods were deployed to supplement and deepen the quantitative results, while clarifying specific manifestations, difficulties and solutions from practice. Specifically:

Interview subjects

The study conducted in-depth semi-structured interviews with 09 people, including: 03 high school management staff (principal or vice principal); 03 teachers in charge of

professional groups or in charge of experiential and career guidance activities; 3 parents of students, representing three different areas (inner city, suburbs, suburban areas). Interview subjects were coded from PV1-PV9.

Interview process and content

The interviews lasted from 10-15 minutes, recorded and transcribed completely (with the consent of the participants). Interview questions focused on the following topics: (i) Teachers' and school administrators' perceptions of the importance of career guidance; (ii) Difficulties in organizing experiential and career guidance activities; (iii) School support mechanisms; (iv) Level of participation and attitudes of parents; (v) Recommendations to improve the effectiveness of implementing career guidance activities based on capacity. Data were analyzed using thematic coding techniques and themes were drawn.

3.4. Ensuring research ethics

The study strictly adhered to ethical principles in scientific research. All survey and interview participants were fully informed about the purpose of the study, the right to confidentiality and voluntarily agreed to participate. All data were processed confidentially and only for academic research purposes.

4. Research results

4.1. Description of survey data

The total number of valid survey forms collected was 121, including: 35 managers (28.93%), 56 teachers (46.28%), 30 parents (24.79%). Gender: 54.55% female and 45.45% male. Age: Under 35 years old: 21.49%; From 36–50 years old: 55.37%; Over 50 years old: 23.14%.

Regarding the geographical area of the school: 5 inner-city schools (accounting for about 41.67%); 4 suburban schools (33.33%); 3 suburban schools (25.00%).

In general, the survey sample has a reasonable diversity in terms of role, gender, age and working area. This helps ensure reliability and representativeness in assessing factors affecting experiential activities and career guidance according to competency approach at high schools in Ho Chi Minh City.

4.2. Descriptive statistics of factor groups

Table 1: Mean descriptive statistics by survey factor group

Order	Group of factors	Number of variables	Mean	Standard deviation
1	Teachers' capacity and awareness	5	4.12	0.46
2	School support mechanism	5	4.07	0.51
3	Student psychology and needs	5	4.01	0.48
4	Family-society coordination	5	3.92	0.55

In general, all factor groups have an average score above 4.0, indicating a relatively high level of consensus from the survey subjects. However, the factor of coordination between schools

and parents and the community has the lowest score, indicating that there are still many gaps in connection and social support.

4.3. Testing the reliability of the scale (Cronbach's Alpha)

Table 2: Cronbach's Alpha coefficient of each factor group

Order	Group of factors	Cronbach's Alpha
1	Teachers' capacity and awareness	0.863
2	School support mechanism	0.881
3	Student psychology and needs	0.794
4	Family-society coordination	0.812

All Cronbach's Alpha coefficients are greater than 0.7, indicating that the scale has good reliability (Nunnally & Bernstein, 1994). In particular, the groups "School support mechanism" and "Teachers' competence" have very high reliability, reflecting the consistency in participants' responses.

4.4. Exploratory factor analysis (EFA) Factor analysis was performed using the Principal Axis Factoring extraction method and Varimax rotation. $KMO = 0.846 > 0.6 \rightarrow$ the sample is eligible for analysis. Bartlett's Test of Sphericity has $Sig. = 0.000 < 0.05 \rightarrow$ the correlation between variables is significant. Total explained variance: 67.3% with 4 extracted factors. All observed variables have factor loadings > 0.5 , no variables were eliminated. The 4-factor structure matches the original theoretical model. 4.5. Multiple linear regression analysis Objective: Multiple linear regression analysis is used to determine the level of influence of independent factors on the effectiveness of experiential and career orientation (HE) activities of high school students. Research model: The general linear regression model is represented as follows:

$$HE = \beta_0 + \beta_1NL + \beta_2CS + \beta_3HS + \beta_4PH + \epsilon$$

In which:

HE: Effectiveness of experiential and career guidance activities (dependent variable).

NL: Capacity of teachers in organizing experiential and career guidance activities.

CS: Mechanism and conditions of school support for experiential and career guidance activities.

HS: Psychology, needs and readiness of students to participate in activities.

PH: Coordination and support of parents and the social community.

β_0 : Constant (intercept coefficient).

$\beta_1... \beta_4$: Partial regression coefficient, reflecting the level of influence of each independent variable on the dependent variable.

ϵ : Random error of the model.

The results of multivariate linear regression analysis will allow to assess the level of impact (β) of each factor on the effectiveness of experiential and career guidance activities; at the same time, test the statistical significance level (Sig) to determine which factor has a significant influence. This model helps provide a scientific basis for proposing solutions to

improve the effectiveness of organizing experiential and career guidance activities in schools.

Table 3: Linear regression results

Order	Independent variable	Beta coefficient	t	Sig.
1	NL	0.365	4.21	0.000
2	CS	0.287	3.75	0.000
3	HS	0.198	2.66	0.009
4	PH	0.169	2.17	0.032

The results of the multivariate linear regression analysis show that the overall correlation coefficient of the model is $R = 0.712$, reflecting a fairly close linear relationship between the set of independent variables and the dependent variable, which is the effectiveness of experiential and career guidance activities (HE). The coefficient of determination $R^2 = 0.507$ indicates that about 50.7% of the variation in the effectiveness of experiential and career guidance activities of students is explained by four factors: teacher capacity (NL), school support mechanism (CS), student psychology - needs (HS) and parent and social cooperation (PH). The Adjusted R^2 value = 0.495 shows that the model is adjusted to be more suitable for the whole, limiting bias when using the experimental research sample.

Test value Sig. F Change < 0.001 confirms that the regression model is statistically significant, meaning that at least one of

4.6. Assessing differences between groups of subjects

Table 4: Using one-way ANOVA test to determine the differences between three groups of subjects

Order	Analytical Variables	F	Sig.	Comments
1	Teacher Competency Assessment	3.812	0.026	Parents rated teachers and administrators lower
2	Support Mechanisms	2.543	0.082	No significant difference
3	Student Needs	1.237	0.291	No significant difference
4	Family Collaboration	4.109	0.019	Teachers and administrators perceived parents as less proactive

The results show that there are statistically significant differences in perceptions between groups, especially in the assessment of the role of teachers and the coordination of parents, suggesting the need for communication solutions and deeper consensus among the subjects.

The research results show that there are four main groups of factors affecting experiential activities and career guidance based on the competency approach at high schools in Ho Chi Minh City. In which, the factor of teacher capacity and the school's support mechanism plays a decisive role, but cannot be separated from the factor of students and the coordination from family and community. The linear regression model has confirmed the close relationship between variables and performance. At the same time, the results also point out the gap in perception between the groups of subjects, indicating the need for a connection of the educational ecosystem in career orientation.

5. Discussion

In order to add depth to the quantitative analysis, the research team conducted 9 in-depth semi-structured interviews with

the independent variables has a significant impact on the dependent variable at the 99% confidence level.

Considering the standardized regression coefficient (β), the results show that teacher competence ($\beta = 0.365$) is the factor that has the strongest influence on the effectiveness of students' experiential and career guidance activities. This implies that teachers' professional competence, organizational skills and career orientation ability are decisive factors in the success of the activities. School support mechanism ($\beta = 0.287$) ranked second in terms of influence, showing the role of internal policies, resources and encouragement from the school board in maintaining and developing experiential activities.

Despite the lower coefficient, student psychology and needs ($\beta < 0.2$) along with the cooperation of parents and society ($\beta < 0.2$) still show a positive and statistically significant influence (Sig. < 0.05). This shows that psychological and social factors play a supporting role, helping to increase motivation and create a favorable environment for experiential and career guidance activities to maximize their effectiveness.

Thus, the regression model not only achieves a high level of suitability but also provides reliable empirical evidence to affirm that teacher capacity and school support mechanisms are two important factors that need to be prioritized in solutions to improve the effectiveness of experiential and career guidance activities for high school students.

representatives from three groups of subjects: managers (managers), teachers (teachers) and parents. The objective of the qualitative analysis was to clarify the influencing mechanisms, specific difficulties in implementation, as well as the perceptions and expectations of stakeholders for experiential activities and career guidance based on the competency approach.

5.1. Perceptions and readiness of teachers and managers

The results of the in-depth interviews showed that the majority of managers and teachers at high schools agreed that career guidance activities are an essential requirement, in line with the goals of the 2018 General Education Program. However, the level of readiness to effectively implement this activity is also influenced by many factors, both subjective and objective, especially gaps in professional capacity and support systems. A manager clearly stated the current situation: "Many teachers still consider career guidance activities as a side activity, only implemented when there is time and not integrated deeply into the main subject". A professional group leader also shared:

“We have not been properly trained in career guidance. Most of the activities are mainly based on experience or available documents, lacking specific instructions and reference models”.

These statements show that, in addition to the correct awareness of the importance of career guidance, the current teaching staff still faces difficulties in implementing it due to a lack of practical knowledge about the labor market, personal counseling skills, as well as the ability to design personalized activities according to the needs and abilities of each student.

5.2. Role and limitations in the school management mechanism

In addition to the human factor, the internal management mechanism of the school is also one of the major barriers to implementing career guidance activities systematically and sustainably. Many administrators admit that career guidance content is not yet integrated as a strategic part of the school development plan.

A principal shared: “The plan for experiential and career guidance activities is often combined with traditional events, such as the recruitment fair, so the systematization and depth are not up to standard”. In addition, many administrators said that they have difficulty allocating a dedicated budget for career guidance activities, due to the lack of specific norms from the superior management agency. In particular, the lack of quantification tools and evaluation criteria also makes the quality control process difficult, reducing the effectiveness and continuity of this activity.

5.3. Psychology and career choice behavior of students

Qualitative data collected from teachers and parents shows that students' psychology and career choice behavior are currently largely influenced by external factors such as media, friends and family expectations, rather than by proactive self-discovery and career awareness in a oriented way.

A teacher commented: “Many students only choose careers based on 'trends', or because their parents orient them, without clearly understanding their strengths, what they like and what the career requires”. A parent also shared: “I also don't know how to orient my child's career, I just think that whichever industry is 'hot' I will follow, the rest is left to the school”.

These comments clearly show the lack of self-awareness skills and career choice capacity of students and at the same time highlight the need for scientific accompaniment from family and school in the process of forming career orientation for them.

5.4. The role of parents and cooperation with the school

Parents are identified as one of the key factors in the career guidance ecosystem. However, qualitative data shows that the coordination between schools and parents in practice is still limited and ineffective. Both administrators and teachers believe that parents are not proactive in participating in experiential activities and career guidance with the school.

A teacher reflected: “There are career seminars that invite parents to participate, but the number of people who come is very small, most of them are not interested or think it is not necessary”. On the other hand, many parents also find it difficult to lack the necessary information and skills to effectively participate in the career guidance process for their children: “I find it difficult to access career information and no one has guided parents on what to do or what to say to their children when choosing a major or school”.

This situation shows that the lack of interaction and disagreement about the role of parents has created a significant gap in expectations between the two sides, negatively affecting the effectiveness of career guidance activities. Establishing a sustainable and clear coordination mechanism between schools and parents is urgent in modern school management.

5.5. Recommendations and wishes from practice

Through in-depth interviews, relevant groups have proposed many specific solutions to improve the effectiveness of career guidance activities in high schools:

Administrators recommended the need for a detailed national guidance framework on organizing experiential and career guidance activities, including funding norms and specialized personnel mechanisms.

Teachers expressed their desire to receive specialized training in career counseling and proposed building a career counseling network at schools, connecting with businesses, alumni and industry experts.

Parents requested specific guidance documents to support their children in choosing a career, as well as attending training sessions and seminars on career orientation.

These recommendations show the urgent need to build a synchronous career orientation model, in which students play a central role, while schools, families and communities play supporting and linking roles. Career orientation is not only a single-line educational task but also a multi-dimensional interactive process between subjects inside and outside the school.

6. Conclusions and Recommendations

6.1. Conclusions

The study has contributed to clarifying the main factors affecting the effectiveness of experiential activities and career orientation according to the competency approach at high schools (high schools) in Ho Chi Minh City. Through a survey of 121 subjects including administrators, teachers and parents; Together with in-depth interviews with representatives of these three groups of subjects, the study identified four main groups of factors affecting the effectiveness of organizing activities, including:

Teachers' capacity and awareness, the most influential factor, reflected in the ability to design activities, integrate career guidance content into subjects and advise students.

Support mechanisms from the school, especially the leadership role of the board of directors, inter-group coordination mechanisms, financial resources and assessment systems.

Students' psychology and career orientation needs directly affect the level of proactive participation in activities and the ability to make career decisions.

Coordination between schools and parents, communities, an auxiliary but indispensable factor to create a sustainable career support environment.

The results also show that there are some gaps between the awareness and actions of educational subjects, especially the unclear role of parents and the lack of a substantive coordination mechanism between schools and communities. In addition, the need for systematic training, implementation guidance and effective assessment tools are urgent requirements clearly reflected in practice.

The study has provided scientific and practical evidence for the construction of a comprehensive career guidance model based on the competency approach, in line with the current orientation of general education reform in Vietnam.

6.2. Recommendations

Based on the results of qualitative and quantitative research, the authors propose a number of recommendations to improve the organizational system and improve the effectiveness of career guidance activities based on the competency approach in high schools. The recommendations are divided according to the management level and participants as follows:

For the ministry of education and training:

Firstly, it is necessary to develop and promulgate a Career Competency Framework for high school students as a tool to standardize career orientation output, serving as a basis for designing programs, activities and teaching materials.

Secondly, it is necessary to issue a set of documents guiding the organization of career guidance activities according to the competency approach, including implementation models, practice examples, assessment tools and criteria for evaluating career guidance results.

Thirdly, it is necessary to promulgate specific regulations related to financial norms, specialized staff, as well as training and fostering regimes for teachers and staff working in career guidance in schools. This not only facilitates implementation but also ensures the professionalism and stability of career guidance activities.

Fourthly, it is proposed to establish a national career guidance information portal - an integrated platform between schools, students, parents and businesses. This portal will act as an intermediary to provide data on occupations, human resource needs, labor market information and connect practical career guidance opportunities.

For the department of education and training and high schools:

Firstly, educational institutions need to develop a comprehensive school-level career guidance plan, in sync with the school education plan, in which career guidance content is integrated throughout subjects, experiential activities and school psychological counseling.

Secondly, it is recommended that governing units and schools establish an interdisciplinary cooperation network with career experts, businesses, vocational education institutions and universities, thereby creating conditions for students to access practical opportunities and update knowledge about the labor market.

Thirdly, it is necessary to organize regular specialized training programs for teachers, administrators and parents, focusing on contents such as career counseling, techniques for guiding students to self-assess their abilities and methods for implementing career counseling activities in a pedagogical environment.

For parents:

Parents need to be identified as an important partner in the career counseling ecosystem. Therefore, the authors recommend:

Increase the active participation of parents in career experience and orientation activities organized by the school, in order to form a synchronous support environment between family and school.

Proactively learn and update information about the labor market, requirements of occupations and employment trends to have a basis to accompany children in the career selection process.

Establishing close cooperative relationships with teachers and school counselors, thereby contributing to the comprehensive development of personal capacity and life values of students.

Thus, developing career guidance based on competency approach is an inevitable trend in the context of educational innovation and global integration. However, for this activity to be truly effective and sustainable, there needs to be close coordination between management levels, schools, families and society, in which each subject must be fully equipped with knowledge, skills and appropriate support mechanisms. The article hopes to contribute to providing theoretical and practical basis to improve and enhance the quality of career guidance activities in general schools today.

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