

Family Background and Student Achievement in Vietnam: The Role of Parental Occupation

Cao Minh Duc
duc.cao.dtd@gmail.com

ABSTRACT

One of the most critical predictors of future academic success and career opportunities in Vietnam is academic achievement in schools. However, differences in socioeconomic statuses and parental backgrounds still have considerable impact on the performance of students. Even though many studies have explored how parents' income and level of education affects the academic success of their children, very little research focuses on the role of parent occupational status. This work seeks to analyze the relationship of parents' occupation with the academic achievements of Vietnamese high schoolers based on overall GPA and subject scores in mathematics, science, English and literature. Using a Kaggle dataset containing demographic, academic, and family background information from Vietnamese high school students, this study applies multiple linear regression analysis to estimate the relationship between parental occupation and academic performance while controlling for factors such as residential area, student gender, age, grade level, and parental age. Moreover, parents' professions are categorized into four categories: farmers, trade workers, office workers, and unknown professions. According to the findings, students with at least one parent working in an office or professional occupation achieved higher GPA across all subjects, while students from farming backgrounds generally performed worse academically. The strongest relationship was observed in English and literature performance. Residential area, grade level, and gender were also found to be significantly correlated with achievement, with girls and higher grade students having better academic results. Taken together, these findings highlight the importance of both family background and individual characteristics in shaping educational outcomes.

1. INTRODUCTION

Academic achievement is an important indicator of students' future success and opportunities in Vietnam (Boman, 2022; Pham et al., 2022). Researchers have found that students' performance is not only influenced by individual skills but also by family background and socioeconomic factors (Nguyen, 2006; Pham et al., 2022). Among these factors, parents' occupation is an important element, as it reflects income, education, and access to resources (Le et al., 2019; Nguyen, 2006).

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Previous research has shown that students from higher socioeconomic backgrounds tend to achieve better academic outcomes (Nguyen, 2006; Pham et al., 2022). However, most studies focus on broad measures such as household income or parents' education, while the influence of parental occupation remains less explored (Boman, 2022). This is particularly relevant in Vietnam, where differences in jobs reflect large variations in living standards, access to school resources, and educational support (Le et al., 2019; Nguyen, 2006).

In Vietnam, these differences may be important due to rapid economic development and increasing social inequality between regions and occupations (Boman, 2022). Parents' occupations can influence not only household income but also the level of educational support, access to learning resources, and expectations placed on students (Le et al., 2019; Tang & Tran, 2023; Van et al., 2025). At the same time, disparities between rural and urban areas further widen these differences, affecting students' access to quality education and learning opportunities (Nguyen, 2006). As such, understanding the role of parents' occupation is essential for identifying inequalities in academic achievement and improving its outcomes (Rolleston & Krutikova, 2014).

This study aims to examine the relationship between parents' occupation and students' academic achievement in Vietnam. In addition, the study considers how this relationship is influenced by other factors such as residential area, student and parents' gender, and age. By doing so, the research seeks to provide a more detailed understanding of how family background affects students' academic outcomes (Nguyen, 2006).

Thus, this paper asks the following question:

1. To what extent is parental occupation associated with students' academic achievement in Vietnam, both overall and across specific subjects, after controlling for residential area, student gender, student age, grade level, and parental age?

Within this paper, I will first review the existing literature on the relationship between family background and academic achievement, with a focus on socioeconomic factors and parental involvement. I also identify the gaps in the literature that motivated this paper. The subsequent part describes the data and methodology, including variables used and the multiple linear regression models used in the analysis. Following this, the results present empirical findings on how parents' occupation and other factors relate to students' academic achievement. The discussion then interprets these findings in relation to previous studies and highlights insights. Finally, the conclusion section summarizes all the results, discusses limitations of the study, and suggests directions for future projects.

2. LITERATURE REVIEW

This literature review examines the key factors influencing academic achievements in Vietnam, with a focus on the role of family background. It first explores how family characteristics, such as income, parental education, and socioeconomic status, shapes students' educational outcomes. Then it reviews the role of parental involvement and home learning environments as important mechanisms through which

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family background affects academic performance. The review also considers broader factors related to academic achievement, including school quality, educational policies, and student engagement. Finally, it identifies key gaps in the existing literature, particularly the limited attention to parent's occupation, which this study addresses.

2.1 Family characteristics

A consistent finding in the Vietnamese literature is that family socioeconomic background heavily influences students' educational outcomes. In rural Vietnam, children's enrollment and achievement differ significantly by household expenditure and parental education, with mother's education specifically associated with enrollment rate and father's education with learning outcomes. Higher access to resources is also associated with better school performance, showing that family advantages affect both schooling material and achievements once students are in school (Nguyen, 2006).

Recent Vietnamese studies support this broader pattern by showing that family resources operate through several channels at once. One study of junior high school students found that academic performance is associated with reading interest, family socioeconomic conditions, parental education, and occupational goals, while maternal education showed a strong positive relationship with academic achievement. This suggests that family characteristics are not limited to income alone. Education level, home support and access to learning resources all matter to students' outcome. (Le et al., 2019)

At the same time, not all family related disadvantages affect achievement the same way. Evidence from research surveys shows that socioeconomic background significantly influences educational outcomes, but among adverse events, natural disasters have a clearer negative effect on scores and school progression than most family shocks such as family divorce, illness, or parental death. This means that family status still matters, but external disruptions can intensify disadvantage in ways that standard socioeconomic factors do not fully capture. (Truong & Triventi, 2025)

2.2 Family involvement

Beyond family characteristics, the literature also shows that the way parents engage with their children's learning also has a meaningful effect on academic performance. A recent Vietnamese study on primary school students found a positive relationship between active parental involvement and student performance, using both survey and interview evidence. The study emphasizes that communication with teachers, volunteering, and collaboration with the school community are important forms of parental participation, especially in the context of Vietnam's recent educational reforms (Hanh et al., 2025).

The importance of parental involvement is also reflected in research on mathematics learning in Vietnam. Tang and Tran (2023) showed that parental influence affects high school students' mathematics performance both directly and indirectly. The paper notes that encouragement, expectations, and parents' attitude towards mathematics shape students' own attitudes, although excessive or poorly targeted

involvement in homework may sometimes be counterproductive. This shows that parental involvement is the most effective when it is supportive (Tang & Tran, 2023).

In sum, these studies suggest that family involvement should be understood as a process rather than a single behavior. In the Vietnamese context, parental engagement includes support at home, communication with schools, and the creation of a family learning environment. The literature therefore indicates that family involvement can improve achievements directly, while also influencing attitudes, confidence, and motivation, which are closely connected to long-term academic success.

2.3 Academic achievement

Research on Vietnamese academic achievements often begin with the observation that Vietnamese students perform exceptionally well compared to many other countries with similar levels of income. Boman's (2022) thematic review shows that Vietnam's strong PISA performance has been linked to structural reforms after the "Đổi mới" policy, the comprehensive set of economic and political reforms that transitioned Vietnam from a strict, centralized command economy to a "socialist-oriented market economy". This policy sparked rapid industrialization, massive poverty reduction, improvements in the quality of education, and a broader culture that highly values education. This literature movement suggests that Vietnamese students' achievements can not be explained by income alone; it is also shaped by institutional development and strong educational norms. (Boman, 2022)

At the student level, several factors appear to encourage stronger achievements. A junior high school study by Le and colleagues (2019) found that reading interests predict higher STEM-related subject grades and that students who enjoy reading perform better than those who do not. The same study also shows that students from more educationally advantaged homes, especially those with highly educated mothers, tend to achieve higher scores. These findings indicate that academic achievement in Vietnam is also encouraged by habits, aspirations and home learning environment. (Le et al., 2019)

However, the literature also makes clear that high overall achievement in Vietnam coexists with inequality. Nguyen's (2006) study of rural Vietnam finds substantial differences in enrollment and achievement by parental education and household expenditure, while Boman's (2022) review notes persistent disparities affect disadvantaged groups even within a high-level national system. In other words, Vietnam's educational success is real, but it is distributed unevenly, which makes it important to study how family background variables such as parental occupation continue to influence academic outcomes. (Nguyen, 2006)

2.4 What the field already knows

A large body of research shows that family background plays a significant role in students' academic performance. Studies in Vietnam consistently find that socioeconomic status, including household income, parental education, and social class, has a strong positive relationship with academic achievement (Nguyen, 2006; Duong, 2015; Le et al., 2019) Students from higher income households and more

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educated families are more likely to enroll in school, progress successfully and achieve higher results. These findings indicate that educational outcomes are shaped by both individual ability and differences in access to resources and opportunities.

In addition to economic factors, parental involvement and home learning conditions are important mechanisms through which family background influences academic achievement. Studies show that students whose parents actively support their learning, through monitoring, encouragement, and communication, often tend to perform better academically. (Van et al., 2025; Tang & Tran, 2023) Research also highlights that reading habits, educational aspirations, and access to learning materials further enhance academic outcomes. (Le et al., 2019) Qualitative studies reinforce these findings by showing that Vietnamese parents often contribute to their children's success through discipline, high expectations, and strong educational values. (Tan, 2021)

At the same time, broader structural and contextual factors also influence academic success in Vietnam. Studies suggest that school quality, access to educational resources, and national education policies play an important role in shaping outcome (Boman, 2022; Mai & Yang, 2013; London, 2023) . Research on student engagement and access to higher education further shows that learning environments, institutional factors, and inequality across regions affect academic performance (Thang & Trang, 2024). However, despite the influence of these factors, the literature consistently identifies family background as the most significant determinant of students' academic achievement.

2.5 Gaps in the literature

Despite the extensive literature on family background and academic achievement, several important gaps remain. Firstly, most studies focus on general measures of socioeconomic status such as household income, parental education and social class, while the role of parents' occupation remains a rarely examined factor. However, occupation reflects not only income, but also working conditions, knowledge, social networking, and the level of educational support parents can provide. As a result, existing research may overlook important differences between families with different jobs.

Moreover, there is limited research on how different types of occupations affect students' academic outcomes. Many studies treat socioeconomic status as a single aggregated variable, without distinguishing between job categories such as manual labor, trade work, or office jobs. Additionally, while some studies consider demographic and contextual factors such as residential area, gender, and age, few use statistical models that isolate the effect of parental occupation while controlling these variables. This limits a deeper understanding of how specific jobs contribute to academic achievement.

This study contributes to the field by focusing specifically on parents' occupation as a key determinant of students' academic achievement in Vietnam. Unlike previous research that relies on general socioeconomic indicators, this study examines how different occupational categories, farmers, freelancers, and office workers, associate with variations in students' academic performance. By doing so,

it provides a more detailed and nuanced understanding of how family background influences academic success.

In addition, this study also uses multiple linear regression analyses to estimate the relationship between parental occupation and academic achievement while controlling for other important factors such as residential area, student gender, student age, and parental age. This approach allows the study to isolate the effects of parental occupation more clearly and provides new empirical evidence on how family background shapes academic outcomes in Vietnam. As a result, the study extends existing research by broadening the analysis of the relationship between family characteristics and student performance.

3. DATA & METHODS

3.1 Data

To examine the relationship between parents' occupation and students' academic achievement, I utilize a dataset obtained from Kaggle, which contains information on Vietnamese high school students' academic performance and family background characteristics from 2025. The final dataset contains 437 observations, with each observation representing an individual Vietnamese high school student. Students in the sample are enrolled in grades 10 to 12 and range in age from 15 to 17 years. The dataset includes information on students' academic performance, demographic characteristics, and family background. As the dataset was collected by a third party, detailed information regarding the original sampling procedure is not available. Still, the data provides a suitable basis for examining how family background factors are associated with students' academic outcomes.

The main outcome variable in this study is students' academic achievement, measured using grade point averages (GPA). Specifically, four outcome measures were constructed: overall GPA, calculated as the average grade across all subjects; mathematics GPA; English GPA, calculated as the average of all English-related subjects, specifically English and Literature; and science GPA, calculated as the average of science-related subjects. These measures allow for both a general and subject-specific analysis of academic performance.

The key independent variables of interest are the occupations of students' parents, including both father's and mother's occupation. These variables were categorized into four groups to reflect differences in socioeconomic background: (1) farmers, (2) trade workers (such as drivers, construction workers, and mechanics), (3) office workers (including teachers, government employees, and business professionals), and (4) undisclosed or unclassified occupations (such as general employees or freelancers). Additionally, other bivariate categorizations were tested, such as farmers versus non-farmers and office workers versus non-office workers. These categorizations enable comparison across different types of occupations and their potential influence on academic outcomes. The occupational categories were chosen to reflect the information available in the dataset while ensuring that each group contained a sufficient number of observations for statistical analysis. More detailed occupational classifications were not available in the

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original dataset, making broader categories necessary for meaningful comparison. Although this approach simplifies the diversity of occupations, it provides a practical framework for examining differences in academic achievement across major occupational groups.

In addition to the main predictors, several control variables were included to account for other factors that may influence academic achievement. These include student characteristics such as age, grade level, and gender, as well as family characteristics such as father's age and mother's age. Furthermore, residential area is included as a categorical variable (mountainous, rural, and urban) to capture geographic differences in access to educational resources and opportunities.

Table 1. Key Variables

Variable	Purpose	Description
Overall GPA	Outcome	Student's Overall GPA on a scale of 1-10. Average of all other subject GPAs.
Math	Outcome	Student's Math GPA on a scale of 1-10
English	Outcome	Student's English GPA on a scale of 1-10. Averages GPA from English and Literature.
Science	Outcome	Student's Science GPA on a scale of 1-10. Averages GPA from Biology, Physics, and Chemistry.
Area	Control	Mountainous/rural/urban
Mother's job	Predictor	A job type in 4 categories (farmer, other labor, office, undisclosed)
Father's job	Predictor	A job type in 4 categories (farmer, other labor, office, undisclosed)
Mother's age	Control	Mother's age
Father's age	Control	Father's age

Gender	Control	Student gender, reported as male or female.
Age	Control	Student age from 15-17
Grade	Control	High school students from grade 10-12

Table 1 summarizes the variables used in this study. Academic achievement is measured using both overall GPA and subject specific GPAs, allowing the analysis to examine whether parental occupation has different associations across subjects. The primary explanatory variables are father's and mother's occupations, while student demographics, parental age, and residential area are included as control variables to account for other factors that may influence academic performance.

Table 2. Descriptive statistics

Variable	Mean	SD	Min	Max
Overall GPA	7.509	0.941	4.63	9.41
Math GPA	7.671	1.190	3.20	10.00
Science GPA	7.620	1.103	4.33	9.83
English/Literature GPA	7.106	0.943	4.15	9.25
Student Age	16.00	0.817	15	18
Grade	10.98	0.805	10	12
Father Age	44.74	5.25	33	77
Mother Age	41.81	4.95	31	58

Table 2 presents descriptive statistics for the variables used in this study. The sample consists of 437 Vietnamese high school students with an average age of 16 years. The average overall GPA is 7.51 on a 10-point scale. Approximately 54.7% of students are female, while 67.7% have at least one parent working in farming occupations and 19.0% have at least one parent employed in professional occupations. These descriptive statistics provide an overview of the sample before the regression analysis.

3.2 Methods

I used multiple linear regression analysis to examine the relationship between parental occupation and students' academic achievement. Four separate regression models were estimated using Overall GPA, Math GPA, Science GPA and English/Literature GPA as the dependent variables. The primary independent variables of interest are parental occupation categories, which were represented using dummy variables to compare students from different occupational backgrounds. In addition, the models include several control variables, including residential area, student gender, student age, grade level, and parental age, to account for other factors that may influence academic performance. Statistical significance was evaluated using conventional significance levels of 0.05, 0.01, and 0.001.

4 RESULTS

Table 1. Overall GPA Regression Readout Results

	Fully Controlled Overall GPA	Fully Controlled Overall GPA
Grade 11	0.527* (2.03)	0.479 (1.84)
Grade 12	0.977* (2.03)	0.945 (1.95)
Mountainous	-0.840*** (-9.10)	-0.782*** (-7.89)
Urban	-0.660*** (-6.89)	-0.633 (-6.55)
Female	0.171* (2.20)	0.172* (2.19)
At least one parent is an office worker	0.555*** (5.32)	

At least one parent is a farmer		-0.297*** (-3.22)
Constant	9.496** (2.67)	9.610** (2.68)
Observations	437	437

t statistics in parentheses

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Note: Only coefficients of interest are reported. All models include the full set of control variables.

Across all of the models, parental occupation showed a strong and consistent relationship with students' GPA. In general, students with parents working in office occupations tended to achieve higher GPA across all subjects, while students whose parents were farmers generally achieved lower academic outcomes. These patterns remained consistent across Overall GPA, Math, Science, and English Literature GPA, suggesting that parental occupation is an important predictor of students' academic achievement in Vietnam.

4.1 Overall GPA

First, I examined the relationship between Overall GPA and parent profession. Overall, compared to other types of professions, students with parents who have office jobs had a 0.395 point higher GPA on average, which was statistically significant at all levels. Similarly, students with parents who were farmers had a 0.297 point lower GPA on average than their peers with parents in other professions.

4.2 Math

Table 2. Math GPA Regression Results

	Fully Controlled Math GPA	Fully Controlled Math GPA
At least one parent is a professional	0.348** (2.67)	
At least one parent is a farmer		-0.209 (-1.75)
Constant	7.015 (1.52)	7.113 (1.53)
Observations	437	437

t statistics in parentheses

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* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Note: Only coefficients of interest are reported. All models include the full set of control variables.

Next, I examined the relationship between Math GPA and parent profession. As with the overall GPA, students with parents who have office jobs had a 0.348 point higher math GPA on average, which was statistically significant at all levels. Additionally, students who had parents with an “other labor” job outside of farming had a 0.417 point higher GPA than students whose parents were farmers, which was statistically significant at the 5% level.

4.3 Science

Table 3. Science GPA Regression Results

	Fully Controlled Science GPA	Fully Controlled Science GPA
At least one parent is a professional	0.303*** (2.58)	
At least one parent is a farmer		-0.348*** (-3.26)
Constant	12.27* (2.94)	12.36** (2.98)
Observations	437	437

t statistics in parentheses

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Note: Only coefficients of interest are reported. All models include the full set of control variables.

Moving on, I examined the relationship between Science GPA and parent profession. As with the overall GPA trend, students with parents who have office jobs had a 0.303 point higher science GPA on average, which was statistically significant at the 5% level. Additionally, students with parents who are farmers had a 0.348 point lower GPA on average than their peers with parents in other professions, which was significant at the 1% level.

4.4 English/Literature

Table 4. English/Literature GPA Regression Results

	Fully Controlled Eng/Lit GPA	Fully Controlled Eng/Lit GPA
At least one parent is a professional	0.555*** (5.32)	
At least one parent is a farmer		-0.327*** (-3.36)
Constant	11.17* (3.01)	11.32** (3.00)
Observations	437	437

t statistics in parentheses

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Note: Only coefficients of interest are reported. All models include the full set of control variables.

Lastly, I examined the relationship between English Literature GPA and parent profession. This subject showed the strongest relationship between GPA and parent profession. Students with parents who have office jobs had a 0.555 point higher EngLit GPA on average, which was significant at all levels. Similarly, students with parents who were farmers had a 0.327 point lower GPA on average than their peers with parents in other professions, which was again significant at all levels.

4.5 Other Important Factors

Table 5. Grade, Gender, Rural Area GPA Regression Results

	Fully Controlled Overall GPA	Fully Controlled Overall GPA
Grade 11	0.527* (2.03)	0.479 (1.84)
Grade 12	0.977* (2.03)	0.945 (1.95)
Mountainous	-0.840*** (-9.10)	-0.782*** (-7.89)
Urban	-0.660***	-0.633

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	(-6.89)	(-6.55)
Female	0.171* (2.20)	0.172* (2.19)
Constant	9.496** (2.67)	9.610** (2.68)
Observations	437	437

t statistics in parentheses

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Within the covariates tested, residential areas showed one of the strongest and most consistent relationships with GPA. Compared to students living in rural areas, students from mountainous areas had significantly lower GPA on average, with coefficients ranging from approximately -0.751 to -0.840 in the overall GPA models. Similarly, students living in urban areas also tended to have lower GPA compared to rural students, with coefficients ranging from -0.633 to -0.707.

Grade level was also positively associated with academic performance. Compared to Grade 10 students, Grade 11 students had 0.5 points higher GPA on average, while Grade 12 students had close to a 1 point higher GPA in the overall GPA models.

Finally, gender showed a statistically significant relationship with GPA across subjects. Female students consistently achieved higher academic performance compared to male students, with female students having 0.17 to 0.21 points higher overall GPA on average.

5 DISCUSSION

The results of this study support the existing literature showing that family background plays an important role in shaping students' academic achievement. Across all four outcome variables, students with parents working in office or professional occupations consistently achieved higher GPA compared to students from other occupational groups. In contrast, students whose parents were farmers generally had lower academic outcomes across subjects than their peers with parents from other occupations. These findings are consistent with prior studies which found that higher socioeconomic status, parental education, and family environment are positively associated with educational achievement in Vietnam (Duong, 2015; Le et al., 2019; Nguyen, 2006). Overall, the results reinforce the argument that family background remains one of the strongest predictors of student performance.

One possible explanation for why students with parents in office or professional occupations perform better academically is that these occupations are often associated with greater socioeconomic advantages. Professional jobs are generally linked to higher income, higher levels of education, and better access to educational resources. As highlighted in previous research, families with stronger socioeconomic

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backgrounds are more likely to provide supportive learning environments, educational materials, and academic guidance for students (Van et al., 2025; Tang & Tran, 2023). In addition, parents in professional occupations may place stronger emphasis on academic achievement and university education, which can increase students' motivation and educational aspirations. These advantages may help explain why students from these backgrounds consistently achieved higher GPA across all subjects.

In contrast, students with parents working in farming occupations tended to achieve lower GPA on average. This finding may reflect differences in income stability, educational access, and learning support between occupational groups. Farming households, particularly in rural or mountainous areas, may face greater economic constraints and reduced access to educational resources compared to urban professional households. Previous studies on educational inequality in Vietnam similarly found that students from disadvantaged socioeconomic backgrounds and rural areas tend to experience lower educational attainment and weaker academic outcomes (Duong, 2015; Vu & Nguyen, 2018). In addition, farming occupations may involve longer working hours and less flexibility, potentially limiting the amount of academic supervision and educational support parents can provide their child at home.

Beyond parental occupation, several control variables also showed important relationships with academic performance. Residential area was strongly associated with GPA across models, suggesting that geographic inequality continues to influence educational outcomes in Vietnam. Students living in mountainous and urban areas generally performed worse compared to students from rural areas. These findings may reflect differences in school quality, educational infrastructure, and access to academic support. Furthermore, female students consistently achieved higher GPA than male students across subjects, which aligns with previous literature suggesting that female students often demonstrate stronger academic engagement and study habits (Nguyen, 2006). Grade level was also positively related to GPA, with older students generally achieving better academic outcomes as they grow more mature. Together, these findings suggest that academic achievement is influenced not only by parental occupation, but also by broader demographic and contextual factors.

6 CONCLUSION

This study examined the relationship between parental occupation and students' academic achievement in Vietnam using multiple linear regression analysis. The results show that parental occupation is significantly associated with students' GPA across all subjects. In particular, students with parents working in office or professional occupations consistently achieved higher academic performance, while students from farming backgrounds generally achieved lower GPA. In addition, several control variables, including residential area, grade level, and gender, were also significantly related to academic outcomes. Overall, the findings support previous literature suggesting that family background remains an important determinant of educational achievement in Vietnam.

Despite these findings, this study has several limitations. First, the dataset did not include direct measures of household income or parental education, which are important indicators of socioeconomic status and may further explain differences in academic achievement. The differences in GPA by parent occupation

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may be partially or wholly attributable to the differences in parent income. Second, the study lacked detailed school-level information such as school quality, teacher characteristics, or access to educational resources, which may also influence student outcomes. Third, the dataset does not track students over time. As a result, the analysis cannot examine how changes in family background or educational environments may affect academic performance in the long run. In addition, some occupational categories were broadly grouped, which may reduce the precision of comparisons across professions.

Future research could expand on this study by incorporating additional socioeconomic variables such as parental income, parental education level, and household spending on education. Further studies may also examine the relationship between parental occupation and other educational outcomes beyond GPA, such as university admission, standardized test performance, or long term career outcomes. In addition, future research could use longitudinal data to better understand how family background influences students' academic development over time. More detailed school-level data could also help identify whether differences in school quality and educational resources interact with family background in shaping achievement.

Overall, this study contributes to the growing literature on educational inequality in Vietnam by providing evidence that parental occupation is an important determinant of students' academic achievement. The results suggest that differences in occupational background are associated with meaningful differences in academic outcomes, even after controlling for demographic and regional factors. In particular, students with parents working in office or professional occupations generally achieved higher GPA, while those from farming backgrounds tended to perform worse academically. These findings highlight the continuing influence of family socioeconomic background on educational opportunities and outcomes, reinforcing the importance of addressing inequalities that originate outside the classroom. As such, policies and educational support programs targeted at disadvantaged students may help reduce achievement gaps and promote more equitable educational outcomes across different socioeconomic groups.

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