

## Research on the Upper Secondary Education Provided by Private Institutions in Ho Chi Minh City, Vietnam

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### Abstract

Social groups, socio-professional groups, economic groups, and individuals can all create private educational institutions with the approval of the appropriate governmental bodies. The non-state budget is where private schools acquire the money they need to invest in infrastructure and keep the lights on. The primary goal of this research is to conduct an empirical evaluation of private high schools in Ho Chi Minh City, Vietnam. The author used information from completed research as secondary sources. The findings of the

study indicate that I the number of students in each class and the number of teachers at each school; (ii) the number of administrative staff members and teachers; (iii) the number of classrooms and other learning spaces; and (iv) the actual implementation of various educational activities, such as the creation of action plans and the delivery of lessons on topics such as career preparation and extracurriculars. Some suggestions are made to enhance private postsecondary education in light of the results.

**Keywords:** Education, Private Upper Secondary, School, Class, Teacher

### INTRODUCTION

Only those who have finished their secondary education at the lower level are eligible to enrol in upper secondary school. Students who match the criteria and want to pursue vocational training at the intermediate level can do so during their senior year of high school. There are three years of high school, from tenth to twelfth grade. After finishing high school,

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students have the option of continuing their education at a university or at a vocational school.

Individuals, communities, and businesses can form private educational institutions with the approval of the appropriate government bodies. Investment in private schools' physical facilities and ongoing running costs come from sources outside of the state budget.

When it comes to the development of a country's culture and its citizens' futures, general education plays a pivotal role. It is the bedrock upon which further higher education for all may be built. Ho Chi Minh City's private high school education has boosted the city's educational standing. Education and training have made progress in improving the quality of human resources, according to the report on the outcomes of the resolution passed at the 9th Congress of the municipal committee.

The purpose of a general education is to equip students with the knowledge, attitudes, and abilities necessary to become productive members of society and responsible global citizens. This includes cultivating their moral character, intellectual prowess, physical attractiveness, and foundational competence. To have every citizen ready to study or live, work, participate in the building and defence of the fatherland is the ultimate goal of general education.

Investing in students and teachers is a priority, thus each year, more money is set aside for this purpose. The state has made numerous enhancements to education-training, including the construction of new, state-of-the-art classrooms and other infrastructure; the standardisation of the teaching staff across all subject areas and grade levels; and the implementation of cutting-edge instructional practises that place an emphasis on students' character development and the cultivation of their unique personalities. There have been successful outcomes from efforts to socialise education and training; the non-public education and training system makes important contributions to human resource training; education and training management is actively and effectively innovated; the family's role in partnering with the school and society to educate the next generation is bolstered; and the quality of instruction has been enhanced, laying the groundwork for fundamental and comprehensive reform.

Vietnam is a developing country moving toward a socialist- focused market economy and is undergoing international integration; at the same time, it has its own unique institutional traits. Private schooling and the process of socialising education have both advanced as a result of the innovation programme. For the aforementioned causes, investigating private high schools in Ho Chi Minh City, Vietnam is important and warranted.

### **Literature Review**

Private general education has a long history across the globe and has been the subject of extensive study.

James and Benjamin (1988) investigated the relationship between public and private schools in Japan and how this dynamic formed Japan's comprehensive educational system. Investors have been drawn to the education industry because of its sensitivity to labour market fluctuations, and political aims have affected the size of public schools. Their primary focus is on the Japanese private secondary and tertiary education markets. The writers researched the various educational policy possibilities in Japan in great detail. The Japanese government has been successful in harmonising the public and private sectors of the educational system (James & Benjamin, 1988)

According to Le Grand and Bartlett (1993), "market" is an often used phrase in the field of education. This market has its own unique characteristics that set it apart from the markets for consumer products and other types of services. Despite the presence of a competitive market and private education providers, the state continues to play a pivotal role in education provision, quality regulation, and learner interest protection in order to guarantee racial and socioeconomic equality in the classroom (Le Grand & Bartlett, 1993)

The reality of the public-private split in education and the policy disputes around it are the subjects of Lockheed and Jimenez's (1994) research. This article examines the educational systems of five developing nations (Colombia, the Dominican Republic, the Philippines, Tanzania, and Thailand) and compares the results of public and private schools in each. Additionally, the authors examined both publicly accessible data and in-depth interviews with administrators from a subset of public and private schools in these five nations to conduct a comparative study of input, process, and school administration. When it is shown via research that public schools may be successful by adopting the management style of private schools, this has a significant impact on public education policy (Lockheed and Jimenez, 1994)

Wolff et al. (2005) analysed the effect of regional public policy on the outcomes of private schools in the area. Six different nations (Argentina, Chile, Colombia, Guatemala, Peru, and Venezuela) have their policies and interactions between the public and private sectors in education detailed in this article. According to studies, public schools simply can't compete

with private ones, and the idea of "privatisation" in education has been proven to be obsolete. To be more precise, there is little distinction between public and private schools in terms of the public interests served by either. Private school growth is compatible with maintaining a high standard of public education if the correct regulations are in place. Contrary to popular belief, the authors note, private schools benefit not just the privileged but also the underprivileged (Wolff et al., 2005).

Some research has been conducted on this issue in the United States, in addition to foreign studies. The following are examples of some of the most important studies:

The costs and advantages of private schools, as well as the reasons why families pick public or private schools for their children, were analysed by Glewwe and Patrinos (1988) using survey data from Vietnam. This research looked at the state of NPE in Vietnam today, as well as the influence of economic, social, and geographical aspects on the sector (NPE). The majority of low-income Vietnamese families send their kids to private schools, whereas the majority of high-income Vietnamese families send them to public schools, according to a recent study. As household earnings rise, so may the propensity to invest in their children's education. Both religious affiliation and racial background have minimal bearing on whether a child attends a public or private institution of higher education. Moreover, according to the company's compensation policy, private school teachers would be paid more than their public school counterparts (Glewwe & Patrinos, 1988).

Dan (1998) outlined the theoretical and practical foundations upon which to construct the regulation of private high schools, including the Party's stance on education and educational socialisation, the function of social participation in education, and the existing structure and functioning of private high schools prior to the year 2000.

From the time of renovation in 1994 until the year 2004, Anh (2006) analysed and assessed the current state of NPE schools in Hanoi with a focus on early childhood education, general education, and professional education, and he offered recommendations for how to improve and advance these institutions. The author discussed the successes of NPE institutions in Hanoi that focus on elementary, secondary, and adult education, including the expansion of educational opportunities, the improvement of learning environments, and the introduction of novel approaches to teaching and learning. The author also highlighted the shortcomings of state administration of preschools, general education schools, and professional education

institutions in Hanoi, as well as the management competence of the Board of Directors, the principal, and the lack of a permanent teaching staff. Based on this analysis, the author offers a number of recommendations for improving and expanding NPE educational institutions.

These studies have provided an overview of the evolution of private high schools in a number of different contexts and countries, shed light on the function and status of private high schools, defined the market for private education services, and highlighted the systemic flaws in the educational management structure that currently exists. These research laid the groundwork for this one, which examines and assesses the quality of private secondary education in Vietnam's Ho Chi Minh City.

### **Methodology**

Qualitative research methodologies were used for this investigation. The author examined the quality of private high school education in Ho Chi Minh City, Vietnam, using synthesis, analysis, and comparison. The writer has also compiled data from prior research. Qualitative research methodologies were used to guide and refine the findings of prior investigations, which were then inherited and included into the present investigation.

### **Research Result and Discussion**

#### **Size of Classes and Schools**

Three to five new schools have opened each year, on average, since 1996. As of the 2004-2005 school year, the Department of Education and Training (DOET) oversaw 29 privately created high schools and 7 private schools. There are a total of 22,735 pupils enrolled in these institutions; of those, 12,467 report having a permanent address outside of the city limits. The majority of private high schools may be found in densely populated areas, such as cities and suburbs.

As a result of educational socialisation policies established between 2005–2006 and 2009–2010, the number and quality of private high schools sprung up quickly to meet the rising demand of students from the city and neighbouring provinces. During this time period, the number of people-founded high schools decreased, while the number of private schools increased by an average of 4.5 each year (as per the terms of the charter of high schools). This period saw the most fast rise in the number of pupils in non-public high schools (including those from other provinces) since 2005 to present. The need for secondary education was met,

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and 41 new private high schools opened during this time. Over the past three years, the private school sector has seen the most growth. There were a total of 12 new schools opened in 2011, up from 15 in 2010 and 12 in 2009.

There were 33,730 students enrolled in non-public high schools in the city by the conclusion of the 2009-2010 academic year; this number included 16,267 students whose permanent household registration was outside of the city. This number included 11 people-founded schools and 62 private schools. Figure 1 depicts the growth in enrollment in private high schools over a decade (from 2005 to 2014).

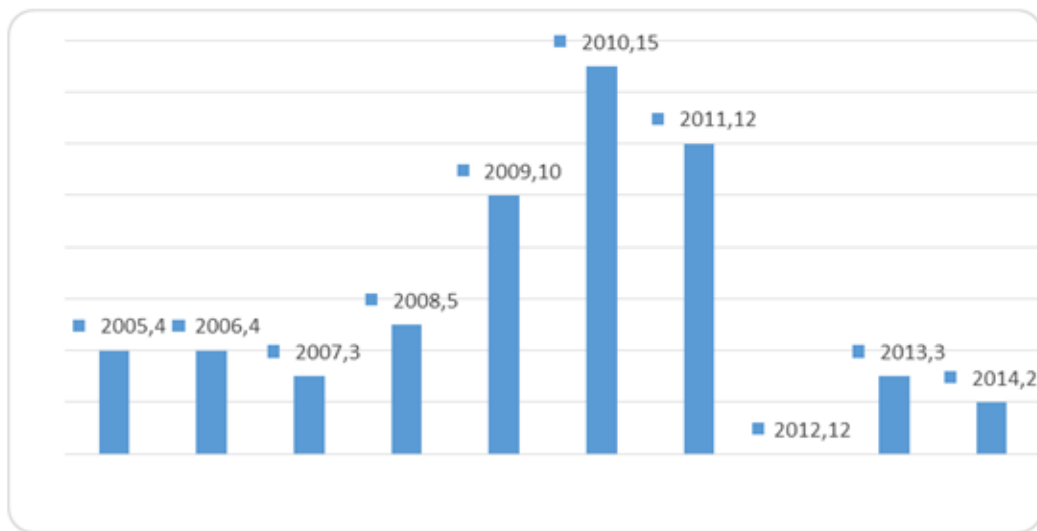


Figure 1: The development of private high school quantity (from 2005 to 2014)  
 Sources: HoChiMinh city' Department of Education and Training (2015)

Figure 2 depicts the city's student population over time.

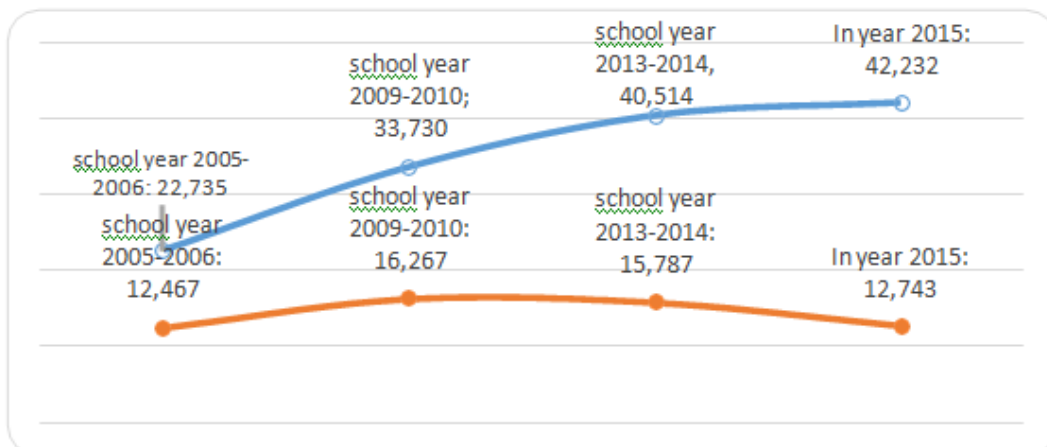


Figure 2: The development of the number of students in the city (from 2005 to 2015)  
 Sources: HoChiMinh city' Department of Education and Training (2015)

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More than a hundred different schools may be found around the city of Ho Chi Minh City (HCMC) by the 2015–2016 school year. Out of them, 18 had elementary, middle, and high school levels, while the remaining 36 had only secondary and high school. There were 31,968 high school students throughout all districts, with a total of 1,056 classrooms (30.3 students per class on average) (see table 1).

Table 1: Statistics results of private schools/classes/students in Ho Chi Minh City

District	Quantity	Quantity of classes				Quantity of students			
		Total	Inside			Total	Inside		
			10' class	11' class	12' class		10' class	11' class	12' class
1	04	75	36	27	12	1.524	758	530	236
2	01	3	1	1	1	50	18	20	12
3	02	12	5	5	2	273	110	123	40
5	04	51	23	19	9	1.447	722	513	212
6	04	34	17	11	6	893	508	251	134
7	04	45	20	16	9	1,176	576	415	185
9	02	48	22	15	11	1,421	647	455	319
10	03	42	22	13	7	1.016	519	336	161
11	04	105	50	34	21	3.563	1.742	1.158	663
12	06	62	30	17	15	1,763	899	485	379
Go Vap	09	86	39	26	21	2.764	1.347	831	586
Tan Binh	10	202	75	67	60	7.811	2.979	2.650	2.182
Tan Phu	16	191	85	57	49	5.703	2.734	1.652	1.317
Binh Thanh	04	15	8	5	2	384	210	130	44
Phu Nhuan	03	17	6	6	5	293	109	103	81
Thu Duc	02	25	10	9	6	645	300	209	136
Binh Tan	05	37	18	11	8	1,177	613	323	241
Binh Chanh	02	6	3	2	1	65	31	19	15
<b>Total</b>	<b>85</b>	<b>1,056</b>	<b>470</b>	<b>341</b>	<b>245</b>	<b>31,968</b>	<b>14,822</b>	<b>10,203</b>	<b>6,943</b>

*Sources: Ho Chi Minh city' Department of Education and Training (2015)*

There are a total of 31, 968 students, and 12,833 of them are considered to have a permanent home residence that is located outside of the city. This is a percentage of 40.1%. Due to the fact that 29 of the schools had fewer than 100 students combined, the student population was not divided fairly throughout all of the schools.

Hong Ha Secondary and High School has 1,277 students; Hong Duc Secondary and High School has 1,002 students; Nguyen Khuyen Secondary and High School has 5,589 students; Truong Vinh Ky Secondary & High School has 3,208 students; Hong Ha Secondary and High

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School has 1,277 students; and Hong Duc Secondary and High School has 3,208 students. All of these schools have a large number of students.

Schools that had a significant international presence typically accepted students from other countries and offered lessons in that language. Some schools, such as Khai Sang Primary, Secondary, and High School, Anh Viet International Primary, Secondary, and High School, and International School Ho Chi Minh City, were conducting experiments in order to meet the demand of the society by gaining permission for admitting Vietnamese students. These schools included: (Binh, 2002).

The following is an illustration of the learning results achieved by pupils attending private high schools:

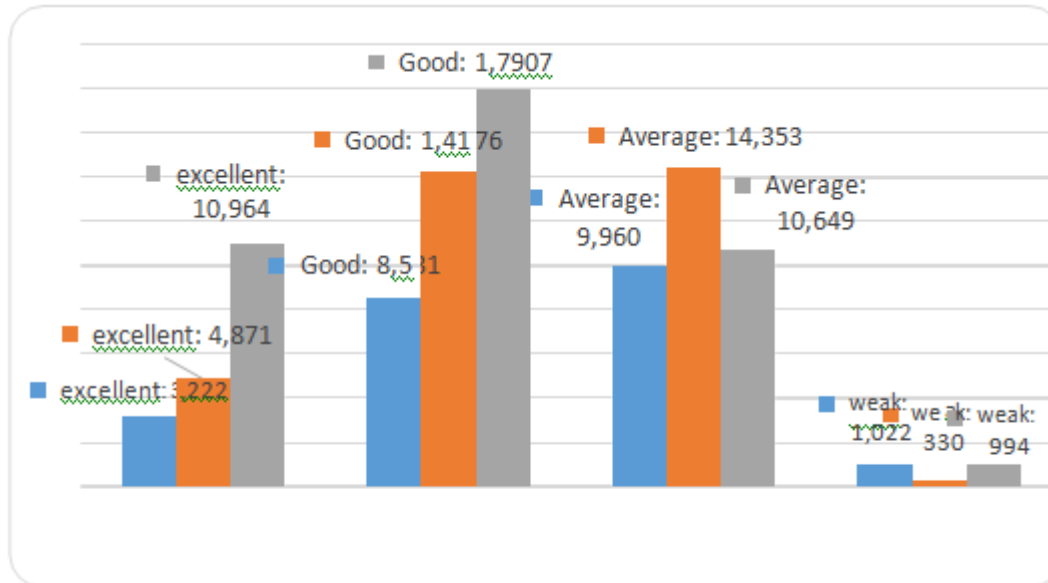
During the school year 2005-2006, the number of students whose learning outcomes were ranked as excellent was 3,222 (14.2% of all students), as good was 8,531 (37.5%), as average was 9,960 (43.8%), and as weak/poor was 1,022 (4.5%). The high school graduation rate was greater than 95%, and some schools achieved a 100% rate.

During the 2009-2010 school year, a total of 4,871 students (14.5% of the student body) were ranked as having excellent learning outcomes; 14,176 students (42.0%) were ranked as having good learning outcomes; 14,353 students (42.6%) were ranked as having average learning outcomes; and 330 students (0.9%) received a weak/poor ranking. One can make the observation that the proportion of outstanding and respectable students has grown, but the proportion of students who graduate has stayed same.

The following are some of the learning outcomes attained by pupils attending private high schools (see figure 3):



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**Figure 3: The learning outcomes of students in private high schools**

*Sources: HoChiMinh city' Department of Education and Training (2015)*

Numerous private high schools, such as Ngo Thoi Nhiem Primary, Secondary, and High School and Nguyen Khuyen Primary, Secondary, and High School, amongst others, are currently implementing a variety of strategies in order to further improve the teaching quality. This is being done in order to satisfy the demand for educational revolutionising, which has been brought about by the current trajectory.

There were 10,964 students who had learning outcomes that were ranked as excellent during the 2013-2014 school year; there were 17,907 students who had learning outcomes that were ranked as good; there were 10,649 students who had learning outcomes that were ranked as average; there were 994 students who had learning outcomes that were ranked as weak or poor. Because of the consistent work that has been done at these schools to improve the quality of education, they have all of their students graduate from high school.

College professors and school administrators

There were 216 officials on administrative duty in private schools in HCMC during the 2015-2016 school year, according to the statistics for that particular school year (2.6 officials per school on average). The size of the institution determined the exact number of administrators, which might range anywhere from one to six. A few schools, most notably Duc Tri Secondary & High School and Nguyen Khuyen Secondary & High School, each had five vice principals on their administration team.

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At recent years, the vast majority of administrators in private schools were formerly employed as public school officials. These individuals are often in high physical condition and have prior experience managing educational institutions. In addition, private high schools have placed a strong emphasis on cultivating the next generation of officials by sending teachers to take professional development courses in school administration. As a result, younger administrators who are equipped with the management skills, creativity, and dynamism necessary to run schools have been appointed.

According to the figures from the school year 2015 - 2016, the number of instructors in private schools in HCMC was 3,384 (3.2 teachers per class on average); among them, 14.5% held university or higher degrees (Central Committee of Thought and Culture, 2001). The Ho Chi Minh Communist Youth Union and the HCM Young Pioneers Organization have both been managed by specialist instructors at several schools. These teachers have been appointed to those posts.

Teachers at private schools might come from a range of different backgrounds, including working as freelance educators, being retired educators, or having previously taught in public schools as visiting educators. Some educational institutions employ individuals from outside the country to instruct students in foreign languages and issues related to life skills education. The majority of teachers at private schools have received formal training to meet and exceed standards; have a strong sense of responsibility; be enthusiastic about their job; gain experience in teaching; be passionate for their profession; care for students; consciously train their ethics, political qualities, and lifestyle; continually study to improve qualifications and teaching efficiency.

#### Facilities

There were a total of 1,583 non-public classrooms in the 2015-2016 school year, with 1,529 of those being safe and sound enough to use regularly.

Classrooms, tools, libraries, and other learning resources are receiving more funding as a whole. Many Vietnamese schools, including Ngo Thoi Nhiem Primary, Secondary, and High School, Nguyen Khuyen Primary, Secondary, and High School, Bac My Secondary, and High School, Ngoi Sao Secondary, and High School, Tri Duc Secondary, and High School, Nhan Van Secondary, and High School, Thanh Binh Primary, Secondary, and High School, Sao Viet Secondary, and High School, Duy Tan Secondary, and High School, and Hoa Bi Secondary,

Some schools, however, have had to rely on rented classroom space. These rented spaces are converted offices or other structures that meet minimum standards for safety, security, and the quality of services they provide to schools. In addition, classrooms in schools that have some form of international influence are typically larger, cleaner, and more aesthetically pleasing because of the substantial investment in infrastructure that characterises these institutions. Boarding students at most institutions have access to suitable housing and extracurricular programming.

## **APPLICATION OF EDUCATIONAL PROCEDURES**

### **The formulation of strategies**

Private secondary schools create and implement plans annually to meet the educational and instructional goals set for the school year in line with the Department of Education and Training's annual orientation. Plan for vocational training and careers advice; Plan for 02 sessions/day instruction; School year plan; Plan for professions; Plan for extra-curricular activities; Plan for academic year; etc. The Department of Education and Training reviews and approves all such proposals.

### **Classroom exercises**

According to Decision No.16/2006/QĐ-BGDĐT issued by the Ministry of Education and Training (MOET) on December 5, 2006, schools are obligated to implement national curriculum with regards to knowledge and skill standards, as well as mandatory attitudes. In accordance with Official Dispatch No. 5842/BGDĐT-VP issued by MOET on September 1, 2011, material for each topic has been gradually modified beginning with the 2011-2012 school year in order to comply to knowledge and skill education requirements, teaching duration, and other regional conditions.

The Ministry of Education and Training (MOET) instructs schools to design and implement an academic plan that gives students ample time for training, reviewing, experimenting, and exercising along with organising on-field and creative activities and periodic assessments, all within the universal 37-week school year timeframe.

In addition to the required two-period-per-day instruction in all subjects, schools with sufficient faculty and resources and parental consent offer a range of electives in areas related to the

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official curriculum, as well as supplementary instruction in languages, computing, and other relevant areas.

To top it all off, per MOET's directive, various interdisciplinary educational themes are put into practise: Education on moral principles, including the leadership examples set by President Ho Chi Minh; Study of the law. Curriculum Development for Anti-Corruption and National Sovereignty Training in the Territories Adjacent to and Surrounding the Continental Shelf and the Ocean and Its Islands Curriculum Development Guides for efficient and cost-effective energy use; Environmental safeguards; Biological diversity and natural conservation; Coping with, mitigating, and reducing the effects of climate change and natural catastrophes; Prevention of traffic accidents; the study of historical sites.

More and more, educators are making adjustments to their practises with an eye toward: encouraging students to think critically and creatively; putting an end to the one-sided indoctrination and rote memorization approach; fostering students' ability to apply what they learn; imparting a growth mindset and encouraging independent learning; striking a healthy balance between academic and behavioural instruction; sorting students according to the program's knowledge and skill standards; personalising instruction; and expanding access to and relevance of education. Students' attitudes and inclinations toward learning can be shaped by the extent to which they are able to apply their knowledge and skills to real-world problems.

In support of Official Dispatch No. 3535/BGDDT-GDTrH of May 27, 2013 regarding "Research-based Learning" and other positive teaching methods; MOET's Official Dispatch No.5555/BGDDT-GDTrH of October 8, 2014, MOET encourages students and teachers to actively participate in the online archive called "Interactive School." Subjects are being pushed to incorporate more opportunities for students to solve problems, develop practical skills, and work on projects. More and more of the general education curriculum includes STEM (Science, Technology, Engineering, and Math) integration and application. New forms of testing and evaluation have been developed with the aim of helping students grow in their skills and character. Pupils' talents are meant to be boosted through testing and evaluation, with the results being used to inform teaching and learning strategies, as well as to inspire and propel students to greater success. To guarantee impartiality, honesty, fairness, and the accurate assessment of students' competence and development, questioning is subject to rigorous oversight in compliance with the regulations at all levels, including supervision, marking, commenting, and assessing. Classroom assessment, assessment via records, assessment through observation,

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evaluation of projects and presentations, and evaluation of progress as well as summative assessments at the conclusion of each semester are all examples of forms of formative assessment that receive considerable focus. Assessments can include both theoretical and practical components, as well as both subjective and objective measures. It's recommended that multiple-choice, objective questions with more than one right answer be used instead of single-choice questions wherever possible during standardised testing. The term "testing and evaluation question bank" refers to the collection of questions used in various types of assessments, and there is software and application development to help with this process. Building a "Open learning materials repository" on Ministry of Education and Training websites (<http://truongtructuyen.edu.vn/>) with high-quality questions, exercises, exam questions, lesson plans, and reference materials is also crucial.

Electronic scoring books in line with official Dispatch No. 3260 / GDDT-GDTrH dated 09/10/2015 of the Ho Chi Minh City Department of Education and Training; The implementation of cutting-edge pedagogical practises, such as interactive teaching in a web-based learning environment, E-learning, simple and friendly software for creating online lectures, and improved access to projectors and interactive whiteboards have all contributed to an increase in students' and teachers' proficiency with information technology (for examples: Adobe Presenter, i-Spring and Articulate) The Ministry of Education and Technology encourages the holding of contests centred on the use of ICT in education, such as the "Designing E-learning lecture recordings" contest and the "Innovative instructors using information technology" competition.

A discussion of life beyond the classroom, including extracurriculars, career development, and informal learning.

Extracurricular activities, career guidance, after-school hours, outdoor activities, etc., all of which induce students' all-around mental and physical growth, are given a lot of attention by institutions, along with students' aesthetic development (literary and physical), ethics, consciousness, ideals, and ambitions.

Students participate in vocational training activities that adhere to the general education curriculum established under Decision No. 16/QD-BGDDT dated May 5th, 2006 and current guiding documents of the MOET, which consist of a total of 9 lessons every school year divided into 3 themes: Themes for the months of September, December, and March focus on the young

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of the country and their contributions to the country's industry, modernization, and defence, respectively.

Some institutions coordinate with local party committees and administrative bodies to invite local enterprises, social organisations, educational institutions, etc. to take part in students' vocational training.

According to Department of Education and Training document No. 3092/GDDT- TrH dated September 4th, 2014, extracurricular activities are integrated with a variety of themes, and contain 2 lessons/month during normal school hours according to 9 topics established for the school year. The classroom instructor helps students develop the skills they need to plan and run their own extracurricular events.

Many educational institutions now offer extracurricular programmes that combine theoretical and applied elements. For instance, Viet My Anh High School arranged for students to visit the Ceramic Factory and the Bamboo Village conservation area in Binh Duong province; Viet Uc High School hosted a talk show with Mr. George F. Smoot, winner of the 2006 Nobel Prize in Physics, at the International University - Vietnam National University Ho Chi Minh City; met with representatives from the New Zealand Embassy on the February 3 campus; and took students on a tour of the Thermal Power Plant in Ba Ria.

## **CONCLUSION**

Private secondary education in Ho Chi Minh City has reached a remarkable point in recent years, with the following results in particular:

### **Achievements:**

To accommodate both local and out-of-province students, a system of private schools and classes has grown in response to the area's unique educational landscape. As an act of consolidation and uniformity, several new schools were constructed. Synchronized and cutting-edge improvements are made to buildings and tools to better serve educational goals.

Various forms of instruction and training are planned to help workers become familiar with and follow the rules of their field. The outcomes of education and training are always getting better.

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There is a severe lack of qualified school administrators, teachers, and support personnel who are committed to their work, take initiative in the classroom, use innovative methods to educate their students, and inspire others to follow their lead. Capabilities in administration and education are always being honed.

The city's successes in political stability and socioeconomic growth are primary reasons for the aforementioned outcomes. Because of their efforts, both public and private schools have been able to flourish. The City Department of Education and Training has been actively guiding, managing, and organising the execution of tasks; implementing curricula and subject matter in accordance with knowledge and skill standards; making sure that curriculum is adaptable to the needs of individual students and the realities of the classroom; introducing new approaches to instruction; and increasing their oversight of private schools' classroom activities. The vast majority of school administrators and educators are dedicated individuals who take their work seriously at all times.

However, despite the successes, there are still bounds to what can be accomplished at Ho Chi Minh City's private high schools.

As stated in its resolution for the years 2015-2020, the 10th Party Congress of Ho Chi Minh City evaluated the educational and vocational opportunities available in the city as follows: To now, the quality of education and training has not caught up to the requirements of progress and amalgamation. The educational system is sluggish to adopt new ideas and is often disconnected from the actual world. The amount and quality of the teaching personnel and education management professionals have fallen short of requirements. When it comes to NPE's educational efforts, management has fallen short. There has been little progress made toward creating a society where people are constantly learning and growing, and as a result, the outcomes have been lacklustre (Y, 1999).

The standard of teaching is rising, but is still not very good. The efforts of conventional, moral, and ideal forms of schooling have not been concentrated. Students with below-average intelligence, character flaws, and conduct in and out of the classroom continue to be a pervasive problem.

Managers and educators are drawn from a wide pool of candidates with varying levels of experience and training. Some managers and educators are not afraid to try new things. Managerial abilities fall short of what is required. Some educational institutions continue to

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have management that is unstructured, ad hoc, and inefficient. Permanent faculty numbers are low. Most educators work on a contract basis and regularly switch schools. Problems abound in managing and leading in the business world. Some school leaders and educators are still reluctant to try new things, preferring instead to wait for orders from above. Both their management and teaching strategies, which are based on imposing their will on submissive employees and pupils without seeking feedback, remain unchanged. Because of this, student participation and initiative are stifled. Typically, incoming freshmen do poorly in school and exhibit negative conduct. The number of pupils attending the school ebbs and flows constantly throughout the year as kids move in and out. A lack of intrinsic drive to learn is a common problem among today's students. There are still some unfavourable expressions in the lifestyles, the social behaviours, and the understanding of social ethical norms of many students who are influenced by social networks and external causes.

Some schools lack sufficient resources (such as classroom supplies) to adequately educate their students.

**These restrictions exist for the following reasons:**

Some administrators and teachers have failed to renew school education from the ground up as called for by Resolution No. 29-NQ/TW of the Eighth Conference of the Central Executive Committee, XI because their views, attitudes, and behaviour on educational innovation have not been in line with practical requirements.

There are not enough school administrators with the necessary management skills and qualifications to meet the needs of the current educational reform. Many jobs are done without a formalised strategy for growth or set of procedures in place. There is still a lack of comfort in the workplace, and some managers are still too passive to take initiative or think outside the box when solving problems. They still don't know how to quickly and effectively solve problems, and their management is rigid. Their public persuasion skills are still developing, and their current method of operation is not optimal for the job.

Some educators approach their jobs with the attitude of a member of staff, which can dampen their enthusiasm. They haven't put in any real work toward bettering society through training and instruction, or toward bettering themselves through the cultivation of moral qualities and professional competence. They still have a lot to learn about the effective use of technology in



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the classroom. Almost no new approaches to education are introduced. All of the aforementioned factors contribute to subpar classroom instruction.

Coordination between institutions of higher learning, families, and communities as a whole falls short. Unfortunately, many adults in young people's lives are unaware of the value of an education despite the fact that the negative aspects of society have a significant impact on their children's perspectives and choices. Others are in less advantageous situations and lack the resources to fully appreciate the importance of education and providing adequate support for their children's academic development. A lot of parents are too preoccupied with work to give their full attention to their children. As a result, they are unable to remind and guide their children in their academic and social pursuits. Sadly, many parents are unable to do their part in their children's upbringing and instead place their faith in the hands of the school system.

Also, since this is a private institution, the majority of the Board of Directors' allocation goes into paying teachers' salaries, leaving relatively little for extracurriculars like movement and praise. Consequently, there is less motivation for educators, which hinders efforts to model excellent classroom practises for kids. There are several roadblocks to the growth of schools because of the inadequacies of some governmental management processes and rules for private schools.

Therefore, the government of Ho Chi Minh City needs to implement a number of different policies in order to make it easier for private schools to rent land for the purpose of constructing new schools and increasing the number of students enrolled in each class. This will help to level the playing field between public and private institutions, boost the quality of school management apparatus, refresh educational resources, and fortify state management of NPE high schools in the area. Furthermore, the Board of Directors of private institutions of education should prioritise employee welfare by increasing wages and increasing their focus on activities that promote social change (administrative department, teachers). Further, in order to enhance the quality of education, administrators and educators must continually develop their expertise, zeal, creativity, and innovation in the classroom.

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