

Impacts of Extra Tuition on Education - Research in Vietnam

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ABSTRACT: *The transition exams between educational levels have always garnered significant attention from the public, particularly among parents of final-year students, the students themselves, and educators. In Vietnam, the transition exam is regarded as one of the most challenging among all-level transition exams within the Vietnamese education system. This study involved a large number of participants. To achieve this goal, the study employs both qualitative and quantitative methods to collect and analyze the viewpoints of all the stakeholders involved. The results revealed that 100% of the final-year students participated in extra tuition within school, and 64.9% engaged in supplementary classes outside of school; 94.8% of teachers offered supplementary teaching outside school, and 100% of Mathematics and Literature teachers conducted supplementary classes in school; all parents enrolled their children in supplementary classes, even though only 59.8% of them believed it was necessary for their children to participate. These outcomes highlight certain contradictions in the decision-making process regarding extra Tuition for students and their parents.*

KEYWORDS: Vietnam, education, impacts, extra tuition, impacts of extra tuition.

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1. Introduction

Extra tuition, understood as education outside regulated hours, involves organized educational activities with the participation of teachers and learners, often involving fees and mutual agreements. This practice, which varies in form, has become widespread across the globe (Izumi, 2015); (Wudu&Mekuria, 2017); (Bray, 2014), incurring significant costs for all parties involved. Studies in multiple countries have highlighted its prevalence, with families investing in extra Tuition hoping to improve their children's academic performance and navigate through challenging examinations. However, the effectiveness of these additional educational activities remains inconclusive (Bray, 2014), with student participation influenced by diverse factors related to individual needs and objectives (Izumi, 2015); (Chui, 2016).

However, we do not completely deny the positive aspects of tutoring and tutoring, such as the following: tutoring and tutoring help improve students' academic achievements (Tran, 2013),

improve school performance (Phung, 2023), and increase teachers' income (Nguyen, 2000). However, tutoring also has limitations, such as the reduced health of learners, which greatly affects the family economy (Pham, 2020). Although these studies have shown some of the current situation of private tutoring in Vietnam in recent years, to obtain a comprehensive view, more systematic research on specific subjects is needed. Broader research and more multidimensional perspectives.

2. Literature Review

Statistics from various academic journals indicate that many countries worldwide have conducted research on the issue of extra Tuition, highlighting that this is not a new topic in educational research. However, owing to the varying needs of learners and the differing policies of each country, the issue has evolved significantly across contexts. The research is diverse, with each study offering unique perspectives, contributing to a vibrant and

multifaceted understanding of extra Tuition globally. In exploring this topic, the authors identified several research directions, including the current state of extra Tuition (Song, 2013); (Ghosh, 2018); (Ventura&Jang, 2010); (Harshita, 2019), the effectiveness of extra Tuition on students' academic performance (Choi, 2016); (Damayanthi, 2018); (Gafoor&Gafoor, 2007); (Nam, 2013); (Yahan, 2021), and the positive impact of extra Tuition on the quality of education within schools (Dongre&Tewary, 2015); (Koller, 2020); (Kotaky&Hazarika, 2016); (Maithya&Mutua, 2015). Additionally, it has been found that students participating in extra Tuition may impose a financial burden on their families (Azam&Mehtabul, 2015).

Research findings consistently affirm that extra tuition positively influences educational achievement within schools and enhances student performance (Choi, 2016); (Dongre&Tewary, 2015); (Kotaky&Hazarika, 2016); (Damayanthi, 2018). However, families with children receiving extra tuition often incur substantial expenses (Azam&Mehtabul, 2015); (Qaiser&Ishtiaq, 2014). This financial strain poses challenges for low-income families, whereas families with greater financial means are more likely to invest heavily in their children's tutoring (Azam&Mehtabul, 2015); (Kaur&Agnihotri, 2022); (Qaiser&Ishtiaq, 2013). Moreover, a correlation exists between parents' educational levels and their willingness to spend on their children's private education (Azam&Mehtabul, 2015); (Kaur&Agnihotri, 2021); (Mischo&Haag, 2002); (Wittwer, 2014).

In Vietnam, scholarly exploration of private extra tuition began in the early 2000s, focusing on its theoretical underpinnings (Mac, 2003) and addressing the issue of unlicensed private tutoring (Nguyen, 2000); (Nguyen, 2000). Subsequent studies have examined the current state of private tutoring (Nguyen, 2019); (Tran, 2013), yielding valuable insights. Nevertheless, the body of research on private tutoring in Vietnam remains relatively limited and is characterized by small-scale studies that lack the breadth to represent a significant body of work. A review of national scientific journals and libraries indicates

a scarcity of extensive research on this topic, compounded by regulatory restrictions on extra teaching and learning, which further complicates access to and the conduct of research in this area.

3. Research methodology

Objectives of the Study

This study aims to address several key objectives regarding the landscape of extra Tuition for lower secondary senior students in the wake of decision 2499/QĐ-BGDĐT's issuance. Specifically, it seeks to:

- 1) Examine the current state of extra Tuition among lower secondary school senior students following the implementation of decision 2499/QĐ-BGDĐT.
- 2) Investigate the impact of extra tuition on schools, students, and parents.
- 3) Identify and propose solutions to the challenges posed by extra tuition.

By addressing these objectives, this research intends to furnish the Ministry of Education and Training of Vietnam with a robust evidence base to inform the development of future policies on extra Tuition, ultimately benefiting the broader educational landscape in Vietnam.

Research design

This study was conducted in March and April 2023, with surveys conducted in September of the 2023--2024 academic year. In Vietnam, the data collection process begins with the research unit sending a directive to educational institutions, which then directly deploys it to survey participants. The process is as follows:

- 1) A theoretical framework, including identifying the research content, participants, and instruments, should be developed.
- 2) Designing research instruments.
- 3) Implementing the survey.
- 4) Data collection and cleaning.
- 5) Analyzing the data and reporting the results.

Research participants

The survey was administered to 1,483 Mathematics and Literature teachers in 9th grade, 2,355 9th-grade students, and 366 students' parents participating in extra Tuition. To ensure

Table 1. Research object information

| Area Quantity | | Participants | | Teachers | | Students' parents | | Students | |
|---------------|-------------------------------|--------------|---------|----------|---------|-------------------|---------|----------|---------|
| | | Quantity | Percent | Quantity | Percent | Quantity | Percent | Quantity | Percent |
| Province | Ha Noi | 299 | 20.2% | 79 | 21,6% | 524 | 22,3% | | |
| | Nghe An | 359 | 24,2% | 97 | 26,5% | 555 | 23,6% | | |
| | Can Tho | 825 | 55,6% | 190 | 51,9% | 1,276 | 54,1% | | |
| District | Rural and disadvantaged areas | 688 | 46.4% | 163 | 44.5% | 1044 | 44.3% | | |
| | City | 795 | 53.6% | 203 | 55.5% | 1311 | 55.7% | | |
| Total | | 1,483 | 100% | 366 | 100% | 2,355 | 100% | | |

accurate results and target the right participants, QR codes for the questionnaires were created and deployed across secondary schools. Principals were responsible for deploying them to teachers and 9th-grade students. For the parents' survey, the "parent questionnaire" QR codes were directly provided to the students for forwarding to their parents, with the students' consent. Participation in the survey was voluntary, and the questionnaire was only required to be completed by those parents who agreed to participate.

The participating population is shown in the table below:

Research instruments

Three questionnaires were designed for different groups: 1) teachers, 2) parents, and 3) students, each comprising general information about the participant and the main content of the study. The focus was on clarifying the benefits and limitations of extra Tuition in Vietnam. In-depth interviews with principals, teachers, and students were also conducted to elucidate existing issues and the positive impacts of extra tuition.

In addition, interviews with teachers, parents, and educational administrators were also conducted to clarify the research results.

Data Analysis Method

Upon receiving the data, the research team checked and removed any erroneous responses. Using SPSS22 software, the data were analyzed via descriptive statistical methods, which are appropriate for social research.

According to Nunnally (Nunnally, 1978) and Hair (Hair, 2014), "a reliable scale should

have a Cronbach's Alpha of 0.7 or higher, although a threshold of 0.6 may be acceptable for preliminary exploratory research. Higher Cronbach's alpha coefficients indicate greater reliability of the scale".

Following these guidelines, the research team tested the scale. The resulting Cronbach's alpha indices were as follows (for detailed statistics, see the appendix):

Teacher questionnaire: 0.795, with all observed variables having a corrected item – total correlation greater than 0.3.

Parent questionnaire: 0.736, with all observed variables having a corrected item–total correlation greater than 0.3.

Student questionnaire: 0.768, with all observed variables having a corrected item – total correlation greater than 0.3.

These indices demonstrate that 1) the Cronbach's alpha reliability coefficient ranges from 0.736–0.795, exceeding the 0.6 threshold, and 2) all observed variables have a corrected item–total correlation greater than 0.3, indicating the scale's reliability and the significance of the observed variables.

4. Research Findings

4.1 Current status of extra Tuition in Vietnam

Extra tuition has become a widespread practice among Vietnamese students and is particularly prevalent among lower secondary senior students. This trend has intensified in recent years, likely due to changes in the national education curriculum. To understand the current extent of extra tuition and its implications for

educational quality, a survey was conducted among 2,355 ninth-grade students. The findings reveal a universal participation rate in extra tuition within schools, with 64.9% of students also engaging in out-of-school tutoring programs. Regarding students' perceptions of the necessity of extra tuition, the survey revealed diverse viewpoints: 48.2% of the students did not view additional tutoring as essential for their academic success, 29.9% considered it necessary, and 21.8% expressed a neutral stance (Table 2). These results highlight the ubiquity of extra tuition among lower secondary senior students in Vietnam and suggest varying degrees of perceived need for such tutoring among the student population.

The table also shows that a small percentage of the students (28.9%) expressed a desire to participate in extra Tuition (including those who “agree” and “completely agree”). Despite the high degree of enrollment in extra Tuition, a significant portion of the students (66.2%) indicated a preference against participating,

citing reasons such as the adequacy of school-based education, the feasibility of self-study, and the exhaustive nature of extra classes (Pham, 2020).

All Mathematics and Literature teachers are involved in extra Tuition within their schools, with a significant 94.8% also engaging in tutoring activities outside the institutional framework. When questioned about the necessity of extra Tuition, opinions among teachers varied: 59.9% viewed it as unnecessary, 28.1% believed it to be essential, and 12.1% expressed a neutral view (Table 3).

This discrepancy between the perceived necessity of extra tuition and teachers' active participation in such tutoring activities suggests a complex dynamic. Notably, in-school extra Tuition is essentially obligatory for Mathematics and Literature teachers. The high rate of teacher involvement in out-of-school extra tuition, standing at 94.8%, prompts further investigation into the underlying reasons for this trend. To

Table 2. Necessity of extra Tuition - students' perceptions

| Levels | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Completely disagree | 518 | 22.0 | 22.0 | 22.0 |
| | Disagree | 618 | 26.2 | 26.2 | 48.2 |
| | Neutral | 514 | 21.8 | 21.8 | 70.1 |
| | Agree | 539 | 22.9 | 22.9 | 93.0 |
| | Completely agree | 166 | 7.0 | 7.0 | 100.0 |
| | Total | 2355 | 100.0 | 100.0 | |

Table 3. Necessity of extra Tuition - Teachers' perceptions

| Teachers suggest that extra Tuition is necessary for them and the students | | | | | |
|--|---------------------|-----------|---------|---------------|--------------------|
| Levels | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Completely disagree | 360 | 24.3 | 24.3 | 24.3 |
| | Disagree | 528 | 35.6 | 35.6 | 59.9 |
| | Neutral | 179 | 12.1 | 12.1 | 71.9 |
| | Agree | 148 | 10.0 | 10.0 | 81.9 |
| | Completely agree | 268 | 18.1 | 18.1 | 100.0 |
| | Total | 1483 | 100.0 | 100.0 | |

gain a more comprehensive understanding of this issue, the study also explores parental perspectives and the factors influencing parents' decisions regarding extra tuition.

All surveyed parents reported enrolling their children in extra Tuition, underscoring the universal engagement with extra academic support among the participant group. This unanimous participation provided a solid foundation for assessing parental perspectives on the necessity of extra tuition. According to the findings, a majority of the parents (59.8%) deemed extra tuition essential for their children, while 20.5% disagreed, and 19.7% remained neutral (Table 4).

The discrepancy between parents' perceived necessity of extra tuition and actual enrollment

decisions prompted further investigation. Specifically, the rationale behind the 20.5% of parents who doubted the need for additional classes yet still enrolled their children in such programs was explored. The motivations cited by parents for enrolling their children in extra tuition varied, revealing diverse expectations: 9.3% aimed for their children to outperform peers, 18.9% expressed dissatisfaction with the quality of school teaching, 27% hoped for high final exam results, 17.2% wished for their children's increased confidence in class, and 27.6% sought knowledge consolidation for their children (Table 5).

The survey data from students, teachers, and parents reveal a nuanced and somewhat contradictory landscape regarding extra Tuition in Vietnam:

Table 4. Necessity for children to take extra classes—parents' perceptions

| Parents suggest that enrollment in extra Tuition is necessary | | | | | |
|---|---------------------|-----------|---------|---------------|--------------------|
| | Levels | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Completely disagree | 31 | 8.5 | 8.5 | 8.5 |
| | Disagree | 44 | 12.0 | 12.0 | 20.5 |
| | Neutral | 72 | 19.7 | 19.7 | 40.2 |
| | Agree | 115 | 31.4 | 31.4 | 71.6 |
| | Completely agree | 104 | 28.4 | 28.4 | 100.0 |
| | Total | 366 | 100.0 | 100.0 | |

Table 5. Reasons for parents to let their children attend extra Tuition

| What reasons make parents enroll their children in extra Tuition? | | | | | |
|---|---|-----------|---------|---------------|--------------------|
| | Levels | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | To ensure their children excel beyond their peers. | 34 | 9.3 | 9.3 | 9.3 |
| | Due to skepticism about the quality of education provided by schools. | 69 | 18.9 | 18.9 | 28.1 |
| | To help their children secure top scores in crucial examinations | 99 | 27.0 | 27.0 | 55.2 |
| | To boost their children's confidence within the classroom environment | 63 | 17.2 | 17.2 | 72.4 |
| | Facilitating a thorough review and reinforcement of their children's learned knowledge. | 101 | 27.6 | 27.6 | 100.0 |
| | Total | 366 | 100.0 | 100.0 | |

- Although 66.2% of the students expressed reluctance, they were nonetheless enrolled in extra Tuition both within and outside their schools.

- While 59.9% of the teachers believed that extra Tuition was unnecessary, 92.8% still engaged in providing out-of-school extra Tuition.

- Even though only 20.5% of parents deem extra classes unnecessary, all parents have enrolled their children in such activities for various reasons.

These findings underscore a broader educational and societal challenge, where the decision to participate in extra Tuition is influenced by factors beyond immediate academic needs. The disconnect between personal convictions and actions points to broader educational and social expectations driving the widespread adoption of extra Tuition, despite reservations about its necessity. This situation indicates a significant gap between standard educational provisions and the expectations or aspirations parents hold for their children’s academic achievements.

This paradox and discrepancy call for a strategic reevaluation and a nuanced approach from Vietnam’s educational policymakers and leaders. By addressing these issues, there is an opportunity to better align extra Tuition practices with the actual needs and preferences of the educational community.

4.2 Impact of extra Tuition on education

This study aims to delve into the implications of extra Tuition on the educational framework, providing a detailed examination of its impacts.

The intention is to leverage these insights to inform and refine educational policies concerning extra Tuition. The findings from this assessment are anticipated to offer a clearer understanding of the role and effects of extra Tuition within the Vietnamese education system, thereby guiding policy adjustments and recommendations for a more cohesive and effective approach to tutoring practices.

4.2.1. Impact on teachers and schools

i) Positive impacts on school performance

School rankings in Vietnamese education are considered on the basis of many factors, among which student quality (specifically, transfer exam performance) is considered an important evaluation factor for school rankings. The results of a survey on teachers’ assessments of the contribution of extra Tuition to improving the quality of teaching in schools are as follows:

In Vietnamese education, school rankings are influenced by various factors, with students’ learning outcomes, particularly exam performance, playing a pivotal role. A survey exploring teachers’ perceptions of the role of extra tuition in enhancing teaching quality revealed that 63.4% of respondents (combining ‘Completely Agree’ and ‘Agree’) acknowledged its positive effects, whereas only 11.9% disagreed, and 24.7% remained neutral.

Extra Tuition is recognized for its role in reinforcing and expanding students’ knowledge and facilitating better memorization and comprehension, which in turn translates to improved academic achievements. Teachers view in-school extra tuition as a strategic measure

Table 6. Teachers’ perceptions of the impact of extra tuition on the quality of teaching in school.

| Teachers suggest that extra Tuition improves the quality of teaching in school | | | | | |
|--|---------------------|-----------|---------|---------------|--------------------|
| | Levels | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Completely disagree | 46 | 3.1 | 3.1 | 3.1 |
| | Disagree | 130 | 8.8 | 8.8 | 11.9 |
| | Neutral | 367 | 24.7 | 24.7 | 36.6 |
| | Agree | 305 | 20.6 | 20.6 | 57.2 |
| | Completely agree | 635 | 42.8 | 42.8 | 100.0 |
| | Total | 1483 | 100.0 | 100.0 | |

to uphold and elevate the school’s educational standards, fulfilling commitments made to principals and local education authorities. The primary aim of such tutoring is to increase exam scores in assessments conducted by the Department of Education and Training, as well as in national exams.

Teachers underscore that extra tuition not only enhances knowledge and skills but also significantly improves learning outcomes. A teacher from a secondary school in Nghe An noted observable improvements in student performance with successive assessments, attributing this trend to the structured revision and deepening of knowledge facilitated by extra Tuition. Furthermore, even educators who are not directly involved in tutoring recognize the need to provide comprehensive support to students. It addresses the need for knowledge consolidation among underperforming students, knowledge expansion for high achievers, and additional preparation for high-level exams such as high school entrance examinations, given the limitations of regular classroom instruction. Thus, organizing extra tuition emerges as an essential strategy to achieve the educational objectives set forth by schools.

ii) *Positive impact on teachers’ income*

The issue of teacher incomes in Vietnam is a subject of considerable debate across various forums, including meetings, conferences, seminars, and research studies. The Ministry of Education and Training’s Circular No. 03/2021/TT-BGDĐT, dated February 2, 2021, outlines the salary structure for teaching staff in public secondary educational institutions. According to this circular, a teacher’s salary is determined by

a formula that includes the base salary multiplied by a coefficient plus additional allowances for preferential treatment and seniority minus contributions to social insurance. For newly graduated teachers, this formula results in an initial salary of approximately 5,033,340 VND (approximately \$200), a figure that falls short of meeting contemporary living standards. (Pham, 2022) noted that such a salary is insufficient for teachers to sustain themselves, much less support a family.

However, when teachers were asked to self-evaluate their income and living standards, the responses painted a different picture (Table 7):

- 18.1% reported earning less than 10 million VND per month,
- The proportion of teachers reporting higher incomes increased gradually, with 33% earning over 30 million VND per month.
- In terms of living standards, 46.5% considered their living standards to be good, 32% rated them as average, and 21.4% described their living conditions as poor.

The survey also highlighted a disparity between urban and rural educators. Compared with their counterparts in rural or underprivileged areas, teachers in urban areas were more likely to engage in extra tuition, which, coupled with higher tuition fees and greater demand for tutoring in these regions, resulted in higher incomes. This finding indicates that extra tuition can significantly affect teachers’ financial well-being, particularly in urban settings where opportunities for additional income are more prevalent.

Table 7. Results of the teacher income survey

| Monthly income of teachers | | | | | |
|----------------------------|---------------------|-----------|---------|---------------|--------------------|
| Levels | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Over 30 million | 490 | 33.0 | 33.0 | 33.0 |
| | Among 21-29 million | 432 | 29.1 | 29.1 | 62.2 |
| | Among 11-20 million | 293 | 19.8 | 19.8 | 81.9 |
| | Under 10 million | 268 | 18.1 | 18.1 | 100.0 |
| | Total | 1483 | 100.0 | 100.0 | |

iii) *Negative impact on the well-being of teachers*

In the dynamic and demanding environment of schools, teachers often extend their roles beyond the mandated teaching hours, engaging in extra Tuition sessions scheduled for mornings, afternoons, or even during evenings, weekends, and holidays. This tutoring might occur within the school’s premises, through private arrangements, or at external training centers. Although typical employment regulations prescribe an 8-hour workday, the unique responsibilities of teaching frequently necessitate longer hours. A survey conducted by (Pham&Vu, 2022) highlights this imbalance, revealing that only a small fraction (3.7%) of teachers work less than 8 hours a day. The majority, 63.2%, reported working between 8 and 10 hours, while 33.2% reported working more than 10 hours daily to fulfill their educational duties. “This extensive workload has tangible repercussions on teachers’ physical well-being, with 96.3% reporting health issues such as headaches, dizziness, and general bodily discomfort. Furthermore, the survey underscores the psychological toll, with 94.9% of teachers experiencing significant fatigue, pain, and irritability” (Pham&Vu, 2022).

4.2.2. **Impact on students**

i) *Positive impact on learning outcomes*

Employing a comparative approach grounded in equity, the research considers academic performance (based on recent semester evaluations) and learning conditions to ensure a balanced evaluation. The categorization of students by their semester-end grades into tiers of excellent/good/average/poor reveals a clear trend: higher academic achievers are more likely to participate in extra Tuition (Table 8).

Survey results and discussions with teachers,

students, and parents converge on the consensus that extra tuition significantly enhances student learning outcomes. This consensus spans both in-school tutoring, which reinforces classroom learning, and out-of-school tutoring, which is seen as instrumental for advancing students’ educational progress. Stakeholders acknowledge that the limited time in regular classes is insufficient for comprehensive learning, necessitating supplementary sessions for a more in-depth understanding and practice of the curriculum.

The feedback from students underscores the efficacy of extra Tuition in improving knowledge acquisition and academic performance. Many report that such tutoring has not only deepened their understanding of subjects but also bolstered their confidence, especially in critical subjects such as math and English. A notable revelation from these discussions is the shared belief that without extra Tuition, achieving higher academic milestones, such as entrance into gifted programs, would be considerably more challenging. The sentiment is echoed across interviews, where students attribute their improved grades and growing interest in studies to the focused and personalized learning environment provided by supplementary classes: “*We feel that extra Tuition helps students have a better understanding of lessons. This is because the duration of each regular class period is usually only 45 minutes, which is not enough for teachers to supplement and expand knowledge, skills and exercises to prepare students to participate in exams*” (Upper Secondary School student in Can Tho). “*Many students taking extra classes see better grades and are motivated by that, so they grow more interested in studying*”; “*In my extra class, everyone has the same learning demand, and*

Table 8. *Assessment of students who participate in extra Tuition and who do not*

| | Do you take extra classes outside of school? | N | Mean | Std. Deviation | Std. Error Mean |
|--|---|----------|-------------|-----------------------|------------------------|
| Do you think taking extra classes improves your academic performance | Yes | 1528 | 3.1668 | 1.19899 | .03067 |
| | No | 827 | 2.8274 | 1.15905 | .04030 |

Table 9. Teachers' assessments of students' academic achievements when they are participating in extra classes

| Do you participate in extra Tuition outside of school? | | | | |
|---|---------------------|------------------------|-------|-------|
| | | | Yes | No |
| Teachers suggest that taking extra Tuition will improve the quality of learning | Completely disagree | Layer Column Valid N % | 14.2% | 9.1% |
| | Disagree | Layer Column Valid N % | 25.2% | 20.8% |
| | Neutral | Layer Column Valid N % | 21.8% | 20.8% |
| | Agree | Layer Column Valid N % | 18.1% | 27.3% |
| | Completely agree | Layer Column Valid N % | 20.7% | 22.1% |

the size of classes is small, so the teachers will be able to pay attention and communicate more easily" (Lower Secondary School student in Nghe An).

Teachers, even those not directly involved in out-of-school tutoring, recognize its role in increasing students' academic standing, particularly through targeted support for exams. The data presented in Table 9 reveal a significant consensus among teachers regarding the benefits of extra tuition on students' learning outcomes. Notably, 38.8% of the teachers engaged in extra tuition, and 49.4% of those not involved recognized the positive influence of extra classes on students' academic performance. This finding indicates that extra time plays a certain role in ensuring the academic success of final-year

students. Moreover, these results raise another issue: what about the academic outcomes of students who do not participate in extra Tuition? How can we improve the academic performance of students who do not attend extra classes?

The widespread acknowledgment of its benefits among educators highlights the need for a deeper exploration into the role and effectiveness of supplementary education. Consequently, it underscores the imperative for the Ministry of Education and Training of Vietnam to undertake thorough and targeted research. Such an investigation would not only clarify the impact of extra tuition on student achievement but also guide future educational policies and practices, ensuring that they align with the core values and objectives of Vietnam's educational system.

Table 10. Symptoms of fatigue among senior students

| Recently, have you noticed symptoms such as fatigue, irritability, or agitation...? | | | | | |
|---|-------|-----------|---------|---------------|--------------------|
| Levels | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Yes | 1774 | 75.3 | 75.3 | 75.3 |
| | No | 581 | 24.7 | 24.7 | 100.0 |
| | Total | 2355 | 100.0 | 100.0 | |

Table 11. Stress factors for senior students when they participate in extra Tuition

| Where do you think symptoms such as fatigue, irritability, and agitation stem from? | | | | | |
|---|------------------------------|-----------|---------|---------------|--------------------|
| Levels | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Constant mobility | 227 | 9.6 | 9.6 | 9.6 |
| | Assignment load | 1821 | 77.3 | 77.3 | 87.0 |
| | Pressure from being a senior | 307 | 13.0 | 13.0 | 100.0 |
| | Total | 2355 | 100.0 | 100.0 | |

ii) *Negative impact on the well-being of students*

The rigorous academic schedule of senior students in Vietnam, already packed with mandatory curriculum activities, is further intensified by engagement in extra tuition. This additional academic commitment not only encroaches upon students' leisure and rest times but also imposes a significant burden on their physical and psychological well-being. The structure of a student's day, including in-school supplementary sessions during available hours and out-of-school tutoring in the evenings and on holidays, leaves minimal time for rest. Some students report engaging in two additional study sessions each evening, followed by the completion of class assignments and extra work set by tutors, resulting in as little as 2--4 hours of sleep per day.

The survey findings, as presented in Table 10, reveal that 75.3% of the students experienced adverse health effects attributed to their rigorous academic commitments. Further investigation into these health concerns, detailed in Table 11, indicates that a majority (77.3%) of the senior students attributed their symptoms of fatigue, irritability, and agitation to the overwhelming pressure of homework. This pressure stems from the limited time available for homework completion, the volume of assignments, and the anxiety associated with potential reprimands for uncompleted work.

Although extra tuition is recognized for its benefits to academic performance, these findings highlight a critical trade-off affecting student

health. This dual impact emphasizes the need for a balanced approach to extra tuition that fosters academic excellence without compromising student well-being.

4.2.3. Impacts on parents

i) *Positive impact on parents' expectations*

In Vietnamese culture, academic excellence in children is a source of immense pride for parents, making investment in education a paramount concern for families. The drive to see their children succeed academically prompts many parents to enroll them in extra Tuition, which is seen as a strategy to enhance academic outcomes. This perception was substantiated through surveys and in-depth interviews conducted with parents of students engaged in extra Tuition. A significant portion of these parents reported noticeable improvements in their children's academic performance as a result of such tutoring, attributing this to the opportunity it provides for revising classroom material and exploring untaught content.

The findings, as illustrated in Table 12, reveal that 69.1% of parents believe that extra tuition positively impacts their children's learning, whereas 12,6% disagree and 10.9% remain neutral. Furthermore, some parents view extra Tuition as a means of structuring their children's study time, particularly for those who are less inclined toward self-study. This approach ensures that children are productively engaged rather than idle (PH05, HN).

Despite reservations about the need for

Table 12. Parents' views on extra Tuition

| Parents think that extra Tuition is helpful for their children's learning in school | | | | | |
|--|---------------------|------------------|----------------|----------------------|---------------------------|
| | Levels | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Completely disagree | 27 | 7.4 | 7.4 | 7.4 |
| | Disagree | 46 | 12.6 | 12.6 | 19.9 |
| | Neutral | 40 | 10.9 | 10.9 | 30.9 |
| | Agree | 133 | 36.3 | 36.3 | 67.2 |
| | Completely agree | 120 | 32.8 | 32.8 | 100.0 |
| | Total | 366 | 100.0 | 100.0 | |

additional classes, the competitive academic environment and concerns over children’s self-study habits compel many parents to opt for extra Tuition. This decision, although fraught with apprehension about overburdening their children, underscores a challenging reality faced by Vietnamese parents, driven by the desire to secure their children’s educational success amidst a competitive landscape.

ii) *Negative impact on families’ economic conditions*

The data from the General Statistics Office of Vietnam (2021) reveal the considerable financial burden that extra tuition places on families, with average monthly expenditures of 103,000 VND per student, surpassing other educational costs such as textbooks and uniforms. This expense represents approximately 18% of a family’s total educational spending, a significant figure given the average living standards in Vietnam. The financial strain varies notably between urban and rural households, with urban families spending approximately 177,000 VND per person per month (20% of their education budget), nearly three times as much as rural families at 61,000 VND (15% of their education budget).

This regional disparity underscores the greater financial commitment to education by urban households, which allocate approximately 5% more to educational expenses than their rural counterparts do. Such investment in extra tuition significantly influences overall education spending patterns across different regions,

highlighting the impact of geographical factors on educational expenditures.

The survey findings, as depicted in Table 13, indicate wide variation in how families prioritize and manage the costs associated with extra tuition, irrespective of their economic status. Remarkably, some households under financial strain are willing to dedicate more than 40% of their income to extra Tuition, whereas families in better financial positions might choose not to invest as heavily. This discrepancy reflects the diverse strategies and values of parents with respect to their children’s education. The parent survey also shows that a vast majority of parents (76.2%) view extra tuition expenses as a substantial portion of household budgets. Particularly during the final years of schooling, these costs can increase to “60% of the family’s income” (interview with parents in Hanoi).

Thus, it is evident that the proportion of family income spent on extra Tuition is relatively high. Some parents expressed, “We do not know what we would do if our children did not attend supplementary classes, because without them, we fear our child might not be able to get into any high school” (interview with parents in Hanoi).

5. Discussion

The results above provide a relatively comprehensive picture of the current state of extra Tuition in Vietnam. The issues are clear: students are compelled to attend supplementary classes despite their reluctance, teachers feel forced to

Table 13. Investment rate for extra Tuition among Vietnamese households

| How much do you spend each month on your children’s extra Tuition | | | | | |
|---|--|-----------|---------|---------------|--------------------|
| Levels | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Under 10% of household income | 83 | 22.7 | 22.7 | 22.7 |
| | Approximately 11-20% of household income | 70 | 19.1 | 19.1 | 41.8 |
| | Approximately 21-30% of household income | 100 | 27.3 | 27.3 | 69.1 |
| | Approximately 30-40% of household income | 54 | 14.8 | 14.8 | 83.9 |
| | Over 40% of household income | 59 | 16.1 | 16.1 | 100.0 |
| | Total | 366 | 100.0 | 100.0 | |

teach extra classes despite their unwillingness, and parents, although reluctant, feel obligated to enroll their children in extra Tuition. These survey results also highlight the negative aspects of extra tuition in education, such as its impact on the health of both teachers and students, financial strain on families, and positive aspects, including improved school performance, student achievement, and parental satisfaction.

With respect to the effects on teachers, several studies in Vietnam have reported that extra time consumes a significant amount of rest time for both teachers and students, leading to fatigue and various health issues, such as headaches, stomach pains, dizziness, stress, nausea, and irritability (Pham&Vu, 2022). Additionally, tutoring outside regular school hours reduces the amount of time teachers have to prepare for their in-school lessons, potentially affecting the quality of their teaching. However, some studies suggest that engaging in extra tuition helps teachers develop additional teaching skills, problem-solving abilities, and knowledge while also increasing their income.

From the students' perspective, it is evident that most students do not wish to participate in extra Tuition (Table 2). However, the majority end up attending these classes, with 100% participating in school-organized extra tuition and 64.9% attending out-of-school tutoring. Students attending out-of-school tutoring are predominantly those preparing for entrance exams. Students attend extra Tuition to enhance their abilities, skills, and personal development. Nevertheless, extra tuition creates immense pressure on students, leading to unfortunate incidents when their expectations are not met. Despite this, extra tuition significantly improves student performance, and some students even wish to participate to increase their academic achievements.

Parents generally do not favor their children attending too many supplementary classes because of adverse effects on their health, lack of rest, and reduced recreation time. However, owing to competitive pressures, particularly

for admission to high-quality schools, parents feel compelled to enroll their children in extra tuition. Parental assessments indicate significant concern about their children's entrance exams. Consequently, despite the substantial costs associated with extra tuition, most parents strive to arrange and willingly cover these expenses.

Given the increasingly complex nature of extra tuition and its potential negative impact on formal education quality, as well as public concern, the authors believe that effective management measures that are mutually beneficial for both learners and teachers are necessary. These could include treating extra Tuition as a licensed and taxed service and implementing incentive and sanction policies for any violations that could harm the quality and reputation of the education sector.

In this context, a number of interviews with education managers were also conducted. The results showed that the issue of extra teaching and learning needs to be strictly managed by state agencies. This is beneficial for the management of extra teaching and learning while ensuring the quality of education in schools.

6. Conclusions

Extra tuition can be said to be an urgent need for both teachers and learners in Vietnam during the final stages of a learner's education. The above statistics show that many paradoxes occurred during this period: Teachers do not want to participate in extra Tuition but still have to do so for their livelihood; students do not want to participate in extra Tuition, but without it, they cannot meet the enrollment requirements of high-quality schools; parents do not want their children to participate in extra Tuition, but they still have to allow their children to do so owing to the entrance requirements of quality schools and the psychological safety of parents. This leads to consequences such as family financial loss, health loss, and the creation of negative social psychological effects regarding extra Tuition.

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