

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-BGDDT, 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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