7ᵗʰ INTERNATIONAL CONFERENCE

EMMA+

ON ECONOMIC MANAGEMENT IN MINERAL ACTIVITIES AND TOPICAL ISSUES IN SUSTAINABLE DEVELOPMENT

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7ᵗʰ INTERNATIONAL CONFERENCE ON ECONOMIC MANAGEMENT IN MINERAL ACTIVITIES AND TOPICAL ISSUES IN SUSTAINABLE DEVELOPMENT (EMMA+)

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FOREWORD

We are pleased to welcome you to the 7th International Conference on Economic Management in Mineral Activities and Topical Issues on Sustainable Development (EMMA+), hosted at the Hanoi University of Mining and Geology on October 23, 2024. The Conference continues to foster dialogue among scientists, researchers, experts, and students dedicated to advancing the field of economic management in mineral activities and sustainable development.

The 7th EMMA+ is particularly special as it coincides with the 25th Anniversary of the Faculty of Economics and Business Administration. This milestone reflects our commitment to excellent education and research, and we are excited to celebrate this journey with all of you.

TRAN THANH HAI
Rector
PhD, Professor of Geology

This year, the Conference received 70 submissions from Australia, Russia, Romania, China, Indonesia, Thailand, and Vietnam. After a rigorous peer-review process, we are proud to include 51 papers in this proceedings volume, alongside ten qualified articles selected for publication in the Journal of Indonesian Economy and Business and Gadjah Mada International Journal of Business. These works represent the latest advancements, insights, and innovative research in the field.

We would like to extend our heartfelt gratitude to all participants whose contributions and insights enrich our discussions and knowledge base. A special thanks goes to our diligent reviewers, whose expertise and commitment ensure the quality of the papers selected for publication. We would like to acknowledge the significant support from the University of Applied Sciences Georg Agricola Bochum, Germany, and colleagues at the Faculty of Economics and Business Administration. Your dedicated assistance has been crucial to the successful organization of the Conference and the preparation of the proceedings. We also appreciated the financial support from our sponsors, which has greatly facilitated our efforts.

We wish the 7th EMMA+ a great success and all participants an enjoyable and fruitful scientific gathering in Hanoi. We look forward to seeing you again at the 8th EMMA+ in 2026 at the same location.

On behalf of the Organizing Committee

Prof. Tran Thanh Hai, PhD

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FACTORS DETERMINING THE DIGITAL COMPETENCY OF WORKERS IN THE COAL MINING ENTERPRISES OF VINACOMIN

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Abstract: *The study aims to explore the factors that determine the basic digital literacy of employees at current coal mining enterprises. Exploratory factor analysis (EFA) was used for survey information collected from 699 employees working at a number of coal mining enterprises under Vinacomin, showing that five factors have a statistically significant impact on digital literacy, including: 1. Basic and advanced digital literacy in general in life; 2. Learning about and with technology; choosing appropriate technology; 3. Processing and managing information about the digital economy; 4. Communication and cooperation about the digital economy; 5. Legal and digital ethics. The ANOVA analysis results show a difference in digital competence between the group with IT majors at the university level and other groups. There is a difference in digital competence between the department level and other groups. However, no difference in digital capacity was found between the directors and employees. The policy recommendation is that Vinacomin needs to have a policy to enhance digital capacity for employees in conjunction with Vinacomin's digital transformation program, particularly in the country. In particular, training for leaders (directors) should be enhanced to improve acceptance of new technologies, supporting the digital transformation process of Vinacomin and enterprises.*

Keywords: *Digital capacity, Vinacomin, workers, coal mining enterprises.*

1. INTRODUCTION

The rapid and widespread development of technology worldwide has required all citizens to be universal in (i) knowing how to use new technology and (ii) knowing how to interact with each other in the digital environment. Integrating these essential competencies in each individual is called digital literacy (Medlock Paul, Spires, & Kerkhoff, 2017). In today's digital age, digital literacy includes a series of new, necessary, and universal essential competencies for each "digital citizen" (eLD, 2015; Jenkins, 2006). That is why digital literacy is also understood as "digital literacy".

Related academic studies have shown a lot of evidence and reasons for the importance of digital competence at both the individual and broader levels, such as good digital competence will help individuals participate in the digital society safely and effectively, without being left behind; participate effectively in the labor market; digital competence is one of the necessary competencies of a modern citizen (Hamilton, 2015; Vidosavljevic & Vidosavljević, 2019); digital competence ensures that young people are not shocked and survive in the digital age (Tran et al, 2020);… The world is also lacking human resources for the digital economy (PwC, 2021); improving digital

competence has been and is a common concern at both the societal level (Hamilton, 2015);

research on digital competencies in Vietnam is still quite modest (Nguyen Tan & Marquet, 2019; PwC, 2021; Santos & Serpa, 2017; Tran et al., 2020). Some findings on measuring and assessing competencies and related competencies are not suitable for Vietnam's conditions (Nguyen Tan & Marquet, 2019); Vietnam still has a significant gap in digital skills development (PwC, 2021): Digital citizenship competencies of Vietnamese adolescents and young people still have many shortcomings (Vinh, Quang, & Lan, 2020); The digital competency assessment model for Vietnam is still preliminary (Nguyen Tan & Marquet, 2018)...

Meanwhile, the Party, State, and ministries (CPV, 2019) (Government, 2020; Prime Minister, 2020a, 2020b, 2021 2022a, 2022b) have proactive policies and strategies to develop infrastructure and promote innovation to meet the requirements of national development in the new period, improve the quality of social labor resources and more broadly, the capacity of each citizen according to human resource development strategies associated with national digital transformation (MIC, 2020).

The overview shows that there are still many research gaps on digital capacity in Vietnam that can serve as a scientific basis and support related policy mechanisms and human resource training and development in the coming time.

In the above context, the study aims to explore the factors determining the digital capacity of employees in Vinacomin's coal mining enterprises as the country enters the digital age.

2. THEORETICAL BASIS AND RESEARCH MODEL

From the above research overview, the research team uses theory and proposes a quantitative model for the study as follows:

- The theoretical basis, or the original theory of the process of accumulating competence in general (Kaba & Ramaiah, 2020) and digital literacy, is based on the basic principles of research on models for digital literacy that have been done before (Deursen & Van Dijk, 2009; Janssen et al., 2013a; Martin & Grudziecki, 2006; Murray & Perez, 2014; Vodă, Cautisanu, Grădinaru, Tănăsescu, & Moraes, 2022) ;

- The analytical framework is based on the perspectives and research results of Janssen and colleagues (Janssen et al., 2013a; Jisc, 2014; Murray & Perez, 2014; Pérez & Murray, 2010) and has been adjusted by the research team (Figure 1). The specific diagram below is based on the diagram (Janssen et al., 2013b) of the dimensions or 11 components of digital competence in accordance with the multi-dimensional definition of digital competence.

Figure 1 is a proposed research model with scales according to areas or aspects of digital competence. The aspects or 11 components of digital competence (independent variables) reflect digital competence (dependent variable M). This simulation is used to design the questionnaire for the survey and design the scale. Specifically:

+ Scale (M): This scale measures the level of "Smooth, systematic use demonstrates self-confidence". This quantity reflects an individual's proficiency or numerical ability.

+ Scales of component competencies: This scale is coded under letters (A, B, C, D, E, F, G, H, I, K, L). This dimension measures the component competencies (or domains)

on the dimensions according to Janssen et al. (Janssen et al., 2013a) and is coded under letters (A, B, C, D, E, F, G, H, I, K, L). The scales include (A) General functional knowledge and skills; (B) Use in daily life; (C) Advanced and specialized abilities to work and express creativity; (D) Communicate and collaborate through technology; (E) Process and manage information; (F) Privacy and security; (G) Legal and ethical perspectives; (H) Have a balanced attitude towards technology; (I) Understand and be aware of the role of ICT in society; (K) Learn about and with digital technologies; (L) Ability to analyze decisions about appropriate digital technologies ; (M) Seamless use demonstrating self-efficacy.
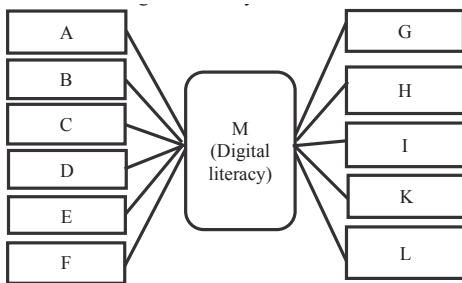
Fig 1. Proposed model for digital competence research [Modified from "Digital building blocks of digital competence) (Janssen et al., 2013b; Vodă et al., 2022)]

3. RESEARCH METHODS

3.1. Information collection and data processing

Information was collected using a sociological survey questionnaire (5-level Likert scale); Information was collected from 699 people working at units and agencies through direct interviews and online surveys; SPSS23 software was used to process or run tests of research hypotheses with the collected data.

3.2. Econometric model

The authors used:

(+) Exploratory factor analysis (EFA). Procedures include: descriptive statistics; assessment of scale reliability according to Cronbach's Alpha index; exploratory factor analysis; multivariate regression analysis...,

(+) Testing mean differences according to individual characteristics: independent sample T-test and one-way analysis of variance (One-way ANOVA), in-depth ANOVA testing (Post Hoc => Tukey)...

In which, the variables measuring component competencies (competency areas) and numerical competency variables are measured by the behavioral scale (Behaviorly Anched Rating, Scale, abbreviated as BARS) divided into 5 levels (likert Scale); Demographic variables will also be included in the testing model appropriately according to the requirements of the study and inheriting previous studies.

The variables in the econometric model (formula [1]) , as stated, the study is expected to estimate the impact of the factors "are specific competence areas" (component competences) according to the independent variables (A, B, C, D, E, F, G, H, I, K, L) on digital competence according to the dependent variable "Variable M". The hypothesis is that the demographic variables, financial socialization variables (with socialization agents) have a statistically significant relationship with the score on digital literacy:

$f(M_i) = \beta_0 + \beta_1 A_i + \beta_2 B_i + \beta_3 C_i + \beta_4 D_i + \beta_5 E_i + \beta_4 F_i + \beta_5 G_i + \beta_6 H_i + \beta_7 I_i + \beta_8 K_i + \beta_9 L_i + \varepsilon$ [1]

In there:

+ Dependent variable (M): as mentioned above represents "Seamless use demonstrating self-efficacy". This quantity reflects an individual's proficiency or digital competence.

+ Independent variables. As mentioned above (A, B, C, D, E, F, G, H, I, K, L), reflect the component competencies or domains on the aspects according to the perspective of Janssen and colleagues (Janssen et al., 2013a) and also reflect the multi-dimensionality of the concept of digital competencies.

- Demographic factors (gender, age, income, education, occupation, etc.) are considered as control variables that affect the level of digital literacy due to different characteristics according to the life cycle of each individual. ANOVA analysis is used to assess the differences in digital literacy between groups or within these factor groups.

3.3. Research questions

The research questions are the hypotheses for model testing including:

(i) Factors A, B, C, D, E, F, G, H, I, K, L (in that order: + General functional knowledge and skills; + Use in daily life; + Advanced and specialized abilities to work and express creativity; + Communicate and collaborate

through technological means; + Process and manage information; + Privacy and security; + Legal and ethical perspectives; + Have a balanced attitude towards technology: + Understanding and awareness of the role of ICT in society; + Learning about and with digital technologies; + Ability to analyze decisions about appropriate digital technologies) that positively impact the individual's digital competence?

(ii) Are there differences in digital literacy across demographic groups?

4. RESEARCH RESULTS

4.1. Overview of the research sample

The authors sent questionnaires to 750 people and received 699 responses who were working in coal mining enterprises (response rate 93%). The sample size of 699 observations were workers working in coal mining enterprises. The survey was collected from some northern provinces and cities (Quang Ninh, Thai Nguyen...).

4.2. Results of assessment and reliability testing of the scale

The results of the assessment and reliability testing of the scale using Cronbach's Alpha are shown in Table 1. According to the digital competency research model, 12 scales were used (11 for independent variables and 1 for dependent variables).

Table 1. Scale reliability and scale quality

Meaning of scale	Number of observed variables	Cronbach's Alpha coefficient (required>0.6)
A - General knowledge and functional skills	4	0.809
B- Use in everyday life	4	0. 892
C- Specialized and advanced competence for work and creative expression	4	0.909
D- Technology-mediated communication and collaboration	4	0.862
E-Information processing and management.	4	0.886

Meaning of scale	Number of observed variables	Cronbach's Alpha coefficient (required>0.6)
F- Privacy and security	4	0.685
G- Legal and ethical aspects	4	0.608
H- Have a balanced attitude towards technology	4	0.749
I- Understanding and awareness of the role of ICT in society	4	0.935
K- Learning about and with digital technologies.	4	0.768
L- Informed decisions on appropriate digital technologies	4	0.775
M- Seamless use demonstrating self-efficacy.	4	0.888

The results of testing and evaluating the reliability of the scale using Cronbach's Alpha coefficients for groups of 32 observed variables belonging to factor groups (independent variables) and 4 variables assessing work motivation (dependent variables/M) all met the requirements: Cronbach's Alpha coefficients reached from 0.608 to 0.935 and the total correlation coefficients of all independent variables and dependent variables were all suitable, at least reaching 0.323 (required to be greater than 0.3), the Cronbach's Alpha coefficients in the column if the variable was eliminated were all smaller than the Cronbach's Alpha coefficient. Therefore, all the above observed variables were retained for exploratory factor analysis (EFA).

4.3. Exploratory factor analysis- EFA

4.3.1. Factor analysis - Scale of factors determining digital competence

The results of exploratory factor analysis are presented in Table 2. KMO and Bartlett's tests show: Sig.=0.000 (sig.<0.05, significance level 5%); KMO coefficient is 0.921 (between 0.5 and 1). This result shows that the observed variables in the population are correlated with each other and factor analysis (EFA) is appropriate.

With the principal component extraction method, the Varimax rotation method allows to extract 6 factors from 32 observed variables that meet the requirement of loading factor >0.50 and cumulative extracted variance of 70.307% (meeting the requirement >50%), that is, these 6 factors explain 70.307% of the variation in the data and correspond to Initial Eigenvalues from 1.016 to 13.664 (meeting the requirement >1).

Table 2. Results of exploratory factor analysis (EFA) - Scale of factors determining digital competence

Observation variable code	1	2	3	4	5	6
B4	.863					
A4	.846					
B3	.810					
C4	.768					

Observation variable code	1	2	3	4	5	6
C3	.760					
A3	.713					
F3	.596					
F4	.578					
H2		.699				
K3		.687				
K4		.672				
H4		.654				
L1		.651				
H3		.619				
L2		.595				
L4		.582				
K2		.540				
G2			.820			
G1			.784			
H1			.727			
F1			.622			
E1			.620			
E4				.791		
E3				.779		
E2				.751		
D1					.795	
D3					.673	
D2					.573	
D4					.530	
F2						.668
G4						.662
G3						.561
Eigenvalues	13,664	2,878	2.114	1,632	1,194	1,016

Initial Eigenvalues (%) 70.307

KMO and Bartlett's Test 0.921 Sig = 0.000

4.3.2. Correlation analysis

The results of the correlation analysis are shown in Table 3. According to the hypothesis, the independent variables x_1, x_2, x_3, x_4, x_5, x_6 are expected to have a correlation with the dependent variable (M), so these variables can be included in the regression model to explain the variable "digital literacy".

Before regression analysis, Pearson correlation analysis, shows that x_1, x_2, x_4, x_5, x_6 has a statistically significant correlation of 5% with "numerical ability" (sig<5%). Except for x_3 which has no correlation. Therefore, we perform linear regression with variables x_1, x_2, x_4, x_5, x_6.

Table 3. Variable names by competency area or competency component number

Variable names according to competency area or competency component number	Variable	Variable form
Basic and advanced digital skills in general and finance, digital banking in life	x_1	Independence
Learn about and with technology; choose the right technology	x_2	Independence
Basic ability to process, manage information effectively, privately, securely with a balanced attitude towards technology …	x_3	Independence
Processing and managing information on digital economy, digital banking and finance	x_4	Independence
Communication and cooperation on digital economy, digital banking and finance	x_5	Independence
Law and ethics of digital technology	x_6	Independence
Use seamlessly, systematically and confidently (digital literacy)	M	Dependent

4.3.3. Multiple linear regression analysis

The research team used multiple linear regression to test the impact of many quantitative independent variables on a quantitative dependent variable in the research model: factors determining digital competence or digital literacy level (Digital_literacy). To test the conformity between the factors (independent variables) and the dependent variable which is digital competence according to the equation as formula number [2]:

$$\text{Digital}_{\text{literacy}} = \beta_0 + \sum_{i=1}^{n} \beta_i x_i + \varepsilon \quad [2]$$

In which Digital_literacy is the dependent variable; and the independent variables include the variables: x_1, x_2, x_3, x_4, x_5, x_6.

Examining which of the factors x_1, x_2, x_3, x_4, x_5, x_6 actually impacts their level of digital literacy in life or the level of "Consistent, systematic use of self-confidence related to numbers" (Digital_literacy) directly will be done using a linear regression equation (formula number [3]).

$$\text{Digital\_literacy} = \beta_0 + \sum_{1}^{6} \beta_i x_i + \varepsilon \quad [3]$$

4.3.4. Model fit testing

- Model explanatory power: From the "Model Summary" table, the adjusted R2 is 0.580, thus, 58.% of the variation in numerical proficiency (Number Competency) is explained by the model's independent variables.

- Model fit: The results in the ANOVA table with Sig < 0.01 can be concluded that the model is suitable for the actual data. In other words, the independent variables are linearly correlated with the dependent variable and the statistical confidence level is 99%.

4.3.5. Multicollinearity test

The maximum value of the variance inflation factor (VIF) is 1.000 (less than 10), indicating that the independent variables x_1, x_2, x_4, x_5, x_6 are not closely related to each other, so there is no multicollinearity phenomenon. Therefore, the relationship between the independent variables does not affect the explanatory results of the regression model.

4.3.6. Test for constant residual variance

The Spearman test results show that sig > 5%. Therefore, the variables x_1, x_2, x_4, x_5, x_6, have NO change in residual variance.

4.3.7. Testing research hypotheses

From the statistical table analyzing the regression coefficients (Table 4), it shows that the five independent variables x_1, x_2, x_4, x_5, x_6 have a positive impact on the variable depends on numerical ability because the standardized regression coefficients of these variables are all positive and statistically significant (Sig.<0.05). Thus, the hypotheses x_1, x_2, x_4, x_5, x_6 are all accepted at 95% confidence level.
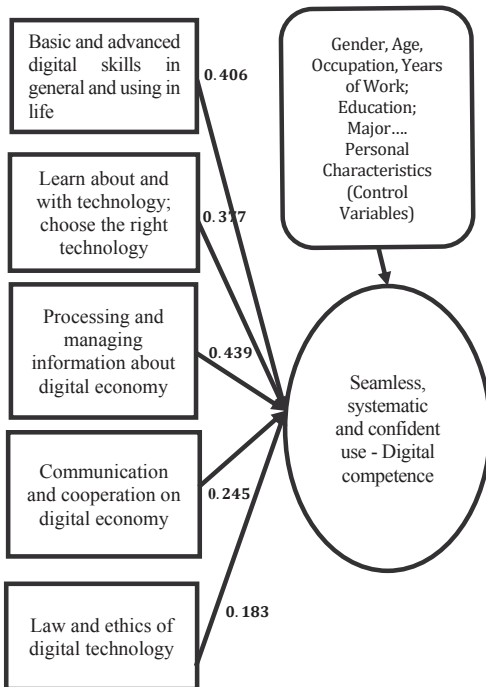
Fig 2. Research results model

Thus, the research results model is shown in Figure 2. Through regression model tests, the statistically significant variables include: x_1, x_2, x_4, x_5, x_6, and these variables have an influence and impact on the level of digital literacy according to the regression model (formula number [4])

$$\text{Digit Literacy} = -6.221e^{-17} + 0.406x_1 + 0.377 x_2 + 0.439x_4 + 0.254x_5 + 0.183x_6 \qquad [4]$$

4.4. Discussion of regression results

(i) Unstandardized regression coefficients: According to variables x_1, x_2, x_4, x_5, x_6 are described in the table below:

Variable X_1: has a regression coefficient of + 0.406 and is positively related to Digital literacy. When X_1 increases by 1 point then their digital capabilities increase add 0.406 points (corresponding to an unstandardized correlation coefficient of 0.406)

Variable X_2: has a regression coefficient of 0.377 and is negatively related to Digital Literacy. When the factor "X_2" increases by 1 point, their digital ability increases by 0.377 (corresponding to an unstandardized correlation coefficient of 0.377)

Variable X_4: has a regression coefficient of 0.439 and is negatively related to Digital Literacy. When the factor "X_4" increases by 1 point, digital literacy increases by 0.439 points (corresponding to an unstandardized correlation coefficient of 0.439).

Variable X_5: has a regression coefficient of 0.245 and is negatively related to Digital Literacy. When the factor "X_5" increases by 1 point, digital literacy increases by 0.245 points (corresponding to an unstandardized correlation coefficient of 0.245).

Variable X_6: has a regression coefficient of 0.183 and is negatively related to Digital Literacy. When the factor "X_6" increases by 1 point, digital literacy increases by 0.439 points (corresponding to an unstandardized correlation coefficient of 0.183).

Table 4. Statistical analysis of regression coefficients

(*Coefficients* [a])

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	-6.221E-17	.050		.000	1,000	-.098	.098					
X1	.406	.050	.406	8,110	.000	.307	.504	.406	.536	.406	1,000	1,000
X2	.377	.050	.377	7,539	.000	.278	.476	.377	.508	.377	1,000	1,000
X4	.439	.050	.439	8,775	.000	.340	.538	.439	.566	.439	1,000	1,000
X5	.245	.050	.245	4,897	.000	.146	.344	.245	.358	.245	1,000	1,000
X6	.183	.050	.183	3,652	.000	.084	.281	.183	.275	.183	1,000	1,000

a. Dependent Variable: Digital Literacy

ii) Standardized regression coefficient: This coefficient reflects the position of influence of the independent variable digital literacy. Table 5 shows the standardized regression coefficients that can be converted to percentage form.

Table 5. Contribution of variables affecting digital capabilities

Independent variable	Absolute value	%
X_4	0.439	26.61%
X_1	0.406	24.61%
X_2	0.377	22.85%
X_5	0.245	14.85%
X_6	0.183	11.09%
Total	1.65	100%

Variable X_4 contributes 26.61%, followed by variable X_1 (24.61%) followed by variable X_2 (22.85%); next is X_5 (14.85%); finally variable X_6 (11.09%). The order of impact from strong to weak on digital capacity is variables x_4, x_1, x_2, x_5, x_6.

Conclusions through the tests can be concluded that: the factors determining the numerical capacity of workers are in order of importance; x_4, x_1, x_2, x_5, x_6.

4.5. Test for mean differences in numerical ability according to control variables .

Two-way ANOVA analysis (two way anova with SPSS) with control variables (Gend, Inst. HO_Br, Digit_ECO_Trai, Digit_BK_Trai, Age, Job_ex, Major, Job_Pos, IT_Train): Levene's Test has sig =.087>5%; ANOVA analysis shows:

- There is no difference in digital capacity among factors such as: gender, headquarters or other, digital economic training, age, years of work; forms of IT training (sig values > 5%);

- There is a difference in Digital Literacy between factors such as: major at university level (Major); Job position (Job_Pos) (sig < 5%). Looking at these groups:

+ With the differences within each group, the results of Post Hoc Tests show that: In

the job position group (Job_Pos), only the Department_Level group and employees have differences in digital literacy (with sig = 0.001 <5%); While there is no difference between the Board of Directors group and other groups.

+ In the group of majors studied at university level (Major,), only the group of majors studying IT (with sig = 0.009 <5%) is different from the other groups in terms of digital literacy.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The study explored the factors affecting the basic digital literacy of employees currently working in some mining enterprises under Vinacomin. Exploratory factor analysis (EFA) was used for survey information collected from 699 employees, showing that 05 factors or 05 component competency areas (including factors: Basic and advanced digital skills in general and use in life; Learning about technology; Choosing appropriate technology; Processing and managing information about the digital economy; Processing and managing information about the digital economy; Communication and cooperation about the digital economy; Legal and ethical issues about digital technology) have a statistically significant impact on individual digital literacy. ANOVA analysis also showed that there was only a difference in digital literacy among those who had studied IT at the university level; There was a difference in digital literacy between department level and others. There is no difference in digital competency between directors and other levels.

5.2. Recommendations

From the above quantitative research results associated with the development orientation or digital transformation of the country in general and of Vinacomin in particular, the author has some related recommendations as follows:

- There needs to be a national-scale program to improve essential digital competencies for workers in a way that is included in all programs at all levels of education. As the quantitative research results above show, the digital competencies of workers (even those working for organizations and businesses) are pretty low and depend on basic knowledge and skills related to digital competencies. The study did not find a statistically significant impact of the "advanced competencies" areas (Basic and advanced digital competencies in general used in life; Learning about and with technology; Choosing appropriate technology; Processing and managing information about the digital economy; Communication and cooperation about the digital economy; Legal and ethical aspects of digital technology). The lack of convergence in the EFA test also shows that the factors affecting digital competencies are cross-cutting and combined in accordance with its multi-faceted nature.

- There needs to be a separate training program for digital competencies. The above quantitative analysis also did not find a number of other necessary knowledge and skill areas (as expected in the 11 factors) that have a statistically significant impact on digital competencies. Considering this issue regarding developing multi-faceted

digital competencies for employees, it is understood that learning and accessing these new competency areas have not been introduced and developed systematically. In fact, most employees in organizations do not understand digital transformation issues relatively well. Therefore, comprehensive, multi-faceted, and systematic education or training is necessary;

- Strengthen training for leaders (directors) to improve acceptance of new technologies, supporting the digital transformation process at Vinacomin. Analysis of differences (ANOVA) shows that there is no difference in digital capacity between directors and other employees, but only a difference in the department-level group. This suggests that there should be accelerated training programs to improve digital capacity for directors and deputy directors of organizations to ensure that this level absorbs new technologies and improves in the behavior of accepting new technologies, thereby supporting the digital transformation process in organizations and businesses;

- Strengthening extensive training for workers on digital applications for life. In reality, digital concepts are still relatively unfamiliar to Vietnamese people and workers, even in Vietnamese organizations and businesses. Analysis of differences (ANOVA) shows that there is a difference between the group of workers trained in IT and the rest; however, no statistically significant difference was found between the group of workers with economic majors and the rest.... In reality, this also shows that there are still many gaps in digital capacity among workers in organizations compared to the trends and orientations of digital transformation in general and in the economic sector in Vietnam today.

Thanks

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