

## The role of parents on their children's academic performance

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### ABSTRACT

This study aims to investigate the impact of the family factors on scholastic achievements of students in high schools and universities in Vietnam. The primary data is collected from the 538 students through an online questionnaire. We apply one empirical model with the support of SPSS and STATA to test the family determinants of academic attainments-GPA. We find that there are three factors which impact on GPA of these: Age gap, Income of the families, Negative reactions of parents to their child's low-performed results in academic performance. The research results show that all three factors can explain for 8% with the changes in GPA of learners. While the age gap between parents and their children has minor positive effects on academic performances, family income is significantly and positively correlated to GPA. This is the reason why students from opulent families often perform better than those of more meager families.

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## 1. Introduction

Academic performance always gathers public and scholarly attention because a generation of well-educated youngsters could drive the economic system to become better. By contrast, academic failure is concerned as one of the reasons behind a chunk of repercussions including substance abuse (Engel et al., 1987) and delinquency (Laub & Sampson, 1993). Well-performed students tend to have more motivation to work harder, making them more competitive in the labor market before securing a decent job with handsome salary (Zimmerman, 1990). They are also the main force contributing values added to the human resources, the human capital structure of any economy. In contrast, people who have low levels of academic performance tend to drop out of school, skip classes, etc. These people are susceptible to commit crimes or even using illegal products, acting as a deterrent for the whole society and the national economy. In previous studies, academic attainments have been determined by a myriad of factors such as family, school, society, and motivation factors (Aremu, 2000). However, according to Epstein, of all those factors mentioned, parental involvement is of paramount importance (Epstein, 2001). Children with high academic results are likely to be raised in families with the rich in psychological resources, educational resources, socioeconomic resources, and parental involvement (Bloom, 1985; Moon et al., 1998). Previously many researches were carried out on student academic attainment under the basis of gender difference, teaching style, or class environment. To some extent, although several studies have been conducted into the relationships between family and academic success, most of them have been carried in developed countries with significant differences in macro-economic conditions, cultures, and mindsets from Vietnam, so these studies trigger discrepancies in analyzing models and findings and are unlikely to be a suitable concept for

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