



# **Customer Use and Experience with Online Job Platforms in Recruitment.**

**Case of University Students in Jyväskylä.**

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### **Abstract**

Online job platforms have significantly changed the job search process, especially for university students seeking part-time, internship, or seasonal work. The main goal of the research was to explore how university students in Jyväskylä use and experience these platforms, focusing on factors influencing satisfaction and success. The Technology Acceptance Model (TAM), including perceived usefulness, ease of use, and behavioral intention, was used to interpret the findings. A qualitative method was applied, with data collected through semi-structured interviews with eight students. Thematic analysis, conducted using NVivo, revealed key themes such as platform preferences, user experience, common challenges, and suggestions for improvement. Students appreciated the convenience and variety of job listings but raised concerns about irrelevant postings, lack of feedback, and limited student-focused opportunities. Satisfaction was strongly linked to TAM factors, particularly when platforms were easy to use and provided relevant results. The study concludes that while online platforms support student job searches, improvements in personalization and student-specific features are needed. These insights can help platform developers, universities, and employers better support young job seekers in a digital recruitment environment.

### **Keywords/tags (subjects)**

E-recruitment, online job platforms, university students, Technology Acceptance Model(TAM)

### **Miscellaneous (Confidential information)**

No confidential information was disclosed in the research.

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# 1 Introduction

The rise of digital technology has transformed various aspects of modern life, including the job search process. In the case of university students, online job platforms have gradually become a key instrument in exploring the highly demanding and crowded job market. These platforms serve as a means for university students to find job opportunities either for personal reasons or academic reasons. Personal reasons could be for financial aid, saving towards a particular goal or to keep network with people. Academic reasons could also be for internships or apprenticeship. While university students strive to find a balance in their academic pursuits and the need to gain practical experience, it is essential to understand how they can use sources gained online to attain jobs as it is important for both their individual and career development. University students have different experiences when it comes to the use of online job platforms. These experiences can differ based on factors such as field of study, geographical location, the type of platform used and personal reasons. University students employ the use of job platforms not only for job opportunities but also for aid in crafting resumes, tips on preparing for interviews and building career-driven networks. Many find mutual communities and 'friends' on these platforms. Online job platforms are accessible to a large number of people with broad range of career opportunities and easy to use, because of this university students are able to explore a variety of options that are in alignment with their own interests, goals and aspirations, ultimately guiding their career paths.

This thesis will navigate into the different experiences of university students in Jyväskylä as they make use of several online job platforms in their endeavor to escape unemployment. Looking into what drives university students, challenges they face, and their successes, this thesis provides insights into how online job platforms shape their personal and career development. The goal of this thesis is to add voice to the ongoing conversation concerning technology, education, and employment, in doing so providing actionable suggestions for improving the effectiveness of online job platforms and university students in their career paths and development. The findings will not only benefit students but also inform educators, employers, and policymakers about the evolving landscape of job searching in the digital age.

## 1.1 Background

The world has evolved greatly in the past decade. Technology is making processes more efficient, altering traditional ways of shopping, reading, teaching, and even job searching. People do not walk about with their resumes in file holders, moving from offices to other in search of jobs. Many different ways were used to set oneself up to get a job. Through a mutual friend, family friend, reference, job applications, agents and many others but now with the click of a button, information of applicants can be sent to seekers to enable them get a job or at least an interview. In the case of university students was even harder. It was either you work in a family company or wait for summer or winter jobs. To get part time jobs while school is a bit of a challenge. Employers want people full time or experienced people or at least be of a certain required age. Things and times have changed, the dynamics of recruitment processes have undergone a profound metamorphosis (Smith, 2020). The emergence of online job platforms has caused a paradigm shift in the way university student recruitment is traditionally done. Online job platforms have become a popular tool for recruiters and employers to find and interact with potential applicants as the workforce in Finland grows more dynamic and linked especially in Jyväskylä.

In Finland, particularly in Jyväskylä, where a significant portion of the population consists of students, online job platforms have transformed the way recruitment is done. The country's youth employment rate was around 14.3% in 2023 (Statistics Finland, 2023), highlighting the need for efficient job-search mechanisms tailored to students. The change from traditional to digital form of hiring processes in companies is fueled by online platforms capacity to reach a wider audience in addition to their easy and efficiency. There are different types of platforms online to seek for a job. Be it full time, part time or gig type of work. Examples of online job platforms in Finland are; Grabjob, Monster, Indeed, Flexjobs, Duunitori, LinkedIn, Jobly, Sol, Bolt and others. University students use these online platforms for various reasons. To search for part time jobs, internship slots or seasonal work. These platforms are of many advantages to students although it has its disadvantages. They provide access to diverse job opportunities, flexibility, and easy application processes. Though students face some challenges such as job competition, algorithmic bias, and the need for strong digital profiles (Felstead and Henseke, 2017). They have different systems and application processes. Jobs are found for many reasons, for university students it could be to pay tuition fees, rent, upkeep or even to earn enough money for a trip. The use of these platforms has been steadily increasing; for instance, LinkedIn had over 2 million users in Finland in 2022,

demonstrating its role as a key job search tool (LinkedIn, 2022). Moreover, not all job postings are reliable, and the increase in fraudulent job advertisements has become a concern (European Commission, 2022). In light of these developments, this thesis explores the implications, challenges, and opportunities university students in Jyväskylä face when using online job platforms. The study aims to understand how students navigate these platforms, what factors influence their success, and what improvements could be made. By examining students' experiences, this research contributes to the growing discourse on digital employment solutions and their impact on university student job seekers in Finland.

## **1.2 Research Motivation**

As a university student who have used several job platforms myself and continues to use the platforms, I have also witnessed the challenges and opportunities that online job platforms presents. It is essential to understand how university students navigate, utilize these platforms to better their chances in securing job opportunities and enhance their overall recruitment experience. Through examining the various different needs, preferences, and obstacles of university students in Jyväskylä, this research aims to provide insights that can enhance user experience and more effective job matching. In addition, the findings can shed light to platform developers, employers and student career guides about how their services and resources can support university students in their career paths and personal development. As a result, the disparity in employment during or after education will be reduced.

Youth unemployment continues to be a significant challenge globally, including in Finland, where many students find it difficult to obtain jobs that match their qualifications and long-term career goals (Statistics Finland, 2023). Jyväskylä being a city in central Finland is no exception. By shedding light on the effectiveness of online job platforms, this study contributes to ongoing discussions on employment policies, labor market dynamics, and digital inclusion, ensuring that technological advancements benefit students and employers alike.

### 1.3 Research Objectives and Questions

Emergence of online job platforms has been in the system for a number of years and more are still to come. The main aim is to help people connect with hiring companies easier. These platforms also provides an avenue for companies to make the public know they are in need of potential workers. This thesis is to help university students who most of the time do not have experience or know how to find jobs. Therefore, it is helpful and important to explore what is needed to make university students in Jyväskylä stand out and know the implications that comes with using online job platforms. These objectives are important for supporting university students in Finland as they transition into the workforce by identifying which online job platforms are most effective, what challenges hinder their job search, and which factors contribute to a successful and satisfying experience. In a competitive and digitally-driven labor market, such insights are essential for improving students' employability, addressing barriers faced by both local and international students, and enhancing the tools and support systems that connect education to meaningful career opportunities. This thesis aims to explore the following objectives:

Objective 1: To analyze the effectiveness of various online job platforms used by university students in Jyväskylä.

Objective 2: To identify the challenges faced by university students when using online job platforms for job searches.

Objective 3: To explore the factors that influence the satisfaction and success of university students in using online job platforms.

From the aforementioned objectives, the following questions will help delve deeper and possibly find solutions:

Research Question 1 (RQ1): What are the most commonly used online job platforms among university students in Jyväskylä, and how effective do students perceive them to be in securing employment?

Research Question 2 (RQ2): What specific challenges do university students encounter while navigating online job platforms, and how do these challenges affect their job search experience?

Research Question 3 (RQ3): What factors contribute to the satisfaction and success of university students in their experiences with online job platforms, and how can these factors be leveraged to improve their recruitment outcomes?

Each of the research questions aim to give real-time suggestions that can be useful to university students seeking jobs, university student bodies, platform developers, universities and employers in the research.

Understanding which platforms students use most frequently and how effective they find them is crucial for platform developers and career services at universities. This insight can guide improvements in platform design and job posting strategies to better align with student needs. Employers can also use this information to decide where to advertise student-friendly roles to increase visibility and attract suitable candidates.

Identifying the challenges students face, such as irrelevant listings, lack of employer feedback, or complex interfaces, provides actionable feedback for platform designers to enhance usability and trust. University career centers can also use this information to better prepare students through workshops or resources focused on navigating digital job platforms more effectively.

Recognizing the factors that drive satisfaction and success, such as relevance of job matches, intuitive design, and trust in listings, can help platforms and employers optimize recruitment strategies to attract and retain young talent. These insights also provide universities with guidance on which platforms to endorse or integrate into their student career services.

## **1.4 Thesis structure**

The main aim of this research is to find ways that will help university students in Jyväskylä attain better job opportunities when it comes with the use of online job platforms in Finland. Research is a systematic way of collecting, interpreting and reporting data with clear purpose (Saunders et al., 2009). This thesis starts with an introduction where the topic is explained and the motivation behind the research is stated. In the introduction is also the research objectives and questions.

The objectives aim to find out reason for the research and the questions seek to find answers to related issues of the thesis topic. The thesis then proceeds to the literature review. The literature review compiles fundamental concepts and theories on the research topic. It gives a clear understanding of the phenomenon at hand. It also creates a solid knowledge base for this study. The following chapter is the research approach and implementation. The various approaches that were applied in the research is discussed. In this thesis, inductive philosophy approach was applied, following why descriptive type of research was used in writing this thesis. Proceeding in the chapter is an explanation of why qualitative method of research was used. After the research philosophy and implementation is the data collection method. This chapter also analyzes the data collected. Moreover, this chapter covers a plan for the ethics and quality of the research. Then, results of the data collected and analyzed is discussed in the following chapter. Furthermore, a concluding chapter follows. This chapter answers the research questions of the thesis. Last but not least, a discussion chapter. This chapter assess the findings and results that was discussed in the research. Also it is followed by appendices and a reference list.

## **2 Literature Review**

This chapter presents a review of the existing literature pertinent to the topic. The chapter analyzes and introduces the theoretical framework relevant to this study. Through an examination of prior literature, this research aims to address the gap in knowledge regarding online job platforms for university students. The subsequent sections of this chapter discuss the specific challenges identified in the literature and trends in online job platforms.

### **2.1 Online Job Platforms and Recruitment**

The role of the internet in recruitment began in the mid-1990s, with popular media hailing it as a catalyst for a "recruiting revolution" due to its potential benefits for recruiters (Boydell, 2002). Predictions suggested that the recruitment industry's future would be internet-based (Edgeley, 1995), and that the internet had fundamentally altered corporate recruiting practices (Cappelli, 2001). "E-Recruitment," also referred to as "Online recruitment," has become the latest trend and buzzword in the field, involving the use of web-based tools and technology to enhance the

recruitment process. The adoption of online recruitment methods and emerging technologies offers numerous advantages to modern recruiters, making the process of identifying candidates and new business prospects faster, more cost-effective, and efficient. Over the past decade, the internet has been the primary catalyst for change in the recruitment process, serving as a bridge between employers and job seekers. Technology has facilitated the sophistication and interaction between employers and job searchers (Harris, 2007).

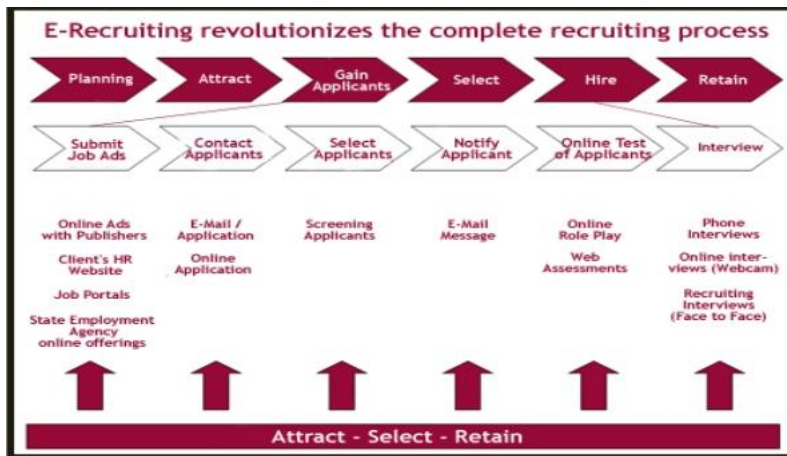


Figure 1: Revolution of E-recruitment (Dhamija, 2012)

An online platform that facilitates user interaction, service provision, and process simplification is known as a digital platform. It can expand quickly, increasing client interaction and giving companies greater flexibility. Additionally, digital platforms enable digital transformation by enhancing user experience (UX) and collecting valuable data. For job searchers, digital job search sites have emerged as a key resource. It makes applying for jobs simple and enables users to upload resumes and establish personal profiles. LinkedIn has grown into a center for professional networking. Users may connect with businesses, showcase their abilities, and get job opportunity notifications based on their region and area of expertise. LinkedIn offers job-matching tools based on user profiles. It makes the job search process more effective by recommending pertinent employment prospects (Zhu and Chen, 2015). Indeed, in fact, is another popular platform. It collected a variety of job postings from many sources. Additionally, include details about open positions in other businesses. Indeed and LinkedIn both include services including application tracking, resume-building tools, and job notifications. These websites also provide further information regarding pay scales and corporate reviews. It aided users in their job decision-making.

Additionally, it promotes self-assurance during the job search process (Nadkarni and Hofmann, 2012). The majority of those without a college degree, women, and those with impairments lost their employment during the COVID-19 epidemic. As a result, people are aware of how technology plays a part in the job search process (Dillahunt et al., 2021).

Over 70% of job searchers use online job boards like Indeed, ZipRecruiter, and LinkedIn to look for openings, per industry data. This finding demonstrates how important technology has been to the job search process.

According to a Market.us (2024) analysis, this market is anticipated to expand at a compound annual growth rate (CAGR) of 6.5%, leveraging big data, AI, and mobile platforms to facilitate recruiting. This market concentrated on improving the user experience and reaching a wider audience worldwide.



Figure 2: Global Online Recruitment Market (Market Us, 2024)

### 2.1.1 Recruitment process in Finland

Recruitment through online job platforms in Finland has become a crucial method for both employers and job seekers in the digital age. Online recruitment platforms in Finland offer a streamlined approach to connecting talent with job opportunities. These platforms serve as a means for companies and organizations to advertise open positions, while job seekers can set up their profiles, upload CVs or resumes, fill in a application form (not in all cases) and apply for the jobs accordingly. A well-known platform for recruitment in Finland which serves as a networking

site and a job search tool LinkedIn. Additionally, Suomen Työnantajat in 2020 revealed that the TE-palvelut (The Finnish Employment Services) and Monster Finland which are Finnish job platforms play an important role when it comes to this recruitment cycle. Features and functionalities such as filtering by location, job type, season, experience level, and industry make the process more efficient for the job seeker and employer.

The process of recruitment usually begins with the employers advertising job vacancies, the advertisement include the job description, job requirements, what to expect from the candidate and what the candidate should expect from the the employer. Some of the the job posts include necessary educational requirements or skills needed and work-experience history. Non-discrimination laws that promote equal opportunities for all candidates regardless of gender, age, or nationality, apply to job advertisements in Finland (Suur-Uski, 2021). Afterwards, the job applicants can filter the search to find relevant positions, customize their application to suit their preference, upload their CVs or resumes and cover letters. The application can differ in respect to platform interface or employer needs. On some platforms, an application can be used multiple times to different job postings. A more engaging and effective hiring process provided by online job platforms, which most of the time include useful extra features like skill evaluations or interview scheduling tools (Suur-Uski, 2021).

From the perspective of employers, these platforms offer several advantages, such as a broader reach to potential candidates. The potential candidates stretch across, individual job seekers, university students, seasonal workers and many more. In Finland, where work culture emphasizes efficiency and technology, companies are more likely to embrace digital tools to streamline recruitment. These platforms allow businesses to access a larger pool of candidates from both domestic and international markets. For instance, Finland has attracted international talent, particularly in the tech industry, through global job platforms such as Indeed and Glassdoor. These platforms frequently feature user ratings and reviews of businesses, which enhances the employer brand image and draws in top talent (Kallio, 2022). Additionally, Finnish recruitment agencies use online platforms to fish out prospective candidates and talent scouting.

The flexibility and convenience with using online job platform not only benefit employers but also job seekers. With traditional methods like in-person job hunting, applicants who use online job

platforms do not need to physically go about finding open positions, make inquiries and submit applications. This method can also be used to multiple jobs with ease. Everything single stage up to interview and even job training can be done online with the use of tools like Google meet, Zoom, Microsoft teams and others. These platforms offer an essential tool for raising job visibility and aiding job seekers to explore a broader range of options in Finland, where the job market is highly robust (Suur-Uski, 2021). Nonetheless, a disadvantage to this kind of system is the voluminous amount of applications. this in turn can be a lot for employers. Applications are mostly filtered out by automated tools such as the Applicant Tracking System (ATS), the tool aims to sort out applications that best fulfill the programmed requirements (Kallio, 2022). This automated system has its own merits and demerits as it is strict on filtering applications.

In Finland, online job platforms have revolutionized the recruitment process by enhancing the efficiency, accessibility, and broader tools for employers and job seekers. An advantage of these platforms is the easiness and fastened procedure in job applications. Hiring processes which used to be extremely time taking and tedious has been reduced. The platforms simplify the hiring process and increase the chances of securing job opportunities that suits individual preferences and needs. This does not negate the fact that the many benefits does not come with its disadvantages, either to the job seeker or employer. Some challenges employers encounter are high volumes of applications due to its ease of application and accessibility. Also, the over-dependency on technology in the recruitment process remains a factor. As with the rapid growth of technology acceptance in the society, AI tools may be included to assist in screening candidate profiles, cover letters and enhancing recruitment results.

## **2.2 Technology Adoption and User Experience**

In the past few years, technology has really evolved. Online job platforms has served as a passage way for employers and job seekers to advertise and look for jobs. This has made it easy for both parties in the recruitment process. Artificial intelligence (AI) and data analytics, is being utilized predominantly in modern recruitment processes. These tools enables employers and their recruitment team to automate tasks, such tasks include; screening candidates, sorting resumes or CVs, and organizing the interview process (Upadhyay & Khandelwal, 2018). With respect to user

data preferences, AI algorithms can use users' browsing history, preferences and application behavior to generate job suggestions that are relevant and improve engagement (Jeske & Shultz, 2016). These features and tools make it easy and are better for university students in the sense that it is flexible, gives room for part-time, seasonal jobs, internships and positions that are suitable for their academic pursuits, aspirations and development.

Preceding job matching, AI-assisted platforms are gradually including psychometric assessments and behavioral analytics to examine candidates, evaluations can be centered across soft skills, emotional intelligence, and cultural acceptableness (Chamorro-Premuzic et al., 2016). The aim of these tools is to analyze how applicants (in hypothetical situations) will maneuver. Hypothetical situations could be team work tasks, problem solving ability or emergency responses to work-related tasks. These approaches uncover underlying relevant topics such as transparency, fairness, and the possibility of algorithmic bias, in the case of job seekers who are not acquainted with such evaluation forms, while still offering great insights into the job seekers' potential (Binns et al., 2018).

Blockchain is also a technological advancement that has been incorporated into the job platforms. Hiring fraud is reduced and background checks are made easier with the use of blockchain. The tool is safe and has impenetrable features for verification of credentials, certificates, and employment histories (Fang et al., 2022). For university students and recent graduates, this could serve as an authentication for application processes by allowing instant verification of credentials such as degrees, internships, or certifications, giving them an advantage in digital-first hiring environments.

Augmented Reality (AR) and Virtual Reality (VR) are also becoming well-known as experiential recruitment tools, giving job applicants virtual tours of workplaces or simulations of job tasks (Dwivedi et al., 2021). Premature resignation and role mismatch can be reduced if students or job seekers who have reached a certain level in the recruitment process experience the company culture and job expectations in immersive formats as part of the application process. Such tools are especially useful in bridging the information gap that often exists between student job seekers, individual job seekers, and unfamiliar industries in their pursuit of internships, apprenticeship, or seasonal jobs.

Simultaneously, the advancements of the above discussion is the growing trend of remote hiring and virtual interviewing, as a result of the global shift to hybrid and remote work models especially after the pandemic in 2019. Virtual interviews and remote on-boarding have become the accepted procedure in a lot of companies, highlighting the growing need for job seekers to be prepared and adaptable digitally on the job market (Jeske & Shultz, 2016). For university students, this evolution reveals both advantages and disadvantages: while it paves room for broader access to geographically distant employers, it also demands strong digital communication skills, steady internet connection, and knowledge with a variety of interview platforms.

Binns et al. (2018), there is usually a lack of transparency in the use of AI in recruitment, and an unfolding disagreement on AI reinforcing existing biases or being a disadvantage on minority candidates. Notwithstanding the positives of AI in recruitment, ethical concerns must be raised, regulated, and taken into consideration. Again, ethical concerns around data privacy, consent, and accountability have drawn attention for a more regulated and ethical use of recruitment tools especially tools that are AI-assisted.

On the whole, the evolution and acceptance of new technologies such as AI, blockchain, AR/VR, and analytics has greatly improved the effectiveness and user experience of online job platforms. For university students, these tools offer more specific prospects and information into employer standards and requirements. So to speak, to ensure equal access and ethical use, developers, employers, and institutions must prioritize inclusive design, ethical governance, and user education as part of the progressive improvement in hiring processes.

### **2.2.1 Technology Acceptance Model (TAM)**

Technology adoption is the process by which people and organizations accept, incorporate, and make use of technological innovations. To study online job platforms, one requires an understanding of technology adoption as it shed lights on how users view and interact with these platforms. The Technology Acceptance Model (TAM) by Davis (1989) and the extended model TAM2 by Venkatesh and Davis (2000) are two significant theoretical frameworks that describe user behavior while adopting technology. The TAM created by Davis (1989) was to dive into the reasons why people accept and use technology. TAM identifies two key determinants that influence users' acceptance of a technology:

1. Perceived Usefulness: perceived usefulness abbreviated as PU is the degree to which a person believes that using a particular technology will enhance their performance/productivity or achieve their goals.

2. Perceived Ease of Use: perceived ease of use abbreviated as PEOU is the degree to which a person believes that using a technology will be free of effort or easy to use.

In the context of online job platforms, perceived usefulness might involve how effectively the platform helps students find relevant job opportunities, job listings that match their preferences or connect with employers. For instance, a university student may perceive LinkedIn as useful if it provides custom job suggestions or facilitates effective networking with professionals. Perceived ease of use, on the other hand, could include factors like intuitive navigation, new user-friendly interface, quick profile setup, and clear instructions for applying to jobs.

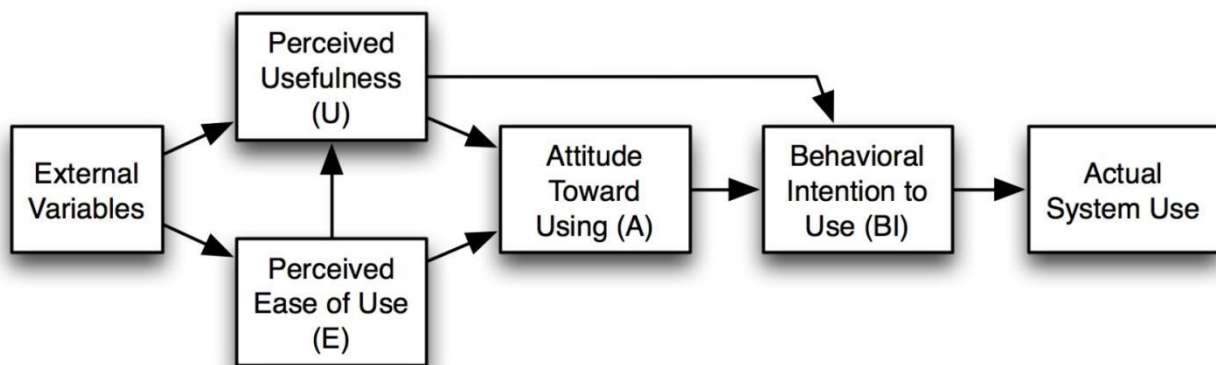


Figure 3: TAM (Davis, 1989)

### Extended TAM by Venkatesh and Davis (2000)

The original TAM coined in 1989 by Davis although useful and insightful presented various shortcomings, Venkatesh and Davis (2000) then proposed an extended version, TAM2, which incorporates additional factors influencing technology adoption. These include:

- Subjective Norms: Social influence, such as the opinions of peers, mentors, or influencers, that affects an individual's decision to adopt a technology.
- Image: The extent to which using a technology enhances an individual's social status.

- Output Quality: The degree to which the system meets the user's requirements.
- Result Demonstrability: The tangibility of the outcomes from using the system.

In the case of university students, subjective norms may play a significant role. For example, students will likely use a platform like Glassdoor for company reviews if their professor recommends the platform. In the same way, the 'image' component can be relevant for websites such as LinkedIn, where having a verified and professional profile might be seen as improving one's trustworthiness and employability.

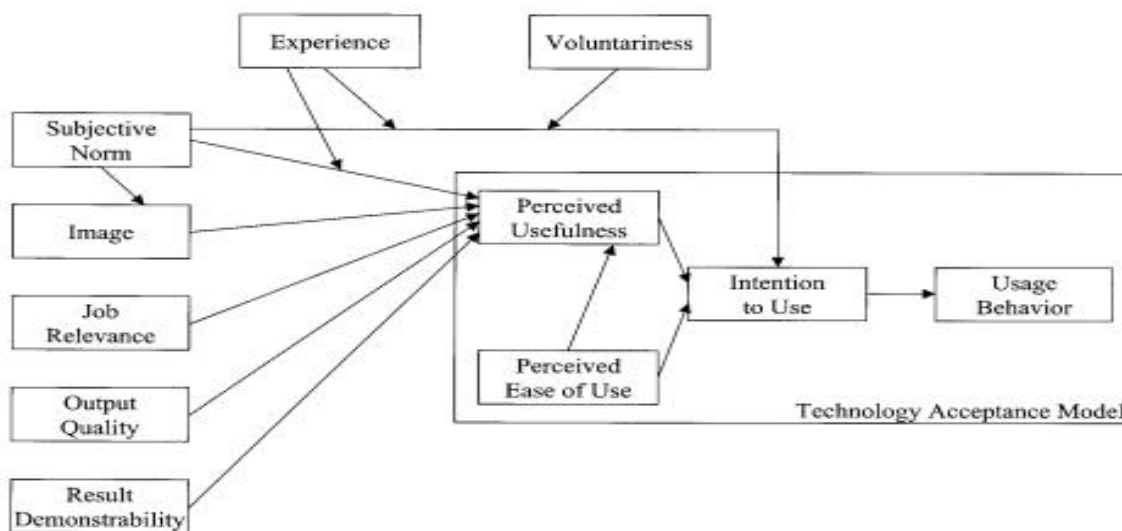


Figure 4: TAM2 (Venkatesh and Davis, 2000)

### TAM Application to Online Job Platforms

Applying TAM and TAM2 to online job platforms highlights several factors that influence the adoption and user experience of these technologies by university students:

- Perceived Usefulness: Students are more likely to use a platform if they believe it increases their chances of finding a job. Features like personalized job recommendations, career insights, and employer reviews significantly contribute to perceived usefulness. Reviews from previous job seekers who have successfully secured jobs from particular platforms can also be a factor.

- **Perceived Ease of Use:** Platforms that minimize complexity, offer mobile-friendly designs, and streamline application processes are more likely to be adopted.
- **Social Influence:** Recommendations from peers, career advisors, or recruiters can encourage students to adopt specific platforms.
- **Result Demonstrability:** Tangible outcomes, such as receiving interview invitations or securing internships through the platform, reinforce continued usage.

### **2.2.2 Student Challenges in Technology Adoption**

Regardless of the advantages of online job platforms, students may face some challenges to adoption, such as:

- **Information Overload:** Too many job postings or irrelevant recommendations can overwhelm users.
- **Usability Issues:** Complex interfaces or poor navigation can deter students from using a platform.
- **Trust and Credibility:** Concerns about the accuracy of job postings or company reviews may reduce perceived usefulness.

### **2.2.3 Enhancing Adoption and User Experience**

To enhance technology adoption and user experience, online job platforms should:

- Prioritize personalization in order to provide relevant and detailed content.
- Simplify user interface to make use efficient and enjoyable.
- Include feedback systems (e.g. short survey) to address user issues and concerns, this would improve trust.

- Improve networking and social features to conform to subjective norms.

The Technology Acceptance Model and its extended version, TAM2 offer a solid framework for understanding university students on their use of online job platforms. These platforms can enhance user experience and functionality by addressing the listed topics: perceived usefulness, social influence, and result demonstrability. This, in turn, ensures higher adoption rates and satisfaction among users, ultimately aiding university students in their job search efforts.

## **2.3 University Students Job Search Behavior**

This chapter navigates how both millennials and generation Z (Gen Z) utilize online job platforms, their anticipations, and the challenges they face, taking notes from the literature and studies recently used. In this era where digital technologies are widely used, the manner in which university students approach the job market has evolved, with a clear and distinctive shift towards online platforms. Millennials and Gen Zs who are in the university are particularly dependent on technology, even in their day to day activities, and their job search behavior reflects their digital-first mindset.

### **Preferences of Millennials and Gen Z in Job Searching**

Gopalan et al. (2021) highlighted, platforms that employ the use of both standard job advertising (traditional job listings) with career resources (interview tips and resume-building tools) are greatly valued by both generations. LinkedIn is a good example of a platform that combines career resources. By meeting their demands for professional and personal career development, this integrations improves the overall user experience.

Maier (2020) also highlighted that, real-time job notifications and mobile accessibility are essential features for the two generations. University students who are predominantly a mix of Millennial and Gen Z prefer platforms that enable easy and smooth mobile navigation and offer immediate updates about job vacancies because of their busy schedules ensuring they do not miss out on any

opportunity. Such platforms allows the feature of enabling or dis-enabling pop up notifications or newsletter from respective employers based on user preferences.

### **Mobile-First Mindset**

Mobile devices are central to the daily lives of Gen Z and millennials, making mobile-friendly platforms are a necessity. Research by Smith et al. (2023) emphasizes that 78% of university students prefer applying for jobs using mobile apps rather than desktop websites. Platforms like LinkedIn and Indeed have responded to this demand by optimizing their mobile applications to include features such as one-click applications and personalized notifications. A practical example is LinkedIn creating a mobile app and developing a feature as Easy-apply.

### **Real-Time Job Alerts**

Real-time job alerts are another critical feature. Students expect platforms to notify them immediately about jobs that match their skills and interests. According to Chen and Roberts (2022), platforms that provide timely and relevant alerts see a 35% higher engagement rate among student users. This demonstrates the importance of integrating AI-driven algorithms to enhance job recommendations.

### **Importance of Career Resources**

Career resources embedded within job platforms are highly sought after. Gopalan et al. (2021) found that resume-building tools, mock interview simulations, and career guidance articles are instrumental in preparing students for the workforce. Such resources make platforms more appealing by offering a holistic job search experience.

### **Networking Opportunities**

Networking features are also essential for students. LinkedIn is one platform that users are likely to use to connect with professionals, join groups, and engage with industry players. Up to 65% of students believe that networking features on job platforms increase their chances of securing a job (Johnson & Lee, 2023).

### **Challenges in Student Job Searching**

Online job platforms present lots of benefits for students but they also present several challenges for students:

- **Information Overload:** Platforms often provide an overwhelming number of job listings, making it difficult for students to filter relevant opportunities. (Smith et al., 2023)
- **Trust Issues:** Concerns about the credibility of job postings and employer profiles discourage some students from fully utilizing these platforms. (Chen & Roberts, 2022)
- **Digital Literacy Gaps:** While students are tech-savvy, not all are familiar with effectively utilizing job platforms, particularly those with complex features. (Johnson & Lee, 2023)

### **Enhancing Student Experience**

To address the above challenges, job platforms must focus on improving user experience and tailoring features for students:

**Personalization:** AI-assisted algorithms that generate relevant job suggestions according to user preference. This aids students personalize their profiles. Information on the platform is sorted and filtered, thereby reducing the information overload.

**Educational Features:** Tutorials and guides upon registering on various platforms to help students navigate the platform. Having access to Frequently Asked Questions (FAQ) to review commonly asked questions on the platforms. Pop-up description of each feature can also help new users or returning users over a stretched period of time.

**Enhanced Credibility:** Verification badges for employers and reviews to ensure job postings are legitimate. Also, links that can lead directly to an announcement of the open position on the

company's own website can guarantee the job listing is legitimate and current. There have been cases where ghost jobs or fraudulent job adverts demand personal details in the name of corporate regulations.

To sum up, Millennials and Gen Zs engage in job searching with a digital-first mindset, emphasizing mobile accessibility, real-time alerts, and integrated career resources. While platforms have made significant contributions in meeting these needs, addressing challenges such as information overload and trust issues can further improve their effectiveness. By understanding the preferences and behaviors of student users, online job platforms can continue to evolve as a useful tool in the modern job market.

## **2.4 Summary of Knowledge Base**

Based on the examined literature in the preceding chapter, digitization and the increased reliance on online job platforms are driving a significant shift in recruitment processes. In today's employment market, emphasis is placed on algorithm-driven job matching and self-managed applications than it did in previous years, when job seekers relied on traditional advertising, referrals, and physical applications. For university students, who often lack extensive professional networks or full-time availability, this transition is of great significance. Scholars such as Nikolaou (2014) argue that online job platforms have expanded the access to employment by the expansion and convenience of job opportunities, especially for internships, seasonal work, and part-time positions. However, the bright view on the situation has been offset by critiques such as Brown and Vaughn (2011), who shed light on how algorithmic filters can unknowingly cause certain applicants to be on the disadvantaged side (particularly applicants who are not well-acquainted with optimized digital profiles). This leads to information overload on the systems or systematic exclusion.

This conflict uncovers a broader discussion on the efficiency and equality of digital recruitment systems. Some platforms highlight opaque algorithmic decision-making that may perpetuate bias or prejudice, while other studies reveal the ability of platforms to fasten application processes. For

instance, applicants who have non-traditional educational backgrounds or limited level of digital proficiency can be eliminated prior to human assessment, challenging the platform's claim of accessibility. These conflicting viewpoints underscore the need for thorough evaluations of how online job platforms and digital recruitment benefit or fail to benefit diverse demographics, especially international university students seeking early-career opportunities.

User experience is also an essential factor that helps in determining the effectiveness of these online job platforms. Davis (1989) coined the Technology Acceptance Model (TAM), which offers insights on perceived usefulness and perceived ease of use as drivers of technology adoption. Further research by Venkatesh and Davis (2000), aids this notion by demonstrating that intuitive and supportive platform design encourages user engagement and satisfaction. Nonetheless, if it is applied to scenarios in job searches, the limitations of the model becomes clear: it may fail to take into consideration the external factors such as labor market conditions, employer behavior, or the psychological impact of repeated rejections.

Ultimately, the literature review reflects a complex and sometimes contrasting image of online job platforms. Though they provide vital opportunities for university student employment, their structural shortcoming, which range from algorithmic bias to poor user feedback, raise necessary concerns about fairness and functionality. This theoretical and empirical base provides an outline for critically understanding findings and a rationale for the present study. The challenges are of importance in the context of Jyväskylä's student population, where the outplay of technology, education and employment is especially dynamic. By integrating TAM with in-depth review of online job platforms, this study is well-suited to delve into the multifaceted reality of university students seeking jobs in this digital times.

### **3 Research Approach and Implementation**

This study employs the use of qualitative and explorative approach to understand university student's experiences with online job platforms in the recruitment processes. The research follows an interpretivist paradigm, to emphasize the subjective experiences and the meanings individuals assign to their interactions with technology (Bryman, 2016). Because the study aims to explore

into student's views and experiences instead of test hypotheses, it employs inductive reasoning approach, this allows themes to emerge from the findings instead of using predetermined theories (Saunders et al., 2019). The study is exploratory in nature as it looks into experiences with limited preceding research in the context of university students in Jyväskylä. Also, the use of qualitative approach is justified because it offers depth and context to user's experiences, which would be difficult to quantify using only quantitative approach (Creswell & Poth, 2018).

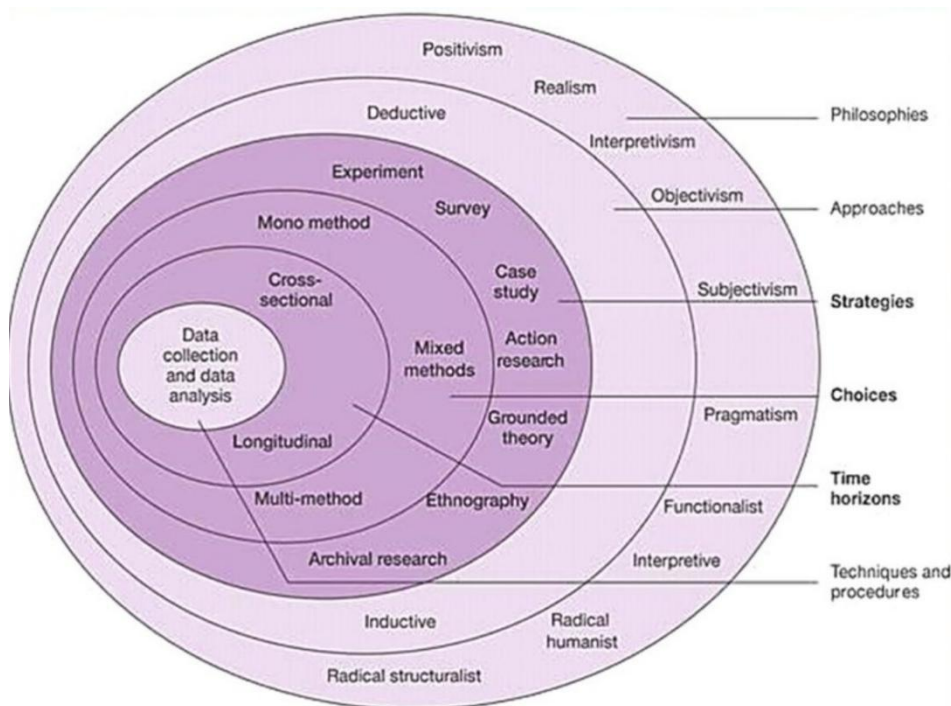


Figure 5: Research Onion (Saunders et al., 2019)

### 3.1 Research Philosophy and Approach

The research philosophy applied in this study is inductive, this means that it aims to generate insights and theories based on the experiences and behaviors of university students who use online job platforms as opposed to using pre-existing hypotheses (Saunders, Lewis & Thornhill, 2019). This approach is appropriate because the study aims to explore an understudied area, that is; the personal experiences of university students with online job platforms in Finland, Jyväskylä to be precise. The exploratory nature of the study aims to uncover fresh perspectives and trends

in how university students utilize online job platforms. A qualitative approach was used because it gives way for in-depth understanding of user experiences that quantitative approach alone will not be able to capture. Qualitative approach is useful in the sense that it delves deeply into complex phenomena such user experiences and satisfaction.

## **3.2 Data Collection**

To gain comprehensive insights for the study, semi-structured interviews were conducted with university students in Jyväskylä. University students being students who attend the university or the university of applied sciences in the city. This method allows flexibility in interpreting personal experiences while maintaining a consistent structure for comparison across participants (Kallio et al., 2016). Interview questions address topics such as platform usability, job listing relevance, reason for job search, challenges encountered, and areas for improvement. Purposive sampling is used to make use of university students who actively use online job platforms for variety of reasons including job seeking, networking and career development. The interviews were audio-recorded via Zoom and an audio recorder with participant agreement and then transcribed with AI-powered tool, Turboscribe for thematic analysis. This method ensure rich, descriptive data that presents in-depth understanding of user experiences (Gill et al., 2008).

### **3.2.1 Data Collection Limitations and Advantages**

As mentioned, structured interviews were used as a method of collecting data. This method offered both methodological advantages and disadvantages that are necessary to point out. One advantage is their adaptability, this allows participants to express themselves fully while allowing the researcher delve deeper based on emerging responses. This was especially effective for in-depth topics such as user satisfaction, application process, challenges faced, improvement points, all of which include subjective experiences and personal interpretation (Gill et al., 2008; Kallio et al., 2016). This provided the opportunity for participants to freely express their thoughts, views, and experience.

Nevertheless, semi-structured interviews have certain limitations. One concern is the possibility of interviewer bias, where the phrasing of questions, tone of voice may unknowingly alter responses (Berger, 2015). Additionally, a minor and non-random sampling reduces the generalizability of the findings to the larger population on university students. Since responses are open-ended and qualitative, there is a degree of interpretative subjectivity in thematic analysis, while systematic, depends on the researcher's own opinion (Nowell et al., 2017). Furthermore, the time-consuming nature of organizing interviews, editing transcriptions, coding, and analyzing qualitative data can limit larger-scale research.

Notwithstanding these limitations, the approach remains highly suitable for exploratory research aiming to understand subjective experiences and behavioral trends, particularly in technology adoption contexts where emotions, expectations and experiences must be thoroughly explored. In this study, the depth of data acquired through semi-structured was essential in finding key themes and effectively applying theoretical construct such as the Technology Acceptance Model (TAM).

### **3.3 Data Analysis**

Thematic analysis is employed to examine the data gathered from interviews in accordance with Braun and Clarke's (2006) six-step approach. First, the transcribed interviews are reviewed multiple times to get deeply acquainted with data and make necessary technical corrections. Then, initial codes are created to categorize major patterns and repeating themes. These codes are then grouped into broader themes, such as use of online job platforms, user experience and satisfaction, challenges faced by the students and TAM factors. The main themes are sub-categorized into smaller sections called the child nodes, which are then evaluated and adjusted to ensure that they appropriately reflect the participant's experiences. The Nvivo 12 plus software is utilized in coding and organizing data, improving analysis reliability. Thematic analysis is ideal for this study because it identifies patterns in qualitative data while maintaining the richness and complexity of individual experiences (Nowell et al., 2017).

### **3.4 Plan for Research quality and ethics**

To guarantee research quality, this study takes into account validity, reliability and ethical considerations. Credibility is achieved by triangulation of data sources, which compares responses

from different participants to uncover common themes (Lincoln & Guba, 1985). Reliability is increased by meticulous documentation of the research process, this ensures transparency and replicability. Informed consent, participant confidentiality, and data security are all taken into great concern as part of ethical considerations (Orn et al., 2001). Furthermore, the study adheres to research ethics principles by remaining impartial, avoiding bias in data interpretation, and ensuring participants can withdraw at any time for any reason without consequences (Resnik, 2020). The study also acknowledges potential research bias and makes use of reflexivity to intentionally reflect on how personal perspectives may influence data interpretation (Berger, 2015).

#### **3.4.1 Validity and Reliability**

To guarantee validity of the research, the interview questions were pre-tested with a couple of university students from both university of applied sciences and the university in Jyväskylä to ensure clarity and relevance. Maintaining a consistent interview technique and documenting the research process transparently to ensure reliability. In addition, triangulating the data sources will improve the reliability of the conclusions. Reflexivity will be put into practice by acknowledging the possibility of researcher biases and preconceptions throughout the study.

#### **3.4.2 Ethics of the Study Principles and Process**

Ethical considerations are essential to this research, which is guided by the principles outlined in the Finnish National Board on Research Integrity (TENK) guidelines on Responsible Conduct of Research (RCR). Participants were duly informed about the purpose and goal of the study, and informed permission was acquired before data was collected, in accordance with ethical practices. The privacy of participants was protected by anonymizing all personal data and ensuring that no identifiable information was collected or stored, such as; name and specific university attending. All interview data was securely saved on password-protected devices that only the researcher could access. In compliance with the TENK guidelines (2012), exceptional care was made to respect participant's autonomy, avoid injury, and assure voluntary participation.

To address the possibility of researcher bias, the study embraced reflexivity by identifying the researcher's own biases and assumptions on the topic and remaining open to all results, rather

than seeking confirmation on previous views. This aligns with the suggestions of Bryman and Bell (2015), who emphasize transparency and self-awareness in qualitative research. Adhering to ethical principles throughout the research process worked to protect not only participants but also increased the credibility and reliability of the findings.

## 4 Results

This chapter reveals the findings of the data collected. The data was collected through semi-structured interviews, conducted with 8 university students studying in Jyväskylä regarding their use of online job platforms in their job search process. The responses were thematically analyzed using NVivo 12 plus software. The results are organized into key thematic areas that emerged from the interviews, including use of online job platforms, user experience and satisfaction, TAM factors, challenges encountered, and recommendations for improving online job platforms. Additionally, the Technology Acceptance Model (TAM) is used as a lens to interpret student behavior and perceptions regarding these platforms. The analysis highlights both the practical realities students face and their underlying attitudes toward digital recruitment systems. The table below illustrates codes and how it was analyzed in this chapter.

Table 1:codebook for interview data analysis.

<b>Code name</b>	<b>Definition</b>	<i>Example</i>	<i>When to apply</i>	<i>When not to apply</i>
Use of online job platforms	This theme explores which platforms students use (e.g., Duunitori, LinkedIn, Indeed) and how frequently they engage with them in	' I use them very often, every day, because they provide convenience and a way to discover new opportunities,	Applies when participants mention specific platforms used, frequency of usage and reason for	Does not apply when participants mention complaints or improvement suggestions.

	their job search.	keep up with latest job openings and also they help me apply for a job quickly.'	choice.	
User experience and satisfaction	Covers how students perceive the usability and efficiency of online job platforms—what they like, dislike, and whether the experience meets their expectations.	'My go-to platform would be Jobly because I appreciate Jobly's user-friendliness interface. It makes it really easy for me to navigate the jobs, even when I'm in a hurry or at work, it's easy for me to find the job that I want.'	Applies when participants mention why they are satisfied with a particular job platform.	Does not apply when participants mention recommendations for improvements in the job platforms.
Challenges faced by the students	This theme highlights common barriers students encounter—irrelevant listings, lack of feedback, outdated job posts, or language issues.	'sometimes the platform shows job postings that are outdated or not entirely relevant to my interests even when I use the search filters.'	Applies when participants mention hindrances they encountered or experienced when using the job platforms.	Does not apply when participants mention specific job platforms they use in their job searches.
TAM Factors	Analyzes how students' perceived usefulness and ease of use influence their willingness to adopt and continue using job platforms.	'I also find personalised job suggestions particularly useful.'	Applies when participants mention how easy and helpful the platforms are or if they have the intention of continuing	Does not apply when participants mention the frequency to which they use online job platforms.

			to use the platforms.	
Recommendations for improvement	Summarizes students' suggestions on how platforms can be made more effective and user-friendly—especially for student job seekers.	'Their feedback about rejection should be more detailed and sometimes they stop sending automated messages and try to like respond to the job application on time.'	Applies when participants suggest ways the platforms can improve.	Does not apply when participants mention how easy to use the platforms are.

#### 4.1 Use of Online Job Platforms

The majority of the students reported frequent use of online job platforms such as Duunitori, LinkedIn, Indeed, and Jobly when searching for part-time, internship, or seasonal jobs. Most participants stated that these platforms served as their primary job search tools due to their convenience, accessibility, and the ability to filter opportunities based on job type, location, and availability. The ease of accessing job listings from their phones or laptops and the wide range of opportunities available were repeatedly mentioned as reasons for their popularity. However, some students noted that while the platforms were helpful, they often had to combine them with other informal methods such as referrals, phone calls/emails to the recruiter in charge or direct applications through company websites. The mind map below illustrates how the 'Use of online job platform' was divided.

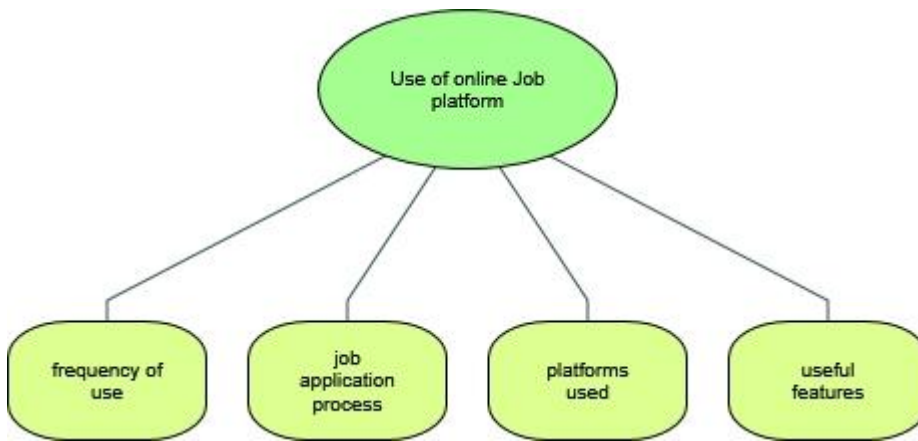


Figure 6: Mind map created from Nvivo 12 plus representing use of online job platforms.

#### 4.1.1 Frequency of Use

The frequency of use of online job platforms among university students varies greatly on individual conditions such as academic requirements, financial situation, personal aspirations, career goals and proximity to graduation. Some students indicated using the platforms weekly, bi-weekly or even daily, depending on the type and need of job. Some also used the platforms occasionally, depending on proximity to graduation or external factors like career fairs on campus or career guidance. The research had a mix of responses with frequency difference depending on students who are career-oriented and students who are well acquainted with online job platforms. This suggests that familiarity and perceived relevance play an important role in driving usage patterns.

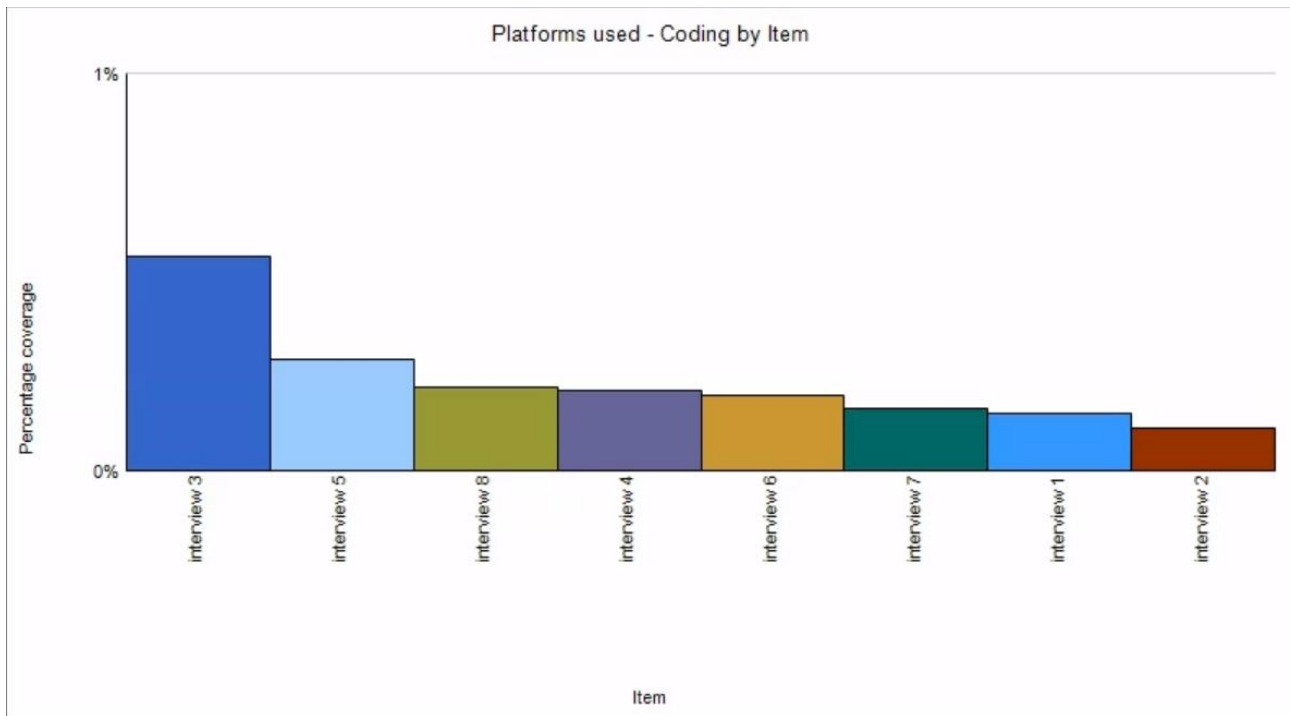


Figure 7: Chart generated from Nvivo 12 plus representing the frequency of use of the various job platforms.

Word	Length	Count	Weighted Percentage (%) ▾
duunitori	9	4	33,33
jobly	5	3	25,00
indeed	6	2	16,67
django	6	1	8,33
glassdoor	9	1	8,33
linkedin	8	1	8,33

Figure 8: Table generated from Nvivo 12 plus representing the exact job platforms used in the aforementioned chart.

#### 4.1.2 Job Application Process

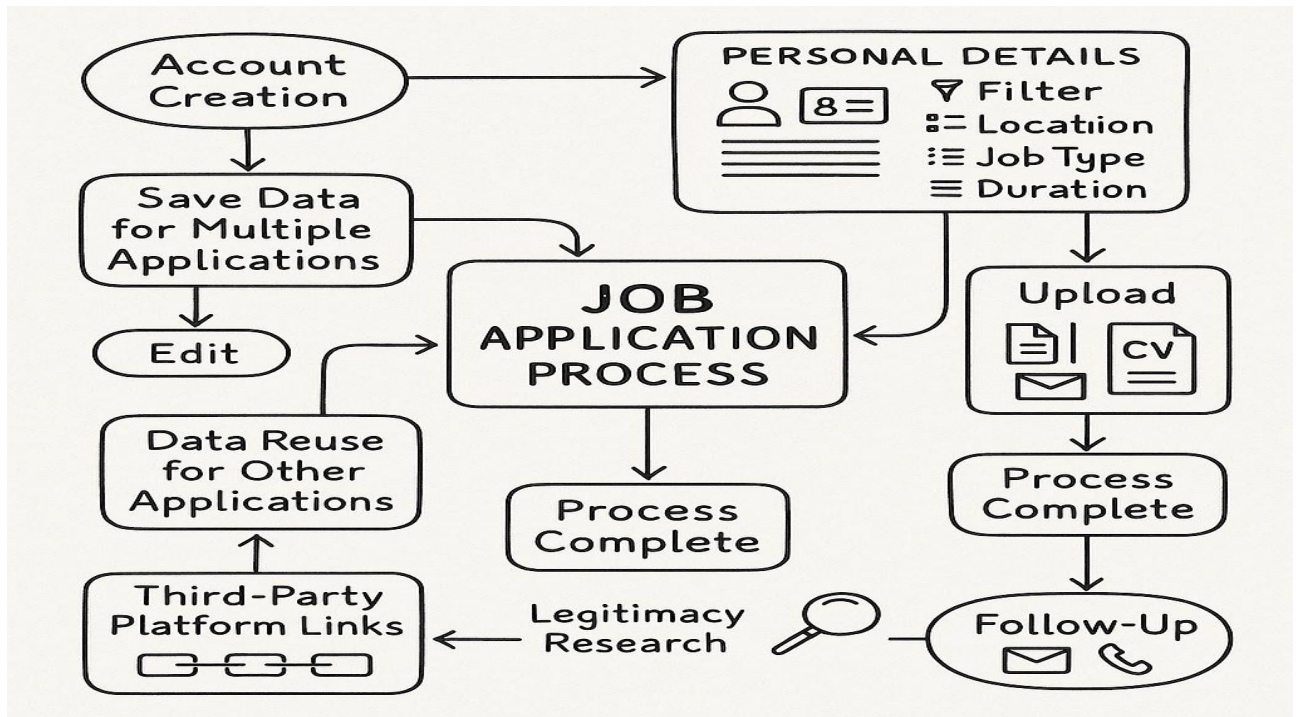


Figure 9: AI-generated representation of job application process collected from data in the research.

Participants described the online recruitment process via online job platforms as convenient and efficient, although not without its limitations. Applying through the job platforms, which most of the time involved, creating profiles, keying in preferences, uploading resumes, completing predefined forms, and sometimes completing pre-screening assessments, was a convenient process that was valued by many students. Some participants, however, expressed their frustration with repetitive tasks like having to re-enter information already provided in their resumes. As an add on, having to make follow-up calls or emails seemed to yield positive results, as it created the notion of distinction and eagerness in the job vacancy. Another hindrance mentioned was the ambiguity of job descriptions and requirements. Too much information but not straight to the point or omission of vital information like hours required or minimum pay. There are instance where details of the job opening differ from information found on the employer's own website. From the findings, online platforms simplify the application process, but there is always room for technical and technological improvement in terms of reducing redundancy and increasing transparency.

### 4.1.3 Platforms Used

Basing on the information gathered from the interviews, university students in Jyväskylä use a wide range of online job platforms. Well-known platforms like LinkedIn, Indeed, and Jobly were frequently mentioned because of their wide reach and networking opportunities. Furthermore, local Finnish platforms that focus regional prospects to the Finnish employment market, such as TE-palvelut (Finnish Employment Services), were valued. A mention on referrals from apprenticeship or internship supervisors was also appreciated. Additionally, a few students stated that they used specialized platforms made for particular academic fields or industry-specific. Individual preference and needs often influenced the choice of platform used, some students preferred platforms that offered personalized job recommendations while others valued platforms with easy application processes. This variety emphasizes how important it is to provide features that cater to various user needs and requirements.

From the gathered data, platforms used were:

- **Duunitori**- Duunitori is a Finnish job portal that aggregates job listings from various sources, offering a wide range of full-time, part-time, and internship opportunities. Users can search by location, job title, or industry, and filter by contract type or working hours. The platform is known for its clean interface, keyword filtering, and email alerts. Employers can post jobs directly, and students can often find seasonal or flexible work suited to their schedules.
- **Jobly**- Jobly is a Finnish recruitment platform focused on creating a smooth user experience through mobile accessibility and streamlined applications. It allows job seekers to filter by field, location, and employment type, and many postings cater to younger or early-career professionals like university students. Users can apply with a few clicks, and employers often provide timelines and contact options. It's favored for its modern design and student-friendly features.
- **LinkedIn**- LinkedIn is a professional networking platform that doubles as a job search engine. Users can create detailed digital profiles, connect with professionals, and apply for jobs through company pages or job listings. The platform offers recommendation algorithms, "Easy

Apply” options, and the ability to track applications. It's especially useful for students building a professional identity and looking for internships or graduate roles in white-collar sectors.

- **Indeed**- Indeed is a global job aggregator that pulls listings from thousands of websites and allows employers to post directly. Users can upload a CV, apply directly through the platform, and receive email job alerts. It offers filters by job type, salary, location, and company. Indeed is valued for its volume of listings, though students may find it harder to filter for internships or part-time work unless they fine-tune their searches.
- **Django**- A Finnish app-based job platform offering part-time and gig work, often in retail and logistics. Students can apply with one click after setting up a profile.
- **Glassdoor**- Glassdoor is both a job search engine and employer review site. Users can apply for jobs but also access company reviews, salary insights, and interview tips—a unique feature among job boards. Students benefit from the transparency it offers, especially when evaluating company culture or deciding between multiple offers. While its job listing volume may be smaller than Indeed’s, its contextual data makes it valuable for informed job searching.

#### 4.1.4 Useful Features

Participants identified several features that enhanced their experience with online job platforms and contributed to their perceived usefulness. Personalized job recommendations based on user profiles were particularly appreciated for saving time and improving the relevance of search results. Other valued features included advanced filtering options( by location, industry, or employment type), mobile app functionality for on-the-go access, and integrated tools like resume builders or career advice sections. Networking capabilities—such as connecting with recruiters or professionals—were also highlighted as impactful for career development. However, some university students suggested additional features like multilingual support for international users or Finnish-tailored job search tips on Finnish platforms to further improve the use of these platforms.

*Personal profile*- this feature includes personal details of applicants, it also enables applicants to save their CVs and sometimes cover letters for multiple applications thereby saving time.

*Networking feature*- this feature connects professionals, industry players and organizations with applicants. Connection built can lead to referrals and access to hidden job markets and tips.

*Data saved for future use*- the feature enables applicant save pre-filled applications for reuse. This makes future applications faster by reusing and/or tailoring the stored info like CV and cover letters.

*Filtering feature*- this feature allows job seekers to narrow results by various factors such as location, field, job type, experience level, and language.

*Application tracking*- this feature helps applicants monitor where their application and view status updates if available.

*Chatbots*- this feature provides automated help or guidance during the application process. Some applications have live chats who are ready to assist applicants with inquiries and in turn save time, they also suggest answers from Frequently Asked Questions (FAQs).

*Easy apply option*- this feature is a one-click application using saved data like cover letters and CVs. This increases convenience and efficiency.

*Job alert/notifications*- this feature keeps users updated on new opportunities, deadlines, and responses from employers. It can be in the form of newsletters, emails or pop-up notifications from the platform's app.

## **Conclusion**

These findings present valuable information on how university students in Jyväskylä utilize online job platforms. While online job platforms reveals both strengths and weaknesses, the frequency of use indicates different degrees of participation driven by various personal situations. The need for customized features is highlighted by the various platform preferences and the identification of useful features suggests ways to improve user satisfaction and effective use of the platforms.

## 4.2 User experience and satisfaction

Participants highlighted mixed views and experiences regarding how user-friendly and effective the platforms were in helping them continue use and eventually secure job opportunities. Some praised the design and intuitive nature of platforms like LinkedIn and Duunitori, which offered relevant job suggestions and clear application processes. Others, however, pointed out frustrations with cluttered interfaces, irrelevant job listings, and lack of feedback after applications. Despite these differences, students generally appreciated features like keyword search, saved job alerts, and filters, indicating that while the platforms are functional, they do not always deliver a seamless or satisfying experience. Satisfaction levels were closely tied to whether or not the student had previously secured interviews or employment through the platform.

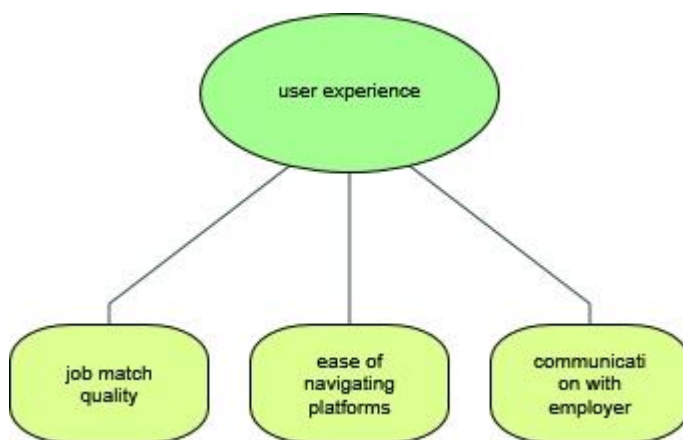


Figure 10: A mind map created from Nvivo 12 plus representing user experience and satisfaction.

### Communication with Employers

One of the key sub-themes that emerged was the quality of communication( or lack of) between

students and potential employers. Several students expressed frustration about sending multiple applications without receiving acknowledgment or updates. In some cases, even when they were shortlisted, responses were delayed or unclear. This lack of feedback was interpreted as a poor user experience and led some to doubt the credibility of job listings. This communication gap lowered satisfaction and trust, suggesting that students value platforms that facilitate transparent, timely, and two-way communication between job seekers and recruiters.

### **Ease of Navigating Platforms**

Students frequently mentioned how important it was for platforms to be easy to use. Positive user experiences were associated with platforms that had clean interfaces, intuitive search functions, and filters tailored to part-time or internship jobs. Platforms like LinkedIn and Duunitori were often praised for their mobile-friendly design and advanced job filters. However, some participants described other platforms as "cluttered," "overwhelming," or "not student-friendly." This shows that ease of navigation is a critical factor in shaping satisfaction—especially for students juggling academics and part-time work. If the application process is too complex or unclear, students are likely to abandon it altogether.

*' the way the interface looks, it's more easier to search for things on there. All it helps to do is input the name of the job and the location and brings out everything about it.'* Excerpts from a participant.

### **Job Match Quality**

The quality and relevance of job suggestions significantly influenced how satisfied students were with the platforms. While some students found matches that aligned with their skills, education, and availability, others were repeatedly shown listings for full-time or highly specialized roles that were not suitable for students. Irrelevant recommendations and outdated job posts were frequent complaints. This mismatch discouraged continued use and affected the perceived usefulness of the platforms. Students expressed a need for more intelligent filtering systems that understand

their preferences and availability—an area where machine learning and AI-driven job matching could enhance user satisfaction.

### **4.3 Challenges faced by students**

A recurring theme among participants was the number of challenges they faced during the job search process on online platforms. These involved issues figuring out whether job postings were legitimate, lack of employer response and expired postings still active. Several students expressed a level of doubt in the legitimacy of certain job postings and pointed out that some postings had ‘too much irrelevant’ information or inadequate information, which affected their trust in the platforms. Others also had to deal with language barriers or insufficient skills or lack of experience in the field they took interest in. Full-time university students expressed their inability to apply to most opportunity since they did not have the luxury of unlimited time. These challenges highlight a gap between platform design and the specific needs of student users.

### **4.4 TAM Factors**

Analysis through the lens of the Technology Acceptance Model revealed that perceived usefulness and ease of use were major influences in students’ continued use of online job platforms( behavioral intention to use). Platforms that offered relevant job matches, clear instructions, and smooth navigation were more likely to be viewed positively and used repeatedly. Behavioral intention was shaped not only by the perceived benefits of using the platforms but also by students' past experiences and recommendations from peers. Negative experiences—such as lack of transparency or system bugs—reduced trust and led some students to limit their use or rely on other job search methods. Overall, students were more likely to use platforms they perceived as reliable, efficient, and relevant to their academic and career goals.

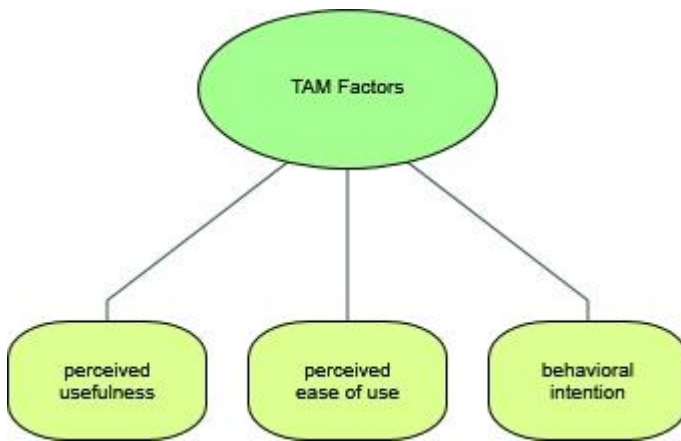


Figure 11: A mind map generated from Nvivo 12 plus representing the TAM factors.

Table 2: Sample TAM constructs vs. Participants responses.

TAM Construct	Participant number(reference from interviews)	Response	Interpretation
Perceived usefulness	Participant 5	<i>'I have secured a number of jobs from Duunitori. Yeah, because like, I don't know, once I get, I go on the website, I search for the job I'm actually looking for and then it's good'</i>	Platform is seen as valuable as it has served its purpose in aiding in job finding.
Perceived ease of use	Participant 7	<i>'Yeah, I think it's pretty easy to use for everyone, I mean both LinkedIn and Jobly basically you need to tailor your job application and all that stuff and I think you get relevant things.'</i>	Ease of use encourages engagement.

Behavioral intention to use	Participant 7	<i>'For me, I haven't but I know people that at least can testify of the efficiency of those platforms.'</i>	Indecisive intent to use due to experience but positive feedback.
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### Perceived Usefulness

Perceived usefulness was widely reported among students as a major driver of continued use. Many students described online job platforms as "very practical," "time-saving," and "efficient" in helping them find jobs that matched their criteria. Features like keyword filters, location-specific searches, and direct application buttons were particularly valued. However, some participants expressed concerns about the mismatch between job listings and their needs—especially regarding part-time or English-speaking jobs. While platforms were seen as useful in principle, their effectiveness depended on how well they were tailored to the student job market. This highlights the need for more localized or filtered job suggestions for university-level users.

### Perceived Ease of Use

Ease of use played a crucial role in whether students felt comfortable navigating platforms and applying for jobs. Participants favored platforms with clean interfaces, intuitive filters, and mobile app versions, noting that these made the job search feel "less stressful." Some mentioned how confusing design elements, broken links, or overly complex application forms discouraged continued use. Platforms like Duunitori and LinkedIn were praised for their simplicity, while others were described as "cluttered" or "overwhelming." These findings support the TAM assertion that platforms perceived as easy to use are more likely to be adopted and revisited.

### Behavioral Intention to Use

The students' willingness to continue using the platforms, was largely shaped by their previous experiences. Those who had secured jobs or interviews through a platform reported a high intention to reuse and recommend it. Trust also played a significant role: platforms that consistently delivered valid job listings and timely notifications built user loyalty. Conversely, poor results or a lack of employer follow-up led to skepticism and reduced engagement. Some students mentioned using platforms only seasonally or during peak application periods, indicating that behavioral intention may also vary with academic schedules, personal experiences and work needs.

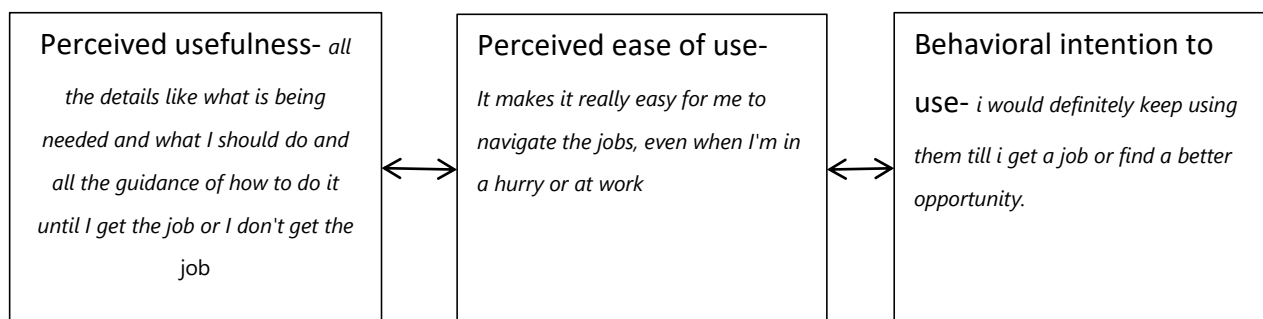


Figure 12: Visual representation of the Technology Acceptance Model (TAM) factors explored in this study, with participant examples illustrating each construct.

#### 4.5 Recommendations for improvement

Participants offered valuable insights into how online job platforms could better serve the student population. Suggestions included introducing student-specific filters (e.g., internships, jobs with flexible hours), improving the relevance and accuracy of job suggestions, and providing clearer indicators of employer responsiveness. Some students recommended incorporating AI-driven matching features or feedback systems that notify applicants about the status of their applications. Others emphasized the need for multilingual support, mobile optimization, and partnerships with universities to post more verified listings. These recommendations reflect a strong desire for more

tailored and transparent recruitment tools that accommodate the realities of student job-seeking behavior.

## 5 Discussion

This chapter presents the discussion of the study by directly addressing the research questions based on the findings discussed in the previous chapter. The aim is to delve into how the results align with the study's objectives and provide a clear response to each of the research questions. By synthesizing the key themes such as; platform usage, user experience, challenges faced, and factors influencing satisfaction, this chapter highlights the core insights gained from the research. The conclusions drawn also reflect the broader implications for university students, online job platform developers, and recruiters, while offering direction for further research and practical applications.

### RQ 1.

What are the most commonly used online job platforms among university students in Jyväskylä, and how effective do students perceive them to be in securing employment?

The findings from the interviews revealed that the most commonly used online job platforms among university students in Jyväskylä were LinkedIn, Indeed, Duunitori, and Bolt. LinkedIn was the most frequently mentioned, primarily due to its networking capabilities, personalized job suggestions, and professional branding features. Indeed and Duunitori were preferred for their extensive job listings and simplified application processes. Bolt was particularly popular among students seeking gig or short-term work due to its app-based flexibility and instant work opportunities.

Students generally perceived these platforms as useful tools in discovering opportunities, although their effectiveness in actually securing jobs was varied. Several participants mentioned applying to multiple job postings but receiving few or no responses, which led to frustration. Others reported

success in securing interviews, especially for part-time or internship roles, through platforms like LinkedIn. Effectiveness was closely linked to the field of study, type of job sought, and language requirements. For instance, international students found English-speaking job listings limited, which diminished the effectiveness of the platforms for their needs.

These findings align with prior research by Nikolaou (2014), who noted that the value of online platforms is in their ability to connect candidates and employers quickly, but the quality of job matches and the recruitment process still depend on many external factors. Moreover, the perceived usefulness of the platforms supports the Technology Acceptance Model (TAM)—students continued to use platforms they believed improved their job search outcomes, even if the results were not always consistent.

## **RQ 2.**

What specific challenges do university students encounter while navigating online job platforms, and how do these challenges affect their job search experience?

Several challenges were consistently reported by the participants, affecting both the efficiency and emotional experience of the job search process. The most common challenge was the overabundance of irrelevant job listings. Students often described filtering systems as inadequate, leading to job suggestions that didn't match their preferences or qualifications. Others observed that some of the jobs listed on the platforms were either expired, ghost jobs or did not have enough descriptions to assess whether they were suitable candidates or had interest in them.

Another major challenge was the lack of employer response. When students did not receive any response or confirmation of applications being received, they expressed disappointment and a level of lost of hope in the search process, this led to a loss of motivation and discouragement to continue seeking for more vacancies. This problem was particularly dominant on Jobly, where the high volume of applications made it challenging to stand out. Some participants also raised a concern about fraudulent job posts, misleading advertisement, and lack of trust when employer profiles seemed sketchy, unverified, or lacked important details. Barriers such as language proficiency level, skill level and experience were also noted especially by international students.

Most job posts on Finnish job platforms specified the need for Finnish language, limiting access for non-Finnish speaking students. This highlights the in-depth challenges in the labour market in Finland and points out the need for platforms to take into consideration, diverse student populations as discussed by Suur-Uski (2021).

These challenges significantly impacted students' trust in platforms and sometimes led them to rely on personal networks or university career services instead. According to TAM, when perceived ease of use is low—due to technical or design barriers—users are less likely to engage consistently. Thus, these challenges not only reduce the effectiveness of platforms but also their perceived usability and credibility.

### **RQ 3.**

What factors contribute to the satisfaction and success of university students in their experiences with online job platforms, and how can these factors be leveraged to improve their recruitment outcomes?

Student satisfaction and success on online job platforms were influenced by a combination of system functionality, user experience, and personal outcomes. Students who reported securing interviews or jobs expressed higher satisfaction with platforms that had simple navigation, personalized recommendations, follow-up calls or emails, and professional development tools (e.g., LinkedIn's resume builder, job alerts, and networking features). These platforms were perceived as more helpful and reliable, thus enhancing perceived usefulness (a core TAM construct).

Another key satisfaction factor was transparency and feedback. Students valued platforms or employers that communicated updates, whether through interview invitations or rejection emails. Lack of communication made the recruitment process feel impersonal and uncertain. Platforms that helped students feel more in control of their job search, by offering features such as application tracking or filtering by "student jobs," were rated more positively.

Behavioral intention to continue using the platforms was closely tied to positive reinforcement. If students had previously received a job or even a quality interview opportunity, they were more likely to return and recommend the platform to others. Conversely, negative experiences reduced long-term usage intentions. This supports the findings of Venkatesh and Davis (2000), who identified that result demonstrability and subjective norms (e.g., peer influence) significantly shape technology acceptance.

To improve recruitment outcomes, students suggested several practical enhancements. These included introducing student-specific filters, integrating verified employer badges, expanding English-language job listings, and ensuring better communication between applicants and employers. These suggestions uncover a desire for more student-centered design or features, which, if adopted, might improve perceived usefulness and perceived ease of use, increasing satisfaction and prolonged success.

## **Conclusion**

In addition to providing answers to the research questions, these results demonstrate how important user-centered platform design is in supporting the job search of university students. They place emphasis on the crucial role technological performance, relevance of content, and human interaction place importance in determining platform effectiveness. The study provides a detailed understanding of how university students' perceptions affect the adoption, satisfaction, and confidence in online job platforms by utilizing the TAM framework.

The core components of the TAM are closely aligned with the elements that contribute to university students' satisfaction and success of using online job platforms. Students associated greater satisfaction and efficiency with the various platforms when the platforms offered relevant job matches, tracked application processes and timely notifications. Similarly, ease of use was a critical factor; platforms that were intuitive, mobile-friendly, and easy to navigate were more likely to be favored. These two elements: perceived usefulness and ease of use, not only influenced satisfaction but also shaped students' behavioral intention to continue using the platforms in the

future. Therefore, improving these aspects can enhance recruitment outcomes by increasing engagement, trust, and the likelihood of successful job placements among university students.

## **6 Conclusion**

This chapter critically reviews and summarises the research process and findings by reflecting on the quality of the results, linking the outcomes to the theoretical and practical implications, and outlining the study's limitations and future research directions. The findings are mirrored against the existing literature and the Technology Acceptance Model (TAM), while also offering recommendations for recruiters, platform developers, and stakeholders involved in student employment services.

### **6.1 Assessment of Result and Process Quality**

The research process followed the plan outlined in Chapter 3 and achieved a high degree of consistency in terms of data collection, coding, and analysis. The study was based on semi-structured interviews with eight university students, representing a diverse group across different study years (1–3) and degree programmes, including International Business, Nursing, Business Information Technology, Logistics, and Business Administration. Both local and international students were included, ensuring a balanced and representative perspective on online job platform use in Jyväskylä.

The interview process went smoothly, with no difficulties encountered during data collection or while analyzing the data using NVivo 12 plus. Thematic coding revealed clear patterns and provided rich qualitative insights. The structure of the interviews and the coding aligned well with the Technology Acceptance Model (TAM), helping to organize findings under perceived usefulness, ease of use, and behavioral intention.

In terms of credibility, the findings accurately represent the actual experiences and address the research questions. Credibility was supported through direct quotes, repeated themes across participants, and triangulation of responses. Reliability was ensured with the use of a consistent interview style and coding process across all data. While the sample size was small, the complexity and authenticity of the interviews yielded essential data that supports a deeper understanding of the topic.

## **6.2 Theoretical Contributions**

The findings in this study confirm and build on existing literature on the use of online job platforms and the adoption of technology by university students. Findings align with the core components of TAM, particularly the importance of perceived usefulness and perceived ease of use in influencing university student's willingness to engage with platforms like Duunitori, LinkedIn, and Indeed.

A notable outcome from the findings was that Duunitori was greatly used for job searches by the university students for its effectiveness and usefulness. This supports previous research by Nikolaou (2014) and Maier (2020), which highlight the importance of platform accessibility and job relevance in shaping user engagement. The perception that Duunitori produced better outcomes increased its perceived usefulness and reinforced students' behavioral intention to use it consistently.

At the same time, the study contributes a new angle by emphasizing the emotional and motivational impact of long application periods and the absence of employer feedback. This insight adds depth to the TAM framework by suggesting that user satisfaction is not only shaped by system features but also by interpersonal elements of the recruitment process—like feeling acknowledged by employers. The data suggests that even a rejection notice, if delivered respectfully and in a timely manner, can enhance students' perception of the platform and the job search experience as a whole.

Furthermore, while TAM primarily focuses on technology interaction, this research highlights the human-centered aspects of digital recruitment, bridging a gap between tech-focused adoption

models and real-world user expectations. In this sense, the study both supports and expands on existing theories by offering context-specific insights applicable to student populations in Finland.

### **6.3 Practical Contributions**

The results of this study offer practical value to business practitioners, especially employers, platform developers, and university career advisors. For employers, one key takeaway is the importance of communication, even when a candidate is not selected. Participants repeatedly stated that a lack of employer feedback was one of the most discouraging parts of the job search process. Implementing automated yet personalized responses—even rejections—could significantly improve applicants' experiences and maintain their trust in the hiring process.

Platform developers can also benefit from these findings. Features such as clear application timelines, employer responsiveness indicators, and filters specifically designed for students (e.g., by year of study, internship availability, or part-time flexibility) would help address the gaps identified by students. Duunitori's popularity and success among participants was credited to its user-friendly interface, relevant job matching, and ease of navigation, which can be used as a standard for other platforms looking into increasing user engagement and satisfaction.

These findings can be used as a tool to help university career services to advise university students on how to utilize online job platforms, particularly by teaching them how to improve their profiles, use specific keywords in filtering searches, and avoid potential risks like scam posts or ghost jobs. Collaborations between universities and online job platforms to provide verified, student-friendly job listings may help boost job acquisition success.

Employers should recognize the value of clear and timely communication throughout the recruitment process. University students were constantly frustrated with lack of employer feedback after submitting applications. To remedy this;

- Employers can adopt automatic and personalized response systems, including confirmation emails and even rejection.
- Setting a clear response with timelines. For instance, ‘application has been successfully received, there is a two-week waiting period for the next stage’). This can help manage applicant expectations and decrease anxiety.
- Employers can also employ the use of brief post-application surveys or feedback forms to encourage a more reciprocal and transparent hiring process.

For platform developers, several improvements could directly address usability and relevance issues raised by students:

- Introduce student-specific filters, allowing users to search by study year, degree type, internship availability, or part-time roles.
- Add employer responsiveness indicators (e.g., “responds within X days”) to increase transparency and help students focus on active opportunities.
- Highlight verified employers and job postings to minimize scams and boost user trust.
- Use AI-driven recommendations that prioritize relevance based on the student’s field of study, availability, and experience level.
- Platforms should also consider shortening application forms, integrating resume uploads from cloud storage, and providing mobile-friendly interfaces, as Duunitori was praised for.

For university career services, the study suggests several ways to better support students in navigating online job platforms:

- Offer training workshops on building strong digital profiles, optimizing search filters, and interpreting job listings critically.
- Collaborate with trusted platforms like Duunitori or LinkedIn to create student-only job boards or verified listings through institutional partnerships.

- Develop guides or toolkits that help students avoid common pitfalls such as applying to inactive jobs or failing to tailor applications.
- Assign career advisors to monitor platform trends and curate listings relevant to specific programs or student groups.

By adopting these actionable strategies, each stakeholder can contribute to a more efficient, transparent, and student-friendly recruitment ecosystem that supports young job seekers as they begin their professional journeys.

#### **6.4 Limitations of the Study and Future Directions**

While the study provides valuable insights into university students' experiences with online job platforms in Jyväskylä, there are several limitations that must be acknowledged. First, the sample size was limited to eight participants, which, although sufficient for qualitative analysis, may not fully capture the diversity of student experiences across Finland or other educational contexts. The results are also time- and location-bound, meaning that they reflect the state of online recruitment in Jyväskylä during the 2024–2025 academic year and may not be generalizable to future contexts or other regions.

Additionally, this study focused solely on students using Finnish or international job platforms, without assessing employer-side practices in depth. The platforms' backend systems, employer response behavior, and algorithm design were not explored, limiting the ability to address all factors that influence effectiveness. Also, only English-proficient students were interviewed in the research. Although a couple of students were Finnish speaking individuals.

Future research could take several directions. One possibility is to expand the sample size across multiple cities or universities in Finland to compare student experiences regionally or nationally. Another direction would be to conduct a mixed-methods study, combining surveys with interviews

to provide both breadth and depth of data. A longitudinal approach could also track how students' experiences evolve over time, from first-year job seekers to recent graduates.

As a student researcher conducting qualitative interviews for the first time, this study provided valuable learning experiences in managing real-world data collection and thematic analysis. One limitation that emerged from this process was my evolving skill in conducting semi-structured interviews. While efforts were made to remain neutral and allow participants to speak freely, I recognize that my phrasing and follow-up questions may have unintentionally guided some responses or limited the depth of others (the intention was to get precise understanding of their view). Participants were clear and concise with their stance and experiences in correspondent to the interview questions. This highlights the importance of interviewer training and pilot testing, which I would prioritize in future research. Reflecting on the coding and theme process, I became conscious of how subjective interpretation might impact analysis, shedding light on the need of peer review and inter-coder reliability in qualitative research. Recording and transcribing the interview data proved to be one of the more challenging aspects of the research process. The transcription tool used often struggled to accurately record participant's accents, this in turn required substantial manual correction and revision. Furthermore, the process of analyzing qualitative data was time-consuming since it required thorough coding and theme interpretation to guarantee the results were accurate, reliable, and meaningful.

Lastly, future research could include employer perspectives to explore how companies perceive and engage with student applicants on their respective online platforms. This would lead to a more comprehensive knowledge of the online recruitment ecosystem and aid in the development of a complimentary platform that will be of advantage to all parties involved (students, platform developers and employers).

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## Appendices

### Appendix 1. Interview question design

Theme	Interview question	Focus
Background and Job Search Behavior	<p>Can you tell me about your current studies and career aspirations?</p> <p>How often do you use online job platforms in your job search process, and why?</p>	To capture the relationship between academic background, career goals, and the use of online platforms.
Platform Usage and Experience	<p>Which online job platforms do you use most frequently, and why?</p> <p>How would you describe your experience using these platforms? (e.g., ease of use, relevance of job suggestions)</p> <p>What features of online job platforms do you find most useful when searching for jobs?</p>	To explore the usability, engagement patterns, and practical experience of students on job platforms—key to evaluating perceived usefulness and ease of use (from the TAM model).
Challenges and Barriers	What challenges have you encountered while using online	To gather data on pain points in the job search process—

	<p>job platforms? (e.g., irrelevant job postings, poor search filters, lack of employer response)</p> <p>Have you ever faced difficulties in understanding or trusting job listings on these platforms?</p>	<p>helps inform areas for improvement and systemic issues.</p>
Effectiveness and Satisfaction	<p>Have you successfully secured job interviews or job offers through these platforms? If yes, how was the process?</p> <p>How satisfied are you with the recruitment process facilitated by online job platforms? What aspects do you think could be improved?</p>	<p>To evaluate how effective the platforms are from the users' perspective and whether expectations are being met.</p>
Improvements and Future Expectations	<p>If you could change or add any features to online job platforms to better support university students, what would they be?</p>	<p>To collect actionable insights and feedback that can support platform developers, university students, and employers in enhancing recruitment tools.</p>

## Appendix 2. Useful features and corresponsive job platforms

Feature	Duunitori	Jobly	linkedin	Indeed	Django	Glassdoor
Filtering feature	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Application tracking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Chatbots	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Easy apply option	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Personal profile	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to save application forms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Job alert/notification	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Networking feature	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## Appendix 3. Screenshot presenting the interview transcripts uploaded in NVivo 12 Plus software program.

Name	Codes	References	Modified On	Modified By	Classification
interview 1		15	46 4.4.2025 23.23	AD	
interview 2		16	36 4.4.2025 23.53	AD	
interview 3		10	13 5.4.2025 10.29	AD	
interview 4		16	29 5.4.2025 10.28	AD	
interview 5		13	33 5.4.2025 10.42	AD	
interview 6		15	29 3.4.2025 15.00	AD	
interview 7		13	27 4.4.2025 23.24	AD	
interview 8		17	53 4.4.2025 23.24	AD	

#### Appendix 4. screenshot showing nodes generated on Nvivo 12 plus software program.

Name	Files	References	Created On	Created By	Modified On	Modified By
Improvement recommendations	5	8	3.4.2025 15.33	AD	5.4.2025 11.27	AD
TAM Factors	8	33	3.4.2025 15.32	AD	3.4.2025 15.32	AD
University students on job platforms	6	15	3.4.2025 15.31	AD	7.4.2025 14.36	AD
Use of online job platforms	8	44	3.4.2025 15.31	AD	3.4.2025 15.37	AD
Frequency of Use		8	3.4.2025 15.35	AD	5.4.2025 11.18	AD
Job application process		7	3.4.2025 15.35	AD	5.4.2025 11.26	AD
Platforms used		8	3.4.2025 15.34	AD	5.4.2025 11.20	AD
Useful features		7	4.4.2025 23.46	AD	5.4.2025 11.22	AD
User experience		8	3.4.2025 15.38	AD	3.4.2025 15.38	AD
Communication with employers		8	3.4.2025 15.39	AD	5.4.2025 11.25	AD
Ease of navigating platforms		5	3.4.2025 15.38	AD	5.4.2025 10.56	AD
Job match quality		4	3.4.2025 15.39	AD	5.4.2025 10.53	AD

#### Appendix 5. screenshot showing maps generated on Nvivo 12 plus software program.

nvivo\Customer User Experiences - NVivo 12 Plus

File Home Import Create Explore Share

Ribbon Display Options

Search Project

### Maps

Name	Created On	Created By	Modified On	Modified By
Frequency of use	23.4.2025 21.19	AD	23.4.2025 21.19	AD
job application process	12.5.2025 14.49	AD	12.5.2025 14.55	AD
job application process concept map	23.4.2025 21.50	AD	23.4.2025 21.51	AD
platforms used	7.4.2025 16.13	AD	7.4.2025 16.13	AD
TAM Factors	7.4.2025 16.05	AD	7.4.2025 16.07	AD
use of online job platforms	7.4.2025 15.50	AD	7.4.2025 15.56	AD
user experience	7.4.2025 16.02	AD	7.4.2025 16.05	AD

AD 7 Items

Search

ENG 16.01 12.5.2025