



Research Article

DIFFERENCES IN ACADEMIC PERFORMANCE BETWEEN TEACHER EDUCATION AND NON-EDUCATION STUDENTS AT HANOI METROPOLITAN UNIVERSITY: AN ANALYSIS BASED ON FIRST-SEMESTER DATA

Tran Thi Ha Giang

Hanoi Metropolitan University, Việt Nam

Corresponding author: Tran Thi Ha Giang – Email: tthgiang@daihocthudo.edu.vn

Received: June 02, 2025; Revised: June 27, 2025; Accepted: June 29, 2025

ABSTRACT

This study examines differences in first-semester academic performance between students in teacher-education programs and those in non-education majors at Hanoi Metropolitan University. The sample comprises 2,002 first-year students in the 2024–2025 academic year (765 in teacher-education programs and 1,237 in non-education fields). A quantitative design was used to compare mean academic outcomes across the two groups. Results show that student teachers achieved significantly higher average GPAs ($M = 3.2892$, $SD = 0.34409$) than their non-education counterparts ($M = 2.9728$, $SD = 0.41957$), with the difference statistically significant. Distributional analyses and academic classifications further indicate that the proportion of students attaining excellent and very good standings is substantially higher in the teacher-education group, whereas the non-education group has larger shares in the average, weak, and poor categories. These findings point to meaningful differences in academic foundations, motivation, and initial adaptability between the two cohorts and underscore the need to tailor academic support policies to their distinct profiles.

Keywords: assessment; academic performance; University; students; teacher training

1. Introduction

In the context of increasing demands for educational quality and teachers' professional competencies, the academic performance of university students—especially those enrolled in teacher education programs—has become a major concern for policymakers and educational researchers. As future educators, teacher education students are expected not only to acquire core pedagogical competencies but also to build a strong academic foundation (Darling-Hammond, 2012). Meanwhile, students from non-education majors, though trained in different

Cite this article as: Tran, T. H. G. (2025). Differences in academic performance between teacher education and non-education students at Hanoi Metropolitan University: An analysis based on first-semester data. *Ho Chi Minh City University of Education Journal of Science*, 22(9), 1641-1652. [https://doi.org/10.54607/hcmue.js.22.9.5029\(2025\)](https://doi.org/10.54607/hcmue.js.22.9.5029(2025))

disciplines, also play a critical role in socio-economic development and are expected to meet increasingly rigorous academic standards (Tinto, 2012).

Hanoi Metropolitan University is a multidisciplinary institution with particular strengths in teacher education. Therefore, comparing academic performance between students in teacher education programs and those in non-education majors provides valuable empirical data for evaluating the effectiveness of student admission policies, instructional quality, learner support mechanisms, and the adaptability and learning motivation of students. Notably, the first semester of university is often regarded as a transitional phase that reflects students' initial adaptation to the new academic environment and reveals clear differences in prior knowledge, study approaches, and engagement levels among student groups (Kuh et al., 2011).

However, there remains a lack of empirical research utilizing first-semester data to analyze differences in academic performance between teacher education and non-education students within the same institutional context. Identifying and analyzing these differences is not only important for enhancing the quality of teacher education but also contributes to the formulation of more targeted and effective learning support policies for diverse student populations. In light of these considerations, the present study was conducted to examine the differences in academic performance between teacher education students and students in other majors at Hanoi Metropolitan University, based on first-semester data. The findings are expected to provide practical evidence to support the improvement of training policies and the enhancement of higher education quality.

2. Research content

2.1. Research methodology

This study adopted a quantitative approach with a comparative design to examine differences in academic performance between students in teacher education majors and those in non-education majors at Hanoi Metropolitan University. Data were obtained from the Academic Affairs Office, comprising official academic records of first-year students from cohort K2024, based on their first-semester results in the 2024–2025 academic year. According to the university's training management regulations (Decision No. 925/GQ_ĐHTĐHN, October 20, 2021), academic performance was classified on a 5-point scale: Excellent (3.6–4.0), Good (3.2–3.6), Fair (2.5–3.2), Average (2.0–2.5), Poor (1.0–2.0), and Fail (0–1.0) (Hanoi Metropolitan University, 2021).

Participants were first-year students enrolled in the 2024–2025 academic year at Hanoi Metropolitan University. The sample comprised 2,002 students, including 765 students from teacher education majors (see Table 3).

Data were analyzed using SPSS 26.0. Descriptive statistics summarized sample characteristics and score distributions. Normality was tested with Kolmogorov–Smirnov and Shapiro–Wilk tests, while Levene's test assessed variance homogeneity. An independent

samples t-test was then employed to examine statistically significant differences in academic performance between education-related and non-education student groups.

2.2. Research results

2.2.1. Descriptive Statistics of Average Academic Scores for Students in Teacher-Education Programs and Non-Education Majors

Table 1. Descriptive Statistics of the Average Academic Scores of Teacher-Education and Non-Education Students

Students	N	%	Mean	Min	Max	SD
Education students	765	38.21	3.2892	1	4	0.34409
Non-education students	1237	61.79	2.9728	1	4	0.41957
Total	2002	100	3.0937	1	4	0.42141

Descriptive statistics of first-semester academic performance at Hanoi Metropolitan University reveal clear differences between student groups. Teacher Education majors (N = 765; 38.21%) achieved a higher mean score of 3.2892 (SD = 0.34409), compared with non-education majors (N = 1,237; 61.79%) whose mean was 2.9728 (SD = 0.41957). The mean gap of 0.3164 indicates meaningful variation in performance. Minimum and maximum scores in both groups ranged from 1 to 4, confirming consistency in grading across majors. Notably, the higher standard deviation among non-education students (0.41957 versus 0.34409) reflects greater variability, suggesting heterogeneity in abilities and adaptation to the university environment. These findings resonate with prior studies. Tran et al. (2023) reported that teacher-education students in Vietnam displayed stronger academic motivation and higher achievement than peers in other disciplines. Kahu and Nelson (2018) also highlighted that students in structured, career-focused programs, such as teacher education, often demonstrate more stable outcomes due to clearer identity formation and institutional support. Overall, the results suggest that teacher education majors not only perform better but also show more consistent achievement patterns, underscoring the role of disciplinary context in shaping academic success.

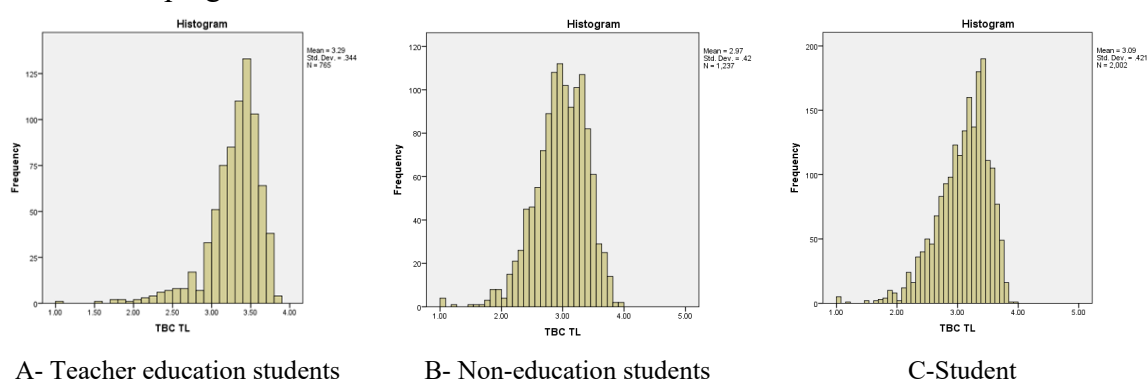


Figure 1. Histogram of the Distribution of Average Academic Scores of Teacher-Education and Non-Education Students at Hanoi Metropolitan University

The histogram of average scores shows teacher education students with a left-skewed distribution, concentrated at higher levels (≥ 3.0), while non-education students display broader, lower-skewed scores. This indicates that teacher education students achieve better and more consistent outcomes from the first semester. Their stronger performance may stem from career-oriented admissions, alignment between abilities and curriculum, and supportive faculty environments. In contrast, the wider dispersion among non-education students highlights the need for early interventions, including personalized counseling, curriculum adjustments, and fostering self-directed learning skills to enhance academic stability and success.

The academic performance classifications of teacher education and non-education students at Hanoi Metropolitan University are presented in Table 2.

Table 2. *Academic Performance Classification of Teacher-Education and Non-Education Students*

Academic Performance Classification	Teacher-Education Students		Non-Education Students		All students	
	N	%	N	%	N	%
Excellent	12	0.60	52	2.60	62	3.20
Good	3	0.15	14	0.70	17	0.85
Fair	23	1.15	142	7.09	165	8.24
Average	204	10.19	649	32.42	853	42.61
Poor	418	20.88	329	16.43	747	37.31
Fail	105	5.24	51	2.55	156	7.79
Total	765	38.21	1237	61.79	2002	100

The analysis revealed significant differences in academic achievement between the two groups. Among teacher education students, 26.12% achieved “Good” or “Excellent” results (Good: 20.88%; Excellent: 5.24%), compared with 18.98% in the non-education group (Good: 16.43%; Excellent: 2.55%). Conversely, 10.39% of non-education students were classified as “Average” or below, notably higher than the 1.90% recorded in teacher education majors. Particularly, the proportion of students ranked “Poor” or “Fail” was only 0.75% in the education group, nearly five times lower than the 3.30% observed among non-education peers. These disparities reflect not only differences in initial academic capabilities but also variations in motivation, learning attitudes, and the quality of training organization. Teacher education students showed a stronger tendency to surpass the “Fair” level, as evidenced by a higher proportion rated “Good,” while non-education students clustered more heavily at the “Fair” level (32.42%). This pattern suggests that teacher education students display greater academic effort and persistence, which is encouraging for the preparation of a high-quality teaching workforce. The findings have implications for institutional policy. Hanoi Metropolitan University should continue to capitalize on the strengths of its teacher education programs while extending effective practices to non-education fields. Strategies may include enhancing academic advising, providing personalized support, and adapting curricula to better address the characteristics of first-year non-education students, thereby

promoting more balanced training quality across disciplines. These results resonate with previous research. Tran et al. (2023) reported that pedagogy students in Vietnam demonstrated higher academic motivation and stronger professional identity, both closely linked to achievement. Likewise, Kahu and Nelson (2018) highlighted that structured, career-oriented programs foster engagement and support, leading to more consistent outcomes. Such patterns align with broader trends identified by Trowler, emphasizing the importance of tailored support strategies across diverse academic contexts.

2.2.2. Descriptive Statistics of the Average Academic Scores of Students by Major

Hanoi Metropolitan University offers 29 majors across teacher education and non-education disciplines. Table 3 presents their abbreviations, reflecting diverse programs tailored to students' learning needs and career development aspirations.

Table 3. Descriptive Statistics of the Average Academic Scores of Students by Major

Academic major	N	Percent	Mean	SD
(1) Civic Education	26	1.3	3.2488	.27658
(2) Early Childhood Education	169	8.4	3.2307	.23283
(3) Advanced Early Childhood Education	28	1.4	3.3482	.20728
(4) Physical Education	51	2.5	2.5651	.51697
(5) Primary Education	290	14.5	3.4148	.24409
(6) Advanced Primary Education	23	1.1	3.5022	.15742
(7) History Education	25	1.2	3.2656	.43759
(8) Linguistic & Literature Teacher Education	85	4.2	3.4064	.23027
(9) Mathematics Teacher Education	43	2.1	3.1758	.21692
(10) Physics Teacher Education	25	1.2	3.3032	.23330
(11) Environmental Engineering	32	1.6	2.5522	.55535
(12) Information Technology	67	3.3	2.7069	.40513
(13) Politics	47	2.3	2.8638	.37905
(14) Social Work	49	2.4	2.9302	.40828
(15) Logistics and Supply Chain Management	88	4.4	3.0675	.33032
(16) Law	83	4.1	2.9657	.35891
(17) English Language	108	5.4	3.2189	.26846
(18) Chinese Language	104	5.2	3.3350	.40114
(19) Public Management	54	2.7	2.6344	.51809
(20) Education Management	40	2.0	3.2040	.35721
(21) Travel and Tourism Services Management	76	3.8	2.8295	.30259
(22) Business Management	86	4.3	2.7169	.37515
(23) Hotel Management	70	3.5	2.9509	.29539
(24) Finance - Banking	57	2.8	2.8214	.33904
(25) Psychology	60	3.0	2.9802	.33124
(26) Applied Mathematics	51	2.5	2.9967	.45130
(27) Literature	79	3.9	3.1532	.37813
(28) Cultural Studies	43	2.1	3.0807	.28101
(29) Vietnamese Studies	43	2.1	2.9270	.32898
Total	2002	100.0	3.0937	.42141

Hanoi Metropolitan University currently offers 29 academic programs spanning both teacher education and non-education disciplines. Descriptive statistics of cumulative GPAs from 2,002 students indicate significant performance differences across majors, reflecting the distinctive training characteristics of each field. The overall GPA average is 3.0937 on a 4-point scale, with a standard deviation of 0.42141, suggesting moderate variability within the student population. However, disaggregation by major reveals clear contrasts between high- and low-performing groups. The highest average GPAs are observed in Advanced Primary Education (3.5022), Primary Education (3.4148), Linguistic and Literature Teacher Education (3.4064), and Advanced Early Childhood Education (3.3482). These education-related majors, particularly advanced programs, illustrate a strong academic orientation and selective student intake. Chinese Language (3.3350) and Physics Teacher Education (3.3032) also perform well, reflecting stable achievement in language and science education despite smaller cohorts.

By contrast, several majors report lower averages, including Environmental Engineering (2.5522), Physical Education (2.5651), Public Management (2.6344), Information Technology (2.7069), and Business Management (2.7169). These non-education fields, especially technical, technological, and economic disciplines, may be affected by heavier academic demands, intensive practical components, or uneven entry-level preparation. Teaching methods and assessment practices in these majors may also contribute to performance disparities, highlighting the need for targeted pedagogical support and program adjustments.

Standard deviation analysis reveals notable differences in grade variability across majors. Programs such as Environmental Engineering (0.55535), Physical Education (0.51697), and History Education (0.43759) show high dispersion, reflecting heterogeneous academic abilities within the same cohort, possibly due to varied entry-level preparation or learning styles. By contrast, majors like Advanced Primary Education (0.15742), Advanced Early Childhood Education (0.20728), and Mathematics Teacher Education (0.21692) exhibit low dispersion, indicating greater stability in student performance. Enrollment size also varies considerably. Primary Education is the largest program (290 students, 14.5%), followed by English Language (5.4%), Chinese Language (5.2%), and Logistics and Supply Chain Management (4.4%). Several majors, including Civic Education, Advanced Primary Education, and Advanced Early Childhood Education, enroll fewer than 30 students. Cohort size may affect the precision of GPA averages and the reliability of statistical outcomes, which should be accounted for in academic policy decisions. These findings align with broader research. Nguyen and Ta (2021) showed that students in majors with clear career pathways and stronger perceived teaching quality, such as teacher education and health sciences, often outperform peers in application-heavy disciplines like business or engineering. Similarly, Meeuwisse et al. (2010) confirmed that academic success is closely linked to perceived support, program coherence, and a sense of belonging—features more prominent in education-oriented fields.

Overall, teacher education majors, especially advanced programs, demonstrate superior outcomes, while technical, technological, and economic majors require stronger academic support, pedagogical innovation, and clearer career orientation.

2.2.2. Independent-Samples T-Test Results Comparing Academic Performance between Teacher-Education and Non-Education Student Groups

Table 4. Independent-Samples *t* Test Results:
Teacher-Education vs. Non-Education Students

Student	N	Mean	Std. Deviation	Std. Error Mean
Teacher Education Students	765	3.2892	0.34409	0.01244
Non-education Students	1237	2.9728	0.41957	0.01193

Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	53.110	.000	17.526	2000	.000	.31636	.01805	.28096	.35176
Equal variances not assumed			18.355	1848.762	.000	.31636	.01724	.28256	.35017

The Independent Samples T-Test results reveal a statistically significant difference in first-semester academic performance between teacher education and non-education students. Teacher education majors achieved a higher mean score ($M = 3.2892$, $SD = 0.34409$) than non-education majors ($M = 2.9728$, $SD = 0.41957$). Levene's test indicated unequal variances between the groups ($F = 53.110$, $p < .001$), so the adjusted t-value was applied. The test confirmed a significant difference ($t = 18.355$, $p < .001$), with a mean gap of 0.31636. The confidence interval further validated the stability and meaningfulness of this gap, demonstrating the stronger academic outcomes of teacher education students from their very first semester. Beyond statistical significance, these findings carry practical implications. The disparity likely reflects differences in student motivation, adaptability to university learning, and the alignment of programs with students' prior competencies. Teacher education programs often feature structured curricula, clear professional pathways, and strong academic support, which contribute to consistent student success. By contrast, non-education majors may encounter greater challenges transitioning from high school, particularly in the absence of defined career orientation or self-directed learning skills.

This interpretation is supported by Pham and Starkey's (2016) study of Vietnamese universities, which found that assessment transparency, curriculum–employment alignment, and clear academic standards were more evident in professional programs such as teacher education. Likewise, Lizzio, Wilson, and Simons (2002) emphasized that perceptions of

fairness, workload clarity, and academic support significantly influence outcomes—factors typically stronger in structured, career-focused majors. Together, these insights contextualize the observed performance gap and underscore the need for targeted interventions for non-education students. Strategies such as clearer academic orientation, personalized feedback, and mentoring are essential to improve adaptability and close disparities in early academic performance.

2.2.3. ANOVA Analysis

Table 5. Results of ANOVA Analysis

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	47.308	1	47.308	307.159	.000
Within Groups	308.036	2000	.154		
Total	355.344	2001			

Robust Tests of Equality of Means

	Statistic ^a	df1	df2	Sig.
Welsh	336.899	1	1848.762	.000

a. Asymptotically F distributed.

The descriptive analysis, t-test, and ANOVA reveal significant differences in first-semester academic performance between teacher education and non-education majors. Education-related students achieved higher average GPAs and a greater proportion in the “excellent” and “very good” categories. In contrast, non-education majors showed greater variability, with higher percentages classified as “average,” “weak,” or “poor.” These results highlight differences in adaptability, readiness for university learning, and baseline skills between the two groups. One explanation is that teacher education majors typically undergo a more selective admission process and are career-oriented from an early stage. Consequently, they are often more proactive in setting goals, managing studies, and adjusting effectively to university demands. Teacher education programs also benefit from coherent structures, clear career pathways, and strong support from experienced faculty, creating an enabling environment for academic success even in the first year. By contrast, non-education majors—especially those without clear career orientation or adaptive learning skills—face greater challenges in the transition from high school to university. The wider variation and higher proportion of low-achieving students in these majors underscore the need for more personalized support, curriculum adjustments, and the development of self-directed learning.

At the same time, the findings emphasize strengthening teacher education programs by focusing on deeper professional competencies such as technological literacy, integrated teaching, and creativity—skills essential for educational innovation (Darling-Hammond et al., 2020). The performance gap not only reflects entry-level differences but also broader challenges in curriculum design, teaching approaches, and student support. Universities should therefore implement tailored training policies to ensure equity and sustainable quality across disciplines.

Practical recommendations include establishing academic advising systems, offering supplemental learning skills programs, reviewing first-year curricula, and implementing

early-warning mechanisms. Such measures help narrow performance disparities while enhancing efficiency and fairness across the institution. Ultimately, the study reaffirms the global shift from knowledge-based to competency-based education (OECD, 2018), underscoring the importance of preparing future educators with adaptable professional capacities in the context of digital transformation and globalization (Darling-Hammond et al., 2020; Voogt et al., 2015).

Meanwhile, the findings emphasize the importance of maintaining and enhancing the strengths of teacher education programs, particularly by focusing on the in-depth development of professional competencies such as technological literacy, integrated teaching, and creativity—core competencies needed to meet the demands of educational innovation (Darling-Hammond et al., 2020). The performance gap between the two student groups not only reflects differences in entry-level qualifications but also raises broader issues related to curriculum orientation, teaching methods, and student support systems. Accordingly, universities need to design training policies tailored to each group of learners to ensure equity and sustainable education quality.

2.3. Recommendations for Improving the Quality of Education for Teacher Education and Non-Teacher Education Students at Hanoi Metropolitan University

Descriptive statistics, t-test, and ANOVA results indicate clear differences in first-semester performance between teacher education and non-teacher education students. Teacher education students achieved higher averages and larger proportions of good to excellent results, while non-teacher education students showed wider score dispersion, with more in average or weak categories. Based on data from 2,002 students across 29 majors, these findings highlight disparities in readiness, career orientation, and alignment between training and entry competencies. Improving training quality thus requires program-specific adjustments, stronger institutional support, and targeted interventions, particularly for non-teacher education students. Several recommendations are proposed accordingly.

(1) For Non-Teacher Education Students

An effective academic advising system should be established to help students design personalized study plans, strengthen learning skills, and address challenges during the transition to university. As Tinto (2012) emphasized, student engagement and institutional support are crucial for retention and success. Equally important is the development of programs that enhance study skills. First-year students particularly benefit from workshops on time management, teamwork, critical thinking, and active learning, which improve their adaptation to academic demands (Conley, 2007). Training programs should also be reviewed to ensure closer alignment between course content and students' entry-level competencies. Adjustments in course difficulty, teaching approaches, and assessment methods are especially necessary in majors such as Environmental Engineering, Public Management, and Information Technology, where lower performance and wider score variation suggest gaps between readiness and requirements.

Career orientation must likewise be strengthened, as many first-year students—particularly in non-education majors—lack clear direction. Early career counseling can

enhance motivation and clarify goals (Savickas, 2013). Finally, embedding mentoring, peer coaching, and co-curricular activities into non-education programs will provide integrated academic and psychosocial support, especially for students in majors or cohorts at higher risk.

(2) For Teacher Education Students

The strong first-semester performance of teacher education students highlights the effectiveness of a coherent and well-structured training ecosystem. To sustain these outcomes, the university should uphold selective admission policies that ensure appropriate student quality while continuously refining program design. Training must clearly integrate theory and practice, promoting both academic knowledge and professional competence. Equally critical is the contribution of experienced lecturers with pedagogical expertise and a deep understanding of school contexts. Continued investment in faculty development, technology integration, innovative teaching and assessment methods, and an interactive learning environment will further foster student initiative, creativity, and engagement.

Building on this strong foundation, teacher education programs should increasingly shift from knowledge transmission to competency development. Key professional competencies include lesson planning, instructional design, effective use of ICT in teaching, interdisciplinary approaches, and educational innovation aligned with the new general education curriculum. Equally important are transversal capacities such as critical thinking, adaptability, self-directed learning, and research skills, which prepare students for rapid changes in education. As Darling-Hammond et al. (2020) emphasize, effective teacher education must construct a deep competency framework that shapes students into innovative, socially responsible educators.

Notably, the consistently high performance of the Advanced Primary Education program reflects strong curriculum coherence, aligned assessment, and student engagement. Lessons from this program can inform broader improvements in training quality across other disciplines at Hanoi Metropolitan University, ensuring both equity and sustainability in education.

(3) For Training Units and Hanoi Metropolitan University

Enhancing coordination among functional units is vital for comprehensive student support. Close collaboration between the academic affairs office, faculties, and student services can establish a monitoring and analysis system, with shared academic data by semester, helping to identify at-risk groups early. An early academic warning system should be developed based on grades and continuous assessments to detect students at risk of low performance or dropout. This enables timely intervention through academic support, counseling, or tailored learning plans (Arnold & Pistilli, 2012). Priority should be given to majors with high score variability, such as Physical Education or History Education, where early detection and targeted support could reduce disparities.

Promoting research on educational quality improvement is equally important. Encouraging action research, pedagogical innovation, and curriculum enhancement across both teacher education and non-teacher education programs will strengthen overall training

quality. Research findings also provide evidence for refining academic policies and student support strategies. Finally, institutional development should prioritize evidence-based decision-making by integrating performance analyses, such as those in this study, into strategic planning. Such insights support a more data-driven, equity-focused approach and enable customized improvements across disciplines.

3. Conclusion

The study identifies a clear gap in first-semester performance between education and non-education students at Hanoi Metropolitan University. Education majors achieved higher averages and more consistent results, supported by clearer career orientation, better alignment of training with competencies, and strong faculty support. By contrast, non-education students showed greater variability, underscoring the need for enhanced transition support. Suggested measures include personalized academic advising, training in study and self-learning skills, and more practical, flexible teaching approaches. The findings provide evidence for differentiated training policies tailored to disciplinary needs and form a basis for further research on factors influencing early academic success at university.

❖ **Conflict of Interest:** Author has no conflict of interest to declare.

REFERENCES

- Arnold, K. E., & Pistilli, M. D. (2012). Course signals at Purdue: Using learning analytics to increase student success. *Proceedings of the 2nd International Conference on Learning Analytics and Knowledge*, 267-270. <https://doi.org/10.1145/2330601.2330666>
- Conley, D. T. (2007). *Toward a more comprehensive conception of college readiness*. Educational Policy Improvement Center. <https://files.eric.ed.gov/fulltext/ED539251.pdf>
- Darling-Hammond, L. (2012). *Powerful teacher education: Lessons from exemplary programs*. John Wiley & Sons.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C. M., Barron, B., & Osher, D. (2020). *Implications for educational practice of the science of learning and development*. *Applied Developmental Science*, 21(3), 97-140. <https://doi.org/10.1080/10888691.2017.1306031>
- Hanoi Metropolitan University. (2021). *Quyết định số 925/GQ_ĐHTĐHN về việc ban hành quy định quản lý đào tạo [Decision No. 925/GQ_ĐHTĐHN on the promulgation of training management regulations]*. (October 20, 2021).
- Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2011). *Student success in college: Creating conditions that matter*. John Wiley & Sons.
- Kahu, E. R., & Nelson, K. (2018). Student engagement in the educational interface: Understanding the mechanisms of student success. *Higher Education Research & Development*, 37(1), 58-71. <https://doi.org/10.1080/07294360.2017.1344197>
- Lizzio, A., Wilson, K., & Simons, R. (2002). University students' perceptions of the learning environment and academic outcomes: Implications for theory and practice. *Studies in Higher Education*, 27(1), 27-52. <https://doi.org/10.1080/03075070120099359>

- Nguyen, H. T., & Ta, T. T. (2021). Factors affecting student academic performance across different disciplines in Vietnamese universities. *Vietnam Journal of Higher Education*, 9(2), 42-55.
- Meeuwisse, M., Severiens, S. E., & Born, M. P. (2010). Learning environment, interaction, sense of belonging and study success in ethnically diverse student groups. *Research in Higher Education*, 51(6), 528-545. <https://doi.org/10.1007/s11162-010-9168-1>
- OECD. (2018). *The future of education and skills: Education 2030 - The OECD Learning Compass*. OECD Publishing. Retrieved from <https://www.oecd.org/education/2030/>
- Pham, H. T., & Starkey, L. (2016). Perceptions of higher education quality at three universities in Vietnam. *Quality Assurance in Education*, 24(3), 369-393. <https://doi.org/10.1108/QAE-07-2014-0037>
- Savickas, M. L. (2013). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (2nd ed., pp.147-183). Wiley.
- Tinto, V. (2012). *Completing college: Rethinking institutional action*. University of Chicago Press.
- Tran, T. L. T., Nguyen, S. D., & Nguyen, L. P. (2023). Academic motivation of first-year pedagogical students in Vietnam: Case study. *European journal of contemporary education*, 12(1). <https://doi.org/10.13187/ejced.2023.1.230>
- Voogt, J., Fisser, P., Good, J., Mishra, P., & Yadav, A. (2015). *Computational thinking in compulsory education: Towards an agenda for research and practice*. Education and Information Technologies, 20(4), 715-728. <https://doi.org/10.1007/s10639-015-9412-6>

**SỰ KHÁC BIỆT TRONG KẾT QUẢ HỌC TẬP GIỮA SINH VIÊN SƯ PHẠM
VÀ SINH VIÊN KHÔNG THUỘC KHỐI NGÀNH SƯ PHẠM
TẠI TRƯỜNG ĐẠI HỌC THỦ ĐÔ HÀ NỘI: PHÂN TÍCH TỪ DỮ LIỆU HỌC KÌ ĐẦU TIÊN**

Trần Thị Hà Giang

Trường Đại học Thủ đô Hà Nội, Việt Nam

Corresponding author: Trần Thị Hà Giang – Email: tthgiang@daihocthudo.edu.vn

Ngày nhận bài: 02-6-2025; Ngày nhận bài sửa: 27-6-2025; Ngày duyệt đăng: 29-6-2025

TÓM TẮT

Nghiên cứu phân tích sự khác biệt kết quả học tập giữa sinh viên sư phạm và sinh viên không thuộc khối ngành sư phạm tại Trường Đại học Thủ đô Hà Nội trong học kỳ đầu tiên. Mẫu gồm 2002 sinh viên năm nhất năm học 2024-2025 (trong đó 765 sinh viên thuộc khối ngành sư phạm và 1237 sinh viên thuộc các ngành ngoài sư phạm). Sử dụng phương pháp định lượng để so sánh điểm trung bình cộng kết quả học tập giữa hai nhóm. Kết quả cho thấy sinh viên sư phạm đạt điểm trung bình cao hơn đáng kể ($M = 3.2892$, $SD = 0.34409$) so với sinh viên không thuộc khối ngành sư phạm ($M = 2.9728$, $SD = 0.41957$), với sự khác biệt có ý nghĩa thống kê. Phân tích phân bố điểm và xếp loại học lực cũng cho thấy tỉ lệ sinh viên đạt loại giỏi và xuất sắc trong nhóm sư phạm cao hơn rõ rệt, trong khi nhóm không sư phạm có tỉ lệ sinh viên trung bình, yếu và kém cao hơn. Những kết quả này phản ánh sự khác biệt về nền tảng học tập, động cơ và khả năng thích nghi ban đầu giữa hai nhóm sinh viên, đồng thời đặt ra yêu cầu điều chỉnh chính sách hỗ trợ học tập phù hợp với từng đối tượng.

Từ khóa: đánh giá; kết quả học tập; trường đại học; sinh viên; sư phạm