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Exploring the Nexus of Organizational Culture, Digital Capabilities, and Organizational Readiness for Change in Primary School in Digital Transformation: A Quantitative Analysis

Nguyen Thanh Ly 

Vietnam National University Hanoi, VIETNAM

Nguyen Thi Huong* 

Vietnam National University Hanoi, VIETNAM

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Abstract: In the context of Vietnam's primary schools undergoing a digital transformation, this research investigates the relationship between organizational culture (OC), digital capabilities (DC), and organizational readiness (OR) for change. This survey, which employs a quantitative methodology, includes 892 teachers and school managers from different elementary schools. Analyses were conducted using SPSS Statistics 26.0. The study shows a favorable relationship between digital skills and organizational readiness, suggesting that more digitally capable institutions are better equipped to handle change. Furthermore, a significant correlation exists between corporate culture, digital skills, and organizational readiness, indicating that schools with a creative and supportive culture are more prone to embrace digital change. These results advance knowledge of the variables affecting organizational change-readiness in Vietnam's primary school digital transformation. These results also have significant implications for educational policymakers, school administrators, and other stakeholders facilitating digital transformation in primary schools. By recognizing the benefits of digital capabilities and organizational culture for organizational change readiness, decision-makers can implement strategies to foster a supportive culture and enhance digital capabilities within educational institutions, ultimately leading to more successful and effective digital transformation initiatives.

Keywords: Digital capabilities, digital transformation, organizational culture, organizational readiness, primary schools.

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Introduction

A significant focus on education distinguishes Vietnam's social and educational landscape as vital to development and economic success. The government has implemented programs to raise academic standards and give pupils future-ready digital skills. The "National Digital Transformation Program to 2025, with an orientation to 2030" has the prime minister's approval, and one of the areas that needs to expedite digital transformation is education (Vietnamese Government, 2020). Education is undergoing a digital transition that affects the educational environment, output factors, educational process, and inputs. The construction of a platform for sharing resources for teaching and learning, document digitization and textbooks, using digital technology for education, training, and management, and creating a structure of support for online instruction are all outlined in Decision 749/QĐ-TTg (Vietnamese Government, 2020). Many challenges remain especially important when acting and interacting professionally and socially utilizing technologies in the so-called "post-pandemic" time (Frango-Silveira et al., 2023). Addressing issues like the digital divide, the lack of access to technology in rural areas, and traditional cultural norms is essential. Organizational culture and change readiness are essential for the success of primary schools. Schools are more likely to be prepared for digital transformation if they prioritize digital capabilities, encourage innovation, and offer the required tools and assistance (Heredia et al., 2022).

Digital transformation has recently become a significant area of interest for organizations, as it can gain a competitive advantage. This trend has also extended to educational systems globally, with K-1 schools increasingly integrating digital tools into their methods for instruction and learning (Jackson, 2019). However, organizations must assess their organizational culture before embarking on the transformation process. Understanding the existing culture within an

* Corresponding author:

Nguyen Thi Huong, Nguyen Thi Huong, University of Education, Vietnam National University Hanoi, Vietnam. ✉ nguyenhuong@vnu.edu.vn



organization is crucial, as it can significantly influence the success of digital transformation endeavors (Muliaty et al., 2017). An organizational member who is more change-ready is more likely to initiate change, show less resistance, and cooperate, all of which increase the likelihood of a successful implementation (Weiner, 2009). Although there have been many studies on organizational culture, digital capabilities, and organizational readiness for change in digital transformation in education, especially primary education in Vietnam, they are still rare. This scholarly research investigates the connection between corporate culture, digital capabilities, and organizational readiness for change in K-12 schools in Vietnam. By exploring these interconnected factors, the study aims to illuminate the potential positive impacts that corporate culture and digital capabilities can have on the preparedness of educational institutions to embrace digital change.

An organization's culture is the set of core presumptions and ideas a social group develops over time (Schein, 2004). To succeed in their digital transformation endeavors, organizations must uphold a highly supportive culture of change and enhance their employees' capabilities and improvisation levels (Eden et al., 2019). An organization's unique procedures, assets, and technology are all part of its organizational capabilities (Teece et al., 1997), enabling it to integrate digital technologies into its operations and educational practices effectively.

This study examines the relationship between organizational culture, digital capabilities, and organizational change readiness. It analyzes data from primary schools in Vietnam to understand the factors impacting their readiness for digital transformation. The findings will provide insights into the impact of digital capabilities and corporate culture on change preparedness. The study aims to contribute to knowledge on digital transformation in K-12 schools, offering practical recommendations for educators, policymakers, and stakeholders in Vietnam's education sector. By understanding the positive impacts of organizational culture and digital capabilities, educational institutions can navigate the challenges and opportunities of digital transformation.

This paper is divided into the following sections in the following order: Section 2 presents the research methodology and hypotheses and also outlines the relationship between organizational culture, digital capabilities, and organizational readiness for change. Section 3 presents the article's scientific methodology. Sections 4 and 5 discuss the findings and discuss the implications. Finally, the paper ends with the conclusions, the research implications, the limitations, and further studies.

Literature Review

Digital Capabilities and Organizational Readiness

In the realm of technology, digital capability encompasses the effective conversion and incorporation of technical assets, optimizing their utilization (Uhl et al., 2016). This capability is facilitated through interactions between suppliers and users, creating digital outputs or services that generate value (Srivastava & Shainesh, 2015).

According to Teece et al. (1997), an organization's organizational capabilities comprise many procedures, technologies, and assets, enabling the maintenance of a sustainable competitive advantage. According to Banjongprasert (2017), readiness for change entails individuals recognizing the need for change and being prepared to undergo it. It also necessitates a certain level of practical ability and capability to navigate those changes through communication successfully (Armenakis et al., 1993). Organizational digital capabilities have been found to enhance dedication and preparedness to accept and apply technological advancements (Piening & Salge, 2015). Furthermore, these digital capabilities contribute to organizational readiness, strengthening the organization's capacity to utilize its resources more efficiently (Zhang et al., 2020). Notably, Uhl et al. (2016) assert that digital capabilities are an essential indicator of how prepared an organization is to accept and use innovative business models.

Adhiatma et al. (2022) identify three prerequisites for navigating Industry 4.0: dynamic competence, agile leadership, and dynamic capability. According to several studies, Organizational preparation benefits from digital capabilities, which indicate the organization's capacity for adaptation in the digitalization era (Mikalef et al., 2019). Jun et al. (2022) reveal a significant and positive relationship between digital platform capability, improvisational capability, organizational readiness, and innovation performance. Binsaeed et al. (2023) find that Big Data and Analytics Capabilities (BDAC) are vital in developing organizational readiness and intellectual property. Jones et al. (2005) find that change readiness is a mediated connection between system utilization and reshaping capacities. Zhen et al. (2021) also assert that digital capabilities, organizational culture, and innovation are judged by organizational preparedness and that digital capabilities impact organizational readiness. In higher education, both Al-Shamali et al. (2022) and Haffar et al. (2023) show that organizational culture positively correlated with readiness for change. Accordingly, the subsequent hypothesis is produced:

H1: Digital capabilities have a significant correlation with organizational readiness

Organizational Culture and Organizational Readiness

An organization's organizational culture is a standard set of assumptions, attitudes, and beliefs among its members (Schein, 1984). Readiness for change refers to people's opinions, convictions, and plans concerning the need for change and the organization's ability to implement those changes effectively (Rafferty et al., 2013). It is influenced by

contextual factors such as organizational culture, policies and procedures, experience, organizational resources, and structure (Weiner, 2009).

The connection between change readiness and organizational culture has been widely studied. Research has shown that corporate culture and partnership readiness are two factors that influence organizational readiness for technology (Chwelos et al., 2001; Damanpour & Schneider, 2006; Iacovou et al., 1995; Lokuge et al., 2019; Robey et al., 2008). Zhen et al. (2021) found that the connection between digital capabilities, digital organizational culture, and digital innovation is mediated by organizational preparedness. Furthermore, the positive impact of corporate culture on readiness for change has been demonstrated. Metwally et al. (2019) found that ethical leadership, which includes guiding and offering support, increases employees' adaptability to change. Partially mediating this effect is an influential organizational culture. Additionally, Inandi and Giliç (2016) found a strong correlation between the degree of decision-making involvement of primary school teachers, the culture of the school, and their openness to change.

Overall, organizational culture significantly impacts how preparedness for change is shaped. It affects people's attitudes, convictions, and plans for change and mediates the relationship between various factors, such as digital capabilities and innovation. Additionally, a positive organizational culture can enhance employees' readiness for change and ability to implement new initiatives. Therefore, we put forward the hypothesis:

H2: Organizational readiness and culture are favorably correlated.

Organizational Culture and Digital Capabilities

According to Uhl et al. (2016), the process that guarantees the transformation and integration of technical resources and makes the most use of them is known as digital capability. These capabilities play a crucial role in an organization's capacity to create novel goods and services by coordinating its strategy with creative methods, known as technological capabilities (C. L. Wang & Ahmed, 2007). Technical capabilities involve acquiring, utilizing, taking up, modifying, enhancing, and creating new technologies (Bell & Pavit, 1995; Malhotra et al., 2021). As a result, these competencies empower companies to improve their production procedures, cultivate expertise in quality assurance, and anticipate technological advancements within the sector (DeSarbo et al., 2005).

In digital transformation, the concept of digital capability becomes crucial. It refers to the mechanisms that facilitate integrating and transforming technology resources for optimal use (Uhl et al., 2016). The adaptability of employees to change, their ability to quickly acquire new skills, and their ability to incorporate technological advancements faster than competitors ultimately determine an organization's competitive advantage (Salim & Sulaiman, 2011). Furthermore, digital capabilities have emerged as a critical indicator of how innovatively an organization uses digital technology (Levallet & Chan, 2018), especially in a dynamic and tumultuous setting (Zhen et al., 2021).

Büschgens et al. (2013) indicate that organizational culture is essential to innovation success. Thus, the interaction between corporate culture and capabilities is vital for organizations striving to obtain and maintain a competitive edge. Likewise, Bley et al. (2022) discovered a strong positive correlation between AI capabilities, organizational success, and organizational culture. Rodríguez-González et al. (2023) found that dynamic corporate culture positively affects dynamic capabilities and performance. D. Wang et al. (2011) emphasized the critical role of organizational culture in knowledge creation capability. Furthermore, Botelho (2020) revealed that cultural traits directly influence innovative capability and strongly impact how successfully HR procedures are implemented, with the latter acting as a mediator. However, Büschgens et al. (2013) noted that limited literature directly addresses the interaction between IT and corporate culture in affecting organizational effectiveness. This gap in research extends to the connection between digital competency and corporate culture in educational settings. Therefore, we put out the following theory in light of the body of current literature.

H3: Digital capabilities and organizational culture are favorably correlated.

We propose the following study model based on the aforementioned theories:

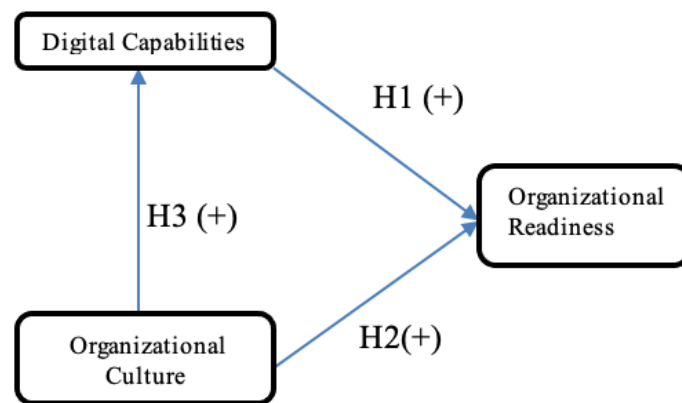


Figure 1. Proposed Research Model and Hypotheses

Methodology

Study Design

This research examined the variables that impact teachers' and school managers' readiness for change in primary schools in Vietnam. The study's target group was teachers and school managers from different primary schools in Vietnam. Participants' information was collected via a standardized Google Form survey. The two central portions of the research were the demographic data and the factors influencing the usage of e-learning technologies. Participants were requested to submit details on their gender, job, place of work, opinions on digital capacities, organizational culture, and organizational readiness in a digital transformation context.

Teachers and school managers were given a Vietnamese questionnaire to ensure that the respondents understood the study's purpose and how it related to pertinent topics. Scholars and experts checked the questionnaire to ensure everything was clear before giving it to the respondents.

Data Collection and Data Analysis

Before being released, the survey instrument underwent a comprehensive evaluation to guarantee its applicability, clarity, and compliance with the study's goals. Participants were given access to the survey after reading an informed consent statement describing the study's objectives, confidentiality procedures, and voluntary participation. To complete the survey, participants responded to digital capacities, organizational culture, and organizational readiness in a digital transformation context. All answers were carefully documented and safely stored to guarantee the data's integrity and confidentiality. Data was collected through a structured questionnaire using a Likert scale (1 to 5) to gauge participants' opinions of company culture, digital capacities, and change readiness. Through the survey link, the study received 898 responses from elementary school teachers and school managers (principals and vice-principals) at ten primary schools in 3 regions of Vietnam (North, Central, and South). After cleaning the data, removing responses that did not answer all survey items, and incorrectly entering options that were not included, we received 892 responses eligible to analyze the results. The survey data was statistically analyzed using SPSS Statistics 26.0 to find the effect of digital capacities and organizational culture on readiness in the digital transformation context.

Measurement Instrument

The questionnaire included validated scales to confirm the authenticity and dependability of the data collected. Zhen et al. (2021) developed a measure of four items of organizational culture. Sample items include "The teams collaborate functionally in the initiatives for innovation and digital transformation" and "The culture of digital innovation and change takes part as a natural process within the school."

Zhen et al. (2021) developed and employed a six-item questionnaire to assess organizational readiness. Sample items include "Staff adapts quickly when they have to shift focus to accommodate program changes." "Staff are encouraged to discuss and explore evidence-based practice techniques."

The teachers and school managers were asked to score every item on a Likert scale of five that extended from "strongly disagree" to "strongly agree." The data were collected using a five-item digital capacities questionnaire formulated by Zhen et al. (2021). Sample items include "acquiring important digital technologies" and "developing innovative products/services/processes using digital technology."

Results

Figure 2a lists the number of male and female teachers and school managers participating in the survey, showing an uneven gender ratio in the pedagogical profession. Specifically, out of 892 survey questionnaires, only 19.7% were answered by males. This is one of the essential characteristics of choosing a pedagogical profession in Vietnam. Women always make up the majority of human resources in the pedagogical field, especially primary school pedagogy.

The responses received from teachers accounted for 90.2%; the remaining 9.8% were responses from managers (principals, vice-principals) from the surveyed elementary schools (Figure 2b).

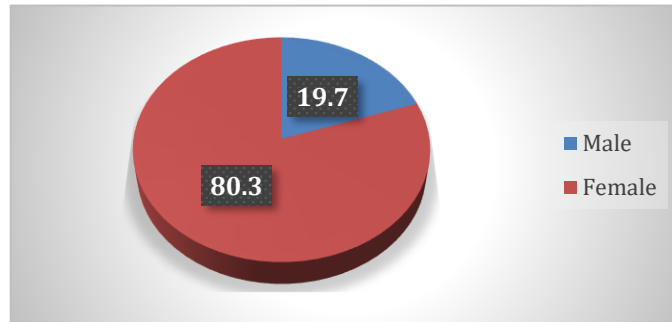


Figure 2a. Information on the Number of Teachers and Administrators Surveyed by Gender (Percentage)

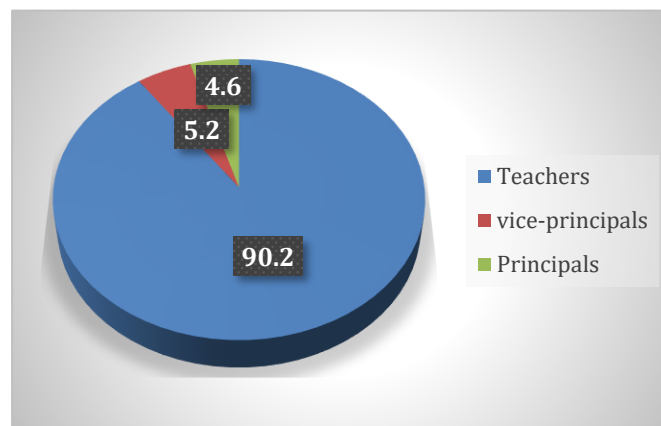


Figure 2b. Information on the Number of Teachers and Administrators Surveyed by Occupation (Percentage)

Testing the Scales

Using the cleaned data set, we use Cronbach's alpha coefficient analysis and exploratory factor analysis (EFA) to evaluate the validity and reliability of the scale. The outcomes shown in Table 1 are as follows:

The DC (digital capabilities) factor scale includes five items with an alpha coefficient of Cronbach's more significant than .60. However, the item-total correlation after correction is more significant than .30 except for item DC5, so we removed the observed variable DC5 from the scale. Thus, the remaining DC scale has four items (DC1, DC2, DC3, and DC4) with a Cronbach's alpha coefficient of .911.

The observed variables' total correlation coefficient is more significant than .30, and the Cronbach's Alpha coefficient of the six items on the organizational readiness (OR) scale is .921, more significant than .60. The total correlation coefficient of the observed variables is more significant than .30, and the Cronbach's Alpha coefficient of the four organizational culture (OC) scale items is .924, more significant than 0.6. As a result, the measurement scales' observed variables exhibit high consistency, and the data set is sufficiently reliable to perform future tests.

Table 1. Information Table for Evaluating the Scales of Factors

Factors	Observed variables	Cronbach's α	Corrected item-total correlation min-max
Digital capabilities	DC1, DC2, DC3, DC4	.911	.774 - .814
Organizational readiness	OR1, OR2, OR3, OR4, OR5, OR6	.921	.731 - .815
Organizational culture	OC1, OC2, OC3, OC4	.924	.790 - .850

Testing the Appropriateness of the Observed Variables and Factors in the Model.

The findings of the EFA analysis, which tests the convergence of variables observed with theoretical model factors, are shown in Table 2. The sig value of Bartlett's test, $p < .05$ $p = .000 < .05$, indicates that the statistical significance of the factor analysis is adequate for the obtained data set. The KMO coefficients satisfy the criteria $.5 \leq KMO \leq 1$. The extracted data met the criteria of greater than 50%, with one dependent component with a total variance of 71.809% and two independent factors with a total variance of 80.415%.

The Eigenvalue values are all greater than 1. .806 is the lowest factor loading coefficient, meeting the minimal requirement of keeping all observed variables and removing none.

Table 2. Exploratory Factor Analysis EFA

Parameters	EFA for Independent variables	EFA for Dependent variable
KMO value	.908	.918
Sig of the Bartlett's test	.000	.000
Eigenvalue	1.190	4.309
Total variance explained	80.415	71.809
Minimum factor loading	.806	.813
Number of extracted factors	2	1
Number of eliminated variables	0	0

After the selection stage, we had three factors that best fit the 14 best-observed variables after comparing the content of the items. As a result, we created a representative factor using the data coded in Table 3 to convert the observable variable measurement into factor measurement to assess the offered hypotheses.

Table 3. Observed Variables and Representative Factors after Performing EFA

Factors	Observed variables	Variable types
DC	DC1, DC2, DC3, DC4	Independent/Dependent
OC	OC1, OC2, OC3, OC4	Independent
OR	OR1, OR2, OR3, OR4, OR5, OR6	Dependent

Evaluating the Connection between Independent and Dependent Variables

The Pearson correlation test was used to assess the relationship between variables. The results in Table 4 show that the linear relationship between variables has statistical significance ($p < 0.05$); the independent variables DC, OC, and the dependent variable OR all have strong correlations (the correlation coefficients are .743 and .738, respectively, all greater than .50); DC and OC have a strong correlation (the correlation coefficient is .633).

Table 4. Pearson Correlation Table between Variables

		DC	OC	OR
DC	Pearson Correlation	1		
	Sig. (2-tailed)			
OC	Pearson Correlation	.633**	1	
	Sig. (2-tailed)	.000		
OR	Pearson Correlation	.743**	.738**	1
	Sig. (2-tailed)	.000	.000	

At the 2-tailed .01 significance level, the relationship is significant. **

Evaluating the Suitability of the Theoretical Model and Test the Hypothesis

The adjusted R^2 coefficient, or adjusted R square, shows the extent to which the independent variables in the regression model explain the dependent variable. It is a frequently used metric to assess the suitability of a linear model.

Analyze two structural equations to test three hypotheses of the theoretical model; specifically, structural equation 1 includes two hypotheses: H1 and H2 (corresponding to two independent variables DC, OC, and one auxiliary variable belonging to OR), and structural equation 2 includes hypothesis H3 (corresponding to one independent variable OC and one dependent variable DC). The adjusted R^2 values were used to evaluate the appropriateness of the equation, specifically with two regression equations:

Equation 1 (Hypotheses H1, H2): The adjusted R^2 is .670, demonstrating that 33% of the variation in the dependent variable OR is attributable to factors other than the tissue pattern and random error, and 67% is explained by the independent variables DC and OC. (Table 5).

Table 5. Model 1 Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
2	.819 ^a	.671	.670	.442	2.019

a Predictors: (Constant), OC, DC

b Dependent Variable: OR

Equation 2 (Hypothesis H3): With an adjusted R^2 of .40, it can be shown that errors and factors outside the model account for 60% of the variation in the DC-dependent variable, with the OC-independent variable explaining just 40% of the variance arbitrary figures (Table 6).

Table 6. Model 2 Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
2	.641 ^a	.401	.400	.649	1.931

a Predictors: (Constant), OC

b Dependent Variable: DC

The multivariate regression analysis results in sig test values $F < .05$ for both equations in Table 7, indicating that the regression models suit the obtained data set.

In Tables 5, 6, and 7, the results of evaluating the regression coefficient's significance (p-value) also show a value of $< .05$, showing the importance of the independent factors' effects on the dependent variable. The Durbin-Watson values are 2.019 and 1.931 and satisfy the condition in the range of 1.5–2.5, indicating that the model does not have first-order serial autocorrelation. However, since each independent variable's VIF coefficient is smaller than 10, the data does not defy the multicollinearity assumption.

Table 7. Results of Multivariate Regression and Analysis

Model	Hypothesis	Sig Test F	Standardized Beta coefficient	p-value	VIF
1	H1	.000	.460	.000	1.669
	H2		.447	.000	1.669
2	H3	.000	.633	.000	1.000

Hypothesis H1: digital capabilities positively relate to organizational readiness; hypothesis H2: Organizational culture positively relates to organizational readiness and hypothesis H3: Organizational culture positively relates to digital capabilities are both accepted because the beta standardized regression coefficient values are all positive, demonstrating the influence of the independent variables on the dependent variables is positive.

The standardized regression equation is used to rewrite the research model as follows:

$$\text{Regression equation 1: OR} = .460 \cdot \text{DC} + .447 \cdot \text{OC} + \varepsilon$$

$$\text{Regression equation 2: DC} = .633 \cdot \text{OC} + \varepsilon$$

Based on the beta coefficient, the level of impact (Figure 3) shows that the digital capabilities factor has a more substantial influence on organizational readiness than the corporate culture factor. Digital skills significantly influence organizational readiness more than organizational culture, as evidenced by their more significant beta coefficient. Accordingly, schools with excellent digital capabilities are more equipped to handle change during digital transformation.

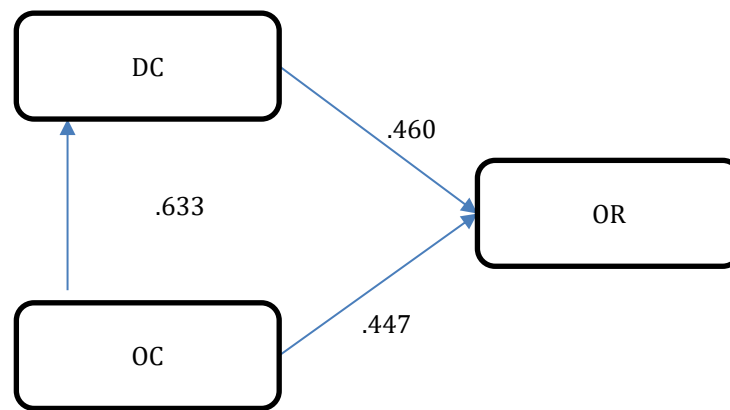


Figure 3. Model of the Impact Level of Factors

Discussion

Within the framework of the digital revolution of Vietnamese primary schools, the study presents a quantitative investigation into the connection between corporate culture, digital capabilities, and organizational adaptability to change. The study investigates how corporate culture and digital capabilities improve the capacity of an organization to adjust to change. The outcome demonstrates that digital skills are positively impacted by corporate culture. A positive culture that encourages experimentation, collaboration, and adaptation creates an environment favorable to developing and improving digital skills and knowledge. Survey results show that influential digital capabilities and organizational culture significantly influence organizational readiness, although the degree of influence varies. Schools can use digital technologies to revolutionize teaching and learning, benefiting students and preparing them for the digital future by cultivating a culture that prioritizes digital innovation. The present investigation bolsters prior studies that showed organizational culture has a significant impact on digital capabilities (Büschgens et al., 2013; Botelho, 2020; Bley et al., 2022; Rodríguez-González et al., 2023)

The study results indicate that organizational culture and change readiness are positively correlated. More specifically, it was discovered that primary schools in Vietnam are more prepared to accept digital transformation projects when they have a solid and encouraging organizational culture. The discovery above aligns with previous research highlighting the significance of a favorable corporate culture in enabling the effective execution of changes (Cameron & Quinn, 1999; Inandi & Giliç, 2016; Metwally et al., 2019; Zhen et al., 2021). The study also demonstrates how digital capabilities improve an organization's capacity for change. This emphasizes the importance of spending money on technology resources and expertise to successfully implement digital transformation in educational settings, highlighting the importance of investing in technological skills and resources to facilitate successful digital transformation. This outcome is consistent with previous research (Bharadwaj et al., 2013; Jones et al., 2005; Mikalef et al., 2019; Piening & Salge, 2015; Uhl et al., 2016;) that highlight the importance of digital capabilities in promoting organizational change.

This research implies that an organization's readiness for digital transformation is primarily determined by whether or not it has the required infrastructure, resources, and digital capabilities. It emphasizes the value of investing in digital capabilities, such as giving teachers and school managers support and training to advance their technological proficiency. Although digital capabilities and corporate culture positively correlate with organizational readiness, the beta coefficient indicates that the former has a more minor effect than the latter. Organizational culture is still influential since it fosters an atmosphere conducive to and supportive of digital change. On the other hand, the focus should be on improving digital skills to ensure a successful digital transformation.

Our results highlight how crucial organizational culture and digital skills are to fostering organizational change readiness as primary schools undergo digital transformation. According to the study, organizational culture may have a minor impact on organizational readiness more than improving digital capabilities. These findings have significant ramifications for anyone supporting the digital transformation of primary schools, including school administrators, educational policymakers, and other stakeholders. Decision-makers can implement plans to encourage a supportive culture and improve digital capabilities inside educational institutions by realizing these factors' positive effects on organizational preparedness for change. Thus, more fruitful and efficient digital transformation projects may follow.

Conclusion

The study's findings demonstrate how organizational culture and digital capabilities positively impact organizational readiness during digital transformation. According to the findings, schools are more likely to be prepared for change when going through a digital transformation if they have a solid organizational culture and advanced digital capabilities. These findings will significantly impact the K-12 educational system, especially primary schools in Vietnam and other comparable educational environments. The report emphasizes the importance of investing in digital skills and cultivating a supportive organizational culture to support successful digital transformation activities. Policymakers and academic leaders can use these insights to create strategies and interventions supporting organizational change readiness during digital transformation.

In summary, this study offers empirical support for the beneficial effects of digital skills and organizational culture on organizational readiness concerning the digital revolution of K-12, particularly in Vietnamese primary schools. The results add to the corpus of information on digital transformation in education and provide helpful guidance for educators attempting to control the chances and challenges of the continuous digital revolution in Vietnamese classrooms by creating a culture that supports the development of digital competencies and transformation readiness. More studies are advised to examine other variables affecting an organization's preparedness for change during a digital transformation and to confirm the results in various learning environments. Qualitative research techniques can also be utilized to comprehend better how organizational culture and digital capabilities influence organizational preparedness for change.

Recommendations

Encouraging and fostering an atmosphere that is conducive to change are policies that policymakers should prioritize to develop digital competencies in primary schools and nurture a supportive corporate culture. The goal of educators' ongoing professional development should be to foster an innovative culture and improve their digital literacy to help them effectively adapt to change. In-depth plans for incorporating technology into instruction must also be developed by schools, guaranteeing resource availability, continuous technical assistance, and pedagogical methods that use technology to improve learning objectives. To better understand the interventions' effects, more investigation is needed to learn how organizational culture and digital capabilities affect change readiness in primary schools. Educators should incorporate digital skill development into lesson planning, focusing on subject-specific adaptation to technology developments. Educators should create a collaborative, experimental, and creative classroom environment to prepare kids for the digital future better. To assist schools in adjusting to technological change, policymakers must set aside funds for school technology infrastructure, encourage teacher collaboration, and support laws that prioritize digital literacy instruction.

In addition, cooperation among education stakeholders is necessary to facilitate a successful digital transition, advance shared objectives and best practices, and raise funding for long-term projects. These suggestions help primary schools create a climate that supports digital transformation, which will improve student learning outcomes and equip them for the challenges of the twenty-first century.

Limitations

One possible drawback is that this study only examined the Vietnamese school system. Because of this, the results might not apply to other nations or industries with dissimilar organizational and cultural backgrounds. Furthermore, the study used self-reported data from educators and teachers, which could be biased in different ways, such as response bias or social desirability bias. Future studies could overcome these constraints by comparing cultures and employing other data collection techniques, such as observational or interview-based methods.

Conflict of interest

The authors don't have any conflicting agendas.

Authorship Contribution Statement

Ly: Study conception and design, analysis, and interpretation of results, draft manuscript preparation, reviewed the results, and approved the final version. Huong: Data collection, draft manuscript preparation, approved the final version and contacting.

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