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Perspectives and Practices of Psychosocial Counselling: A Scoping Review

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Abstract

This review comprehensively maps the existing national and international literature on school counselling, with a specific focus on the perspectives and practices of key school actors so as to address adolescent psychosocial needs and issues. In many educational contexts, including Nepal, adolescents increasingly encounter diverse psychosocial challenges such as academic pressure, emotional distress, and identity confusion, which demand effective and culturally sensitive counselling practices within schools. Guided by the PRISMA-ScR framework, this review systematically examines relevant peer-reviewed articles, policy documents, and grey literature to identify conceptual underpinnings, counselling models, implementation strategies, and stakeholder engagement. Drawing upon multiple theoretical perspectives – Bronfenbrenner's Ecological Systems Theory, Rogers' Person-Centered Theory, Indigenous cosmology, and Eastern philosophies – the review explores the complex, multilayered nature of psychosocial counselling. The findings highlight considerable contextual variation in counselling practices, a scarcity of culturally grounded models, and the pressing need for collaborative and whole- school approaches. Further, it identifies critical research gaps and suggests future directions for future empirical inquiry, particularly in an under-resourced and culturally diverse settings such as Nepal. This synthesis provides a foundational evidence to inform future research, practice, and policy reforms aimed at strengthening psychosocial support systems in schools.

Introduction

This scoping review is undertaken to systematically explore and map the scope of existing national and international literature related to school-based psychosocial counselling, particularly focus on adolescent students. In recent decades, the psychosocial well-being of adolescent students has garnered significant global attention in recent decades, especially at the intersection of education and mental health. Schools are increasingly recognized not merely as centres of academic learning but as spaces for the early identification, prevention, and management of students' mental health and psychosocial challenges. Within this evolving landscape, psychosocial counselling has emerged as a key component of school-based support systems, aimed at helping students in navigating academic stress, emotional instability, behavioral issues, and interpersonal challenges (Cobbina, 2025; Robson et al., 2025).

Globally, it is estimated that approximately 20% of adolescents' experience mental health or behavioral issues that adversely affect their academic performance, social development, and overall well-being. Consequently, numerous education systems have embedded counselling services into schools to support students in managing psychological stress, and fostering healthy social relationships (Owusu et al., 2022). In Nepali context, quite recent research (Acharya et al., 2018; Gautam et al., 2021; Chaulagain et al., 2019) has documented a wide range of psychosocial challenges confronting adolescents. The challenges are shaped by complex structural and socio-cultural factors such as accelerated urbanization, socio-economic disparities, parental absence due to foreign employment, widespread youth outmigration, overexposure to social media, and escalating academic pressures. Despite growing

national awareness of adolescent mental health needs, the availability and implementation of school-based psychosocial counselling remain geographically limited, inconsistent, urban-centric and under-explored. Given these limitations, a scoping review is essential to systematically map the current state of knowledge, identify conceptual and empirical gaps, and clarify the roles and practices of various school actors in the provision of psychosocial counselling as a process of evidence synthesis. The fragmented and underexplored nature of the field—particularly in the Nepali context—demands a broad and inclusive synthesis that captures the complexity of school-based psychosocial support across different school types and socio-cultural settings.

This scoping review, therefore, positions itself within this emerging discourse on adolescent psychosocial well-being to explore national and international literature related to the perceptions, practices, and engagement of key school stakeholders in addressing adolescent psychosocial issues. It aims to map the extent, range, evidence and nature of existing studies, highlight prevailing models and practices, and uncover knowledge gaps in the literature that may hinder the effective delivery of school-based counselling. By adopting a multi-actor, context-sensitive lens, this scoping review intends to support policy dialogue and practical improvement toward more inclusive, culturally attuned, and contextually appropriate psychosocial counselling frameworks in the Nepali school system.

The main aim of this scoping review is to explore and synthesize the breadth of existing literature related to the study domain. Specifically, it aims to a) identify key concepts, emerging themes, contextual challenges, and policy provisions related to psychosocial counselling in schools; b) map the existing national and international literature on school key actors' perspectives and practices regarding psychosocial counselling for adolescent students; and c) explore existing gaps, barriers, and limitations in the research concerning the role of school key actors in addressing adolescent students’ psychosocial issues, particularly in the Nepali context.

Research Methods

Search Strategies and Literature Identification

To ensure a comprehensive and interdisciplinary understanding of the topic, a wide range of academic databases were systematically searched to collect relevant literature. The databases selected for this scoping review include ERIC (Education Resources Information Center), PsycINFO, PubMed, Google Scholar, SAGE, Elsevier, JSTOR, and ProQuest. These platforms provided access to scholarly works from the fields of education, psychology, counselling, and the social sciences. ERIC supported the review of literature related to educational settings and policy; PsycINFO offered a wide range of psychological studies, especially those focused on counselling and adolescent mental health; PubMed contributed studies on mental health interventions and related medical research; while Google Scholar was used to capture grey literature, such as dissertations, reports, conference proceedings, and articles not indexed in traditional databases.

A carefully designed search strategy was employed to locate literature relevant to the study's core concepts—psychosocial counselling, school key actors, adolescent students, and the Nepali context. Both controlled vocabulary and free-text keywords were used in combination with Boolean operators such as "AND" and "OR" to create effective search strings. The keywords and search terms included multiple variants to capture the diverse ways these concepts might be expressed in the literature. For example, to identify literature on counselling support systems, the search used the terms like "psychosocial counselling," "school counselling," "mental health support," and "emotional well-being." To capture the range of stakeholders involved in school-based psychosocial interventions, terms such as "school actor," "stakeholder," "teacher," "administrator," "counsellor," "parent," and "student" were included. Similarly, to target the specific age group of interest, the terms "adolescent student" and "secondary school student" were used.

In exploring perceptions and implementation of counselling practices, keywords such as "perspective," "attitude," and "practice" were incorporated. Additionally, to understand the systemic and practical barriers, the search included terms such as "issues," "challenges," and "barriers." To contextualize the findings geographically, optional terms like "Nepal" and "South Asia" were added to some search strings. A sample search string might look as follows: ("psychosocial counselling" OR "school counselling" OR "mental health support" OR "emotional well-being") AND ("school actor" OR "stakeholder" OR "teacher" OR "administrator" OR "counsellor" OR "parent" OR "student") AND ("adolescent student" OR "secondary school student") AND ("perspective" OR "attitude" OR "practice") AND ("issues" OR "challenges" OR "barriers") AND ("Nepal" OR "South Asia"). To enhance the precision and relevance of the search, filters were applied where applicable to limit results to studies published between 2015 and 2025, available in full text. Document types were delimited to peer-reviewed journal articles, books, book chapters, reviews, reports, and dissertations. In addition to database searches, hand-searching of key journals and backward snowballing from reference lists of selected studies were undertaken to capture additional relevant literature. The search process remained iterative, allowing for refinement of search terms, keywords, and filters based on preliminary findings and emerging thematic gaps. All search procedures—including databases used, search strings applied, filters set, and articles screened—were systematically documented to ensure transparency and replicability of the review.

Inclusion and Exclusion Criteria

The inclusion and exclusion criteria for this scoping review were developed in alignment with the research objectives and primary review questions, guided by the PCC (Population, Concept, Context) framework (Peters et al. 2020) introduced by Joanna Briggs Institute (JBI) methodologists. These criteria ensured that the studies selected for inclusion were relevant, rigorous, and directly aligned with the purpose of understanding school key actors' perspectives and practices toward psychosocial counselling for adolescent students in Nepali schools. Considerations such as study setting, target population or participants, conceptual relevance, methodological approach, and language of publication informed the selection process.

To ensure relevance and contextual alignment, literature was selected based on its focus on secondary school settings—both public and private—and its exploration of psychosocial counselling involving adolescent students. Eligible sources examined the roles, perspectives, experiences, or practices of key school actors, including school leaders, teachers, counsellors, parents, and students. Inclusion required psychosocial counselling to be a central theme, addressing implementation strategies, support mechanisms, professional attitudes, or perceived barriers in supporting adolescents' psychosocial well-being. Both empirical research (qualitative, quantitative, or mixed-methods) and non-empirical literature (e.g., theoretical articles, conceptual discussions, systematic and scoping reviews, and relevant policy documents) were considered. Only studies published in English or Nepali between 2015 and 2025 were included to ensure accessibility. However, earlier works identified as seminal or foundational were also reviewed.

Conversely, studies were excluded if they did not take place within formal school settings— such as those conducted in clinical, community-based, or higher education settings—unless a clear connection to the school context was established in the study's design or findings. Research that did not involve school key actors (e.g., studies focusing solely on healthcare professionals, government stakeholders, or university students) were excluded. Additionally, studies were omitted if psychosocial counselling was not a central theme or if school actors' perspectives and practices were not explicitly addressed. Articles lacking sufficient information for thematic extraction or published in languages other than English or Nepali were also excluded due to practical limitations in translation and interpretation feasibility.

Literature Screening Outcomes

The search strategy was executed across multiple academic databases, applying pre-defined filters and keywords aligned with the scoping review objectives. The search process targeted publications from 2015 to 2025, prioritizing peer-reviewed articles, full-text availability, and works written in English or Nepali.

An initial exploratory search on Google Scholar using broad keywords generated approximately 1,450 results for review articles published within the defined timeframe. To refine the scope, the search operator *allintitle*: "School Counseling" was applied, narrowing the result to 52 potentially relevant articles. In the ERIC database, combining the search strings “school counseling” AND “adolescent issue” along with filters for peer-reviewed and full-text articles yielded 87 records, which were subsequently screened for relevance. In SAGE database, the use of advanced search filters focusing on education, psychology, and counselling disciplines narrowed the pool to 70 results, of which 14 met the inclusion criteria upon initial inclusion review. A targeted search in SpringerLink retrieved 44 results sorted by relevance. Similarly, searches in PsycINFO yielded 25 relevant records and the Elsevier databases produced 23 studies after applying thematic filters such as “school counselling,” “psychosocial counselling,” “adolescents,” and “issues.” A search on JSTOR using the key terms "school counselling" returned 171 results. In ProQuest using the string "school counselling" AND "adolescents" generated 746, while PubMed resulted 14 and another search in ProQuest yielded 147 results encompassing a diverse

range of sources including journal articles, book chapters, dissertations, and theses. Additionally, forward citation tracing or snowball techniques identified 156 more results. In total 2886 records were identified though all databases and additional sources. Following a thorough screening process, 176 articles were selected for the final review.

Data Extraction

To maintain methodological rigor in data collection, organization and synthesis, a structured data extraction framework was developed. This framework ensured consistency in capturing relevant information aligned with the objectives and research questions of the scoping review. A standardized data charting table was used as the primary tool to systematically organize key findings across multiple dimensions.

Key bibliographic information was extracted from each study, including the title, author(s), year of publication, journal or source, and digital object identifier (DOI). Additionally, study-specific characteristics were captured, such as the country of origin, research aims, school setting (e.g., community or private), the educational level (with a focus on secondary schools), and the target population of interest, including principals, teachers, counsellors, parents, and students. Methodological attributes were carefully documented, noting the research design (quantitative, qualitative, or mixed-methods), sampling strategies, and data collection tools, and techniques. This enabled a deeper understanding of how findings were generated and contextualized.

A central focus of the extraction process was to identify key findings related to the school actors' perspectives and practices, barriers to effective psychosocial counselling, and insights for policy and practice. Thematic elements emerging from each study were charted accordingly. Additionally, reported limitations were also noted to understand the boundaries and potential biases of each piece of research. Furthermore, any recommendations for future research were captured to contribute to the broader knowledge landscape.

All extracted data were compiled into a standardized charting table to enable cross-study comparison, thematic synthesis, and identification of patterns, gaps, and emerging trends. This structured approach supported for a systematic mapping of existing knowledge contributing to the overall credibility, integrity and coherence of the scoping review process.

Figure 1

Flow Diagram for Scoping Review Process

Theoretical Lenses

In selecting the articles for review, we adopted an integrative approach, drawing from Eastern philosophies and Western psychological thoughts, and indigenous cosmology. Four frameworks were identified as most pertinent to the study: two Eastern approaches—Tri-Guna Theory and the Buddhist Inductive Approach—and two Western theories—Bronfenbrenner's Ecological Systems Theory and Rogers' Person-Centered Theory.

Eastern philosophical traditions, particularly those rooted in Hindu and Buddhist thought, emphasize holistic, spiritual and culturally embedded nature of human behavior and well-being. Those frameworks offer valuable insights into adolescent development and mental health in the Nepali context. The Tri-Guna Theory (TGT), originating from Sankhya philosophy and expounded in the *Bhagavad Gita*, categorizes human behavior into three interdependent qualities: *Sattva* (purity, harmony), *Rajas* (restlessness, activity), and *Tamas* (inertia, ignorance). These Gunas are believed to dynamically influence human emotional states and behavioral tendencies. In school context, TGT provides a culturally relevant and grounded tool for interpreting adolescent experiences and tailoring interventions. For example, *Sattva*-dominant students benefit from nurturing clarity, *Rajasik* adolescents may need stress management, and *Tamasik* students often require motivational support. Despite its insights, TGT lacks empirical validation and may promote deterministic thinking, limiting its universal applicability.

The Buddhist Inductive Approach (BIA) emphasizes experiential learning, compassion, mindfulness, and non-judgment in counselling. Derived from texts like the *Udayi-sutta*, BIA outlines key qualities of an effective counsellor-such as gradual talk, patience, and non-attachment to material gain. Tools like storytelling (e.g the *Kisagotami* narrative) serve as therapeutic technique to promote emotional acceptance and healing in the adolescents' issues. While its emphasis on self-awareness aligns with the developmental needs of adolescents, its application may be constrained by the client's cognitive readiness and cultural specificity. Thus, integration with evidence-based counselling strategies is recommended to expand its practical utility in diverse educational contexts.

Indigenous cosmology in Nepal emphasizes balance, interconnectedness, and spiritual healing. Ethno-psychological and shamanic traditions—practiced by communities such as the Tamang, Sherpa, and Tharu—deeply influence perceptions of mental health. Healers like *Dhami*, *Jhankri*, and *Lama* address emotional issues using rituals, divination, and ancestral wisdom. Students and families often seek traditional healing before accessing formal counselling. Therefore, recognizing and respectfully incorporating these local healing traditions into school counselling frameworks enhances cultural congruence, builds community trust, and ensures the psychosocial support is meaningful and relevant to students' lived experiences.

Complementing Eastern and Indigenous approaches, Western theoretical frameworks offer structural clarity and relational depth to school-based psychosocial counselling. Bronfenbrenner's Ecological Systems Theory (EST) presents a multi-layered model illustrating how adolescents are influenced by interconnected systems—ranging from immediate settings like family, peers, and school (microsystem)

to broader societal, cultural, and policy environments (macrosystem). This model highlights the importance of multi-stakeholder engagement in addressing adolescent psychosocial needs.

Similarly, Rogers' Person-Centered Theory (PCT) emphasizes empathy, unconditional positive regard, and non-directive support in counselling relationships. It underscores the adolescent's potential for self-directed growth, healing, and resilience, particularly through the establishment of trusting and student-centered interactions in school settings.

Together, these theoretical perspectives—including Eastern philosophies, Western psychological models, and Indigenous cosmology—provide a comprehensive and contextually grounded lens for examining how school-based psychosocial counselling is conceptualized and practiced. The integration of diverse perspectives supports a nuanced understanding of culturally responsive and inclusive approaches within school counselling frameworks.

Data Synthesis

The data extracted from the selected studies were analyzed using a thematic analysis approach (Braun & Clarke, 2006) as it is considered appropriate for synthesizing a wide range of evidence, including both empirical and non-empirical sources. This method enabled the identification, organization, and interpretation of recurring themes, patterns, and conceptual categories that aligned with the review's research questions and the guiding PCC (Population, Concept, Context) framework. The analysis focused on capturing the breadth and depth of perspectives, practices, and contextual factors related to psychosocial counselling in school settings.

The thematic analysis focused on several dimensions aligned with the study objectives. areas relevant to the study. First, the review examined the documented perspectives and practices of school key actors—such as school leaders, teachers, counsellors, parents, and students—regarding psychosocial counselling for adolescent learners. Special attention was given to understanding how these actors perceived their roles and responsibilities, as well as the strategies they employed in school settings. Second, the analysis identified the common barriers and challenges reported in the literature that hinder the effective implementation of psychosocial counselling within schools. These included institutional constraints, limited professional capacity, shortage of trained personal, prevailing stigma, and inadequate resources.

Additionally, the review synthesized findings related to policy provisions and institutional supports—both at national and local levels—that influence the availability and quality of psychosocial counselling in schools. This helped in understanding the broader structural conditions shaping counselling practices. Lastly, the analysis highlighted contextual factors, such as socio-cultural beliefs, systemic norms, and school-specific dynamics, particularly within the Nepali context. These insights provided a nuanced understanding of how cultural and institutional settings mediate the effectiveness, relevance and acceptance of psychosocial support services in secondary schools.

Findings

The finding of the review is presented under two major headings – School counselling practices across continents, and the themes.

School counselling practices across continents

Globally, school counselling practices exhibit significant regional variation, shaped by differing cultural, historical, policy contexts. In many Western countries, counselling is well-established and structurally integrated into the education system, while in other regions, particularly parts of Africa, Asia and Latin America, implementation remains uneven.

In the United States, school counselling follows the ASCA (American School Counselor Association) National Model, which provides a comprehensive framework to integrate counselling services with the school's overall academic goals. The model promotes equity, access, and success, focusing on academic achievement, behavioral development, and student attendance through proactive and student-centered interventions.

In Europe, counselling practices differ across six key dimensions: legislative frameworks, professional qualifications, roles, functions, interaction levels, and student-to-counsellor ratios (Popov & Spasenovic, 2020). Centralized systems in countries like Croatia, Serbia, and Slovenia define counsellor roles nationally, while decentralized models in Denmark, Ireland, and the UK allow for regional flexibility. Most European countries require at least a master's degree, with additional licensing in countries such as the UK and Ireland. Despite variation, counsellors commonly support students' academic, psychological, and social development and contribute to school improvement initiatives. Finland is distinctive for integrating counselling as a formal subject in its national curriculum.

In African countries, the concept of school counselling is relatively new but gaining traction. It is increasingly recognized by scholars, educators, and policymakers as vital for student development, contributing to academic success, career preparation, and personal growth (Kelkay, 2019). However, empirical research evaluating its effectiveness—particularly in enhancing long-term student decision-making—remains limited. Effective implementation depends not only on trained professionals but also adequate resources, infrastructure, and support services. This gap between recognition and practice underscores the urgent need for further research and sustained investment. Additionally, roles for school counsellors are often unclear due to the field's recent introduction and conflicting expectations, forcing them to juggle teaching, administration, and student support (Aluede & Adubale, 2020)

In Asia, school counselling varies considerably. South Korea employs trained counsellors to address issues like academic pressure, cyberbullying, and internet addiction. Japan's decentralized approach involves multiple school personal and focuses collaborative responses to problems such as student refusal and suicidal ideation. China has a systematized model, with the Ministry of Education mandating free counselling services in schools, supported by specific policies, curriculum standards, and facility

regulations. India, by contrast, presents a fragmented counselling landscape. While the National Education Policy (NEP 2020) and CBSE guidelines emphasize mental health and mandate counsellors in schools, implementation is inconsistent. Urban private schools are better resourced, whereas government and rural schools often lack trained professionals. Initiatives like Manodarpan and NGO support mark progress, but the system remains focused primarily on academic stress, rather than holistic psychosocial care.

In Latin America, school counselling has gradually evolved over the years. Costa Rica stands out as a regional leader, with legally recognized counselling are formally recognized as distinct and legally established professions. Since the 1950s, Costa Rica has integrated comprehensive counselling services into its education system to support students' academic, personal, and social development. However, in many other Latin American countries, counselling services remain underdeveloped due to limited financial and human resources, lack of trained personnel, and insufficient policy frameworks. As a result, counselling tends to be reactive rather than preventive, and its integration into the school curriculum is minimal.

Australia offers a highly institutionalized and well-established model of school counselling. School psychologists and counsellors (SPCs) play a vital role across all school levels. They support academic achievement, behaviour management, career development, mental health, family engagement, and whole-school wellbeing initiatives (APACS, 2018; APS, 2022). Typically trained as psychologists or social workers, SPCs are central to promoting students' academic achievement and emotional health (Leslie & Oberg, 2025). The Australian approach prioritizes early intervention, strong collaboration with families and mental and a strong foundation of professional training. and sustained investment in training and infrastructure making school counselling proactive. Comprehensive national and state-level policies, supported by consistent investment in capacity building and infrastructure, ensure that school counselling is proactive, well-resourced, and systematically embedded within the broader educational framework.

In Nepal, the concept of counselling has evolved gradually from traditional, community-based practices rooted in cultural and spiritual beliefs to a more formal understanding influenced by socio-political changes and global influence. Traditionally, emotional and psychological concerns were managed by familial or cultural healers like *Dhamis* and *Jhankris*, who interpreted distress as a consequence of *karmic* imbalance or supernatural forces. These practices reflected deeply rooted cultural and spiritual beliefs.

The emergence of formal counselling gained momentum in the aftermath of major political upheavals, including the People's Movement and the Maoist insurgency. These events exposed widespread trauma, especially among children and adolescents, prompting national and international NGOs to introduce structured psychosocial interventions. Organizations such as CMC-Nepal and TPO Nepal have since taken a leading role in providing limited but impactful school-based counselling services (Kandel, 2020).

Despite these developments, school counselling in Nepal remains in its infancy. Systemic challenges persist, including a critical shortage of trained counsellors, insufficient resources, lack of institutional infrastructure, and pervasive cultural stigma surrounding mental health. The national education system does not yet include a formal curriculum or policy framework dedicated to guidance and counselling. While the government has initiated some steps toward integration, much of the progress continues to rely heavily on the efforts of NGOs and international development partners working to bridge these essential service gaps.

National documents such as the National Mental Health Policy (2017), the Constitution of Nepal (2015), and the School Sector Development Plan (SSDP 2016–2023, extended to 2031/32) emphasize students' well-being and holistic development. However, these policies lack clear mechanisms, resources, and a professional counselling network for effective implementation. The National Education System Plan (1971–76) first proposed guidance and counselling (GC), yet formal services remain largely absent in schools. The Constitution (2015) and the Children's Act (2018) offer legal protection against abuse, while initiatives like *Suggestion Boxes* and the Complaint Response Mechanism (CRM) aim to address school-based violence. Although the SSDP and the newer School Education Sector Plan (2022/23–2031/32) mention psychosocial support, they fail to offer concrete strategies or dedicated frameworks. As psychosocial issues like stress and family conflict persist, there is a pressing need for stronger enforcement, dedicated resources, and collaboration among stakeholders to protect students' mental health.

In brief, school counselling practices across the globe reflect diverse priorities, cultural values, and institutional capacities. Countries like the United States, Australia, and parts of Europe have developed structured, well-resourced system, and policy-driven models, while others—particularly in Africa, Latin America, and South Asia—face challenges related to implementation, trained personnel, and infrastructure limitation. Despite these disparities, there is growing global recognition of the importance of school counselling for promoting students' academic, emotional, and social well-being.

The Themes

This section presents synthesis of core findings derived from the literature on adolescent psychosocial issues and school counseling practices, with a particular focus on the experiences and perspectives of key school actors within school settings. The synthesized findings are organized under four thematic areas, namely a) Psychosocial challenges; b) Perceptions of key actors regarding counseling services; c) Perceived roles and contributions of school counselling; d) Counseling approaches and practices; and d) Studies in Nepal.

Psychosocial Challenges.

Studies reveal that adolescents face a broad spectrum of psychosocial challenges that profoundly impact their mental health, behavior, and overall well-being. A growing body of both international and Nepali literature (Yuen et al., 2019; Van et al., 2019; Timalsina et al., 2018; Karki et al., 2022) illustrate the

complexity of these issues, which include academic stress, anxiety, depression, substance use, peer pressure, family conflicts, body image concerns, identity issues, and the broader socio-political environment.

Academic stress has emerged as one of the most frequently reported contributors to adolescent psychosocial distress. Deb, Strodl, and Sun (2015) found 63.5% of Indian students having undergone academic stress, while a Kathmandu-based study reported slightly lower prevalence rates of depression (56.5%), anxiety (55.6%), and stress (32.9%) among high school students. Karki et al. (2022) further identified female students, those enrolled in specific academic streams, and those exposed to electronic bullying as more vulnerable to mental health concerns.

Multiple studies (Yuen et al., 2019; Van et al., 2019) link academic strain to outdated teaching methods, rigid assessment systems, and a one-size-fits-all pedagogical models that fail to accommodate diverse learner needs. Yadav (2021) noted that the overemphasis on grades, rather than holistic development, hampers students' psychosocial growth. Ranganathan and Wadhwa (2024) also emphasized that extended coaching hours, continuous assessments, and limited opportunities for recreation exacerbate students' stress and anxiety. Similarly, Marraccini et al. (2022) and Hashmi and Fayyaz (2022) noted that many students yearn for greater academic autonomy, which is often curtailed by competitive schooling cultures and familial expectations.

Beyond academic stress, adolescents grapple with multiple psychosocial challenges shaped by developmental, emotional, and social factors. According to Timalsina et al. (2018), adolescents are particularly susceptible due to the rapid physical and psychological changes they undergo. Common issues include suicidal ideation often associated with poverty and peer pressure (Famakinwa et al., 2016); self-harming behaviors (Nelson & Piccin, 2016; Siu, 2019); and difficulties in emotional regulation (Mfidi, 2017). Other stressors such as romantic relationship breakups (Price et al., 2016), parental neglect (Nurhaeni & Priharti, 2016), and parental technoference - interference in parent-child interaction due to digital distractions - also negatively influence adolescent mental health (Deneault et al., 2024).

Studies from Nepal echo these global trends. Pandey et al. (2019) identified a high prevalence of anxiety and suicidal ideation, often triggered by bullying and social stigma. Bista et al. (2016) and Adhikari et al. (2017) reported common manifestations such as prolonged sadness, irritability, and engagement in risk-taking behaviors. Research by Guragain et al. (2019) and Nayak et al. (2022) found higher incident of psychological morbidity among female adolescents, often linked to academic stress and gender-based expectations. The COVID-19 pandemic further intensified these issues (Nepal et al., 2020; Bajracharya et al., 2022; Abera et al., 2023), exacerbating emotional distress and behavioral problems. These findings are reinforced by Devkota et al. (2020) and Shrestha et al. (2021), who linked adolescent mental health issues to academic pressures and family instability.

Substance abuse, particularly among middle and high school students, is another escalating concern. Bhandari et al. (2021) noted that substance use often begins as a response to peer influence, academic stress, and unresolved emotional difficulties. King'endo (2015) linked substance use to various antisocial

behaviors, including bullying, theft, and school misconduct. Das et al. (2016) underscored the broader societal consequences, such as increased health care costs and long-term social consequences. However, Ho et al. (2019) emphasized the role of protective factors- especially authoritative parenting- in mitigating the likelihood of substance abuse among adolescents.

School counselling plays a critical role in addressing students' psychosocial, academic, and emotional needs. However, the effectiveness of counselling programs largely depends on the perceptions and collaboration of key school actors— school leaders, teachers, counsellors, students, and parents. This thematic summary synthesizes diverse global and national studies to highlight diverse stakeholders' understandings, experiences, and concerns related to school counselling services.

Perceptions of Key Actors Regarding Counseling Services.

Teachers generally acknowledge the importance of counselling in supporting student well-being and enhancing parent-school collaboration (Low, 2015a). Nevertheless, systemic issues such as service unavailability, under-resourcing, and inconsistency in service delivery remain widespread (Arfasa, 2018). Effective counselling requires teacher-counsellor collaboration, ongoing professional training, and open communication among school stakeholders (Cholewa et al., 2016; Low, 2015). Despite growing recognition, persistent obstacles like financial limitations, insufficient training, and unclear role boundaries continue to challenge effectiveness (Oluwatosin, 2016; Hako, 2019).

In classrooms, teachers often face behavioural challenges that impact their emotional well-being. Kourkoutas et al. (2018) advocate for a holistic intervention where counsellors address the psychological roots of student behavior. As student needs evolve, policy reforms and contextual demands continue to reshape counselling roles (Okeorji, 2018). School leaders also emphasize that policy shifts and student needs continue to reshape counselling roles. Principals, too, recognize the value of tailored counselling interventions (Rose, 2019). Recent findings (Ijang, 2023; Begum et al., 2023) demonstrate positive effects of counselling on reducing aggression, enhancing interpersonal relationships, and boosting student self-esteem. Gachenia and Mwenje (2020) reported 74.3% of students showed academic progress, and 80% reported better student life after counselling interventions.

However, key stakeholder satisfaction varies. Concerns about confidentiality, inadequate communication, and limited resources (Low, 2015; Hako, 2016). Although one study reported 93% of teachers found counselling adequate, Oluwatosin (2016) pointed out its limited reach, especially in private schools. Hako (2016) emphasized how regional disparities influence stakeholder perceptions, limiting generalizability. Overall, literature related to school leaders and teachers reveals that while counselling is widely appreciated, its implementation is often hindered by structural, logistical, and contextual constraints.

Counsellors generally affirm growing acceptance of school counselling but report constraints such as shortage of resources and insufficient institutional support (Knettel et al., 2019). The increasing

influence of social media on students' mental health, as noted by Gallo et al. (2017), adds complexity to counsellors' responsibilities, necessitating technological adaptability. Cultural sensitivity approaches are essential, especially in diverse or immigrant student populations for effective counselling (Falcón et al., 2016).

Lauterbach et al. (2018) highlighted gaps between counsellors' intentions and actual practices in areas such as student advocacy and curriculum implementation. Low's (2018) mixed-method study emphasized the importance of building strong partnerships with school leadership and families. Many counsellors feel underprepared to address self-harm due to inadequate training and ambiguous policies (Roberts et al., 2019). Similarly, Olanrewaju and Suleiman (2019) emphasized the counsellors' multifaceted roles as consultants, collaborators, and emotional supporter- roles that often overlap, leading to confusion (Hannon et al., 2019).

Comprehensive school counselling programs (CSCPs) are linked to improved academic and personal outcomes (Brewington & Kushner, 2020; Aluede & Adubale, 2020). These programmes also address bullying, substance use, and career planning. Gender-related issues are increasingly being addressed in counselling spaces (Yusuf et al., 2021; Adeoti et al., 2021), while Jaber and Al-Hroub (2023) highlight the potential of virtual counselling to increase accessibility. Nonetheless, counsellors express that they are enduing persistent challenges such as role conflict, stakeholder coordination, and privacy issues (Bettman & Digiacomo, 2021; Windham, 2022; Low, 2023).

Students' perceptions of school counselling vary widely, ranging from highly positive to ambivalent. Many studies regard counselling as instrumental in promoting academic performance and personal growth (Ngale, 2015; Arfasa, 2018). For instance, Oluwatosin (2016) found that 90% of students perceived counselling service as adequate, with 89.5% rated it effective. Similarly, Kiptala and Kipruto (2021) reported that counselling contributed to improved academic outcomes, increased attendance, and enhanced classroom participation. Myllymäki et al. (2017) observed high approval of school-based health counselling, though only 51% were satisfied with substance use counselling.

Despite these positive findings, other studies highlight negative or ambivalent attitudes. Studies by Ilongo (2015) and Jailani et al. (2019) revealed that many students felt counselling services inadequately addressed their academic, career, or psychological needs. Barriers frequently cited included limited student awareness, insufficient availability of trained counsellors, and a lack of institutional support (Getachew, 2020). Cultural and linguistic gaps between students and counsellors (Kainth, 2021), alongside fear of stigma to seeking counselling (Bella-Awusah et al., 2022) further discouraged student help-seeking disposition.

Additional factors affecting student perceptions include inaccessibility of counsellors, weak student–counsellor rapport, and inadequate counselling resources (Karunanayake et al., 2020; Bakar et al., 2020. Magdalene et al. (2019) cautioned against the disciplinary misuse of counselling services, which they found discouraged voluntary student participation. Bella-Awusah et al. (2022) emphasized that students place high value on counsellors' empathy, communication skills, and practical problem-solving abilities.

Nonetheless, methodological limitations—such as small sample sizes, low response rates, and reliance on self-reported data—pose challenges to the broader applicability of these findings (Getachew, 2020; Bakar et al., 2020). Still, the literature consistently conveys that while students generally appreciate the availability of counselling, multiple structural and psychosocial barriers continue to undermine its optimal use.

Parents, as key actors, play a crucial role in shaping and supporting school counselling practices. Existing literature presents a nuanced picture of parental attitudes—ranging from supportive to moderately critical. Several studies affirm that parents value school counselling for imparting life skills, promoting academic success, and mitigating behavioural issues (Emde, 2015; Ijang, 2023). Research by Marraccini et al. (2022) and Hako & Bojuwoye (2019) further noted that parents particularly appreciate counselling interventions aimed at managing student anxiety and assisting in career planning.

However, some parents expressed dissatisfaction, particularly regarding emotional support and communication with counsellors. For example, Emde (2015) found that although 76.5% of parents considered the counselling services adequate and 84.7% deemed them effective, these ratings were generally lower than those reported by students and teachers.

A recurring limitation in these studies is the underrepresentation of diverse school types, particularly private institutions, and a lack of in-depth qualitative inquiry into the parent–counsellor relationship (Emde, 2015). Addressing these gaps is crucial for fostering mutual trust and enhancing the responsiveness of counselling services to parental expectations.

Perceived Roles and Contributions of School Counselling.

Regarding the perceived roles and contributions of school counselling, the available literature reveals that counselors are the key facilitators who guide students in academic choices, developing study skills, navigating stress, addressing mental health concerns, resolving interpersonal conflicts, and planning future career planning. As noted by Ranganathan and Wadhwa (2024), counselling may be delivered individually or in groups basis to respond to students' personal issues or shared challenges. Overall, counselling significantly contributes to improve academic performance, emotional well-being, personal growth, and the creation of supportive school climate (Kumar & Jadhav, 2015).

Numerous studies affirm the multifaceted benefits of school counselling. It helps mitigate stress, enhance self-image, and support readiness for higher education and careers (Lestari, 2018; Williams et al., 2018). It also addresses specific adolescent concerns such as school refusal (Maeda, 2017), internet addiction (Chung et al., 2019; Gong et al., 2022), bullying (Swank et al., 2019), and adjustment difficulties during adolescence (Fatima & Khan, 2020; Ramdani et al., 2020). Sharon (2017) further underscores counselling's role in in helping students cope with the pressures arising from complex family dynamics and shifting social contexts.

In contexts where access to professional counselling is limited, teachers often serve as informal counsellors. They play instrumental role in identifying emotional needs and providing early empathetic support (Kouni & Koutsoukos, 2019). Such teacher-led interventions often enhance students' self-confidence and nurtures academic motivation (Kay et al., 2019). However, the literature frequently lacks critical analysis of how these informal roles are shaped by broader cultural and socioeconomic contexts.

Career counselling is another critical dimension of school-based support services. Study by Chilewa and Osaki (2022) emphasizes how school counselling strengthens students' self-efficacy and helps them clarify career aspirations. Similarly, Williams et al. (2018) demonstrate that structured counselling interventions significantly improve students' career preparedness. Group counselling approaches have also proven effective in building self-esteem and social competence (Ates, 2016; Keven-Akliman & Eryılmaz, 2017).

Addressing mental health concerns is another central functions of school counselling. Number of studies confirm its effectiveness in reducing symptoms of depression, anxiety, and academic stress among adolescents (Lestari, 2018; Shi et al., 2020; Lubawa et al., 2021). Alzamil (2021) illustrates the benefits of telephone counselling in managing issues such as cyberbullying, isolation, and diminished self-worth. Narrative therapy and structured group counselling have also shown positive outcomes in treating internet addiction-related anxiety and depression (Gong et al., 2022; Akan, 2021).

The role of school counsellors is evolving in response to emerging student need. Akdemira (2023) notes a paradigm shift from reactive problem-solvers to proactive leaders that raises resilience and multicultural understanding. The shift is echoed by Harrison et al. (2023) who assert that counsellors' leadership role contribute to enhance academic and emotional outcomes. Culturally embedded therapeutic approaches –such as Morita therapy in Zen Buddhism- have shown promise in addressing school avoidance and anxiety, especially in Asian context (Maeda, 2017). Similarly, Steen et al. (2021) advocate for structured group counselling to support both academic and psychosocial development.

However, the effectiveness of school counselling practices varies across different setting. Cultural, contextual and regional factors play a critical role in shaping both access to and impact of counselling services. Larran and Hein (2024) stress the need of culturally competent counselling practices, particularly in societies with high mental health stigma such as in East and Southeast Asia. Kourkoutas and Giovazolias (2015) also suggest that while counselling helps teachers manage behavioral issues, its success largely hinges on broader ecological and contextual settings. Additionally, Suryadi et al. (2020) found that collaborative partnerships between counsellors and parents strongly influences students' confidence and career direction.

In sum, school counselling plays an indispensable role in supporting students' academic success, emotional stability, and psychosocial well-being. The evidence of the reviewed literature affirms its wide-ranging value, yet also calls attention to significant research gaps- particularly culturally responsive practices and long-term impact assessments. To maximize the effectiveness of school counselling,

there is a pressing need to invest in well-trained, well-resourced counsellors and to tailor interventions to fit diverse local and cultural contexts.

Counseling Approaches and Practices.

The literature on prevailing approaches and intervention strategies reveal that school counseling integrates psychological insights, educational practices, and evidence-based strategies to address students' academic, emotional, social, and psychological needs. Its overarching aim is to promote holistic development, psychological well-being, and adaptive resilience in students. Counselors employ both proactive and reactive interventions to support emotional regulation, cognitive restricting, and social adjustment (Salam et al., 2016; Sakız & Sarıçalı, 2019). These strategies range from cognitive behavioral therapy (CBT), sexual health education to health-related issues like early pregnancy and substance misuse among adolescents.

One of the major areas of intervention is career and college readiness counseling. Coogan (2016) emphasizes the value of structured guidance approach in enhancing career preparedness, while McMahon et al. (2017) highlight the effectiveness of both individualized and group-based counseling strategies in improving academic performance and future orientation. In addition, counsellors contribute to the creation of safe and inclusive learning environment through preventive strategies such as moral education, communication skill-building, and trust-building activities (Akhmetzyanova, 2017; Volungis & Goodman, 2017; Bacioglu & Kocabiyik, 2019), all of which have been found effective in reducing school violence and deviant behaviors.

To address the needs of diverse learners, equity-driven approaches such as the Multicultural and Social Justice Counseling Competencies (MSJCC) have been increasingly advocated. These approaches emphasize culturally sensitive practices and socially responsive interventions, particularly for students from marginalized backgrounds (Ratts & Greenleaf, 2017; Brown & Shin, 2020). Complementary to this, frameworks like Transformative Leadership in Counseling (Strear et al., 2018) and the Social-Emotional Leadership Framework (Bowers et al., 2017) link emotional intelligence, school climate, and systemic change in counselling practices.

School-based mental health support has also evolved through the adoption of multi-tiered support frameworks. The Digital Addiction Model (Chibbaro et al., 2019) focuses on early intervention to reduce technology overuse. Broader system like the Multi-Tiered System of Support (MTSS) (Caldarella et al., 2019) and Multi-Tiered, Multi-Domain System of Support (MTMDSS) (Geiger & Oehrtman, 2020) integrate emotional, social, academic andn behavioral strategies- often through curricula such as *Strong Teens*- to address layered student needs. Emerging holistic approaches such as yoga integration (Taylor et al., 2019), outdoor psychological counseling (Zhang et al., 2021), and physical activity paired with therapeutic support have been demonstrated benefits in improving emotional regulation, reducing anxiety, and promoting resilience. Whole-school initiatives like the Friendly Schools Initiative (Cross et al., 2021) and Heartbreak Counseling (Dameron & Curtis, 2020) adopt trauma-informed and anti-bullying strategies to foster emotional safety across the school community. Additionally, techniques like

assertiveness training and game-based interventions (Yosep et al., 2024) have been effective in building students' interpersonal skills and self-efficacy.

The delivery of these interventions is increasingly guided by implementation science. For example, Warren and Mauk (2019) advocate for integrating Positive Behavioral Interventions and Supports (PBIS) within school counseling to improve students' behavioral outcomes. Similarly, Burkard et al. (2020) stress on collaboration between school counselors and counseling psychologists to design data-driven and adaptive programs. In under-resourced regions, such as rural areas and developing countries, enhancing psychological literary and offering specialized counsellor training are seen as key strategies for improving service effectiveness (Mukhtar, 2019). Other studies explore interventions like bereavement support (Ajiboye & Ajokpaniovo, 2019), gender-sensitive developmental programs (Brookover et al., 2021), and empathy-driven small group sessions (Falzon et al., 2019), all emphasizing emotional healing, trust-building, and self-disclosure. Additionally, awareness campaigns like HASHTAG (Laurenzi et al., 2024) and the Counseling Services Awareness Program (Apsara & Subasinghe, 2021) have successfully improved mental health literacy among students, teachers, parents and families, particularly in multicultural contexts like Nepal and South Africa.

The role of Evidence-Based School Counseling (EBSC) is gaining prominence through research-practice partnerships (RPPs) which helps bridge theory and practice, and ensures that interventions address real-time student needs (Savitz-Romer et al., 2018; Dimmitt & Zyromski, 2020). These partnerships emphasize the importance of adaptive, context-specific strategies, especially in response to the rising incident of anxiety, depression and psychosocial distress among adolescents.

Despite the breadth of approaches and promising results, the current body of literature presents notable limitations. Many studies overgeneralize findings, lack empirical depth, and are predominantly situated in Western contexts, with little attention to Nepali realities. Context-specific challenges- including infrastructural gaps, resource constraints, and deep-rooted socio-cultural dynamics in Nepal- are underexplored, thus limiting the applicability and transferability of these strategies.

In brief, school counselling encompasses a diverse integration of therapeutic approaches, leadership modalities, and culturally responsive strategies aimed at addressing the multifaceted and evolving needs of students. While existing evidence affirms the efficacy of these approaches, there remains a critical need for context-specific and culturally attuned research—especially in underrepresented settings such as Nepal. Advancing the field requires strengthening local capacities, embedding culturally relevant practices, and prioritizing longitudinal studies to inform the development of effective, equitable, and sustainable school counselling systems.

Studies in Nepali Context.

Empirical studies conducted within Nepal consistently reveal a wide range of emotional, academic, and behavioral challenges faced by adolescent students. These issues include stress, anxiety, depression, low motivation, poor study habits, substance abuse, peer conflict, and disciplinary problems (Devkota et

al., 2020; Chaulagain et al., 2019; Bhattarai et al., 2020; Bista et al., 2016; Karki, 2017). Such difficulties have a direct impact on students' psychosocial well-being and academic performance.

Several studies establish a strong correlation between the above stated challenges and family-related or demographic factors such as age, gender, ethnicity, and parental marital status. For instance, Bhattarai (2020) found that 44.2% of high school students in Pokhara exhibited symptoms of depression, largely attributed to diminished social support and low self-esteem. Similarly, Bista et al. (2016) reported a psychosocial dysfunction prevalence of 17.03%, with a higher incident among male students. A slightly lower rate of 12.9% was noted by Timalsina et al. (2018) further reinforcing the significance of demographic and social contexts in shaping students' mental health.

A critical concern emerging from the literature is the regional disparity in access to psychosocial services. Urban schools are more likely to offer such support, whereas rural and remote areas lack the necessary infrastructure and trained personnel (Bhattarai et al., 2020). This inequity exacerbates particular group of students' vulnerabilities. Moreover, socio-cultural barriers- such as social stigma, traditional taboos, and institutional inertia- compound these challenges. As Adhikari (2018) noted, unqualified staff—such as discipline in-charges—are often assigned counseling duties, undermining service quality and confidentiality.

Despite these structural and cultural constraints, available evidence affirms the potential impact of school counselling in addressing students' psychosocial needs. Some schools have successfully implemented support services, though these are often hampered by resource limitations and lack of awareness. For example, some studies have documented alarming psychosomatic symptoms -such as sudden shouting, uncontrollable laughter, and trembling - among students in districts like Humla and Jajarkot (Shrestha, 2021; Rawat, 2023; Hamro Pahunch, 2023), indicating the severity of mental distress. In such cases, counseling intervention have shown promising outcomes. Bhattarai (2021) and Bista (2021) document successful cases of managing mass conversion disorder, especially in Nepal's Far-Western regions through counselling, showcasing its practical relevance.

Nevertheless, institutional and systemic barriers remain deeply entrenched. Kandel (2020) and Buddhathoki (2021) highlight the lack of standardized counselling frameworks, an acute shortage of trained professionals, and the prevalence of unethical malpractices—including fake counselling claims, breach of confidentiality, and monetary exploitation of vulnerable clients. The urgency of these issues is further underscored by Acharya (2019), concluding that more than 50% of school-going children displayed moderate-to-severe symptoms of post-traumatic stress disorder (PTSD), underscoring the pressing need for professional psychosocial support in schools. Evidence illustrates the transformative potential of effective counselling. Acharya (2019) emphasized that simple acts of empathetic listening and guided conversations can help students navigate emotional and behavioral challenges. Other benefits of counselling included a reduction in school dropout rates Kandel (2020).

In brief, though school counselling is increasingly recognized as a critical component of adolescent mental health and academic success in Nepal, its practical implementation remains constrained by

limited resources, regional disparities, cultural stigma, and a shortage of qualified professionals. Addressing these gaps necessitates the development of comprehensive, contextually relevant, and culturally grounded counselling models, supported by robust empirical research, long-term evaluation, and policy-level reforms. Prioritizing equity in access, institutional accountability, and capacity building will be essential for establishing an effective and inclusive school counselling system in Nepali context.

Discussion and conclusion

This review reveals stark global disparities in school counselling systemization. Countries like the US (ASCA Model), UK (Blueprint policy), Finland (curriculum integration), China, and South Korea demonstrate structured, policy-driven, and holistic approaches. In stark contrast, Nepal's system remains nascent and fragmented, echoing challenges seen in India, characterized by urban-rural divides, inconsistent implementation despite supportive policies (e.g., National Mental Health Policy 2017, SSDP), and heavy reliance on under-resourced NGOs. This highlights Nepal's position within a spectrum where systemic development, state investment, and clear accountability mechanisms are critical differentiators of effective service provision.

The synthesis underscores the necessity of integrating diverse theoretical perspectives for culturally resonant practice. Combining Eastern frameworks (Tri-Guna Theory, Buddhist Inductive Approach) emphasizing holistic and spiritual well-being, Western theories (Ecological Systems Theory, Person-Centered Therapy) offering structural and relational depth, and Indigenous Nepali cosmology (ethnopsychology, Dhami/Jhankri healing) rooted in balance and community, provides a multidimensional foundation. This synergy is vital for Nepal, where traditional beliefs significantly influence help-seeking behavior.

Adolescents around the globe, in general, face complex psychosocial challenges—academic stress, anxiety, depression, substance abuse—exacerbated by factors like post-conflict trauma, COVID-19, gender expectations, and rural isolation (evidenced by high depression/PTSD rates). Effective counselling hinges on key stakeholders: students value empathy and accessibility; parents seek collaboration; teachers often act as frontline supporters; and counsellors face challenges. Systemic barriers—resource shortages, cultural stigma, distrust of formal services, poor communication, and inadequate training—severely constrain service reach and effectiveness, particularly outside urban centers in Nepal. In Nepal, school counselling system suffers from profound implementation gaps. Key deficits include the absence of a standardized national curriculum or framework, a critical shortage of qualified and ethically trained professionals, lack of institutionalization and sustainable state funding, and persistent regional inequities. Practices are further undermined by cultural stigma, reliance on unqualified personnel (e.g., discipline in-charges), and reported ethical malpractices like confidentiality breaches. While localized NGO initiatives show promise (e.g., managing mass conversion disorder), these efforts remain fragmented and lack scalability without systemic support.

These findings demand that Nepali researchers develop a context-sensitive counselling model. This requires: (1) Policy Enforcement & System Strengthening: Mandating clear counsellor roles, establishing accredited training programs, licensure, dedicated budgets, and robust monitoring within frameworks like the SSDP; (2) Cultural Integration: Actively collaborating with and respecting Indigenous healers to bridge trust gaps and incorporate local cosmologies; (3) Equity Focus: Prioritizing rural/remote access via tele-counseling, mobile units, and targeted resource allocation. Future research must address current limitations (e.g., cross-sectional, urban-biased studies) through longitudinal, mixed-methods investigations evaluating long-term impacts and cultural adaptations of interventions across Nepal's diverse ecology.

Despite the valuable insights offered by existing studies, several significant limitations persist. Many investigations rely heavily on region-specific, cross-sectional, and self-reported data, which can constrain the objectivity, transferability, and depth of findings. For example, studies by Timalsina et al. (2018) and Chaulagain et al. (2019) predominantly focus on clinical disorders such as PTSD and ADHD, thereby overlooking a broader spectrum of psychosocial dimensions, including emotional well-being, identity development, and relational issues. Moreover, there is a notable lack of longitudinal research that tracks adolescents' psychosocial development over time. Influential contemporary factors such as digital media exposure, cyberbullying, and online identity formation remain insufficiently examined. In addition, gender-specific experiences, socio-economic disparities, and the intersectionality of cultural and familial contexts are often underexplored.

Furthermore, the existing body of literature has not adequately addressed the lived experiences, voices, and practices of key school actors—including teachers, school leaders, counsellors, parents, and students—particularly in low-resource and culturally diverse contexts like Nepal. The Nepali local worldview, indigenous knowledge systems, and culturally embedded practices related to psychosocial well-being are scarcely acknowledged or meaningfully integrated into counselling models. This oversight limits the cultural relevance, accessibility, and effectiveness of school-based counselling interventions.

Another major gap lies in the absence of large-scale, methodologically diverse empirical studies that can capture the complex interplay of individual, institutional, and societal factors influencing psychosocial health. Many studies adopt narrow analytical lenses, which fail to reflect the contextual nuances necessary for designing and implementing effective interventions in varied school environments. In summary, adolescents face a complex web of psychosocial challenges rooted in academic, familial, social, and structural realities. Both global and Nepali research point to the urgent need for contextually grounded, collaboratively developed, and empirically validated school-based counselling systems. Future studies must emphasize inclusive stakeholder involvement, integration of local cultural worldviews, and the development of culturally responsive frameworks to foster adolescent resilience, emotional well-being, and holistic development.

Declarations

Author Contribution

TG designed research method, collected articles, extracted information and wrote KA designed research method and edited the manuscript BK supervised and approved the final version

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Figures

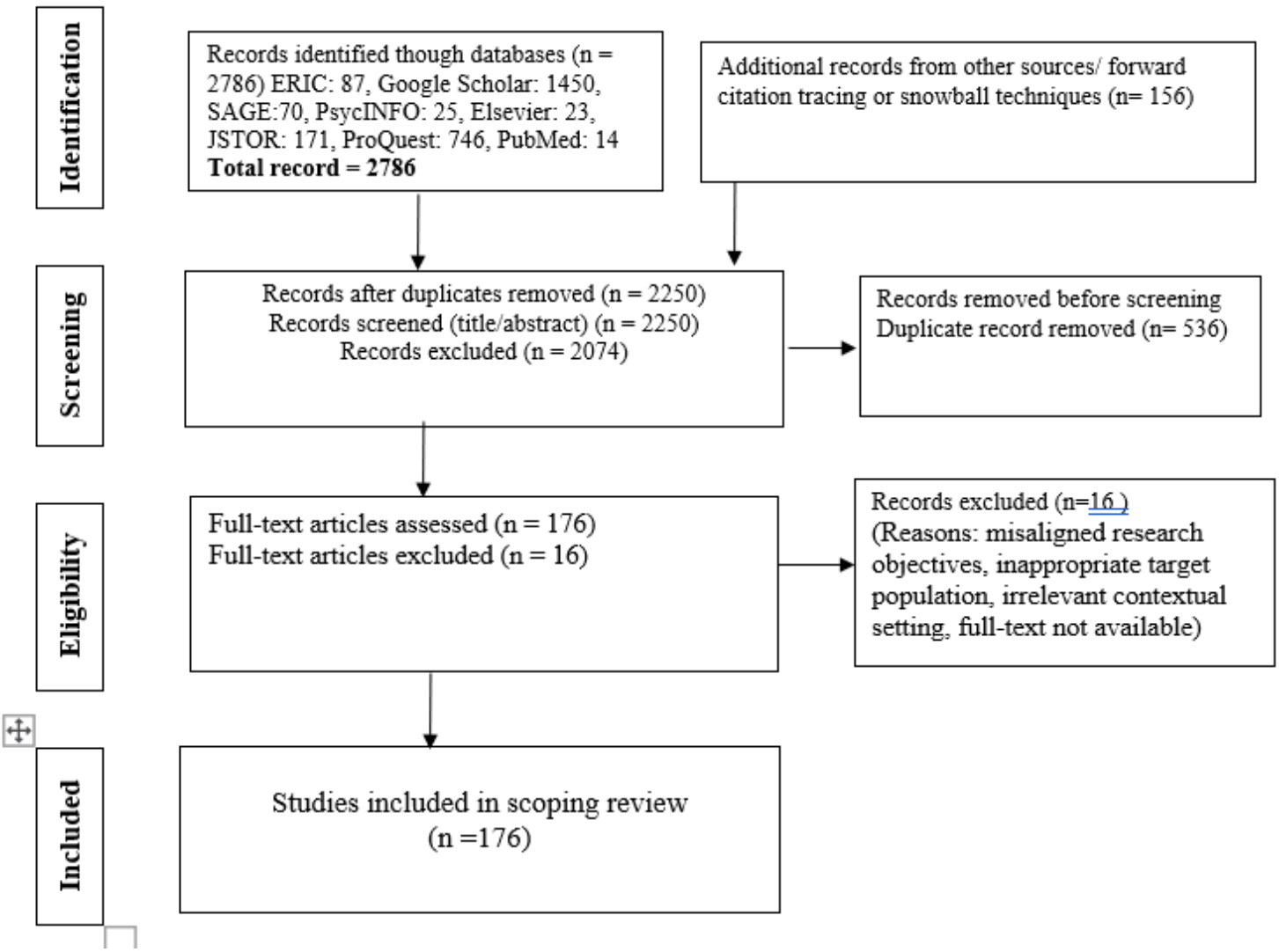

Figure 1

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