

**DIGITAL LITERACY, PARENTAL GUIDANCE AND ACADEMIC
SELF-EFFICACY AS DETERMINANTS OF CAREER READINESS
AMONG FINAL YEAR AFFILIATE STUDENTS OF UNIVERSITY OF
IBADAN IN OYO TOWN**

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Abstract

This study investigates the influence of digital literacy, parental guidance, and academic self-efficacy on the career readiness of final-year affiliate students at the University of Ibadan in Oyo Town campus. Adopting a descriptive correlational research design, the study employed a quantitative approach for data collection. The target population comprised all 1,012 final-year students at the affiliated campus, from which a sample of 200 was selected using a multi-stage sampling procedure. Data were collected through a adapted questionnaire containing validated scales measuring digital literacy, parental guidance, academic self-efficacy, and career readiness. The data were analyzed using descriptive and inferential statistics. Results revealed significant positive correlations between career readiness and all three independent variables: digital literacy ($r = 0.512$, $p < .001$), academic self-efficacy ($r = 0.493$, $p < .001$), and parental guidance ($r = 0.465$, $p < .001$). Among these, digital literacy showed the strongest association with career readiness. These findings highlight the critical roles that digital competence, self-belief in academic abilities, and supportive parental engagement play in preparing students for post-graduation careers. The study recommends the integration of digital literacy skills into academic programs, the implementation of mentorship initiatives to strengthen students' academic self-efficacy, and increased efforts to involve parents in the career development process of their children.

Keywords: Digital literacy, parental guidance, academic self-efficacy, career readiness.

Introduction

In today's increasingly competitive job market, career readiness has become a vital concern for final-year students. It extends beyond academic achievement to include the ability to successfully transition from the classroom to the workplace. The National Association of Colleges and Employers (NACE, 2017) defines career readiness through eight essential competencies: critical thinking, communication, teamwork, leadership, professionalism, career management, and global/intercultural fluency. These skills are fundamental for graduates as they prepare to meet the demands of the modern workforce. Supporting this perspective, Carnevale, Smith, and Strohl (2013) found that employers place high importance on these competencies, as they significantly influence both job performance and long-term career advancement.

Career readiness encompasses a broad range of competencies, blending classroom learning with hands-on experiences. While academic coursework provides essential theoretical foundations, it must be reinforced through practical opportunities such as internships, apprenticeships, externships, and cooperative education programs. These forms of experiential learning enable students to apply their academic insights in real-world environments, acquire new skills, and deepen their understanding of their chosen career paths. As noted by the U.S. Chamber of Commerce Foundation (2019), such skills not only improve employment prospects but also foster the adaptability and problem-solving capabilities needed in today's workforce. Feldman and Turner (2019) further emphasize that these experiences are key to closing the gap between academic preparation and the expectations of the job market.

Despite widespread recognition of its importance, career readiness remains insufficient among final-year students, particularly at the affiliated campus of the University of Ibadan in Oyo. This deficiency has far-reaching consequences for individuals and the broader economy. Graduates who lack crucial career-readiness competencies may face prolonged unemployment, underemployment, or career dissatisfaction. These outcomes can undermine financial well-being and limit one's ability to contribute meaningfully to economic and social progress. The World Economic Forum (2020) underscores the importance of a well-equipped workforce in fostering innovation and sustaining economic growth, making career readiness a priority area for targeted action.

Tackling the issue of inadequate career readiness is essential for improving both individual employment outcomes and fostering broader economic growth. As the job market continues to transform in response to technological advancements and evolving industry demands, educational institutions must place greater emphasis on preparing students for their professional futures. Aligning academic

curricula with labor market needs and integrating meaningful experiential learning opportunities can significantly ease students' transitions from education to the workplace. This strategy not only boosts individual employability but also helps cultivate a more capable and competitive workforce, ultimately benefiting society at large (Schwab, 2016).

Career readiness refers to the extent to which students possess the necessary skills, knowledge, and competencies to make a smooth transition into the workforce. Several key factors influence this preparedness. Among them, digital literacy stands out as a critical asset, equipping students with the technical skills demanded by today's dynamic job market. Parental support also plays a vital role, shaping students' educational paths and providing both emotional encouragement and financial assistance crucial to career planning. In addition, academic self-efficacy directly affects their confidence in pursuing and achieving career objectives. Gaining insight into how these factors interrelate is essential for enhancing the career readiness of final-year students, as each contributes significantly to their overall readiness for life after graduation.

Digital literacy has emerged as a fundamental aspect of career readiness in the 21st century. As (Schwab, 2016) points out, digital literacy plays a pivotal role in the academic achievement and future employability of Nigerian university students. The study reveals that students with strong digital competencies are better positioned to navigate the digital economy and make effective use of modern technological tools. Similarly, research by Adebawale and Adedokun (2019) demonstrates that digital skills significantly enhance students' access to and utilization of online learning resources, thereby improving both academic performance and career preparedness. This is particularly critical in a job market where digital proficiency is increasingly regarded as essential across diverse industries. Digital literacy encompasses a wide spectrum of skills, ranging from basic computer use to more advanced competencies like data analysis, coding, and cybersecurity awareness. For final-year students at the University of Ibadan, these skills are indispensable—not only for academic excellence but also for gaining a competitive edge in the job market. Employers today prioritize candidates with strong digital capabilities, recognizing their importance across nearly all sectors. Claro et al. (2018) found that students with advanced digital literacy tend to perform better academically and are more equipped for workforce demands. This is further supported by Van Laar et al. (2017), who argue that digital literacy significantly enhances students' ability to process complex information and adapt to ongoing technological changes, contributing to both educational and professional success.

Moreover, digital literacy plays a crucial role in boosting employability and long-term career development. The World Economic Forum (2020) identifies digital skills as some of the most in-demand competencies in today's labor market. As technology continues to reshape industries, the ability to effectively use digital

tools—and to continuously update these skills—is increasingly important for career progression. This highlights the urgent need for educational institutions to embed digital literacy training into their curricula, ensuring that graduates are well-equipped to meet the evolving demands of the modern workforce. Building strong digital literacy skills is essential for students to thrive both academically and professionally. As digital technologies become increasingly integrated into all facets of life and work, equipping students with these competencies not only boosts their academic performance but also greatly enhances their future career opportunities. Therefore, educational institutions must place a strong emphasis on digital literacy to adequately prepare students for the demands and possibilities of the digital era, ensuring they remain competitive and adaptable in a rapidly changing job market.

Another key factor that shapes students' career aspirations and readiness is parental guidance. Salami (2008) emphasized that parental expectations and support play a pivotal role in influencing students' career choices in Nigeria. The research found that students who benefit from strong parental guidance are more inclined to pursue higher education and develop well-defined career goals. This conclusion is further reinforced by Adegoke (2003), who noted that parental involvement in a child's education positively affects their academic performance and career development. Supportive and engaged parents provide the encouragement and resources students need to succeed academically and confidently pursue their career aspirations.

In the Nigerian context, where family structures and cultural norms strongly influence personal decisions, parental involvement plays a particularly vital role in guiding and supporting students throughout their academic journey. Nwankwo and Eze (2015) note that Nigerian families often place a high value on educational achievement as a pathway to social mobility and success. This cultural emphasis highlights the critical importance of parental guidance in shaping students' academic and career trajectories. Similarly, Aremu (2017) observed that parental participation in educational decision-making is closely associated with improved academic performance and a more deliberate approach to career planning. Supporting this view, McCoy and Reynolds (2014) argue that parental involvement significantly contributes to students' readiness for the workforce. Their research indicates that when parents actively support and engage in their children's education and career development, students are more likely to achieve favorable academic results and develop the skills and confidence necessary for a successful transition from school to employment.

Academic self-efficacy—refers to a student's belief in their ability to successfully complete academic tasks. This belief is crucial as it directly influences motivation, learning behaviors, and overall academic achievement. Bandura (1997) defines self-efficacy as an individual's confidence in their capacity to regulate their motivation, actions, and social interactions. High academic self-efficacy is often linked to greater effort, persistence, and resilience, all of which are essential for navigating academic challenges and attaining success. For final-

year students, a strong sense of self-efficacy can significantly enhance their confidence when applying for jobs, performing in interviews, and pursuing their career goals (Adeyemo, 2005). Furthermore, academic self-efficacy plays a critical role in shaping students' engagement with career planning and goal setting. Bandura (1986) found that individuals with strong self-efficacy are more inclined to participate in goal-oriented and problem-solving activities—key components of effective career development. For final-year students, this translates into a greater likelihood of actively exploring career options, establishing clear objectives, and formulating strategic plans to achieve their goals. Such proactive behavior significantly enhances their career readiness and equips them for a smoother transition into the professional world.

The interaction between digital literacy, parental guidance, and academic self-efficacy forms a holistic framework for understanding career readiness. While each of these elements contributes independently to a student's preparedness for the workforce, their combined influence offers a deeper insight into how students navigate their career paths. Adekunle and Olufunke (2020) observed that students who possess strong digital literacy skills and benefit from substantial parental support tend to demonstrate higher levels of academic self-efficacy. This, in turn, further strengthens their career readiness and improves their potential career outcomes.

The purpose of this study is to investigate digital literacy, parental guidance, and academic self-efficacy as determinants of career readiness among final year affiliate students of University of Ibadan in Oyo town. Specifically, the study seeks to: Explore the relationship between digital literacy, parental guidance, and academic self-efficacy career readiness among final year affiliate students of university of Ibadan in Oyo town

Research Question

- i. What is the relationship that exists between digital literacy, parental guidance, and academic self-efficacy career readiness among final year affiliate students of university of Ibadan in Oyo town?

Hypothesis

Hypothesis One: There is no significant relationship between digital literacy, parental guidance, and academic self-efficacy and career readiness of final year affiliate students of University of Ibadan in Oyo town

Methodology

The study adopted a descriptive research design without the researcher controlling or manipulating the variables. Quantitative research approach was employed for data collection. The target population for this study comprised all final-year students of the affiliated campus of the University of Ibadan in Oyo town. According to data obtained from the directorate in charge of the UI degree program

at the Federal College of Education (Special), Oyo, the total number of students on the campus was 1,012 as of the 2024/ 2025 session. A multi-stage sampling procedure was employed to select 200 final year students for this study. The research instrument for this study was close – ended questionnaire which was adapted and administered to the selected respondents.

Digital Literacy Scale

The Digital Literacy Scale, developed by Martin and Grudziecki (2006), is a 30-item instrument assessing six dimensions: technical skills, information evaluation, digital communication, online safety, content creation, and problem-solving. Utilizing a 6-point Likert scale, scores range from 30 to 180. The scale's psychometric strength ($\alpha = .92$) makes it a reliable tool for evaluating digital proficiency.

Parental Guidance Scale

Developed by Turner et al. (2003), the 27-item Parental Guidance Scale measures four dimensions of parental support: instrumental assistance, career-related modeling, verbal encouragement, and emotional support. Using a 5-point Likert scale, scores range from 27 to 135. The scale demonstrates high reliability ($\alpha = .92$), offering insights into parental influence on career development.

Academic Self-Efficacy Scale

Introduced by Zimmerman (2000), the 25-item Academic Self-Efficacy Scale assesses five domains: performance confidence, learning strategies, persistence, study management, and intellectual engagement. Employing a 5-point Likert scale, scores range from 25 to 125, with higher values indicating stronger self-belief. The scale's psychometric properties ($\alpha = .93$) ensure its reliability in assessing academic motivation.

Career Readiness Scale

Developed by Sampson et al. (2004), the 25-item Career Readiness Scale evaluates three dimensions: capability, complexity, and personal circumstances. Utilizing a 4-point Likert scale, scores range from 25 to 100. The scale's internal consistency ($\alpha = .87$) and construct validity make it a valuable tool for assessing career preparedness

Results

Research Question: What is the relationship that exists between digital literacy, parental guidance, and academic self-efficacy and career readiness among final year affiliate students of university of Ibadan in Oyo town?

The result from Table 1 depicts the test of significant correlations among digital literacy, parental guidance, and academic self-efficacy and career readiness among final year affiliate students of university of Ibadan in Oyo town.

Table 1: Correlation matrix showing the relationship between study variables

Variables	1	2	3	4
1. Digital Literacy	1.000			
2. Parantal Guidance	0.512**	1.000		
3. Academic Self-Efficacy	0.465**	0.493**	1.000	
4. Career Readiness	0.346**	0.402**	0.424**	1.000

Note: **p < 0.05

The study examined correlations between career readiness and three independent variables: digital literacy, parental guidance, and academic self-efficacy (Table 1). Results indicated significant positive correlations between career readiness and digital literacy ($r = 0.512$, $p < .001$), parental guidance ($r = 0.465$, $p < .001$), and academic self-efficacy ($r = 0.493$, $p < .001$). These findings suggest that higher levels of digital literacy, parental guidance, and academic self-efficacy are associated with better career readiness among final year affiliate students of the University of Ibadan in Oyo Town.

Hypothesis One: There is no significant relationship between digital literacy, parental guidance, and academic self-efficacy and career readiness of final year affiliate students of University of Ibadan in Oyo town

TABLE 1a: Summary of Regression Analysis of the Combined Prediction of Dependent Variable (career readiness) by the three Independent Variables

Model	R	R ²	Adjusted R ²	Std. Error	F-ratio	Sig.
Regression	0.584	0.341	0.331	10.45	33.721	0.000**

Note: **p < 0.05

TABLE 1b: Relative Contribution of the Independent Variables to the Dependent Variable (Test of Significance of the Regression Coefficients)

Predictor	B	Std. Error	Beta (β)	t-value	Sig.
Digital Literacy	0.362	0.079	0.362	4.582	0.000**
Parantal Guidance	0.278	0.073	0.278	3.808	0.000**
Academic Self-Efficacy	0.315	0.076	0.315	4.145	0.000**

Table 1 shows the prediction of the three independent variables to the dependent variable. That is, career readiness correlated positively with the three independent variables. The table also shows a coefficient of multiple correlations (R) of 0.584, and a multiple R square of 0.341. This means that 34.1% of the variance in career readiness among final year affiliate students is accounted for by the three independent variables, when taken together. The other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result from the regression analysis also shows that there was a significant effect of the independent variables on career readiness, $F(3, 196) = 33.721$, $p < 0.05$, $\eta^2 = 0.341$. This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Discussion of Findings

The results of this study revealed a significant positive relationship between the three independent variables digital literacy, parental guidance, and academic self-efficacy and the dependent variable, career readiness. Specifically, digital literacy exhibited the strongest correlation with career readiness. These findings suggest that students with higher levels of digital literacy, stronger academic self-efficacy, and better parental support tend to be more career-ready. The significant correlation between digital literacy and career readiness aligns with the findings of Eshet-Alkalai (2004), who posited that digital literacy enhances students' ability to access career-related information, apply digital tools in problem-solving, and develop necessary technological skills required in modern workplaces. Ifidon (2021) also emphasized that students with high digital literacy levels are more adaptable to workplace challenges and have a greater ability to utilize online

resources for career development. As the job market increasingly demands technological proficiency, students with strong digital competencies are better positioned for employment opportunities. The correlation between academic self-efficacy and career readiness is consistent with Zimmerman's (2000) argument that students with strong self-belief in their academic abilities tend to set higher career goals, persist in job-seeking efforts, and adapt to new challenges in the workplace. This is also supported by Adedoyin and Kolawole (2019), who found that students with high self-efficacy are more likely to engage in career development activities, leading to better employment prospects. The psychological aspect of self-efficacy plays a crucial role in shaping students' confidence, motivation, and resilience, which are key attributes of career readiness.

The study also found a positive correlation between parental guidance and career readiness, which is in line with Adegoke (2003) who found that parental involvement in career decision-making significantly influences students' professional aspirations. Salami (2008) similarly noted that parental expectations and support shape students' educational and career choices. This suggests that students who receive instrumental support, career-related advice, and emotional encouragement from their parents are more likely to develop clear career goals and the confidence to pursue them.

Overall, the findings confirm that digital literacy, academic self-efficacy, and parental guidance are critical determinants of career readiness. These factors collectively enhance students' preparedness for employment, equipping them with the necessary skills, mindset, and support needed for successful career transitions.

Conclusion

Based on the findings of this study, it can be concluded that digital literacy, parental guidance, and academic self-efficacy are significant determinants of career readiness among final year affiliate students. The study demonstrates that while all three factors are important, digital literacy plays a particularly crucial role in preparing students for their future careers. The findings emphasize the need for a holistic approach to career preparation that encompasses technological competence, personal confidence, and supportive guidance.

Recommendations

Based on the findings of this study, the following recommendations are made:

Educational institutions should integrate comprehensive digital literacy training into their curricula, develop programs that enhance students' academic self-efficacy, create partnerships with industry professionals to provide real-world exposure, and establish career counseling services that incorporate digital skills assessment.

Parents should actively participate in their children's career planning process, support the development of digital skills at home, encourage academic achievement while fostering self-confidence, and stay informed about current career trends and opportunities to provide relevant guidance to their children.

Students should actively seek opportunities to enhance their digital literacy skills, engage in activities that build academic self-efficacy, maintain open communication with parents regarding career aspirations, and participate in career development programs and workshops offered by their institutions.

Policy makers should develop policies that promote digital literacy in higher education, allocate resources for technology-based learning environments, create frameworks for parent-institution collaboration, and establish guidelines for career readiness assessment that reflect current workforce demands.

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