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Self-Efficacy and Students' Career Readiness in Bandar Lampung: The Mediating Role of Achievement Motivation and The Moderating Role of Digital Literacy

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Abstract

This study examines the effect of self-efficacy on students' career readiness in Bandar Lampung, with achievement motivation as a mediating variable and digital literacy as a moderating variable. In an increasingly competitive labor market, students need confidence in their abilities, strong achievement motivation, and adequate digital competencies to prepare for future careers. This study employs a quantitative explanatory approach using survey data collected from 100 university students in Bandar Lampung through purposive sampling. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4 to assess the measurement and structural models, including direct effects, mediation, and moderation. The findings indicate that self-efficacy has a positive and significant effect on achievement motivation and career readiness. Achievement motivation also positively influences career readiness and mediates the relationship between self-efficacy and career readiness; digital literacy positively affects achievement motivation and career readiness. Digital literacy does not consistently strengthen the relationships between self-efficacy, achievement motivation, and career readiness. These findings highlight the importance of developing students' psychological capabilities alongside digital competencies to improve their preparedness for the transition from higher education to employment. This study contributes to the literature on career readiness by integrating self-efficacy, achievement motivation, and digital literacy into a comprehensive explanatory framework.

Keywords:
Self-efficacy; Career readiness; Achievement motivation; Digital literacy; University students.

1. INTRODUCTION

The increasingly dynamic work environment resulting from the development of digital technology has brought new challenges for university students in preparing to enter the workforce. Students are not only expected to possess academic knowledge but also need to develop the ability to adapt, set career goals, build confidence in their own abilities, and utilize technology effectively (Alhaderi, 2026). These conditions make career readiness an important aspect that needs to be addressed in higher education. Career readiness reflects

the extent to which students possess the knowledge, skills, attitudes, and confidence required to successfully navigate the transition from the educational environment to the workforce. (Caballero et al., 2026; Suarta et al., 2025).

Career readiness has become increasingly important as changing workforce demands require competencies not only in academic areas but also in interpersonal skills, adaptability, problem-solving, communication, and digital technology proficiency. Higher education institutions play a strategic role in preparing students to compete in the labor market; however, such readiness is not determined solely by external factors (Kurniawati et al., 2026). Psychological factors originating from within students also play an important role, one of which is self-efficacy, or an individual's belief in their own capabilities. (Gassanova, 2026) Self-efficacy refers to an individual's belief in their ability to perform tasks, cope with challenges, and achieve established goals. Students with high levels of self-efficacy tend to be more confident in dealing with academic demands and preparing to enter the workforce. They are more willing to make decisions, face difficulties, and make efforts to complete tasks and overcome challenges related to career development. In contrast, students with low levels of self-efficacy may experience doubts about their abilities, which can hinder their efforts to adequately prepare for the workforce, self-efficacy is considered a potential factor that may enhance students' career readiness. The influence of self-efficacy on career readiness does not always occur directly. One psychological mechanism that may explain this relationship is achievement motivation. (Gassanova, 2026; Lee, 2026; Suarta et al., 2025). Achievement motivation refers to an individual's drive to achieve success, obtain better outcomes, face challenges, and attain certain standards. Students who have confidence in their abilities tend to have a stronger motivation to achieve. Subsequently, this motivation can encourage students to actively develop their competencies, plan for their future, and prepare themselves to enter the workforce. (González-Prida et al., 2024; Liu et al., 2024; Yuan et al., 2024)

achievement motivation has the potential to serve as a mediating variable that bridges the effect of self-efficacy on career readiness.

The development of digital technology has created a new dimension in the relationship between psychological factors and career readiness. Digital literacy refers not only to the ability to use technological devices but also to the ability to access, evaluate, manage, create, and utilize digital information effectively and responsibly. In the modern workplace, these competencies are increasingly essential, as recruitment processes, professional communication, learning, competency development, and work activities are becoming increasingly integrated with digital technology (Kurniawati et al., 2026; Li et al., 2026; Tabaru Örnek, 2026; Zhan et al., 2024)

Digital literacy can serve as a moderating variable in the relationships among the variables examined in this study. Students who possess high levels of self-efficacy and achievement motivation but have low levels of digital literacy may not be able to fully optimize these potentials when facing the demands of a technology-driven workplace. (Alanoglu et al., 2026; Al-Mamary et al., 2025; Caballero et al., 2026) students with strong digital literacy are more likely to transform their self-confidence and achievement motivation into concrete actions for competency development and career preparation. Therefore, digital literacy is important to examine not merely as an additional competency but also as a factor that may influence the strength of the relationship between students' psychological factors and their career readiness (Liu et al., 2025; Suhada et al., 2026; Wang, 2026; Zhao, 2024)

Previous studies have examined the relationships among self-efficacy, achievement motivation, digital literacy, and career readiness separately. (González-Prida et al., 2024; X. Liu et al., 2024; Sun & Shi, 2024)

esearch integrating these four variables into a single conceptual model, particularly by positioning achievement motivation as a mediating variable and digital literacy as a moderating variable, remains limited and warrants further investigation. In addition, the context of university students in Bandar Lampung presents distinctive characteristics that are relevant for examination, particularly in response to changing competency requirements and the digital transformation of the workplace (Ibrahim & Aldawsari, 2023; Jian et al., 2025; Li et al., 2026; Modise & Rambe, 2024)

Based on the foregoing discussion, this study aims to analyze the effect of self-efficacy on the career readiness of university students in Bandar Lampung, with achievement motivation serving as a mediating variable and digital literacy as a moderating variable. This study is expected to make a theoretical contribution by expanding the understanding of the mechanisms underlying the development of students' career readiness and to provide practical implications for higher education institutions in designing student development programs that integrate the enhancement of self-efficacy, achievement motivation, and digital literacy competencies.

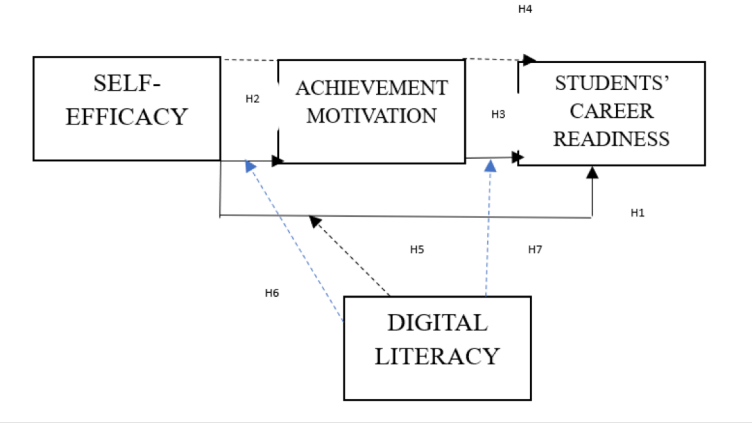


Figure 1. Conceptual Framework

Research Hypotheses

H1: Self-Efficacy has a positive and significant effect on Students' Career Readiness.
H2: Self-Efficacy has a positive and significant effect on Achievement Motivation.
H3: Achievement Motivation has a positive and significant effect on Students' Career Readiness.
H4: Achievement Motivation mediates the relationship between Self-Efficacy and Students' Career Readiness.
H5: Digital Literacy moderates the relationship between Self-Efficacy and Students' Career Readiness.
H6: Digital Literacy moderates the relationship between Self-Efficacy and Achievement Motivation.
H7: Digital Literacy moderates the relationship between Achievement Motivation and Students' Career Readiness.

2. RESEARCH METHOD

This study employs a quantitative approach with an explanatory research design aimed at analyzing the effect of Self-Efficacy on Students' Career Readiness, with Achievement Motivation as a mediating variable and Digital Literacy as a moderating variable. The population of the study consists of sixth- and eighth-semester university students from higher education institutions in Bandar Lampung. A total of 100 respondents were selected using purposive sampling, namely students who met the predetermined criteria for participation in the study.

Data were collected through a questionnaire using a Likert scale to measure the constructs of Self-Efficacy, Achievement Motivation, Digital Literacy, and Career Readiness. Data analysis was conducted using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) approach with the assistance of SmartPLS software. The analysis included an evaluation of the measurement model (outer model) through outer loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE), as well as an assessment of discriminant validity using the Fornell-Larcker Criterion and Heterotrait-Monotrait Ratio (HTMT).(Sugiyono. 2016,) The structural model (inner model) was evaluated using R-square values, path coefficients, t-statistics, and p-values obtained through the bootstrapping procedure. Mediation analysis was conducted to examine the role of Achievement Motivation in the relationship between Self-Efficacy and Career Readiness, while moderation analysis was conducted to determine whether Digital Literacy strengthens or weakens the relationships among the variables. The significance level was set at 5% ($\alpha = 0.05$); therefore, a relationship between variables was considered statistically significant when the p-value was < 0.05 and the t-statistic was > 1.96.

3. RESULTS AND DISCUSSION

3.1. Results

The results of this study are presented through several stages of analysis, including respondent characteristics, validity and reliability testing, discriminant validity using the Heterotrait-Monotrait (HTMT) ratio and Fornell-Larcker criterion, R-square analysis, partial t-tests, as well as mediation and moderation analyses. These analyses were conducted to assess the quality of the measurement model and to examine the relationships among the variables proposed in the research model.

Table 1. Respondent Characteristics

Characteristics	Category	Frequency (f)	Percentage (%)
Age	20 years old	15	15%
	21–23 years old	84	84%
	24–25 years old	1	1%
	Total	100	100%
Gender	Male	50	50%
	Female	50	50%
	Total	100	100%
Semester	6th Semester	32	32%
	8th Semester	68	68%
	Total	100	100%
University	Universitas Bandar Lampung	17	17%
	Universitas Malahayati	17	17%
	Institut Informatika dan Bisnis Darmajaya	17	17%
	Universitas Teknokrat Indonesia	17	17%
	Universitas Tulang Bawang	16	16%
	Universitas Mitra Indonesia	16	16%
	Total	100	100%

Source: Primary data processed by the researcher, 2026.

Based on the respondents' characteristics, the majority were aged 21–23 years (84%), with an equal gender distribution, consisting of 50% male and 50% female respondents. Most respondents were eighth-semester students (68%), while sixth-semester students accounted for 32%. The respondents were drawn from six higher education institutions with a relatively even distribution across institutions. These characteristics indicate that the respondents were predominantly final-year students who were relatively well positioned to provide an overview of students' conditions as they approach entry into the workforce.

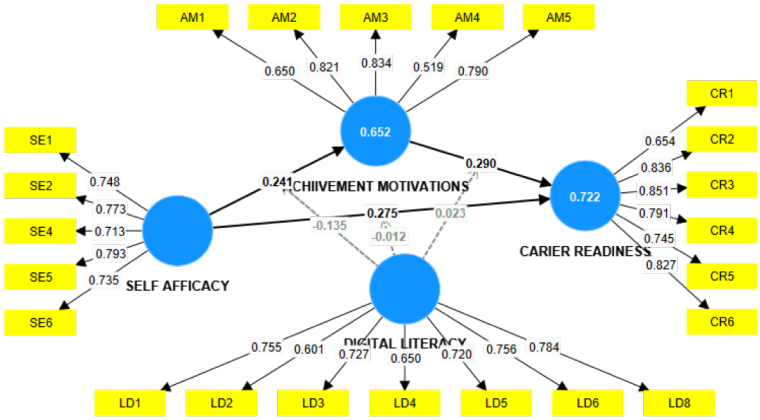


Figure 2. SEM Validitas dan Reabilitas

Table 2. Validitas dan Reabilitas Test

Coding	Outer Loading	Cronbach's Alpha	Average Variance Extracted (Ave)	Informations
AM1	0.65	0.778	0.537	Valid dan Reliabel
AM2	0.821			Valid dan Reliabel
AM3	0.834			Valid dan Reliabel
AM4	0.519			Valid dan Reliabel
AM5	0.79			Valid dan Reliabel
CR1	0.654	0.875	0.619	Valid dan Reliabel
CR2	0.836			Valid dan Reliabel

CR3	0.851			Valid dan Reliabel
CR4	0.791			Valid dan Reliabel
CR5	0.745			Valid dan Reliabel
CR6	0.827			Valid dan Reliabel
LD1	0.755	0.84	0.513	Valid dan Reliabel
LD2	0.601			Valid dan Reliabel
LD3	0.727			Valid dan Reliabel
LD4	0.65			Valid dan Reliabel
LD5	0.72			Valid dan Reliabel
LD6	0.756			Valid dan Reliabel
LD8	0.784			Valid dan Reliabel
SE1	0.748	0.809	0.567	Valid dan Reliabel
SE2	0.773			Valid dan Reliabel
SE4	0.713			Valid dan Reliabel
SE5	0.793			Valid dan Reliabel
SE6	0.735			Valid dan Reliabel
Digital literacy x self afficacy	1			Valid dan Reliabel
Digital literacy x achiivement motivations	1			Valid dan Reliabel

Sources: Smart Pls.,4.0,2026

Based on the results of the outer loading, Cronbach's Alpha, and Average Variance Extracted (AVE) tests, all constructs in the study demonstrated acceptable validity and reliability. The Achievement Motivation (AM) construct had a Cronbach's Alpha value of 0.778 and an AVE of 0.537, with indicator outer loadings ranging from 0.519 to 0.834. The Career Readiness (CR) construct had a Cronbach's Alpha value of 0.875 and an AVE of 0.619, with outer loadings ranging from 0.654 to 0.851. Furthermore, Learning Agility (LD) had a Cronbach's Alpha value of 0.840 and an AVE of 0.513, with outer loadings ranging from 0.601 to 0.784. The Self-Efficacy (SE) construct had a Cronbach's Alpha value of 0.809 and an AVE of 0.567, with outer loadings ranging from 0.713 to 0.793. The Cronbach's Alpha values for all constructs were above 0.70, indicating that the measurement instruments demonstrated satisfactory internal consistency reliability. The AVE values for all constructs were also above 0.50, indicating that the requirement for convergent validity was satisfied. Although several indicators had outer loadings below 0.70, namely AM1 (0.650), AM4 (0.519), CR1 (0.654), LD2 (0.601), and LD4 (0.650), these indicators were retained because the overall AVE and reliability values of their respective constructs met the recommended criteria.

Table 3. Fornell-Larcker Criterion test

Construc	ACHIIVEMENT MOTIVATIONS	CARIER READINESS	DIGITAL LITERACY	SELF AFFICACY
ACHIIVEMENT MOTIVATIONS	0.733			
CARIER READINESS	0.763	0.787		
DIGITAL LITERACY	0.779	0.807	0.716	
SELF AFFICACY	0.73	0.781	0.823	0.753

Sources: Smart Pls.,4.0,2026

Based on the Fornell-Larcker Criterion, the square root of the Average Variance Extracted (AVE) for each construct is presented on the diagonal, namely Achievement Motivation (0.733), Career Readiness (0.787), Digital Literacy (0.716), and Self-Efficacy (0.753). These diagonal values are then compared with the correlations between the constructs. The results indicate that several inter-construct correlation values are higher than the corresponding diagonal values. For example, the correlation between Digital Literacy and Self-Efficacy is 0.823, whereas the square root of AVE for Digital Literacy is only 0.716 and that for Self-Efficacy is 0.753. the Fornell-Larcker criterion is not fully satisfied, indicating a potential issue with discriminant validity among several constructs. This condition requires further examination using the Heterotrait-Monotrait Ratio (HTMT) to determine whether the constructs demonstrate sufficient empirical distinctiveness.

Table 4. R-square (R^2) and adjusted R^2 Test

Construc	R-square	R-square adjusted
ACHIIVEMENT MOTIVATIONS	0.652	0.642
CARIER READINESS	0.722	0.708

Sources: Smart Pls.,4.0,2026

Based on the R-square (R^2) values, the Achievement Motivation variable has an R^2 value of 0.652 and an adjusted R^2 value of 0.642. This indicates that the variables influencing Achievement Motivation are able to explain 65.2% of the variance in Achievement Motivation, while the remaining 34.8% is explained by other factors outside the model. This result indicates a relatively strong explanatory capability of the model in explaining Achievement Motivation. The Career Readiness variable has an R^2 value of 0.722 and an adjusted R^2 value of 0.708. This indicates that the predictor variables in the model are able to explain 72.2% of the variance in Career Readiness, while the remaining 27.8% is attributable to other factors outside the model. Thus, the model demonstrates a strong explanatory capability in explaining Career Readiness.

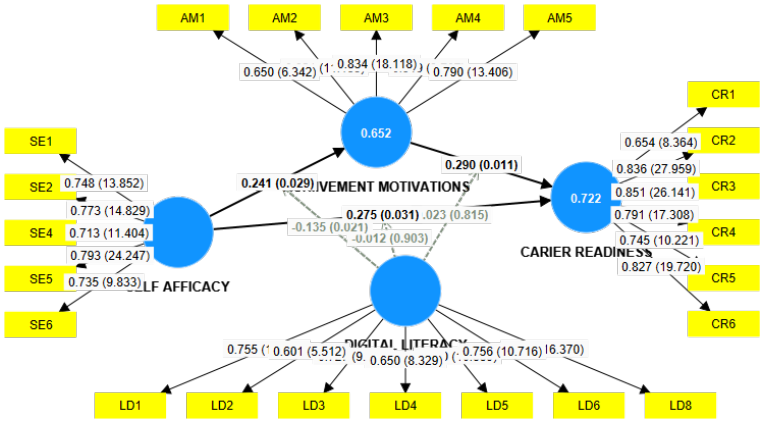


Figure 3. SEM Path Analysis, Direct and Indirect Effect Test

Table 5. Direct and Indirect Effect Test

Construc	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
H3: ACHIIVEMENT MOTIVATIONS -> CARIER READINESS	0.29	0.288	0.114	2.543	0.011
H2: SELF AFFICACY -> ACHIIVEMENT MOTIVATIONS	0.241	0.235	0.111	2.178	0.029
H1: SELF AFFICACY -> CARIER READINESS	0.275	0.295	0.127	2.159	0.031
H7: DIGITAL LITERACY x ACHIIVEMENT MOTIVATIONS -> CARIER READINESS	0.023	0.025	0.099	0.234	0.815
H6: DIGITAL LITERACY x SELF AFFICACY -> ACHIIVEMENT MOTIVATIONS	-0.135	-0.132	0.058	2.317	0.021
H5: DIGITAL LITERACY x SELF AFFICACY -> CARIER READINESS	-0.012	-0.009	0.098	0.121	0.903
H4: SELF AFFICACY -> ACHIIVEMENT MOTIVATIONS -> CARIER READINESS	0.07	0.067	0.043	1.626	0.104

Sources: Smart Pls.,4.0,2026

H1: The Effect of Self-Efficacy on Career Readiness. The results indicate that Self-Efficacy has a positive and significant effect on Career Readiness, with a path coefficient of 0.275, a t-statistic of 2.159, and a p-value of 0.031. This indicates that students who have stronger beliefs in their abilities tend to demonstrate higher levels of career readiness. Self-efficacy can help students face challenges, make decisions, solve problems, and develop confidence in their ability to meet the demands of the workplace.

H2: The Effect of Self-Efficacy on Achievement Motivation. Self-Efficacy has a positive and significant effect on Achievement Motivation, with a path coefficient of 0.241, a t-statistic of 2.178, and a p-value of 0.029. These results indicate that stronger beliefs in one's abilities are associated with higher levels of achievement motivation. Students who have confidence in their abilities tend to be more willing to face challenges, set goals, and make efforts to complete tasks in order to achieve the expected outcomes.

H3: The Effect of Achievement Motivation on Career Readiness. The results indicate that Achievement Motivation has a positive and significant effect on Career Readiness, with a path coefficient of 0.290, a t-statistic of 2.543, and a p-value of 0.011. Since the p-value is less than 0.05, the effect is statistically significant. This indicates that the higher students' achievement motivation, the higher their career readiness. Students with a strong desire to achieve tend to be more goal-oriented, demonstrate greater effort, and be more motivated to develop the competencies required to prepare for their careers.

H4: The Indirect Effect of Self-Efficacy on Career Readiness through Achievement Motivation. The indirect effect of Self-Efficacy on Career Readiness through Achievement Motivation has a coefficient of 0.070, a t-statistic of 1.626, and a p-value of 0.104. Since the p-value is greater than 0.05, the indirect effect is not statistically significant. This indicates that Achievement Motivation does not significantly mediate the relationship between Self-Efficacy and Career Readiness. Although Self-Efficacy has a significant direct effect on Career Readiness, this effect is not demonstrated to operate significantly through Achievement Motivation.

H5: The Moderating Effect of Digital Literacy on the Relationship between Self-Efficacy and Career Readiness. The interaction between Digital Literacy and Self-Efficacy in predicting Career Readiness produces a path coefficient of −0.012, a t-statistic of 0.121, and a p-value of 0.903. Since the p-value is substantially greater than 0.05, the moderating effect is not statistically significant. This indicates that Digital Literacy does not significantly moderate the relationship between Self-Efficacy and Career Readiness. Therefore, the effect of self-efficacy on career readiness is not demonstrated to depend on students' levels of digital literacy.

H6: The Moderating Effect of Digital Literacy on the Relationship between Self-Efficacy and Achievement Motivation. The results indicate that the interaction between Digital Literacy and Self-Efficacy in predicting Achievement Motivation has a path coefficient of −0.135, a t-statistic of 2.317, and a p-value of 0.021. Since the p-value is less than 0.05, the moderating effect is statistically significant. However, the negative interaction coefficient indicates that Digital Literacy weakens the positive relationship between Self-Efficacy and Achievement Motivation. This means that higher levels of digital literacy do not necessarily strengthen the effect of self-efficacy on achievement motivation. Instead, within this model, the interaction suggests that the relationship between self-efficacy and achievement motivation becomes weaker as digital literacy increases.

H7: The Moderating Effect of Digital Literacy on the Relationship between Achievement Motivation and Career Readiness. The interaction between Digital Literacy and Achievement Motivation in predicting Career Readiness produces a path coefficient of 0.023, a t-statistic of 0.234, and a p-value of 0.815. Since the p-value is greater than 0.05, the moderating effect is not statistically significant. This indicates that Digital Literacy does not significantly strengthen or weaken the relationship between Achievement Motivation and Career Readiness. In other words, the relationship between achievement motivation and career readiness is not demonstrated to depend significantly on students' levels of digital literacy.

3.2. Discussion

3.2.1. The Effect of Self-Efficacy on Career Readiness

The results indicate that Self-Efficacy has a positive and significant effect on Career Readiness, with a path coefficient of 0.275, a t-statistic of 2.159, and a p-value of 0.031. Since the p-value is less than 0.05, hypothesis H1 is supported. This finding indicates that the stronger students' beliefs in their own abilities, the higher their career readiness. Students with high levels of self-efficacy tend to be more confident in facing challenges, making career decisions, solving problems, and developing the competencies required in professional environments. (Kurniawati et al., 2026; Lee, 2026), belief in one's own capabilities is a psychological factor that helps students prepare for the transition from higher education to the workplace. developing self-efficacy should be an important component of efforts to improve students' career readiness.

3.2.2. The Effect of Self-Efficacy on Achievement Motivation

The results indicate that Self-Efficacy has a positive and significant effect on Achievement Motivation, with a path coefficient of 0.241, a t-statistic of 2.178, and a p-value of 0.029. Since the p-value is less than 0.05, hypothesis H2 is supported. These findings indicate that students who have stronger beliefs in their abilities tend to demonstrate higher levels of achievement motivation. Such beliefs can encourage students to set goals, face academic challenges, maintain their efforts when encountering difficulties, and strive to achieve the expected outcomes. (Modise & Rambe, 2024; Suhada et al., 2026), self-efficacy is associated not only with

students' readiness to enter the workplace but also with the development of their internal drive to achieve success. This finding highlights the importance of building students' confidence through learning experiences, challenging assignments, and the development of problem-solving skills.

3.2.3. The Effect of Achievement Motivation on Career Readiness

The results indicate that Achievement Motivation has a positive and significant effect on Career Readiness, with a path coefficient of 0.290, a t-statistic of 2.543, and a p-value of 0.011. Since the p-value is less than 0.05, hypothesis H3 is supported. Compared with the direct effect coefficient of Self-Efficacy on Career Readiness (0.275), the coefficient of Achievement Motivation (0.290) indicates a slightly stronger positive relationship within this research model. These findings suggest that students with higher achievement motivation tend to be better prepared for the workplace because they have clear goal orientations, a willingness to improve their abilities, and a strong drive to achieve expected performance standards. Achievement motivation may encourage students to participate in training programs, develop professional skills, seek work experience, and prepare themselves for career demands. (Alhaderi, n.d.; Zhan et al., 2024) higher education institutions should promote achievement-oriented learning, competency development, and practical experiences to improve students' career readiness.

3.2.4. The Indirect Effect of Self-Efficacy on Career Readiness through Achievement Motivation

The results of the indirect effect analysis indicate that Self-Efficacy has an indirect effect on Career Readiness through Achievement Motivation, with a coefficient of 0.070, a t-statistic of 1.626, and a p-value of 0.104. Since the p-value is greater than 0.05, hypothesis H4 is not supported. These findings indicate that Achievement Motivation has not been demonstrated to significantly mediate the relationship between Self-Efficacy and Career Readiness. Although Self-Efficacy has a positive and significant direct effect on Career Readiness, this effect has not been shown to operate significantly through Achievement Motivation. This suggests that students' beliefs in their own abilities may be associated directly with their career readiness without relying on a statistically significant mediating mechanism involving achievement motivation. In practical terms, strengthening students' self-confidence remains important (Ibrahim & Aldawsari, 2023; Jian et al., 2025), increasing achievement motivation alone cannot be confirmed as the mechanism explaining the relationship between Self-Efficacy and Career Readiness. Further research is therefore needed to identify other potential mediating variables that may explain this relationship.

3.2.5. The Moderating Effect of Digital Literacy on the Relationship between Self-Efficacy and Career Readiness

The moderation analysis indicates that the interaction between Digital Literacy and Self-Efficacy in predicting Career Readiness has a path coefficient of −0.012, a t-statistic of 0.121, and a p-value of 0.903. Since the p-value is substantially greater than 0.05, hypothesis H5 is not supported. This finding indicates that Digital Literacy has not been demonstrated to significantly moderate the relationship between Self-Efficacy and Career Readiness. In other words, based on this research model, there is insufficient statistical evidence to conclude that students' levels of digital literacy strengthen or weaken the relationship between their beliefs in their abilities and their career readiness. Although the negative interaction coefficient suggests a weakening direction, the nonsignificant result does not provide sufficient evidence that digital literacy actually reduces the effect of Self-Efficacy. This finding also does not mean that digital literacy is unimportant for career readiness; rather, its role as a moderator in the tested relationship has not been empirically established. (Alanoglu et al., 2026; Caballero et al., 2026), digital literacy can still be developed as an independent competency without assuming that it changes the strength of the relationship between Self-Efficacy and Career Readiness.

3.2.6. The Moderating Effect of Digital Literacy on the Relationship between Self-Efficacy and Achievement Motivation

The results indicate that the interaction between Digital Literacy and Self-Efficacy in predicting Achievement Motivation has a path coefficient of −0.135, a t-statistic of 2.317, and a p-value of 0.021. Since the p-value is less than 0.05, hypothesis H6 is statistically supported. However, the negative interaction coefficient indicates that Digital Literacy weakens the positive relationship between Self-Efficacy and Achievement Motivation. This means that the relationship between students' beliefs in their abilities and their achievement motivation tends to become weaker as digital literacy increases, assuming that other variables in the model remain constant. These findings suggest that higher levels of digital literacy do not necessarily strengthen the relationship between self-efficacy and the drive to achieve. One possible explanation is that students with higher digital literacy have broader access to information and learning resources, but this access may not necessarily be accompanied by a proportional increase in achievement motivation relative to their confidence in their abilities. (Alanoglu et al., 2026; Caballero et al., 2026), this explanation remains an interpretation that requires further empirical investigation. In practical terms, higher education institutions should integrate digital technology skills with learning strategies that encourage goal setting, learning discipline, and achievement. In this way, digital literacy can be developed not merely as a technical skill but also in conjunction with efforts to strengthen students' motivation.

3.2.7. The Moderating Effect of Digital Literacy on the Relationship between Achievement Motivation and Career Readiness

The results indicate that the interaction between Digital Literacy and Achievement Motivation in predicting Career Readiness has a path coefficient of 0.023, a t-statistic of 0.234, and a p-value of 0.815. Since the p-value is greater than 0.05, hypothesis H7 is not supported. These findings indicate that Digital Literacy has not been demonstrated to significantly moderate the relationship between Achievement Motivation and Career Readiness. Therefore, there is insufficient statistical evidence to conclude that digital literacy strengthens or weakens the relationship between students' achievement motivation and their career readiness. Although the interaction coefficient is positive, its magnitude is very small and statistically nonsignificant; consequently, it cannot be used as a basis for concluding that a positive moderating effect exists. This finding suggests that the relationship between achievement motivation and career readiness in the research model has not been shown to depend on students' levels of digital literacy. In practical terms, efforts to improve career readiness should continue to emphasize achievement motivation through career goal setting, competency development, internship experiences, and project-based learning. Digital literacy can also be developed simultaneously, but this study does not provide evidence that digital literacy changes the strength of the relationship between Achievement Motivation and Career Readiness (Gassanova, 2026; Lee, 2026).

4. CONCLUSION

Digital Literacy, Self-Efficacy, and Achievement Motivation are important factors in shaping students' Career Readiness. Achievement Motivation and Self-Efficacy have direct effects on Career Readiness, while Digital Literacy has both direct and indirect effects through Achievement Motivation. Digital Literacy was not found to strengthen the relationships between either Achievement Motivation or Self-Efficacy and Career Readiness. Career readiness requires a combination of strengthening digital competencies, self-efficacy, and achievement motivation, while recognizing that digital technology does not always function as a reinforcing factor in the relationships among psychological variables.

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