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Determinants of Students' Adoption and Perceptions of E-Recruitment Platforms: An Empirical Analysis

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Abstract: E-recruitment has thus become a part and parcel of the present-day recruitment process, bringing an efficient and easy recruiting process with the aid of technology to the organisations and to the candidates as well. This study developed and validated the framework to explore students' adoption and perceptions of e-recruitment platforms and to identify the key factors affecting their acceptance. We used Exploratory Factor Analysis (EFA), Cronbach's Alpha, KMO and Bartlett's Test, and ANOVA to assess the model's reliability, validity, and statistical significance. The findings indicate that Naukri (28.89%) is the most preferred recruitment platform among students, followed by LinkedIn (18.89%), Freshers' World (12.22%), Glassdoor (10.00%), Foundit (8.89%), Times Jobs (8.89%), Indeed (6.66%), and Shine (5.56%). In terms of frequency of use, 52.22% of students use the e-recruitment platform when they need it, 16.67% use it rarely, 13.33% use it most of the time, 10.00% use it regularly, and 7.78% never use it. The findings show that students are highly digitally ready and want digital recruitment platforms to be easy to use, alert them to jobs promptly, give them accurate information, and process their applications efficiently. The results will help explain students' online recruitment behavior and serve as a basis for improving digital recruitment platforms and future studies of technology-enabled talent acquisition.

Keywords: E-Recruitment Platforms; Determinants of Students; Empirical Analysis; Web Recruiting; Internet Recruitment; Online Job Exploration; Job Searchers' Awareness; Exploratory Factor Analysis.

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1. Introduction

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In the current COVID scenario, India's responsibility is to hire students only based on their qualifications and experience in the relevant position to keep them in India. Technology has bridged the gap between traditional and modern recruitment for years, making it easier to fill vacancies in unfavourable circumstances [1]. The COVID situation made E-recruitment necessary, even though the traditional recruitment method worked well [2]. This was especially true for students from low-income families. Technological advancements and the benefits of e-recruitment helped close recruitment gaps, particularly for students [4]. Since recruitment focuses on developing an organisation's human capital, it is one of the most important HR functions. As the Internet expanded, online recruiting was predicted to become the norm, and these predictions are already being realised in the adjustments companies are making to their hiring practices [3]. These services go well beyond conventional hiring practices in terms of cost and time savings. However, research on how job seekers find jobs online, what draws them to the site, and what fulfilment they get from it remains scarce [5]. Employers use technology-based hiring and selection to find talent faster, more efficiently, more cheaply, and through a standardised process. The recruitment revolution emerged in the mid-1990s. Over the years, online recruitment, web-based recruitment, web recruiting, internet recruitment, and other terms have been used to refer to e-recruitment [6]. Despite organisations' increased use of the Internet for various purposes, research on the effects of recruitment remains in its early stages [8]. Nowadays, job candidates are highly selective. One of the most important platforms for job seekers today is the variety of e-recruitment websites [7]. This study develops a model that depicts the overall impact of e-recruitment on students by accounting for the previously mentioned factors [9].

This paves the way for streamlining the e-recruitment system and demonstrating a potential e-recruitment course. The study also establishes the framework for future investigations into the effects of E-recruitment on students [10]. In this context, e-recruitment is a new technology-based recruitment strategy and a key aspect of technology acceptance in recruitment research, as it allows organizations and job-seekers to engage through digital platforms. Technology acceptance theory suggests that people are more likely to accept digital recruitment systems if they view them as useful, easy to use, reliable, and able to enhance employment opportunities [11]. The advent of AI in recruitment has brought about intelligent job matching, automated resume screening, and personalized recommendations, making the recruitment process more efficient and data-driven [12]. This technological shift has also made it more important to understand students' online job-search behaviour, as students now rely heavily on online platforms to find jobs, compare companies and apply. Technology adoption is also shaped by organizational digitalization, platform features, and users' attitudes and beliefs about technology-assisted recruitment practices, highlighting the importance of technology acceptance as a theoretical lens for understanding recruitment behaviour [13]. Trust in AI, transparency in recruitment decisions, and confidence in automated selection mechanisms are also critical factors that shape users' perceptions and continued use of e-recruitment platforms [14]. Together, these theoretical lenses offer a holistic framework for understanding students' acceptance and use of e-recruitment platforms, bridging technology acceptance, AI-driven recruitment, trust, and online job search behavior in the digital recruitment landscape [15].

1.1. Objective of the Study

The specific objectives of the study are:

- To examine the socioeconomic status data of the selected students in Thoothukudi.
- To assess the students' job-search efforts and the availability of email addresses.
- To showcase the job boards and recruitment websites that the sample students utilised.
- To evaluate the sample respondents' frequency of E-Recruitment usage.

1.2. Research Questions

- What are the important factors affecting students' use of e-recruitment platforms when searching for employment online?
- What is the effect of perceived usefulness, perceived ease of use, trust and platform quality on students' perceptions of e-recruitment platforms?
- How do students' perceptions of e-recruitment platforms affect their attitude towards using these platforms for job search and employment opportunities?

1.3. Hypotheses

- **H1:** Perceived usefulness, perceived ease of use, trust, and platform quality are found to have a significant positive effect on students' adoption of e-recruitment platforms.
- **H2:** Students' positive perception of the e-recruitment platform has a significant positive effect on their behavioral intention to use the e-recruitment platform for seeking online job and employment opportunities.

2. Review of Literature

To examine how e-recruitment affects candidates' intentions to apply for job openings, N. Pradeeksha et al. [8] conducted research. The findings indicate that candidates' behavioural intentions are sufficiently influenced by price value, facilitating conditions, and performance expectancy. Job seekers should find useful information on career sites or job portals. Indira and S. Rathika [11] examined the online employment process and the costs and reliability of this medium for job seekers. According to the findings, job seekers found the costs and reliability of e-recruitment acceptable. Electronic hiring was effective at the time, and job seekers were using it to a desirable extent. Following a comprehensive literature review, Akila et al. [2] concluded that e-recruitment is more successful than other hiring methods. Previous research has focused mainly on technology adoption, recruitment efficiency in organizations and acceptance of online recruitment systems, with limited studies on evaluating and adopting online recruitment platforms when moving from education to employment. Past research has focused on employer benefits, system implementation, or AI's impact on the recruitment process, while students' behavioral factors remain only partially integrated into a comprehensive analytical framework. While recent studies have examined AI use in talent acquisition in organizational contexts, they focus mainly on recruiters or business enterprises, not on students seeking jobs and preparing to enter competitive labor markets. Previous research on the determinants of behavioral intention has yielded inconsistent findings on the relationships between students' perceived platform usefulness, trust, perceived ease of use, information quality, accessibility, privacy concerns, and their behavior.

The literature on determinants of behavioral intentions remains inconsistent regarding the interactions among perceived platform usefulness, perceived ease of use, information quality, accessibility, privacy concerns, and trust. Empirical evidence that jointly examines these determinants in a cohesive assessment remains limited. Additionally, differences in students' educational background, digital skills and expectations of online recruitment services have been investigated to a smaller extent, although they may affect students' adoption behavior. This study fills this gap by focusing on students as the main users of e-recruitment platforms and examining the interrelated determinants affecting their adoption decisions and perceptions in a single empirical study. This approach is more comprehensive than previous platform-centric and recruiter-focused investigations, offering a more holistic view of the factors shaping students' interactions in modern digital job-seeking environments and making a unique contribution to the growing body of research on technology-supported employment services.

In their 2019 study, Nathiya and Kumar [9] focused on how job seekers viewed the online hiring process. The study discovered that, compared to conventional recruitment methods, e-recruitment is less expensive and saves time. It does not require an intermediary to facilitate the hiring process, and job seekers can access it from anywhere at any time. To achieve transparency and minimise human intervention, Mondal and Ray [10] emphasised that e-recruitment is a process in which web-based technologies are used throughout recruitment and selection. E-recruitment is highly effective in the current environment, according to data collected from various sectors and recruitment industry experts.

3. Methodology

Primary and secondary data were used in the study, which was conducted using an exploratory and descriptive research design. This research pertains to the effects of E-recruitment on students in Thoothukudi City. Using a carefully constructed, pre-tested structured questionnaire, 90 students selected through convenience sampling served as the subjects for primary data collection. Secondary information was gathered from websites, annual reports, journals, books, newspapers, records, brochures and the Internet. The primary source data were analysed using various statistical methods, such as averages, basic percentage analysis, ANOVA, Cronbach's Alpha, and KMO and Bartlett's test. Data were collected in September 2023.

A structured sampling procedure was followed to obtain data representative of the target population of students seeking information on job search and career through e-recruitment platforms. A questionnaire-based survey was conducted using purposive sampling, targeting students with experience or familiarity with online recruitment websites. Complete questionnaires were received from respondents actively seeking placements, internships or jobs through the e-recruitment system. Incomplete questionnaires and those from respondents unfamiliar with the e-recruitment system were excluded from the final dataset. Demographic variables, such as gender, age, educational qualification, level of study, and previous experience with online job search platforms, were used to describe the sample's characteristics and profile the respondents.

This demographic distribution allowed the analysis to account for differences in technology acceptance and attitudes across student segments and to draw more representative conclusions. Before statistical analysis, data screening was performed to identify missing responses, inconsistent responses, and duplicate entries. Ethical standards were upheld throughout data collection, including voluntary participation, informed consent, anonymity, and confidentiality of respondent information. This systematic sampling procedure has well-defined inclusion criteria, and detailed demographic profiling enhances the study's transparency, reliability and repeatability, providing a solid empirical basis for measuring students' adoption of and perceptions of e-recruitment platforms.

4. Demographic Profile of Respondents

Demographic profile analysis helps establish the typical student profile (Table 1).

Table 1: The proportion of students in the arts and science stream

No.	Proportion	Total	Percentage
1	Arts	39	43.33
2	Science	51	56.67
	Total	90	100

Source: Primary data

Table 2 shows that 56.67 percent of students are enrolled in the science stream, while 43.33 percent are in the arts stream.

Table 2: Level of study

No.	Level of Study	Total	Percentage
1	UG	72	80.00
2	PG	18	20.00
	Total	90	100

Source: Primary data

According to Table 3, 80% of students pursue undergraduate courses. Merely 20% of students enroll in postgraduate programmes.

Table 3: Gender wise classification

No.	Gender	Total	Percentage
1	Male	49	54.44
2	Female	41	45.56
	Total	90	100

Source: Primary data

Table 4 shows the respondents' sex distribution. Of those surveyed, 45.56% are women and 54.44% are men.

Table 4: First-generation learners

No.	First Generation Learner	Total	Percentage
1	Yes	53	58.89
2	No	37	41.11
	Total	90	100

Source: Primary data

Table 5 shows that 58.89 percent of students identify as first-generation learners, while 41.11 percent do not.

Table 5: Family income

No.	Family Income	No. of Respondents	Percentage
1	Less than 10000	26	28.89
2	10000-13000	24	26.67
3	13000-15000	18	20.00
4	15000-17000	13	14.44
5	Above 17000	9	10.00
	Total	90	100

Source: Primary data

The student's family income is displayed in the Table 6. 28.89% of sample respondents earn less than $10,000, 26.67% of respondents' families earn between $10,000 and $13,000, 20% of respondents' families earn between $13,000 and $15,000,

14.44% of respondents' families earn between $15,000 and $17,000, and 10% of respondents' families earn between $15,000 and $17,000, respectively.

Table 6: Availability of email address

No.	Email Address	Total	Percentage
1	Yes	87	96.67
2	No	3	3.33
	Total	90	100

Source: Primary data

Based on the data, 96.67% of students have email addresses. A tiny percentage of students (3.33 percent) had no email address (Table 7).

Table 7: Level of job search

No.	Level of Job Search	No. of Respondents	Percentage
1	Intern	56	62.22
2	Beginner	19	21.11
3	Intermediate	11	12.22
4	Advanced	4	4.45
	Total	90	100

Source: Primary data

Table 8 suggests that most students are looking for jobs at the beginner level (62.22 percent), followed by intermediate (12.22 percent) and advanced (21.11 percent). Only 4.45 percent of students are looking for jobs at the advanced level.

Table 8: Job source

No.	Job Source	No. of Respondents	Percentage
1	Online	47	52.22
2	On campus	31	34.45
3	Friends & relatives	12	13.33
	Total	90	100

Source: Primary data

Researchers conclude that most jobs are obtained online (52.22 percent), followed by on-campus employment (34.45 percent) and friends and family (13.33 percent) (Table 9).

Table 9: Recruitment websites/job boards used

No.	Recruitment Websites/Job Boards Used	No. of Respondents	Percentage
1	Naukri	26	28.89
2	Found it	8	8.89
3	LinkedIn	17	18.89
4	Shine	5	5.56
5	Times Jobs	8	8.89
6	Indeed	6	6.66
7	Glassdoor	9	10.00
8	Freshers' World	11	12.22
	Total	90	100

Source: Primary data

Table 10 shows that most students (28.89%) use the Naukri website for job search, followed by LinkedIn (18.89%), Freshers World (12.22%), Glassdoor (10.00%), and Found It (8.89%). 8.89%, 6.66%, and 5.56% of students use Times Jobs, Indeed, and Shine for job search, respectively.

Table 10: E-recruitment usage frequency

No.	E-Recruitment Usage Frequency	No. of Respondents	Percentage
1	Always	9	10.00
2	Most of the time	12	13.33
3	Rarely	15	16.67
4	Based on need	47	52.22
5	Never	7	7.78
	Total	90	100

Source: Primary data

Table 11 concludes that most students use e-recruitment as needed (52.22%). 16.67% of students use it rarely, and 13.33% use e-recruitment. Most of the time, 10% of students use it always, and 7.78% never use it.

4.1. Factor Analysis Techniques

Factor analysis techniques were used to identify the elements influencing job seekers' perceptions. Cronbach's Alpha, KMO and Bartlett's test were used to assess construct validity and reliability.

Table 11: Cronbach's alpha

Reliability Statistics	
Cronbach's Alpha	**No. of Items**
0.734	23

To find the factors influencing job seekers' perceptions, exploratory factor analysis was conducted. ANOVA was used to examine variations in population means.

Table 12: KMO and Bartlett's test of sphericity

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.702	
Bartlett's Test of Sphericity	Approx. Chi-Square	1081.212
	Df.	275
	Sig.	0.000

Sampling adequacy is measured by KMO, as shown in Table 12. 0.702 is the Kaiser-Meyer-Olkin Measure value. KMO compares the partial correlation coefficient with the observed correlation coefficient.

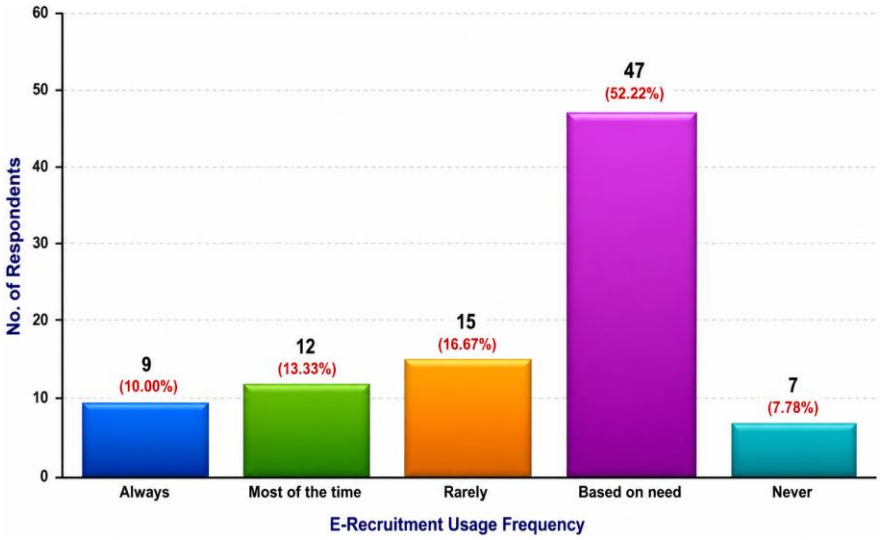


Figure 1: Respondents' distribution based on frequency of e-recruitment usage

Figure 1, the value of 0.702 falls within the acceptable range. Bartlett's test of sphericity determines whether the population correlation matrix is the identity matrix and whether factor analysis is appropriate. Table 12 reports a chi-square value of 1081.212 with 275 degrees of freedom and a significance level of 0.000, meaning it is less than 0.05. Figure 1 shows how often the respondents use electronic recruitment platforms to look for and apply for jobs. The histogram shows a significant difference in platform usage patterns among respondents, as the highest bar is “Based on need,” meaning most respondents access e-recruitment platforms only when they actively need employment/internship opportunities. This trend indicates that these platforms are mostly seen by students as services to be used for a purpose, but not something to be engaged in continuously. The “Rarely” and “Most of the time” categories fall in between – a significant number of respondents use online recruitment platforms occasionally or with a moderate frequency, depending on their job needs. Fewer students place themselves in the "Always" category, indicating that not many students regularly use digital recruitment platforms during their school years. Similarly, the "Never" category is the smallest, showing that very few respondents do not use e-recruitment systems at all. The differences in bar heights show that students adopt online recruitment platforms differently, suggesting varying familiarity, engagement, and dependence on online recruitment technologies. Overall, Figure 1 shows that students use e-recruitment out of necessity, indicating that website use is situational and that acceptance of online recruitment as an important medium for exploring and searching for jobs is increasing.

5. Discussions

The findings offer a holistic picture of how students are embracing e-recruitment platforms and their perceptions of them, combining demographic parameters and online job-search behavior patterns with statistical validation. Demographic analysis shows that 56.67% of respondents are from the science stream and 43.33% from the arts stream, indicating greater participation of science students in digital recruitment activities. The results indicate that the sample consists of 80.00% undergraduate students and 20.00% postgraduate students, implying that e-recruitment is mainly used by students facing their first career opportunities. Gender distribution is relatively even, with 54.44% male and 45.56% female respondents, indicating strong acceptance among both genders. Figure 1 shows that 58.89% of respondents are first-generation learners, highlighting the role of digital recruitment platforms in creating more employment opportunities. Family income distribution shows that 28.89% of respondents belong to families earning less than ₹10,000 per month, 26.67% fall within ₹10,000–13,000, 20.00% within ₹13,000–15,000, 14.44% within ₹15,000–17,000, and 10.00% above ₹17,000, indicating that e-recruitment platforms are adopted across diverse economic backgrounds. Almost all respondents (96.67%) have an email address, indicating a high level of digital readiness for online recruitment. For job hunting, 62.22% look for internships, 21.11% for beginner-level jobs, 12.22% for intermediate-level jobs, and 4.45% for advanced-level jobs, showing that digital recruitment primarily supports early-career development.

52.22% of respondents identify online platforms as the top source of jobs, followed by 'On-campus Recruitment' (34.45%) and Friends/Relative (13.33%), showing the growing prominence of technology-enabled job-sourcing platforms. Students prefer established online job portals, as Naukri (28.89%), LinkedIn (18.89%), and Freshers' World (12.22%) are the top three choices on the list of recruitment websites, followed by Glassdoor (10.00%), Foundit (8.89%), Indeed (6.66%), and Shine (5.56%). The frequency analysis also shows that 52.22% of students use e-recruitment platforms when needed, 16.67% use them rarely, 13.33% use them most of the time, and 10% always use them. In comparison, the remaining 7.78% never use them, as shown in Figure 1, which further confirms that platform use is an opportunity rather than continuous. The measurement model has good psychometric properties because the Cronbach's Alpha value for the 23 measurement items is 0.734, indicating suitable internal consistency. The KMO value (0.702) is adequate for sampling suitability for factor analysis, and the Chi-square value from Bartlett's Test of Sphericity (1081.212) is significant at the 0.000 level with 275 degrees of freedom, which indicates that there is a strong intercorrelation between the variables and that the exploratory factor analysis is appropriate. Overall, the results show that students have high digital readiness, use electronic recruitment platforms more to find job opportunities, and that the analytical framework used to examine the determinants affecting students' adoption and perceptions is reliable and valid.

6. Conclusion

Tech-savvy millennials and post-millennials expect a job portal that is simple to use, requires little mental effort when searching for a job, and allows them to become proficient, improving their overall impression. The extended services feature helps meet job seekers' needs, as they demand extra benefits today. They can search and apply for jobs more quickly and efficiently by viewing emails about recent job openings. Thus, the study sheds light on job seekers' perceptions. The results have significant academic and practical implications, as they will improve understanding of students' adoption of and perceptions of e-recruitment platforms. The study contributes to the literature by combining technology acceptance, Trust, Platform quality, and online job search behavior into a single model to assess students' interaction with digital recruitment systems. The findings offer important implications for schools and other educational organizations to plan career guidance programs that build awareness and promote effective use of e-recruitment technologies among students.

The results can be used by both the recruitment agencies and the employers to create a more user-friendly, transparent and accessible recruitment platform that meets students' expectations and digital preferences. The study also emphasizes the need to integrate AI capabilities, accurate information, and secure application procedures to boost students' confidence in online recruitment platforms. The results can help inform policymakers and career development professionals in championing digital employability strategies and building greater acceptance of technology as a recruitment tool among youth. Moreover, the study provides a comprehensive empirical basis for future studies of digital recruitment behavior by revealing the importance of behavioral and technological determinants on platform adoption. These implications reinforce the need to develop efficient, learner-centred and technology-driven recruitment systems to improve access to employment and ease the transition from formal education to employment.

6.1. Limitations of the Study

The findings should be interpreted in light of several limitations. The study was based on responses collected from students only; therefore, it reflects the perceptions and experiences of a particular group of respondents, not the entire population. The cross-sectional design reflects students' opinions at one point in time. It may not capture changes as digital recruitment platforms evolve and as students' perceptions or technology adoption behaviors change. The findings are based on self-reported questionnaire responses, which may reflect individual understanding, experience, and preference. The empirical analysis mainly focuses on selected determinants linked to the adoption and perceptions of e-recruitment, and it does not account for factors such as the labour market situation, socioeconomic background and digital infrastructure, or regional differences. The research also focuses on online recruitment systems used by students and does not consider employers' views or recruiters' experiences in the same model. In addition, the results are limited by the specific sample and environment studied and therefore cannot be directly applied to other educational institutions, regions, or countries. This study has shortcomings but still offers valuable empirical data on the adoption of e-recruitment platforms and students' perceptions, and it provides a sound foundation for future studies on digital recruitment.

6.2. Future Scope

In the future, the study could be extended to explore students' adoption and perceptions of e-recruitment in other types of educational institutions, disciplines and geographical areas to increase the generalizability of the findings. International comparative studies of students from other countries and labor markets can offer insights into digital recruitment behavior across a broader spectrum of cultural and technological influences. Longitudinal studies could be conducted to examine the changes in students' perceptions, trust, and intention to adopt with increased exposure to AI-powered recruitment systems and shifts in employment practices. Future studies could also consider other constructs to build more detailed analytical frameworks: digital literacy, career readiness, perceived fairness, algorithmic transparency, privacy protection, cybersecurity awareness, employer branding, and social media recruiting. Further comparative analysis among students, recruiters, employers, and placement professionals can improve understanding of stakeholders' perspectives in technology-based recruitment processes. Advanced analytical models such as structural equation modeling, machine learning and predictive analytics can uncover intricate behavioral patterns and improve the predictive power of e-recruitment adoption models. Future research may also explore how new technologies such as generative AI, recruitment chatbots, intelligent career recommendation systems, blockchain for credential verification, and interactive virtual recruitment experiences will shape the digital recruitment landscape and the future of student-centric e-recruitment platforms.

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