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Online Learning Readiness Among Lower Secondary Students in a Mountainous Border Context: Evidence from Pu Nhi Commune, Thanh Hoa Province, Vietnam

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ABSTRACT Digital transformation is increasingly shaping secondary education, yet students' readiness to participate effectively in technology-supported learning may vary across geographically disadvantaged contexts. This study examines online learning readiness among lower secondary students in Pu Nhi Commune. A quantitative cross-sectional survey of 250 students showed a moderate level of online learning readiness ($M=3.42$, $SD=0.61$; $\beta=.31$; $p<.001$; $R^2=.486$). Multiple regression analysis indicated that digital self-efficacy, self-regulated learning ($\beta=.27$, $p<.001$), perceived usefulness of digital learning ($\beta=.16$, $p=.008$), access to digital learning resources ($\beta=.12$, $p=.041$), and motivation for digital learning ($\beta=.18$, $p=.004$) were significant positive predictors of online learning readiness. The five factors explained 48.6 percent of the variance in online learning readiness. The findings suggest supporting students' digital capabilities and improving access to learning resources.