

Evaluating the Effectiveness of Textbook Policy in Vietnam: A Grounded Research

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Abstract

Vietnam's school textbook policy has undergone a significant transformation alongside the implementation of the new 2018 general education curriculum, shifting from a single nationally unified set of textbooks to a "one curriculum - many textbooks" model. This groundbreaking policy reflects a positive change in the mindset of educational managers in Vietnam. However, the transition from a centralized, exclusive model to a decentralized approach in textbook publishing has presented various challenges. This study employs grounded theory to evaluate both the effectiveness and the challenges associated with Vietnam's textbook policy. Data were collected through interviews conducted in four localities (Tuyen Quang, Hanoi, Quang Nam, Dong Nai) with participants from the general education system, including managers at all levels, teachers, parents, and students. The interviews continued until theoretical saturation was achieved. The effectiveness of the policy is demonstrated in several key areas: it has created a diversity of teaching and learning materials, improved the quality of education, reduced pressure on the state budget, and promoted a free market in text-book publishing.

Keywords: School Textbook Policy, Effectiveness, Grounded Theory, Text-Book Policy In Vietnam.

Introduction

The General Education Curriculum 2018 is an education and training orientation curriculum for all levels of general education issued by the Ministry of Education and Training of Vietnam on December 26, 2018 according to Circular No. 32/2018/TT-BGDĐT on "promulgation of the general education curriculum". The 2018 general education curriculum was born with the purpose of replacing and inheriting the 2006 education curriculum, and at the same time "ensuring the development of learners' qualities and abilities through educational content with basic and practical knowledge; Modern; harmony of virtue, intellect, body and beauty; focus on practice and application of knowledge to solve problems in learning and life; high integration in the lower classes, gradually differentiated in the upper classes; through methods and forms of educational organization to promote the initiative and potential of each student, testing and assessment methods in accordance with educational goals and educational methods to achieve that goal (MOET,2018).

At the 8th Meeting of the Central Committee the Communist Party of Vietnam issued Resolution No. 29-NQ/TW dated November 4, 2013 on "fundamentally and comprehensively renovating education and training, meeting the requirements of industrialization and modernization in the conditions of socialist-oriented market economy and international integration". Subsequently, on November 28, 2014, the National Assembly of the Socialist Republic of Vietnam issued Resolution No. 88/2014/QH13 on "renewing general education curriculums and textbooks" in order to realize the spirit of Resolution 29 of the Central Committee of the Communist Party of Vietnam. This curriculum was approved by the Government of the Socialist Republic of Vietnam on March 27, 2015, by Decision No. 404/QĐ-TTg

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signed by Vu Duc Dam. On January 17, 2017, the Renovation of General Education Project (RGEP) by the Ministry of Education and Training and the World Bank was officially launched with a total budget of US\$80 million, including US\$77 million from concessional ODA loans and US\$3 million in reciprocal capital (Tam, 2022). The project is expected to impact the entire Vietnamese education system through the renewal of the general education curriculum. On April 12, 2017, the Ministry of Education and Training announced the draft of the overall general education curriculum edited by Professor Nguyen Minh Thuyet. After announcing the draft of the new curriculum, the Ministry of Education and Training started the process of collecting comments from the people. On December 26, 2018, the Ministry of Education and Training of Vietnam issued Circular No. 32/2018/TT-BGDDT, officially marking the birth of the new general education curriculum.

As an open, learner-centre educational curriculum, the new general education curriculum allows localities to be proactive in implementing education-oriented education plans in their areas, as well as creating conditions for book compilers and teachers to promote their initiative. In addition to the basic educational principles including "learning goes hand in hand with practice", "theory is associated with practice", "education at school combined with education at home and society", the curriculum is also influenced by the educational philosophy of "learning to know – learning to do – learning to live together – learning to assert yourself" organized by the Education Organization, The United Nations Science and Culture advocates, as well as the STEM education model – an idea-based teaching model that equips learners with knowledge and skills related to the fields of science, technology, engineering, and mathematics in the form of an interdisciplinary approach. The failure of the new school model (VNEN) also leaves many lessons and values in building a new general education curriculum. The curriculum is divided into two main stages: the basic education stage (lasting from grade 1 to grade 9) and the career-oriented education stage (lasting from grade 10 to grade 12). To complete the curriculum, learners need to achieve 5 qualities and 10 core competencies as required.

The new general education curriculum marks the first time after 1975 that the development of the textbook curriculum in Vietnam has been carried out in the form of socialization, allowing organizations and individuals to participate in the compilation process. The socialization of textbooks in Vietnam has created conditions for publishers to compete with each other in the market. The textbooks *Canh Dieu*, *Connecting Knowledge with Life*, *Creative Horizons*, *Learning Together to Develop Capacity*, *For Equality and Democracy in Education* compiled by many different publishers one after another are a testament to the socialization of textbooks in Vietnam. There are 5 publishers in Vietnam licensed to publish textbooks under the new general education curriculum, namely Hanoi University of Education Press, Ho Chi Minh City University of Education Press, Hanoi National University Press, etc Hue University Press and Education Press. According to the decision to approve the list of textbooks for grades 2 and 6 used in general education institutions on February 9, 2021, there are only 3 sets of books left: *Kite*, *Connecting Knowledge with Life* and *Creative Horizons*. According to the decision approving the List of textbooks for grades 8 and 11 used in general education institutions on December 28, 2022, the book series "Discovering Together" (Math 11 books) is included in the curriculum. According to Decision No. 4434/QĐ-BGDDT dated December 21, 2022 on "Approving grade 4 textbooks for use in general education institutions", the book series *Creating a Global Citizen* (Informatics 4), *Intelligent Robots* (Informatics 4) and *Binh Minh* (Mathematics 4) of Vinh University Press have been included in the curriculum.

As an article on the official website of the Ministry of Education and Training said, "Although there are still some problems that are not optimal with the conditions of some localities and the price of textbooks is still high, these three sets of textbooks are of good quality, meeting the requirements of the 2018 GDPT Curriculum. This is the first time that our country has built and published textbooks completely by socialization. The evaluation of textbooks is through a National Evaluation Council, established by the Ministry of Education and Training. When textbooks are learning materials, the richer the learning materials, the better it will be to serve teaching and implementing curriculums. Teachers are empowered to take the initiative in choosing materials, choosing appropriate exercises, promoting their dynamism, initiative and creativity. In addition, implementing a curriculum, many textbooks have mobilized great

resources and social intelligence to participate in compiling books; at the same time, creating a competitive environment for students and teachers to have the best textbooks. More than 1,000 teachers and scientists have participated in compiling textbooks (CCE-MOET, 2023)

However, along with the achievements achieved, there are still many concerns and controversies surrounding the new policy. For example, the socialization of textbooks in Vietnam has created conditions for publishers to compete with each other in the market (Cao, 2022), but with 5 sets of textbooks on the market in 2019, 4 sets are textbooks issued by the Education Publishing House, many people have been concerned about "unfair competition", leading to the monopoly of the Education Publishing House in distributing textbooks in Vietnam (Hue, In addition, regarding the selection of textbooks in high schools, there are also many concerns about the risk of monopoly because the selection of books is considered to give full decision-making on the selection of textbooks to the book selection committees without taking into account the opinions of the institutions (Tra, 2022). In addition, the quality (Lam,2020) as well as new textbook prices (Van & Ha, 2023) is also an issue that is of interest to the public as well as the National Assembly deputies...

Materials and Methods

Research Design

The research designed according to the grounded theory method is very suitable for studying the effectiveness of textbook policy in Vietnam because it allows to explore phenomena that are not well understood, especially in the specific context of the country (Glaser & Strauss, 1967). This method helps to develop a theory based on the actual experience of the participants, thereby creating a theory that more accurately reflects the actual situation of textbook policy, based on the perspectives of teachers, students, administrators, and parents (Charmaz, 2006).

The flexibility of the background theory's data collection allows the researcher to adjust and change the interview questions throughout the research process, in order to focus on important issues and topics (Corbin & Strauss, 2015). The generalizability of this method also helps to create concepts and theories that can be applied to a variety of contexts, thereby providing a more comprehensive overview for policymakers (Saldana, 2016).

In addition, background theory emphasizes interactivity and sociality, allowing consideration of social and cultural factors that impact textbook policy. Finally, the study of a wide range of subjects, including teachers, students, administrators, and parents, helps to gather diverse perspectives and experiences, creating a more comprehensive picture of the effectiveness of the policy. These reasons affirm that the design of research based on background theory is not only relevant, but also necessary to deepen the understanding of textbook policies and their impact on stakeholders in the context of Vietnamese education.

Participants

Participants in the study included a diverse group of stakeholders in the education sector in Vietnam. Specifically, including:

Teachers: To record the views of those directly involved in the implementation of the textbook policy in the classroom. A total of 12 teachers from different levels of education (elementary, middle

and high school) will be selected through a convenient sampling method to ensure a representative sample.

School administrators: Principals and vice-principals in charge of the curriculum and textbook selection process will also be included to understand the management perspective. About 12 school administrators will be interviewed.

Students: Focusing on students' experiences and opinions about the textbooks offered in different school settings, a total of around 10 students from a variety of grade levels will be included in the study.

Parents: Parents will be invited to participate in order to record their thoughts and feelings about textbooks and educational policies related to their children. A total of 14 parents will participate in the study.

Policy Makers: Officials from the Ministry of Education and Training and education departments will contribute insights into policy development and implementation. About three policymakers will be interviewed.

A total of 51 participants were interviewed, ensuring a rich diversity of views on textbook policy.

Character	Teacher	Manager	Pupil	Parents	Policy Maker
Gender					
Male	6	7	5	5	3
Female	6	5	5	9	1
Age	25-50	30-55	9-17	30-50	35-60
Duration Interview (minutes)	45-60	45-60	30-45	45-60	45-75

Data Collection

Data will be collected through semi-structured interviews. This approach will allow participants to freely express their views while still providing enough structure to address specific research questions.

Semi-Structured Interviews: Individual interviews will be conducted with teachers, school administrators, parents, and policymakers. Each interview will last approximately 30-75 minutes and will be guided by a set of open-ended questions related to experiences and attitudes towards textbook policy. The interviews will be recorded with the consent of the participants, to ensure accuracy in translation and analysis.

Field Recording: Throughout the data collection process, field recording will be maintained to capture non-verbal signals and contextual information that can enhance data understanding.

Results

The implementation of Vietnam's new textbook policy has generated significant interest among educators and policymakers alike, as it has the potential to reshape the educational landscape of the country. This section presents the results of our study, which aims to assess the effectiveness of the new policy in relation

to its primary objectives: reducing budgetary pressures, providing diverse educational materials, and empowering teachers.

Data were collected from a diverse range of stakeholders, including teachers, school administrators, and parents, using methods such as semi-structured interviews and field observations. This comprehensive approach has allowed for the triangulation of data, ensuring a rich understanding of the policy's impacts across different dimensions of the education system.

The findings are organized thematically to highlight three major outcomes of the policy. First, we will explore how the new textbook policy has effectively reduced the financial burden on the state budget, allowing for resource reallocation to other essential areas of education. Second, we will discuss the increase in the diversity of educational materials available to educators, which not only enriches the curriculum but also enhances the teaching and learning experience. Lastly, we will examine how the policy has empowered teachers by granting them greater autonomy in selecting and using instructional resources. Through the analysis of qualitative responses and quantitative measures, this section aims to provide a nuanced understanding of the dynamics at play within the new textbook framework and its broader implications for Vietnam's educational reform efforts.

Reducing Budget Pressure for Textbook Publishing

Vietnam's new textbook policy not only helps to improve the quality of education but also plays an important role in reducing the budget burden on the state in textbook publishing. This aspect is not only related to financial savings, but also affects the structure and way of organization in the field of education. Before the new policy was implemented, the state budget had to bear a large burden from investing in the production and distribution of textbooks. Textbooks are mainly issued by state publishers, and the government not only has to pay for printing costs, but also needs to invest in infrastructure to ensure the quality of the books produced.

"Previously, the budget for textbooks was a significant expenditure in the financial statements of the education sector. This is unsustainable and often puts pressure on the state budget."

As such, this issue is not only a financial aspect but also reflects the limitations in allocating resources to other areas of education.

Opportunities to Reallocate Resources

With the introduction of the new policy, the state has been able to transfer part of the cost burden to private publishers, thereby reducing financial pressure on the budget. Allowing more publishers to participate in the textbook market not only creates opportunities for competition but also helps optimize costs in textbook production.

"This policy has allowed the state to save a large portion of the budget, which can then be reallocated to other more important educational activities and projects."

It is the licensing of non-state publishers that has created a more sustainable model for textbook distribution, drastically reducing costs from the state budget.

"When the private sector gets involved in the production of textbooks, the financial pressure on the state budget is greatly reduced, and we can reallocate resources to other areas of education such as facilities or teacher training."

Improving the Quality of Textbooks and Increasing Benefits for Consumers

The policy of socializing the publication of new textbooks has brought remarkable effectiveness in improving the quality of education and increasing the rights of consumers. By listening to the opinions of

stakeholders, publishers can develop products that meet real needs, thereby building trust and satisfaction in the community.

"The socialization policy helps us have more resources to develop textbooks. Publishers compete with each other, thereby improving product quality."

"Having a wide selection of textbooks helps us, as consumers, not only find the right material for our children, but also help reduce financial pressure."

"The new textbooks not only have updated content, but are also designed to be more intuitive, in line with modern teaching methods."

"Competition among publishers not only promotes quality, but in the future can create more affordable prices for textbooks."

Sustainable Growth for Education

Reducing the burden on the state budget through new policies also allows the government to focus on improving the quality of education in general. The saved resources could be invested in other areas of reform, such as curriculum development, investment in educational technology, and teacher training.

"I've seen reforms happen quickly as there is more budget for different activities. This not only improves the quality of teaching but also enhances the synchronization in education."

"Reducing the burden on the state budget allows us to have more opportunities to improve the quality of teaching. In the past, limited budgets meant that we didn't have enough materials and equipment, but now it's completely different. The investment in new technology and teaching methods has really helped my classroom."

Providing A Variety of Teaching and Learning Materials

The new policy of textbook publishing has not only brought about positive changes in the management and textbook market, but also helped to expand the source of teaching and learning materials for teachers and students. This aspect has a great impact on the teaching and learning process, giving teachers more choices in lesson design and facilitating students to access a wide range of learning materials. Previously, the textbook market in Vietnam was almost completely dominated by a single State publisher (Educational Publishing House). This leads to a lack of diversity in teaching materials, where teachers and students only have access to one or two sets of textbooks.

"In the past, I felt very limited when I only had one set of books to choose from. This makes my sermon not as complete and rich as I expected."

The monotony in the material makes teaching and learning boring, discourages creativity and exploration of both teachers and students. With the introduction of the new textbook policy, many private publishers have begun to enter the textbook publishing sector, creating a richer market. The emergence of new book series not only helps to improve the quality of content but also diversifies teaching and learning materials.

"In just a short time, publishers have launched many textbooks, helping teachers have more choices in teaching. This helps teachers to choose materials that are more suitable for the needs and abilities of students, creating conditions for the development of diverse teaching methods."

"Now I can choose from many different book series, each with different teaching methods. This allows me to design more creative and enriching lessons. I can combine lessons from multiple sets of books to meet the needs of my students."

Improving the Quality of Teaching

The variety of materials not only helps teachers feel more comfortable at work, but also creates many opportunities to improve the quality of teaching. By using a variety of references, teachers can adopt more diverse approaches to learning.

"When I have more materials, I can easily create activities for students, from group assignments to practical projects, to help students understand the lessons better. This not only promotes creativity in teaching methods but also helps improve students' learning efficiency.

Flexibility and Creativity in Learning

The provision of diverse resources also encourages both teachers and students to become more flexible in accessing knowledge. Students can choose materials that suit their learning style.

"There are many textbooks and supplementary materials to help me understand the lesson better. These books not only help me learn theory but also guide me to apply knowledge in practice."

This progress not only helps students feel interested in learning, but also helps them develop the skills they need for the future.

"When I see that my child has many options in learning, I am very happy. The labor books not only help my child master knowledge but also develop critical thinking. I feel more reassured knowing that my child has access to a variety of resources."

Exchange and Share Experiences

The diversity of materials also opens up opportunities for exchange and sharing of teaching experiences among teachers.

"We regularly discuss different sets of books and teaching methods on online forums, which not only helps me improve my skills but also motivates the whole class."

When teachers are encouraged to share materials and teaching methods, this not only strengthens relationships within the educational community but also enhances the overall quality of teaching.

Improving Teachers' Autonomy, Creativity and Flexibility in Teaching Activities

Empowering Teachers with Autonomy in Teaching

The new policy of textbook publishing in Vietnam not only creates a diverse textbook market but also makes an important contribution to empowering teachers with autonomy in teaching activities. This contributes to promoting flexibility and creativity in teaching methods, creating conditions for teachers to maximize their capacity. Before the policy was implemented, teachers often had difficulty finding effective teaching materials and methods. In fact, the fact that only one publisher publishes textbooks has made the selection of teaching materials limited, leading to boredom in lectures.

"In the past, I felt confined to a few old books. I don't have the freedom to customize the content of the lesson the way I want."

Lack of autonomy not only reduces interest in teaching, but also affects students' motivation to learn. This makes the teaching process ineffective and does not meet the needs of innovation in education.

With the new policy of textbook publishing, teachers are gradually given more autonomy in choosing teaching materials. The involvement of many publishers has made it possible for teachers to have access to a wider range of materials and adopt more diverse teaching methods.

"We hope that allowing teachers autonomy will help them feel more responsible for the teaching process, as well as encourage them to create the most appropriate teaching methods."

The fact that teachers can freely choose and combine different materials has created a more flexible learning space that meets the needs of each specific class.

"Now I have the freedom to be creative in designing my lectures. I often choose materials from a variety of publishers to suit their learning styles. This helps me become a better teacher."

Flexibility in Teaching Methods

Autonomy is not merely the right to choose documents; It also opens up opportunities for teachers to experiment with different teaching methods. Teachers can customize teaching methods to meet the diverse learning needs of students. A teacher shared:

"Before I had autonomy, I felt limited in my ability to apply creative methods. Now, I'm able to design group activities or presentations that help students improve their communication and collaboration skills."

The application of new teaching methods not only increases interaction in the classroom but also helps students be more proactive in accessing knowledge.

Encourage Teacher Creativity

Autonomy in teaching also encourages teachers to be more creative in their lessons.

"When I have more choices, I feel more comfortable experimenting with new learning activities. I can design lessons not only based on textbooks, but also integrate other materials, videos, and online resources."

Creativity in teaching not only helps teachers improve their teaching skills, but also brings interesting and engaging lessons to students. This also increases their critical thinking and problem-solving skills.

"I am very satisfied to see that my child's teacher is always creative and innovative in teaching. The current curriculum is no longer boring and my children also learn very well from the classroom activities."

Motivating Teachers

Giving teachers autonomy not only helps them feel more responsible, but it also provides mental stability and motivation at work. One teacher expressed:

"When I am heard and given the power to decide, I feel like I am contributing to the development of education rather than just being an executor."

Recognition and respect for teachers' choices help them feel more valued and passionate about their profession. This can also help maintain work motivation and reduce the turnover rate among teachers.

Discussion

The introduction of a new textbook policy in Vietnam signifies a substantial shift in the approach to educational resources and has profound implications for the management of state budgets. By permitting private publishers to enter the textbook market, the government can relieve the financial burdens previously shouldered entirely by state resources. This discussion explores the multifaceted benefits of this

policy, including budgetary relief, improved resource allocation, enhanced material quality, and the empowerment of teachers, drawing parallels with successful strategies implemented in various countries.

Prior to the new policy, the Vietnamese state faced substantial financial liabilities associated with producing and distributing textbooks. The costs incurred were not limited to printing but extended to the infrastructure necessary to maintain quality standards in educational materials. This budgetary pressure often diverted funds from other critical areas of education, creating a cycle of underinvestment in teaching and learning resources. Research indicates that heavy reliance on government expenditure for educational materials is unsustainable (OECD, 2015).

The introduction of private publishers into the market plays a crucial role in redistributing financial responsibilities. By engaging non-state publishers, Vietnam can significantly mitigate the financial output of the state while simultaneously fostering a competitive environment that drives down production costs. The reduction of costs associated with textbook production allows the state to reallocate resources towards other essential areas of education, such as curriculum development and teacher training (World Bank, 2018). Alleviating these budget strains enables a more strategic approach to resource distribution, which can lead to enhanced educational outcomes (UNESCO, 2020).

The textbook policy governing the publication of new textbooks has led to tangible improvements in educational resources. By encouraging competition among publishers, this reform creates an environment that prioritizes quality. Publishers are now more attuned to stakeholder needs and can develop products that genuinely resonate with the educational community. When stakeholder input is valued, educational materials are more likely to meet the specific needs of learners (Baker, 2014).

For consumers, this policy change enhances the quality and availability of educational resources. With a wider selection of textbooks, families can choose materials that align better with their children's individual learning needs. The transformation in quality is reflected in the updated content and designs of textbooks, which are increasingly user-friendly and aligned with contemporary pedagogical methods. The competitive landscape fosters innovation in design and functionality, thereby improving the overall teaching and learning experience.

Reducing financial burden through this policy allows the government to concentrate on broader educational reforms. The budget freed from textbook publishing can facilitate initiatives that promote systemic improvements, including enhanced teacher training curriculums, investment in educational technology, and curriculum development. Educational reforms can be executed more efficiently when fiscal constraints are alleviated, fostering a more robust educational infrastructure (Sahlberg, 2011). The positive feedback from educators regarding the new opportunities for innovation illustrates how budgetary relief contributes to improved teaching strategies. As resources for diverse educational activities increase, educators can explore new approaches that foster engagement and enhance learning outcomes. The reallocation of funds supports robust investments in new technologies and methodologies, ultimately leading to an enriched learning environment.

Shifting towards the textbook policy has led to greater diversity in teaching and learning materials available to educators and students. Historically, the Vietnamese textbook market was dominated by a sole state publisher, which limited resource variety and stifled innovation. The entry of multiple private publishers has resulted in a richer, more varied educational landscape. This increased diversity in educational resources allows educators to choose materials that better suit their teaching styles and the diverse needs of students. Access to a wider range of resources enriches the curriculum and enhances lesson effectiveness. The flexibility afforded by the availability of various teaching materials enables educators to tailor lessons to engage students more effectively.

The empowerment of teachers through the autonomy provided by the new policy is another significant advantage. By granting educators the authority to choose and curate their teaching materials, the policy

promotes a culture of innovation and adaptability in pedagogical strategies. Teacher autonomy is closely linked to job satisfaction and effectiveness in the classroom (Day & Leithwood, 2007).

The ability to select from a range of materials allows teachers to experiment with different teaching techniques, fostering a more dynamic and responsive educational environment. This flexibility not only enhances instructional quality but also motivates educators to take ownership of their teaching processes. Moreover, the autonomy in material selection encourages teachers to be creative in lesson design. The freedom to integrate various resources fosters an environment where innovative teaching practices can thrive, which is essential for engaging students and promoting critical thinking skills.

Basic theory is a qualitative research method that is particularly effective for exploring complex social processes and understanding how policies are implemented in educational contexts. In the case of Viet Nam, the application of basic theory to assess the effectiveness of school textbook policy can reveal a complex relationship between policy intent, textbook content, and classroom practice. This approach allows researchers to create theories based on empirical data, which can provide insights into the conformity (or inappropriateness) between educational policies and their real-world application in schools. The effectiveness of school textbook policies in Viet Nam can be assessed by looking at how these policies translate into actual classroom practice. Research has shown that textbooks often reflect the mainstream cultural values and beliefs of society, serving as a formal medium of knowledge dissemination (Qian et al., 2022). This is especially relevant in Vietnam, where education policies are designed to promote specific ideological narratives and cultural norms. Textbooks are not merely educational tools; they represent the state's vision for education and can significantly impact students' understanding of their social and cultural context (Pham, 2023). Furthermore, the implementation of education policies often faces challenges at the classroom level. Studies show that while policy texts may emphasize higher-order thinking skills and creative thinking, the actual content of textbooks often prioritizes lower-order thinking skills, such as memorization and comprehension (Smare & Elfatih, 2022). This difference suggests that there is a gap between policy intent and classroom instructional practice, which can hinder the development of critical thinking and problem-solving skills in students. Basic theory can help shed light on these dynamics by analyzing how teachers interpret and apply textbook content to their teaching activities, as well as how students interact with these materials (Opoku-Amankwa, 2010). In addition, the role of teachers in mediating textbook content and education policies is very important. Teachers often adapt or modify textbook material based on their understanding of the curriculum and the needs of students (Opoku-Amankwa, 2010). This adaptability can lead to differences in the effectiveness of the implementation of educational policies across different classrooms. Factors such as classroom dynamics, teacher training, and available resources can significantly influence the interaction between textbooks and teaching practice (Opoku-Amankwa, 2010). The basic theory can provide a framework for exploring these factors, allowing researchers to develop a deep understanding of the educational context in Vietnam. Moreover, the integration of technology into education presents both opportunities and challenges for textbook policy implementation. The development of digital textbooks and educational technologies has the potential to enhance the learning experience and facilitate more interactive and engaging pedagogical approaches (Lee et al., 2023). However, the effectiveness of these technologies depends on the availability of infrastructure and teacher training, which can vary greatly in different regions in Vietnam ("Use of IT in schools", 2015). Basic theory can play an important role in examining how educators and students perceive and use these technological advancements, which in turn inform future policy decisions. In conclusion, the use of basic theory to evaluate the effectiveness of textbook policy in Viet Nam offers a comprehensive approach to understanding the interaction between policy, textbook content and classroom practice. By focusing on the real-world experiences of teachers and students, researchers can uncover the complexities of educational implementation and identify areas for improvement. This approach not only highlights the

challenges of adapting educational policies to classroom realities, but also provides a roadmap for developing more effective and context-appropriate educational strategies.

Conclusion

The implementation of the General Education Curriculum 2018 and the accompanying changes in Vietnam's textbook policy marks a significant advancement in the educational framework of the country. By transitioning from a unified set of textbooks to a diversified system that invites contributions from various publishers, the new policy reflects a modern approach to education that is learner-centered and adaptable to local needs. The policy not only aims to alleviate the financial burden on the state budget but also strives to diversify educational resources, improve teaching quality, and empower educators with greater autonomy in their teaching practices.

This study highlights that the effectiveness of the new textbook policy is multi-dimensional. Firstly, by allowing private publishers into the market, the policy has played a crucial role in redistributing financial responsibilities, resulting in significant budget savings that could be redirected to other essential areas of education, such as teacher training and infrastructure development. Secondly, the increased variety of available teaching and learning materials fosters a richer educational environment, promoting creativity and flexibility in lesson planning and execution. The diversity of textbooks enhances the overall educational experience, catering to the various learning styles and needs of students.

Moreover, the policy empowers teachers by providing them with the autonomy to select and utilize diverse educational resources. This empowerment encourages teachers to engage in creative teaching methods, enhancing the learning experience and fostering a more dynamic classroom environment. However, the study also identifies challenges that need to be addressed. Issues such as the preparedness of teachers, the adequacy of facilities and teaching equipment, and the effectiveness of policy communication must be carefully considered to realize the full potential of the textbook policy.

In conclusion, while the new textbook policy has laid the groundwork for a more effective and inclusive educational framework in Vietnam, ongoing evaluation and adaptation are essential. The insights gained from this study provide a valuable roadmap for policymakers, educators, and stakeholders to navigate the complexities of the education system and continue to improve the quality and effectiveness of education in Vietnam. Through further research and collaboration, the journey towards a comprehensive and responsive educational landscape can be effectively achieved, ensuring that the needs of learners and educators alike are met in an evolving educational context.

Disclosure Statement

No potential conflict of interest was reported by the authors.

Ethical Considerations

This study was conducted in accordance with ethical standards set by the Ministry of Education and Training, which provided approval for the research. Participants were fully informed about the study's purpose, methodology, and the recording of interviews prior to their involvement. They received direct invitations to participate and were made aware of their right to decline participation at any stage without any negative consequences. The anonymity and confidentiality of all participants were strictly maintained to ensure their privacy and build trust throughout the research process.

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