

Information technology and wage disparities between labor groups: An empirical study in Vietnam

Dong Nguyen Thi^{1,2,*}, Tu Le Thi Ngoc³, Van Tran Quang⁴



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¹University of Economics and Law, Ho Chi Minh City, Viet Nam

²Vietnam National University, Ho Chi Minh City, Vietnam

³University of Management and Technology, Ho Chi Minh City

⁴Ho Chi Minh University of Banking, Viet Nam

Correspondence

Dong Nguyen Thi, University of Economics and Law, Ho Chi Minh City, Viet Nam

Vietnam National University, Ho Chi Minh City, Vietnam

Email: dongnt@uel.edu.vn

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ABSTRACT

The world is undergoing rapid transformation, propelled by groundbreaking advancements in science and technology. Within this dynamic and ever-evolving landscape, the advent of the Fourth Industrial Revolution, often referred to as Industry 4.0, has significantly extended the boundaries of human existence. This era is marked by the seamless integration of physical and digital realms, which are primarily driven by two pivotal elements: data and connectivity. As industries increasingly rely on digital technologies, the workplace is being redefined, and workers are required to adapt to these changes. Embracing artificial intelligence and related technologies in the workplace can empower the workforce of the 4.0 era, enabling them to drive heightened productivity, achieve their desired income levels, and reduce economic disparities. This study aims to investigate wage differentials between two distinct labor groups: those utilizing information technology (IT) in their work and those who do not. Specifically, it seeks to understand whether adopting IT-related skills can bring workers tangible financial benefits. Using data from the Labor Force Survey (LFS), the study employs both the Oaxaca-Blinder decomposition and quantile regression methods to understand wage disparities across different income levels comprehensively. The study's findings highlight that, beyond traditional wage determinants such as education, qualifications, and gender, the use of IT significantly impacts workers' earnings. Employees who leverage IT in their job roles tend to command higher wages. Furthermore, the study reveals that income inequality is notably reduced among workers who utilize IT, indicating that IT is crucial in promoting both individual wage growth and a more equitable income distribution.

Key words: Quantile regression, Oaxaca-Blinder composition, information technology (IT), wage disparities

1 INTRODUCTION

2 The world is undergoing a profound transformation
 3 driven by the 4.0 industrial revolution. This era marks
 4 a convergence of digital technologies like automation,
 5 artificial intelligence, and computer communications,
 6 shaping a smarter and more adaptable manufacturing
 7 landscape. The development of information technol-
 8 ogy (IT) has made the world feel smaller, breaking
 9 down geographical barriers and enabling global con-
 10 nectivity in both work and communication. In this
 11 landscape, mastering IT skills opens doors to expand-
 12 ing job scopes and accessing modern, flexible work
 13 environments. It paves the way for individuals to en-
 14 ter a more equitable society, where earnings align with
 15 skills and are unaffected by gender, race, or location.
 16 However, the widespread adoption of IT-driven au-
 17 tomation can also bring challenges such as job losses,
 18 job transitions, or reduced wages in specific sectors,
 19 posing risks to workers. While some traditional skill
 20 sets may still offer stability in select cases, the overall

relationship between IT adoption and wages is mul- 21
 22 tifold, reflecting the intricate interplay of techno-
 23 logical progress, labor market dynamics, and organi-
 24 zational strategies. Hence, exploring the correlation
 25 between IT and income is vital for fostering sustain-
 26 able and equitable employment in the future.
 27 With its rapidly growing economy and increasingly
 28 international working environment, Vietnam is being
 29 strongly impacted by the Fourth Industrial Revolu-
 30 tion. The boom in information technology is opening
 31 up many new job opportunities, especially in fields re-
 32 lated to automation and artificial intelligence. How-
 33 ever, along with these opportunities come many chal-
 34 lenges, such as the need to retrain the workforce, wage
 35 disparities between industries and geographical areas,
 36 as well as the risk of job losses in traditional occu-
 37 pations. Therefore, studying the correlation be-
 38 tween IT applications and wages in Vietnam not only
 39 helps clarify technology's impact on the domestic la-
 40 bor market and provides a scientific basis for develop-
 41 ing appropriate labor and wage policies. This is crucial

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42 for Vietnam to maximize the benefits of the Fourth
43 Industrial Revolution while minimizing its negative
44 impacts on the workforce.

45 LITERATURE REVIEW

46 The wage gap is a significant concern for both the gov-
47 ernment and workers alike. From the government’s
48 perspective, it reflects the economic health and the ef-
49 ficacy of socio-economic management. When wages
50 are fairly distributed across society regardless of gen-
51 der, location, or ethnicity, it boosts productivity and
52 fosters a fair and equitable society¹⁻³. For workers,
53 their salary isn’t just a paycheck; it’s the value of their
54 labor and the foundation upon which they build their
55 lives. It’s a unique commodity shaped by personal at-
56 tributes like education, experience, age, gender, and
57 occupation⁴⁻⁸.

58 The wage gap has been discussed since Edgeworth’s
59 time, over a century ago, shedding light on why
60 men and women earn different salaries despite per-
61 forming the same tasks⁹. Later, economists like
62 Becker¹⁰, Mincer¹¹, Schultz¹² delved into wage dis-
63 parities through an economic lens. They not only
64 identified causes of the wage gap but also developed
65 econometric models to analyze how factors like hu-
66 man capital affect wages. Mincer and Jovanovic¹³ ex-
67 plored wage disparities across occupations and indus-
68 tries, suggesting that workers are motivated to seek
69 higher-paying positions to maximize their earnings.
70 Card¹⁴ took a broader perspective, suggesting that
71 wage dynamics vary among workers, economies, and
72 over time. Therefore, factors such as age, education,
73 gender, and industry influence wage functions. Simi-
74 larly, Moock, Patrinos¹⁵ expanded the wage function
75 to assess the impact of education level on wages, find-
76 ing that it varies by region and gender. Specifically,
77 educational level has a stronger impact on wages in
78 the public sector than in the private sector. Similarly,
79 this impact is stronger in women than in men.

80 Alsulami⁵ surveyed 2,470 individuals in Saudi Ara-
81 bia, identifying factors like field of study, education
82 level, experience, and industry as influential in de-
83 termining salaries. Among them, education level
84 and occupation are the two factors that have the
85 strongest impact on salary differences. Sakellariou
86 and Fang¹⁶ concluded that education level signifi-
87 cantly affects wages, especially in urban areas. Con-
88 versely, Trung, Tien-Trung¹⁷ found that only college
89 degrees or higher impact wages in Vietnam.

90 Akdogan-Gedik and Gunel¹⁸ focus on the demo-
91 graphic, social and economic factors influencing the
92 gender wage gap at the multinational level, revealing

that higher rates of female employment in the indus- 93
try can reduce wage disparities. In addition, stud- 94
ies are showing the opposite aspect, they believe that 95
education is not the most important factor for work- 96
ers’ wages. Sorel and Shinnars¹⁹ analyzed data from 97
Georgia in 2017, suggesting that while education is of- 98
ten considered the primary wage determinant, gender 99
exerts the most substantial influence in their study. 100

In the context of the fourth industrial revolution, 101
the factors influencing wages have evolved, with the 102
advent of various new concepts, notably the pivotal 103
role of Information Technology (IT). When Genz, 104
Janser²⁰ studied the relationship between technology 105
adoption and wages, they devised a novel technol- 106
ogy index. This index offers detailed insights into the 107
digitalization levels of workplace tools, enabling re- 108
searchers to probe the impact of IT on wage dispar- 109
ities. Their findings revealed that German workers 110
using IT command higher salaries than their non-IT 111
counterparts. Similarly, Shair, Zahra²¹ conducted a 112
study on wage disparities among workers in Pakistan, 113
affirming that socioeconomic factors and IT profi- 114
ciency play significant roles. Individuals adept at uti- 115
lizing digital skills tend to earn more than those lack- 116
ing such capabilities. 117

Moreover, the capacity for IT application is inter- 118
twined with labor proportion in the industrial sector. 119
Integrating IT into industries bolsters labor produc- 120
tivity, leading to a reduction in labor proportion²². 121
However, Yang, Si²³ presented contrasting findings. 122
Their study unveiled a negative correlation between 123
technology and workers’ wage rates. They suggest that 124
the influence of IT diminishes wages for workers en- 125
gaged in both physical and online business operations. 126
In summary, wage disparities have long been a sig- 127
nificant concern and a focal point of economic re- 128
search. Previous studies not only identify the causes 129
of wage gaps but also develop economic models to ex- 130
plore the impact of various factors on earnings. While 131
most research traditionally examines factors like ed- 132
ucation, location, and demographics, recent investi- 133
gations emphasize the role of contemporary factors, 134
particularly workers’ proficiency in applying IT. How- 135
ever, most studies have primarily focused on analyz- 136
ing the direct impact of IT on wages, overlooking 137
salary inequalities between IT users and non-users. 138
Therefore, this study aims to explore wage dispari- 139
ties, highlighting how earnings vary across different 140
groups of workers. 141

142 METHODOLOGY

This study approaches Mincer earnings function⁷ and 143
the expanded wage function¹⁴ using the quantile re- 144

145 gression method for estimation. This method, initially
 146 introduced by Koenker and Bassett Jr²⁴, was
 147 later utilized by Buchinsky²⁵ to analyze wage disparities.
 148 What sets this method apart is its capability to
 149 estimate regression parameters across various quantiles
 150 of the dependent variable. This enables a more
 151 detailed description of the relationship between the
 152 dependent variable and explanatory variables at each
 153 quantile.

154 Let group A represent workers who do not utilize
 155 IT, and group B denote those who integrate IT into
 156 their paid work. $\ln W$ denotes the natural logarithm
 157 of workers' wages, and X represents the explanatory
 158 variables. Therefore, the regression model for the
 159 quantiles of the two labor groups can be expressed as
 160 follows:

161 $\ln W_a = X_a \beta_{\tau a} + \varepsilon_{\tau a}$ with the residual assumption
 162 $\varepsilon_{\tau a} = 0$

163 $\ln W_b = X_b \beta_{\tau b} + \varepsilon_{\tau b}$ with the residual assumption
 164 $\varepsilon_{\tau b} = 0$

165 In these equations, β_{τ} represents the regression coefficient
 166 to be estimated at the τ percentile, where τ belongs
 167 to the range (0, 1). This coefficient has the smallest
 168 total error difference at the τ percentile. Quantile
 169 regression can be conducted for any quantile within
 170 the range (0, 1). This article focuses on computing
 171 regressions at standard quantiles, including 0.1, 0.25,
 172 0.5, 0.75, and 0.9.

173 After quantile regression, the wage gap will be assessed
 174 using the Machado and Mata approach²⁶. While the
 175 Oaxaca-Blinder method primarily examines mean
 176 disparities²⁷, Machado and Mata²⁶ analyzed the
 177 differences between distribution quantiles, offering
 178 enhanced flexibility and deeper insights into the wage
 179 disparities.

180 Let $\ln W_{ab} = X_a \beta_{\tau b}$ represent the hypothetical wage
 181 function constructed under the assumption that both
 182 groups of workers possess similar characteristics. In
 183 this scenario, the wage gap between these two groups
 184 of workers is decomposed by Machado and Mata
 185 (2005) as follows:

186 $\ln W_a - \ln W_b = (X_a \beta_{\tau a} - X_a \beta_{\tau b}) + (X_a \beta_{\tau b} -$
 187 $X_b \beta_{\tau b})$

188 By grouping the common factors, we derive the following
 189 wage disparity decomposition function:

190 $\ln W_a - \ln W_b = (\beta_{\tau a} - \beta_{\tau b}) X_a + (X_a - X_b) \beta_{\tau a}$ (3)

191 The first term on the right-hand side signifies the
 192 wage gap resulting from disparities in regression coefficients.
 193 Meanwhile, the second term represents the wage gap
 194 attributed to distinctions in the characteristics of the
 195 two worker groups.

196 Based on the extended Mincer wage function and the
 197 availability of existing data, this study uses the log of

monthly wages as the dependent variable. The wage
 is measured in thousand VND per month, and this
 value is transformed using the natural logarithm for
 regression analysis. The explanatory variables in the
 regression model include professional qualifications,
 age, housework time, region, and gender. Specifically:

- The professional qualification variable is divided into four categories: no professional qualification, primary or secondary vocational qualification, college or university qualification, and postgraduate qualification. Three dummy variables are created to analyze these qualifications, with the group of workers who do not possess any professional qualifications serving as the reference group. This allows for comparative analysis between the baseline group and those with vocational, college, or postgraduate qualifications. In addition, the age variable, which serves as a proxy for work experience, includes workers between the ages of 19 and 64, thus ensuring the analysis focuses on those within this working age range.
- Additionally, the authors suggest that unpaid housework time often has an inverse relationship with income from formal employment; as housework time increases, income from work tends to decrease. However, for workers proficient in information technology (IT), flexible time management and remote working capabilities may help mitigate the negative impact of housework time on income. Conversely, workers who lack IT skills may find it harder to balance housework with paid work, leading to a more significant negative impact on their income. To assess this differential impact, the study includes a "housework time" variable to compare its effects on two cohorts: those who know how to use IT and those who do not. This allows for a clearer analysis of the interaction between housework time and the ability to utilize technology at work, leading to more convincing research results.
- Finally, dummy variables for region and gender are included in the model as control variables.

RESEARCH DATA

The study utilizes data from the Labor Force Survey 2022 (LFS 2022), an annual survey conducted by Vietnam's General Statistics Office. Its primary objective is to monitor fundamental information concerning

Table 1: Summary of variable definition

Variables	Explain variable name	Mean		
		Total	Group using IT	Group not using IT
lnwage/ilnwage	Natural logarithm of the monthly wage received by a worker	8.718	9.063	8.635
age/iage	Age of workers (year)	41.111	37.694	41.934
urban/iurban	Dummy variable indicating area of workers (True = 1; False = 0)	0.449	0.723	0.383
male/imale	Dummy variable indicating the gender of workers (Male = 1, Female = 0)	0.552	0.503	0.564
beinter/ibeinter	A dummy variable indicating whether the worker's highest level of education is primary or intermediate (True = 1; False = 0)	0.161	0.305	0.127
col_uni/icol_uni	A dummy variable indicating whether the worker's highest level of education is college or university (True = 1; False = 0)	0.190	0.679	0.072
postgra/ipostgra	A dummy variable indicating whether the worker's highest level of education is post-graduate (True = 1; False = 0)	0.010	0.044	0.001
fa_time/ifa_time	Unpaid housework time during the week (hour)	14.763	15.952	14.476
Observations (Obs)		342,973	66,575	276,398

Source: Authors' compilation

247 the Vietnamese labor market systematically. This nation-
 248 wide survey covers households and their mem-
 249 bers. The investigation methodology of the LFS is
 250 guided and technically supported by the International
 251 Labor Organization (ILO). In 2022, the survey col-
 252 lected data from over 800,000 observations. After fil-
 253 tering for individuals aged 19 to 64 and ensuring all
 254 necessary information for the research model, the re-
 255 maining dataset comprises 342,793 observations. The
 256 variables lnwage, age, male, beinter, col_uni, postgra,
 257 fa_time pertain to the wage function of workers who
 258 do not use IT in their work. Meanwhile, ilnwage, iage,
 259 imale, ibeinter, icol_uni, ipostgra, ifa_time are vari-
 260 ables belonging to the wage function of the group of
 261 workers who use IT in their work. The descriptive
 262 data are presented Table 1.

263 RESULTS AND DISCUSSIONS

264 The results of OLS regression and quantile regression
 265 for the wage function in two labor groups are pre-
 266 sented in Tables 2 and 3. Based on these tables, the
 267 authors will reevaluate the regression coefficients in
 268 graphical format for easier comparison.

In all the figures below, the horizontal axis repre-
 269 sents the percentiles of the regression, corresponding
 270 to workers across different income levels, from low
 271 to high. The vertical axis displays the regression co-
 272 efficient values at various percentiles, simultaneously
 273 indicating wage disparities between the two cohorts
 274 based on the explanatory variables.
 275

276 Figure 1 shows the regression coefficients for dummy
 277 variables representing educational levels for two co-
 278 horts: those using IT in their paid work and those
 279 not using IT. In the non-IT group, the regression co-
 280 efficients for primary or intermediate qualifications
 281 are consistently higher across all quantiles than other
 282 qualifications. This indicates that lower qualifications
 283 have a pronounced impact on wages within this work-
 284 force, outweighing the effect of advanced degrees and
 285 highlighting an imbalance in the labor market. Tùng
 286 Nguyễn²⁸ explains that the current Vietnamese labor
 287 market requires many low-skilled workers for man-
 288 ual tasks, prioritizing physical strength over special-
 289 ized skills. In contrast, educational degrees are signif-
 290 icant for workers using IT in their jobs, with salaries
 291 increasing with higher qualifications. Comparing the

Table 2: Quantile regression for the group of workers not using IT

Quantile regression						
Variables	OLS	10%	25%	50%	75%	90%
Age	-0.0049***	-0.0126***	-0.0085***	-0.0040***	-0.0001	0.0048***
urban	0.1753***	0.3166***	0.1917***	0.1175***	0.1075***	0.1326***
male	0.1616***	0.1743***	0.1590***	0.1488***	0.1393***	0.1851***
beinter	0.3012***	0.3315***	0.2717***	0.2134***	0.2157***	0.2638***
col_uni	0.1158***	0.3039***	0.2391***	0.2059***	0.1994***	0.2161***
postgra	0.1693***	0.3180***	0.2115***	0.1628***	0.1866***	0.1416***
fa_time	0.2745***	-0.0138***	-0.0092***	-0.0051***	-0.0033***	-0.0040***
const	0.1298***	8.3292***	8.6185***	8.7832***	8.8826***	8.9320***
Obs	276,398	276,398	276,398	276,398	276,398	276,398
Note	The stars indicate the level of significance for the t-statistics: ***, **, * denote significance at the 1%, 5%, and 10% levels, respectively.					

Table 3: Quantile regression for the group of workers using IT

Quantile regression						
Variables	OLS	10%	25%	50%	75%	90%
Iage	0.0090***	0.0092***	0.0099***	0.0096***	0.0105***	0.0114***
iurban	0.0790***	0.0799***	0.0691***	0.0623***	0.0944***	0.1226***
imale	0.1426***	0.1049***	0.1325***	0.1550***	0.2134***	0.2252***
ibeinter	0.1529***	0.0794***	0.0611***	0.0793***	0.0903***	0.0864***
icol_uni	-0.0435***	0.2395***	0.1672***	0.1398***	0.1228***	0.0587***
ipostgra	0.0306***	0.1602***	0.1484***	0.1437***	0.1432***	0.1620***
ifa_time	0.1450***	-0.0016***	-0.0013***	-0.0011***	-0.0010***	-0.0003
const	0.1047***	7.9567***	8.2040***	8.4524***	8.6325***	8.8840***
Obs	66,575	66,575	66,575	66,575	66,575	66,575
Note	The stars indicate the level of significance for the t-statistics: ***, **, * denote significance at the 1%, 5%, and 10% levels, respectively.					

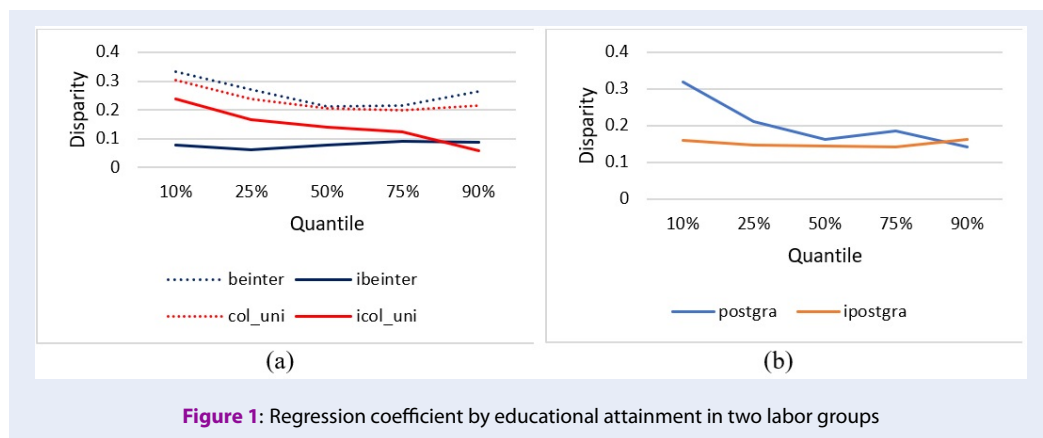


Figure 1: Regression coefficient by educational attainment in two labor groups

292 two groups, the regression coefficients by educational
 293 attainment are notably higher in the non-IT group, es-
 294 pecially at lower income levels.

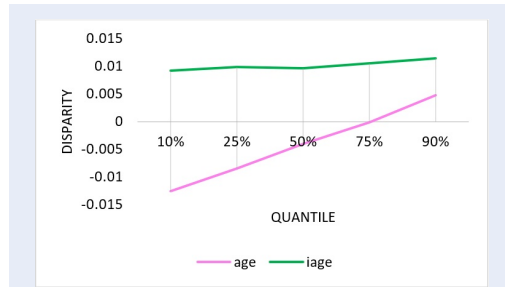


Figure 2: Regression coefficient by age in two labor groups

295 Figure 2 illustrates the disparity in the regression co-
 296 efficient of the age variable between the two groups
 297 of workers. In the group of workers utilizing IT, it
 298 age's effect of age on wages appears consistent across
 299 all quantiles. Conversely, for the group of workers not
 300 utilizing IT, the impact of age on wages fluctuates sig-
 301 nificantly. At lower quantiles, advancing age corre-
 302 lates with decreasing wages, whereas wages receive a
 303 positive boost from the worker's age at higher quan-
 304 tiles.

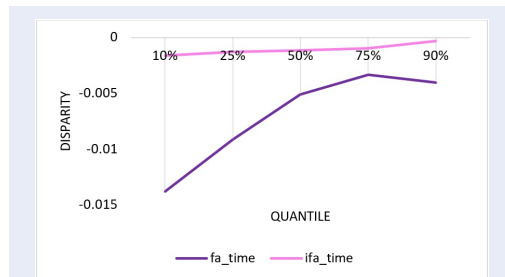


Figure 3: Regression coefficient by housework time in two labor groups

305 For the variable fa_time in Figure 3, representing time
 306 spent on housework, the gap in the regression coef-
 307 ficient between the two labor groups is notable at lower
 308 income levels, gradually diminishing as income lev-
 309 els rise. Across all quantiles, the regression coefficient
 310 for the group of workers utilizing IT exceeds that of
 311 the group not utilizing IT. This suggests that house-
 312 work time significantly impacts the wages of non-IT
 313 workers.

314 Figure 4 offers insights into economic equality be-
 315 tween the two labor groups. It demonstrates that the

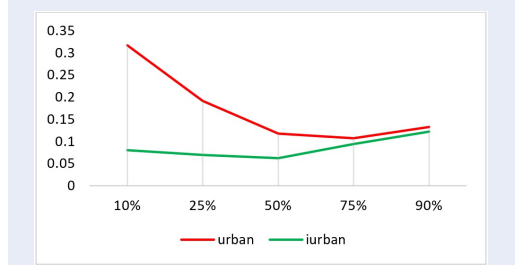


Figure 4: Regression coefficient by area in two labor groups

316 wage disparity between rural and urban areas is sig-
 317 nificantly more pronounced for the group of workers
 318 not utilizing IT than those who do, across all quan-
 319 tiles. This implies that for IT-using workers, whether
 320 they work in rural or urban areas, they have equal op-
 321 portunities. Conversely, non-IT workers' wages are
 322 heavily contingent upon the working area. Particu-
 323 larly for low-wage workers, urban areas yield consid-
 324 erably higher wages.

325 In today's Vietnam, IT application extends beyond the
 326 IT industry and permeates all sectors of the econ-
 327 omy. While specific roles demand specialized skills
 328 like software engineering and web development, oth-
 329 ers rely on IT proficiency, such as those within Grab
 330 or e-commerce platforms. Hence, the IT application
 331 serves as a pivotal tool for enabling workers to ac-
 332 cess digital business platforms. It fosters a seamless
 333 connection between labor supply and demand, facili-
 334 tating practical training and bridging labor resources
 335 with the job market.

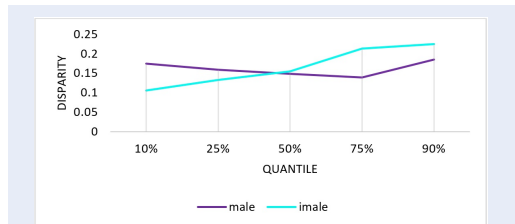


Figure 5: Regression coefficient by gender in two labor groups

336 Figure 5 offers an intriguing depiction of the gen-
 337 der wage gap across two labor groups. Overall, men
 338 consistently earn higher wages than women, under-
 339 scoring the presence of gender inequality. However,
 340 the gender gap trends diverge within the two labor
 341 groups. While the curve illustrating the wage dispar-
 342 ity for men in the non-IT worker group tends to de-
 343 crease as wage levels rise, conversely, this curve in the

344 IT worker group exhibits a gradual increase.

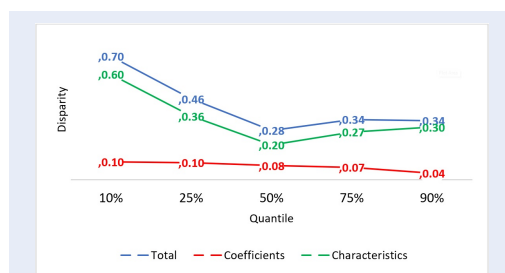


Figure 6: Decomposition of wage disparities by labor group in Vietnam

345 Lastly, Figure 6 showcases the findings regarding the
 346 wage gap between the two labor groups. Generally,
 347 workers who utilize IT tend to earn higher salaries
 348 than those who do not, across all quantiles. Notably,
 349 this discrepancy widens in the lower percentiles, di-
 350 minishes in the middle percentiles, and experiences a
 351 slight resurgence in the higher percentiles. This dis-
 352 parity predominantly stems from differences in labor
 353 characteristics, mirroring the overall difference
 354 line trend, whereas the variation attributed to regres-
 355 sion coefficients across quantiles exhibits a more sub-
 356 tle fluctuation.

357 **CONCLUSION AND**
 358 **RECOMMENDATIONS**

359 Based on data from the LFS Vietnam 2022, this study
 360 employs a quantile regression model in conjunction
 361 with the Oaxaca-Blinder difference decomposition
 362 method to investigate the influence of IT application
 363 on wage disparities among labor groups. From the re-
 364 gression outcomes, several conclusions can be drawn
 365 as follows:

366 For workers who don't utilize IT in their paid work, a
 367 higher level of education doesn't significantly impact
 368 their earnings. This outcome reflects the prevailing
 369 situation in Vietnam, with an oversupply of middle
 370 managers and a shortage of skilled workers. It un-
 371 derscores deficiencies in training policies that fail to
 372 align with practical needs. Additionally, age and time
 373 spent on household chores negatively affect the wages
 374 of this group. The combination of age and education
 375 level suggests that these workers typically engage in
 376 straightforward tasks, relying more on physical health
 377 than cognitive prowess.

378 Conversely, a notable feature for workers who incor-
 379 porate IT into their paid endeavors is the minimal
 380 wage gap across regions. This implies that these work-
 381 ers can access to diverse information sources related

382 to employment, business, finance, and personal devel-
 383 opment. This advantage empowers individuals in this
 384 group to enhance their skills and knowledge, thus im-
 385 proving their living standards. The findings suggest
 386 that IT could catalyze the narrowing of the wage dis-
 387 parity between urban and rural areas.

388 Based on the analysis results above, the article sug-
 389 gests several ideas to improve the wage disparities to-
 390 wards a more positive trajectory:

391 Firstly, workers should recognize that education and
 392 professional skills are lifelong assets that significantly
 393 impact their earning potential, not just in a short pe-
 394 riod of time in their careers. Therefore, they should
 395 devise suitable strategies and plans to enhance their
 396 qualifications. It's crucial to foster both critical think-
 397 ing and practical skills not only within educational
 398 settings but also in the workplace. Moreover, the na-
 399 tional education system should evolve to foster close
 400 collaboration between schools and businesses, ensur-
 401 ing a harmonious balance between labor market de-
 402 mand and supply.

403 Secondly, the research findings underscore the po-
 404 tential for narrowing the wage gap through IT profi-
 405 ciency. This highlights the importance of IT knowl-
 406 edge alongside education and professional skills.
 407 Workers should equip themselves with essential IT
 408 skills and knowledge to navigate the modern work
 409 environment effectively. Additionally, governmen-
 410 tal efforts to enhance workers' IT capabilities are
 411 paramount. The state should enact policies sup-
 412 porting technology access for marginalized workers.
 413 Strengthening communication campaigns about the
 414 advantages of IT will further empower individuals to
 415 leverage IT safely and effectively.

416 Lastly, gender wage inequality persists, stemming
 417 from a complex interplay of socio-economic and cul-
 418 tural factors. In Vietnamese society, women of-
 419 ten shoulder primary responsibilities for family and
 420 childcare. Naturally, increased time spent on house-
 421 hold duties correlates with reduced income. To ad-
 422 dress gender inequality in the workforce, government
 423 collaboration is essential. Policies supporting mater-
 424 nity leave and childcare should be introduced to en-
 425 sure postpartum women don't miss out on career op-
 426 portunities. Simultaneously, women should enhance
 427 their professional skills and capabilities to overcome
 428 barriers in the workplace. In particular, acquiring soft
 429 skills like foreign languages and IT proficiency will
 430 significantly contribute to narrowing the gender wage
 431 disparity.

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436 **ABBREVIATIONS**

437 IT: information technology
438 LFS: Labor force Survey
439 ILO: International Labor Organization

440 **CONFLICT OF INTEREST**

441 The authors declare that they have no competing in-
442 terests

443 **AUTHORS' CONTRIBUTION**

444 Nguyen Thi Dong: writing – original draft, data cura-
445 tion and formal analysis
446 Le Thi Ngoc Tu: writing, review and editing
447 Tran Quang Van: data curation

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Công nghệ thông tin và chênh lệch tiền lương giữa các nhóm lao động: Nghiên cứu trường hợp Việt Nam

Nguyễn Thị Đông^{1,2,*}, Lê Thị Ngọc Tú³, Trần Quang Văn⁴



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¹Trường Đại học Kinh tế - Luật, Việt Nam

²Đại học Quốc gia Thành phố Hồ Chí Minh, Việt Nam

³Trường Đại học Quản lý và Công nghệ TP.HCM, Việt Nam

⁴Trường Đại học Ngân hàng, TP. HCM, Việt Nam

Liên hệ

Nguyễn Thị Đông, Trường Đại học Kinh tế - Luật, Việt Nam

Đại học Quốc gia Thành phố Hồ Chí Minh, Việt Nam

Email: dongnt@uel.edu.vn

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TÓM TẮT

Thế giới đang thay đổi rất nhanh nhờ những tiến bộ đột phá của khoa học và công nghệ. Trong bối cảnh đó, cuộc cách mạng công nghiệp 4.0 đã mở rộng không gian sống của con người, tạo nên một sự hoà quyện tinh tế giữa môi trường thực và môi trường số với hai đặc điểm nổi bật là dữ liệu và kết nối. Nếu người lao động trong thời đại 4.0 biết tận dụng trí tuệ nhân tạo cho mục đích công việc, họ có thể sẽ tạo ra năng suất cao và nhận được mức lương kỳ vọng cũng như đạt được bình đẳng về kinh tế. Mục đích của nghiên cứu này là điều tra sự chênh lệch tiền lương giữa hai nhóm lao động riêng biệt: những người sử dụng công nghệ thông tin (CNTT) trong công việc và những người không sử dụng. Sử dụng dữ liệu từ Khảo sát lao động – việc làm (LFS), nghiên cứu sử dụng cả phương pháp phân tích Oaxaca-Blinder và phương pháp hồi quy phân vị để cung cấp hiểu biết toàn diện về sự chênh lệch tiền lương giữa các mức thu nhập khác nhau. Những phát hiện nhấn mạnh rằng, ngoài các yếu tố quyết định tiền lương thông thường như trình độ chuyên môn và giới tính, việc sử dụng CNTT tác động tích cực đến thu nhập của người lao động. Những nhân viên tận dụng CNTT trong công việc của họ có xu hướng được trả lương cao hơn. Hơn nữa, nghiên cứu cho thấy bất bình đẳng thu nhập giảm đáng kể trong số những người lao động sử dụng CNTT. Những kết quả này nhấn mạnh vai trò quan trọng của CNTT trong việc thúc đẩy cả tăng trưởng tiền lương cá nhân và phân phối thu nhập công bằng hơn.

Từ khóa: Hồi quy phân vị, phân rã Oaxaca-Blinder, công nghệ thông tin (CNTT), chênh lệch tiền lương

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