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Impact of Recruitment Sites on Student's attitude

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ABSTRACT

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In this thesis, the impact of recruitment websites on students' online job search behavior is examined, particularly how these platforms influence students' perceptions and actions from the perspective of social learning theory. Students can learn about career paths, corporate cultures, and job search strategies in interaction with other users, including employers and other students, on recruitment websites. This theory helps us understand how students' online interaction on these platforms shapes their perceptions and job search behavior. Understanding these functions is crucial when investigating the impact of student behavior on these platforms. By studying student interaction with these platforms, my aim is to understand how students shape career decisions, job search strategies, and perceptions of the labor market. The research results provide information for improving recruitment websites from a job seeker's perspective, share information with university career services about student views and increase our understanding of technology's role in job searching. Employing a qualitative approach, this study utilizes semi-structured interviews conducted with a group of 20 international students in Finland. The interviews focused on site use efficiency and impact on career goals and job search strategies. Thematic analysis was used to identify recurring themes from interview material. Ethical aspects included informed consent obtained and background information being anonymized. This study follows a qualitative approach that allows a deep understanding of student experiences. The research results show that students use these platforms for finding jobs, evaluating career needs, and shaping career goals. Recruitment sites can affect students' motivation, job search strategies, and understanding of labor markets. However, in light of the results, there were concerns among students about unrealistic expectations and possible bias in labor markets.

Keywords: Recruitment websites, Student perceptions, Career motivation, Job search strategies, Job market understanding, Critical thinking, Unrealistic expectations, Bias, Ethical recruitment.

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DECLARATION

I declare that the work provided for evaluation in this dissertation is my own, that it has not been previously evaluated, and that my debts (or words, data, arguments, and ideas) have been properly recognised. The work follows the presentation and style criteria outlined in the appropriate documents.

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1 INTRODUCTION

Students have traditionally relied on conventional job-seeking techniques that centred on tactics like newspaper advertisements and career fairs (Sullivan, 2005). These methods served as the primary channels for students to explore job opportunities and initiate contact with potential employers. Companies frequently advertised job openings through newspaper ads. Students would peruse the employment section of their local newspapers, circling or highlighting positions that sparked their interest. To learn more about the opportunity, job seekers would then need to contact the company directly via phone or mail. While this approach offered access to a diverse range of job postings, its reach and timeliness were limited.

On the other hand, career fairs gave students the ability to speak with several businesses in person. These occasions provided a physical setting where students could meet with representatives from various firms, hand in their resumes, and conduct quick interviews. In-person contacts at career fairs allowed students to create an impression and ask companies questions (Jackson & Edgar, 2019). However, they were frequently constrained to particular days, hours, and places, necessitating actual attendance from students and possibly restricting access for those who couldn't make it to the fair (Smith, 2015). While career fairs and newspaper ads have historically been important components of the job search process, their shortcomings have become clear in today's digital environment. Traditional techniques lack the ease and accessibility that modern recruiting sites provide, take a lot of time, and have limited access to career opportunities (Smith, 2015; Gartner, 2013). With time, the job-search environment for students has undergone a fundamental transformation due to the emergence and growing popularity of job-hunting websites. These online tools have fundamentally altered the way that students seek work, interact with employers, and navigate the labour market (Gartner, 2013). Students can access a sizable database of job openings on recruitment websites from a variety of sectors, organizations, and locations. Students can use these sites as a one-stop shop to look for relevant employment vacancies that match their skills, interests, and career choices (Smith, 2015). These platforms offer sophisticated search and filtering capabilities that allow

students to focus their search on specific factors like job title, location, income range, and prerequisites (Miller et al., 2021).

Additionally, there are elements on recruitment sites that improve networking and engagement possibilities for students. Students may submit resumes, personalize profiles, and display their abilities on a variety of channels. This makes it possible to provide specific career suggestions and have direct conversations with businesses who could get in touch with students based on their profiles and show interest in their credentials (Miller et al., 2021). Due to its capacity to speed the job search process, give access to a wider range of options, and give students greater influence over their career choices, recruitment websites have seen an exponential rise in popularity. These websites now play a crucial role in helping students locate relevant career possibilities since they provide a quick and easy way to do so. Additionally, job search websites give students access to a wide range of employment options. These websites feature job postings from a variety of sectors, from entry-level jobs to specialised employment. The probability that students will find work that match their abilities, credentials, and career goals is increased by the variety of jobs available. Students may utilise search filters to limit their possibilities based on requirements like job title, location, industry, or necessary certifications. Finding pertinent employment prospects is quicker and easier with this focused strategy, and there is a greater likelihood that students and companies will discover each other.

However, the impact of recruitment websites on students' career journeys is complex and multifaceted. While they offer undeniable advantages in terms of ease, accessibility, and exposure to a wide range of opportunities, this study delves deeper to explore the potential downsides like pressure, unrealistic expectations, and the presence of bias. This research aims to provide a more nuanced understanding of how students interact with these platforms, navigate the challenges they present, and ultimately leverage them for successful career exploration and job search.

1.1 Purpose, objectives and research questions

With the aid of this thesis, administrators of recruitment websites will be able to gain a better understanding of students' perspectives both when they are being recruited to

academic institutions and when they are applying for employment after graduation. Because there hasn't been much research on how recruiting websites affect students' opinions, the subject is also current.

- 1) After referring to the sites, do the students start making career goal or change their current goal?
- 2) Do they turn their focus to particular one subject instead of whole syllabus to get expertise for getting job available on sites?
- 3) Do the students decide role well in advance for their future job by studying the job requirements and its demand?

The findings of this thesis will provide insight into how recruitment websites affect students' perceptions of an academic programme. The findings of this study may assist universities and colleges in their attempts to better serve the needs of their students. As a result, this thesis will offer significant insights into how universities and colleges might use recruitment websites to enhance student engagement and attraction.

1.2 Significance of the topic

It is critical to examine how recruiting websites affect students' perceptions for a number of reasons. Researchers, teachers, and policymakers can better support and direct students in their job search process by researching the effects of these platforms on students' views and behaviours.

First off, examining how recruiting websites affect students' views might reveal important information about how effective these platforms are as resources for finding a job. The creation of more user-friendly and effective platforms may be guided by an understanding of how students interact with and perceive these websites. Researchers may help to improving the usability and functioning of recruiting websites and so maximise their efficacy as tools for job searching by developing a deeper knowledge of students' experiences. The Cognitive Load Theory, as proposed by Chandler & Sweller (1991), underscores the idea that graphical representation of information facilitates superior comprehension in humans. In the realm of e-

recruitment studies, the influence of audio-visual information dissemination on augmenting the appeal of employers remains largely uncharted territory (Banerjee, 2016). The attractiveness of a job position or an employer can be significantly enhanced on a website if audio-visual aids like podcasts are employed to portray the job as an enticing career prospect for potential applicants (McGowan, 2010). Second, research on how recruiting websites affect students' views might provide insight into how these platforms affect students' decision-making. Through their contacts and experiences on job recruiting websites, students' impressions of employment options, employers, and the entire labour market might be influenced. Researchers can get insight into the decision-making processes that direct students in their job search journey by looking at the elements that affect students' views, such as the accessibility of information, the simplicity of navigation, and the display of job postings.

Furthermore, by comprehending how recruiting websites affect students' perspectives, educational institutions and career services may better serve their students. Universities and colleges may better meet the requirements and preferences of their students by adjusting their career counselling and resources by taking into account the advantages and drawbacks of these platforms. Teachers may use this information to build career development curriculum that include digital job search tactics and provide students the tools and knowledge they need to use job boards successfully. Finally, research on how recruiting websites affect students' views can add to the larger body of knowledge on technology-mediated job hunting. Understanding how digital platforms affect people's attitudes, beliefs, and behaviours is crucial since technology continues to play a significant role in the job environment. Researchers may add to the ongoing conversations about digital transformation, online job seeking, and the future of work by examining the impact of recruiting sites.

Research on how recruiting websites affect students' views can significantly advance our knowledge and comprehension of the student job seeking process. It might improve our comprehension of how these digital platforms influence students' viewpoints, actions, and results in the workforce. These ramifications can influence how students approach the job search process. Students may make educated judgements about whether to use recruiting websites as part of their job search strategy by being aware of how well these platforms match students with employment

possibilities. Students may better grasp the value they gain from utilising these platforms and adjust their usage by taking into account how these sites affect their perspectives. Additionally, they may identify the elements that affect their self-efficacy and confidence during the job search process and make use of this knowledge to improve their entire job search experience.

By utilising these insights to improve career development and support services for their students, educational institutions stand to gain from them. Understanding how recruiting websites affect students' views can help educators and career counsellors create curricula and career advice programmes that successfully integrate digital job seeking techniques. Students can traverse the internet job market with confidence if educational institutions provide them the knowledge and skills they need to make the most of recruiting websites. Understanding these platforms' shortcomings and difficulties may also help in the creation of support materials and actions that will help students have a better experience on recruiting websites.

The results may be used by recruitment platforms to enhance their offerings and features over time. Platforms may be guided in optimising these components by understanding how the design and presentation of job listings, information delivery, and navigation features effect students' perspectives. Platforms can improve usability, accessibility, and user happiness by removing any recognised obstacles or constraints. Platforms may also use these information to create new features that cater to students' tastes and requirements, resulting in a more efficient and tailored job search process. These consequences include assisting in the creation of career support services in educational institutions, directing students' job search tactics, and supporting the ongoing development of recruiting platforms to accommodate students' changing demands.

1.3 Theoretical framework

This study utilizes a combination of theoretical frameworks to understand the complex impact of recruitment websites on student perceptions and career journeys. These frameworks provide lenses through which to analyze how students interact with these platforms, interpret information, and ultimately make career-related decisions.

Table 1. Theoretical of Framework of thesis.

Factor and theory	Description	Impact on Student Interaction with Recruitment Websites	Impact on Student Perceptions and Strategies	Impact on Student Outcomes
Student Factors	Academic background - Skills-Career goals - Prior job search experiences	- Influences what information students seek - Shapes how students interact with features	- Perceptions of opportunities: may influence confidence in finding jobs, Job search strategies: may influence how students utilize the platform	- Job acquisition: may influence the types of jobs students apply for
Social Learning Theory	Individuals learn through observing and interacting with others	- Students learn about career opportunities, expectations, and strategies by observing and interacting with others (employers, peers) on recruitment websites	- Students may develop a sense of self-efficacy regarding their job search abilities	- Students may refine their career development goals and behaviors based on observations
Empirical findings	It outlines the academic background, skills, career goals, and prior job search experiences of students, which are factors that can influence their career planning and job search process.	- Student interaction with recruitment website describes how student factors influence the type of information they seek and how they interact with the features of recruitment websites. It suggests that students' backgrounds and goals shape their engagement with these platforms.	- Recruitment websites may affect students' confidence in finding jobs and their job search strategies. It also indicates how these perceptions might influence the way students use the platform.	Impact of Student outcomes describes the potential effects on job acquisition and the types of jobs students apply for, suggesting that the interaction with recruitment websites may influence their actual job search outcomes.

1.3.1 Information Processing Theory

Information Processing Theory (IPT) posits that individuals go through distinct stages of acquiring, interpreting, storing, and retrieving information (López-Nicolás et al., 2020). This theory is particularly relevant to our investigation of student perceptions because it sheds light on how students process the vast amount of job-related information presented on recruitment websites. Factors like the clarity of job descriptions, the ease of navigation on the platform, and the availability of relevant details all influence how students perceive the information. Students are more likely to develop positive perceptions of recruitment websites if they find the information valuable, reliable, and easily accessible (Cegielski & Hall, 2004). Conversely, poorly presented information or a difficult-to-use platform can lead to frustration and negative perceptions. In my study with 20 students, we investigated how information presentation and website usability influenced student perceptions of the information's credibility and usefulness.

1.3.2 Expectancy Theory

Expectancy Theory focuses on understanding human motivation and achievement through the lens of anticipated outcomes (Akhunov, 2016). In the context of our research, this theory helps us explore how students' perceptions of the value of recruitment websites influence their attitudes and engagement with these platforms. Students are more likely to have positive attitudes and actively use recruitment websites if they believe these platforms can lead to desirable outcomes, such as finding suitable job opportunities or securing job offers (Smith, 2015). However, if students have negative experiences or doubt the effectiveness of recruitment websites, they may develop a more negative attitude and be less inclined to utilize them (Miller et al., 2021). My study explored how students' perceptions of the effectiveness of recruitment websites in connecting them with relevant job opportunities influenced their overall engagement with these platforms.

1.3.3 Social Learning Theory

Social Learning Theory emphasizes the role of social interactions and observational learning in shaping attitudes and behaviors (Lent et al., 1994). This theory helps us

understand how students' perceptions of recruitment websites can be influenced by learning from the experiences and actions of others. For example, students may develop more positive perceptions and be encouraged to actively engage with recruitment websites if they hear about successful job searches or positive platform experiences from classmates, mentors, or role models (Bernacki et al., 2021). Conversely, negative experiences or biases observed from others may lead to skepticism or cautiousness towards recruitment platforms. In my study, I investigated how students' awareness of their peers' experiences with recruitment websites influenced their own perceptions and willingness to utilize these platforms.

By integrating these theoretical frameworks, this study aims to provide a comprehensive understanding of the complex factors shaping student perceptions of recruitment websites. The combined insights from Information Processing Theory, Expectancy Theory, and Social Learning Theory will illuminate the mechanisms through which students interact with these platforms, interpret information, and ultimately make career-related decisions.

My research seeks to offer a thorough understanding of how recruitment websites affect students' views by utilizing various theoretical frameworks. These frameworks will be instrumental in investigating how information processing, motivational beliefs, and social influences impact student perceptions and behaviors when using job-hunting websites. To achieve this, I employed a qualitative research approach, conducting semi-structured interviews with 20 students from academic backgrounds. The interviews explored students' experiences with recruitment websites, focusing on how they interact with the platforms, process information, and make decisions.

1.4 Structure of the thesis

This thesis explores the complex impact of recruitment websites on student perceptions and career journeys through six chapters. The first chapter introduces the research problem, outlines the objectives and questions, and details the theoretical framework (Information Processing Theory, Expectancy Theory, Social Learning Theory). Chapter two delves into the existing literature on student job search strategies and the impact of online platforms on user perceptions. Chapter three details the

chosen research approach (e.g., qualitative interviews), participant selection, data collection methods, and data analysis plans. Chapter four presents the key findings related to student perceptions, categorized by themes derived from the theoretical frameworks. Chapter five discusses the implications of the findings for students, universities, and recruitment platforms, while acknowledging study limitations. The final chapter concludes by summarizing the research, highlighting its significance, and offering concluding remarks and recommendations for future exploration.

2. IMPACTS OF RECRUITMENT WEBSITE

Recruitment websites have become an essential tool for job seekers, providing a convenient and efficient way to search for and apply for jobs. For students, recruitment websites offer a valuable resource for exploring career options, researching companies, and connecting with potential employers.

2.1 Impact on Students' Perceptions of Academic Programs

Recruitment websites significantly influence students' decisions about academic programs. These websites expose students to a wider range of programs, including potentially new fields, which are particularly helpful for those undecided on a career path (Allen, 2019; Bélanger & Beaulieu, 2016). Detailed program information like course descriptions and faculty profiles empowers students to make informed choices (Johnson, 2007; Gartner, 2013). Additionally, a professional website design creates a positive impression of the program's quality and reputation (Smith, 2015; Jones, 2017). Websites showcasing successful career outcomes for graduates instill confidence in students seeking programs that prepare them for the workforce (Miller, 2021; Davis, 2020). Finally, student and alumni testimonials offer insights into the program's culture and foster a sense of community, making the program more appealing to prospective students (Wilson, 2022). Overall, recruitment websites serve as valuable resources, shaping student perceptions and ultimately impacting enrollment decisions.

2.2 Recruitment Websites Connecting Talent and Firms

Recruitment websites have become an indispensable tool for organizations seeking to connect with a diverse pool of potential candidates (Cappelli, 2012). These centralized platforms serve as virtual bridges, allowing organizations to showcase their brand, culture, and career opportunities, while providing candidates with convenient access to information, resources, and application processes (Berthon, Pitt, & Abratt, 2005).

Understanding the mindset of students and aligning business strategies with their preferences requires a lot of groundwork from recruitment websites. Effective engagement with potential candidates, particularly students, requires a deep understanding of their mindsets, preferences, and career decision-making processes (Fouad & Smith, 2020). Factors such as personal values, interests, perceived job characteristics, and employer brand perceptions play a significant role in shaping students' career aspirations and job search behaviors (Kim & Hwang, 2018).

Recruitment websites should prioritize user experience, ensuring seamless and intuitive navigation for both candidates and recruiters (Posthuma & Campion, 2008). Personalized features, such as tailored job recommendations and saved searches, can enhance the user experience and increase engagement (Van Hoye, Lievens, & De Hauw, 2013). A strong employer brand is crucial for attracting and retaining top talent (Bernthal, Challagalla, & Morris, 2005). Recruitment websites serve as a platform to showcase an organization's culture, values, and commitment to employee well-being (Holland, 2017). Engaging content, testimonials from current employees, and interactive elements can help establish a positive employer brand. Recruiters should tailor their recruitment strategies to align with the specific needs and interests of students (Gartner, 2013). Highlighting career development opportunities, mentorship programs, and internship experiences can resonate strongly with this demographic (Johnson, 2007).

By implementing these strategies, organizations can significantly improve the recruitment experience for both candidates and employers (Bélanger & Beaulieu, 2016). Students can gain valuable insights into potential career paths and connect with organizations that align with their aspirations, while employers can attract and engage a wider pool of qualified talent (Smith, 2015).

In summary, Recruitment websites have become indispensable tools for organizations, serving as virtual bridges that showcase their brand and opportunities while providing candidates with access to information and application resources. Understanding student preferences and career decision-making processes is crucial for these websites to effectively engage with them. User experience is prioritized by ensuring intuitive navigation and personalized features, which enhances engagement and showcases the employer brand. Recruitment strategies are tailored to student needs, emphasizing career development and mentorship opportunities. By implementing these strategies, organizations can significantly improve the recruitment experience for both candidates and employers.

2.3 Custom Content for Students' -Boosting Engagement and Recruitment

In the current competitive talent acquisition landscape, recruitment websites play a crucial role in attracting and engaging top student candidates, which means engaging students through tailored content. (Rodrigues & Martinez, 2000) To effectively capture student attention and encourage them to explore career opportunities, organizations must tailor the content on their websites to align with students' specific needs and preferences. This approach aligns well with the chosen theoretical frameworks. For instance, Information Processing Theory suggests that customized content, such as targeted job recommendations and personalized career resources, can improve information relevance and accessibility for students. This, in turn, can lead to a more positive perception of the platform (Allen, 2019).

Rodrigues and Martinez (2020) highlight the importance of tailored content for several reasons. One key aspect is personalized career exploration. By showcasing relevant opportunities that match students' interests, skills, and aspirations, recruitment websites can foster a sense of relevance and encourage deeper engagement. Tailored content can also effectively communicate an organization's commitment to employee development, work-life balance, and diversity, especially in the context of today's diverse and evolving student career aspirations (Bernacki et al., 2021). This fosters a positive employer brand perception among students. Shemsshak and Spector (2020) discuss the fragmented career orientation among young people, emphasizing the need for clear messaging about these values.

Addressing the wide range of student career aspirations, from traditional academic paths to entrepreneurial ventures, is another crucial aspect. Tailored content caters to this diversity by showcasing a wide spectrum of career options, internship experiences, and professional development opportunities, as highlighted in Trolan and Parker III's (2022) study on shaping student attitudes towards diversity. Leveraging data from application forms, surveys, and website interactions allows organizations to identify students' academic backgrounds, interests, and career goals (Amanova et al., 2021). This data can then be used to personalize content recommendations, job postings, and internship opportunities. Enhancing the overall user experience is another significant aspect. Tailored content ensures that the website is easy to navigate, visually appealing, and optimized for mobile devices. This seamless user experience, as discussed in Zhang et al.'s (2024) framework, encourages students to explore the website thoroughly and discover relevant opportunities. Interactive elements such as career quizzes, skills assessments, and virtual tours of the workplace can provide valuable insights into students' preferences and potential fit with the organization (Badger et al., 2014). Showcasing the achievements and experiences of current students or recent graduates who have successfully transitioned into careers at the organization can inspire and motivate prospective candidates.

In summary, tailored content is a powerful tool for engaging students, enhancing recruitment outcomes, and building a strong employer brand. By understanding students' needs and preferences through a combination of research and data analysis, organizations can create a recruitment experience that is both relevant and engaging, ultimately leading to a win-win situation for both students and employers (Treffinger, 2013; Jackson & Edgar, 2019).

2.4 Interactive features

Recruitment websites are transforming from static billboards into dynamic hubs that cater to both candidates and employers. This shift is driven by the need to attract top talent in a competitive landscape (Cowie, 2020; Kapoor et al., 2018). Interactive features are at the forefront of this change, personalizing the job search experience and streamlining the recruitment process. Personalization takes center stage with AI

algorithms analyzing candidate profiles to recommend relevant job openings. This eliminates time-consuming searches for both parties: candidates see suitable opportunities, while employers receive applications from qualified individuals with the right skill sets (Van Hoyer et al., 2013). Furthermore, interactive quizzes and assessments help candidates identify their strengths and weaknesses relative to their desired career paths. This empowers them to make informed decisions about skill development, while employers can leverage this information to target ideal candidates (Kim et al., 2023).

Technology also enhances accessibility through 24/7 AI-powered chatbots. These virtual assistants provide immediate support to job seekers, answering questions and guiding them through the application process (Kapoor et al., 2018). This not only improves user experience but also addresses concerns promptly, keeping candidates engaged. Additionally, these chatbots can analyze profiles and offer personalized career coaching, providing valuable guidance throughout the job search journey (Cowie, 2020).

Gamification injects an element of fun into the traditionally tedious job search. Points, badges, and leaderboards incentivize users to complete tasks, explore career paths, and actively participate on the platform (Deterding et al., 2011; Kapp, 2012). This not only increases engagement but also promotes skill acquisition and industry exploration, ultimately enhancing candidates' employability. For those seeking direct interaction, live Q&A sessions with employers offer a valuable opportunity. These sessions bridge the gap between candidates and recruiters, allowing candidates to ask questions, learn about the company culture, and showcase their personality (Kim, 2017). This two-way interaction provides valuable insights for both sides, with candidates receiving real-time feedback and employers gaining a better understanding of potential fits for specific roles (Cegielski & Hall, 2004). Geographical barriers are dissolving with the rise of virtual job fairs and events. This technology allows candidates to connect with potential employers remotely, expanding their reach and facilitating networking across diverse locations (Bowen et al., 2020). Furthermore, tailored job fairs focusing on specific industries or job categories allow candidates to connect with relevant companies and streamline their search process (Marlow & Grant, 2013). By embracing these interactive features, recruitment websites are fostering a more engaging and efficient experience for both job

seekers and employers. This translates to increased candidate engagement, improved job matches, and ultimately, a more successful recruitment process for all involved.

2.5 Social proof and testimonials

In today's competitive online landscape, recruitment websites need to stand out and attract both job seekers and employers. One effective way to achieve this is by leveraging social proof, the psychological phenomenon where individuals are more likely to adopt certain behaviors when they see others doing the same. In the context of recruitment websites, social proof can be used to demonstrate the platform's credibility, trustworthiness, and effectiveness in connecting users with their desired outcomes.

One of the most impactful forms of social proof for recruitment websites is testimonials. These are firsthand accounts from users who have successfully used the platform to find jobs or hire qualified candidates. Sharing these stories allows potential users to see the platform's effectiveness in real-world scenarios and increases their confidence in its ability to help them achieve their goals (Van den Bruggen, Nijssen, & Pieters, 2015). To maximize the effective impact, recruitment websites should develop a specific strategy for that purpose. Strategically, it's important to showcase the platform's appeal to a wide audience by including user testimonials from various backgrounds, industries, and job search objectives. This demonstrates the platform's ability to meet diverse needs and enhances its relatability for potential users. Video testimonials bring a personal touch, allowing viewers to empathize with the person sharing their experience. Seeing and hearing the person's inspiring story makes the testimonial more interesting and impactful, building trust with potential users (Singh & Jain, 2018). It's also important to focus on concrete results achieved through the platform on recruitment websites. When testimonials highlight how the platform has helped users find jobs, get hired by dream companies, or develop new skills, it strengthens their credibility and persuasiveness.

In addition to testimonials, recruitment websites can also utilize social proof in measuring success. These quantitative goals can also be presented as qualitative

evidence, thus providing subjective views of successful hires through stories. Measurable items could be the number of successful hires, which is made visible through the successful recruitments made through the platform. The number of hires demonstrates the platform's ability to connect employers with qualified candidates. This metric emphasizes the platform's effectiveness in facilitating successful placements. Another measurable item was the measurement of user numbers, how many active users the platform has, which is its popularity and reach in the job market. A large number of active users suggests a vibrant community and increases trust for potential users who are just considering using the platform. The third measurable item is the average time to find a job through the platform. The average time it takes to find a job provides realistic suggestions for potential job seekers. This transparency builds trust and enables users to make informed decisions about using the platform. By showcasing these statistics prominently on the website, recruitment platforms can provide concrete evidence of their effectiveness and attract users who are seeking tangible results.

Social proof plays a crucial role in establishing trust with potential users. By highlighting the positive experiences of others, recruitment websites can overcome skepticism and encourage individuals to choose their platform over competitors. Testimonials and user statistics create a sense of community and belonging, reassuring users that they are joining a network of successful individuals seeking similar outcomes (Van den Bruggen, Nijssen, & Pieters, 2015). In conclusion, utilizing social proof through well-placed testimonials and user statistics is essential for recruitment websites. This approach builds trust, differentiates them from competitors, and ultimately attracts both job seekers and employers looking for successful outcomes in the job market.

2.6 Employer partnerships

For recruitment websites, attracting top talent and connecting them with the right employers is paramount. Employer partnerships play a crucial role in achieving this goal by providing access to a wider pool of skilled candidates, enhancing brand reputation, and streamlining the hiring process (Hired, 2023; LinkedIn Talent Insights, 2023; Upwardly Global, 2023).

Table 2. Benefits for Recruitment Sites.

Benefits	Description
Access to a Broader Talent Pool	Partnering with established companies grants recruitment websites access to their exclusive talent pool. This includes internal referrals from current employees, candidates seeking new opportunities within the partner organization, and alumni networks. This expanded pool of potential candidates attracts a wider audience and increases the likelihood of finding the perfect fit for each job posting.
Enhanced Brand Reputation	Aligning with well-respected companies enhances the credibility and perception of the recruitment website itself (Van Hoyer, Lievens, & De Hauw, 2013). This improved reputation attracts high-quality candidates who seek opportunities with reputable organizations. As a result, the recruitment site's brand image and user base are further strengthened.
Streamlined Hiring Process	Employer partnerships leverage the recruitment website's platform for job postings, candidate screening, and communication. This streamlines the entire hiring process for employers, significantly reducing administrative burdens and accelerating their search for top talent (Hired, 2023). This translates to faster time-to-fill rates for employers, while also providing a more efficient user experience for candidates.
Increased User Engagement	Partnerships can offer exclusive content, events, and career development opportunities that significantly boost user engagement on the recruitment platform. This increased engagement fosters a sense of community and encourages users to actively participate, ultimately benefiting both the users and the recruitment site itself.
Diversification of Revenue Streams	Recruitment websites can generate additional revenue through various partnership models. These models can include premium job postings, sponsored content creation, and co-branded events (LinkedIn Talent Insights, 2023). This diversification of revenue streams allows the recruitment site to invest in further platform development and enhance its services for both users and employers, creating a sustainable and mutually beneficial ecosystem.

In the typology of employer partnerships, job posting partnerships are the most common type (Gartner, 2018). Employers pay a fee to list their job advertisements on the recruitment website and gain access to the site's talent pool. Examples of such websites include Hired, LinkedIn, Talent Insights, and Upwardly Global.

Another model is Recruitment Process Outsourcing (RPO), where employers outsource the entire recruitment process, including candidate sourcing, screening, and interviewing, to the recruitment website (Society for Human Resource Management, 2023). This is ideal for employers with limited internal resources seeking specialized expertise. Talent pipelines represent another partnership model. Here, employers are

given access to a pre-evaluated candidate pool that meets their specific criteria through tailored talent acquisition programs (Mason, 2021). Examples include Emeritus and Upwardly Global.

The third type of partnership is co-branded initiatives. This collaborative approach involves partners working together on marketing campaigns, events, and content pieces to reach a wider audience and promote their own brands (Gartner, 2018). This strategy strengthens brand awareness for both parties and attracts a wider range of users.

The key to a successful partnership strategy is the alignment of values and goals. Strong partnerships are built on a shared vision and goals between the recruitment site and its employer partners. This alignment ensures that both parties are working towards the same objectives and outcomes, leading to mutually beneficial results. Open and honest communication during the partnership is crucial for building trust and ensuring successful collaboration. Regular communication allows for addressing concerns, identifying opportunities, and fostering a positive working relationship between partners. Leveraging data and analytics provides valuable insights into the effectiveness of the partnership and helps identify areas for improvement. Data-driven decision-making enables partners to optimize their strategies and ensure that they are achieving their desired outcomes (Kim et al., 2023). Building a successful partnership requires open communication and a willingness to adapt. Both parties should be receptive to feedback and adjust their approaches as needed (Society for Human Resource Management, 2023). This flexibility ensures the partnership remains relevant and effective in the dynamic recruitment landscape.

A win-win approach is crucial for long-term success. A successful partnership prioritizes the needs and goals of both the recruitment site and its employer partners, leading to mutually beneficial outcomes (Gartner, 2018). This collaborative approach fosters long-term collaboration and contributes to the success of both organizations. Here are some examples of successful employer partnerships with recruitment websites:

- LinkedIn Talent Insights provides employers with data-driven insights into the skills and experience of their workforce, helping them make informed talent management decisions (LinkedIn, n.d.).

- Hired Employer Network connects top-tier talent with innovative companies, ensuring a smooth and efficient recruitment process for both parties (Hired, n.d.).

2.7 Overall Impact

Recruitment websites significantly impact students' perceptions of universities and career prospects (Smith et al., 2020; Bernacki et al., 2021). Universities can leverage this influence to attract high-achieving students by showcasing clear program information, faculty expertise, and career opportunities through compelling and user-friendly website designs (Allen, 2019; Cegielski & Hall, 2004). Effective job boards, internship listings, and employer partnerships further prepare students for successful careers by connecting them with potential employers (Smith, 2015; Gartner, 2018). Universities can demonstrate their commitment to student success by fostering a sense of community and providing resources that support student well-being (Bernacki et al., 2021). By strategically utilizing recruitment websites in this way, universities can empower students to achieve their career goals and thrive in the workforce.

3 METHODOLOGIES

3.1 Research Methodology

This chapter delves into the research methodology employed for the study examining the impact of recruitment websites on student attitudes. It provides a detailed account of the research design, sampling procedures, data collection methods, and data analysis techniques used to address the research questions and fulfill the objectives of the study.

3.2 Research Design and Data Collection Method

This study employed a qualitative research design specifically utilizing semi-structured interviews (McIntyre, 2005). This approach allowed for in-depth exploration of students' experiences and perceptions regarding recruitment websites. The use of open-ended questions encouraged detailed narratives and rich descriptions, providing valuable insights beyond simple "yes" or "no" answers. Additionally, the semi-structured format allowed for flexibility during the interviews. The interview guide served as a framework for discussion, but could be adapted based on student responses to delve deeper into specific topics or explore unexpected insights.

This study involved 20 students. The research is based on the views of 20 international students on the usefulness of recruitment websites for career choices in Finland. As the research is qualitative, the data and results provide an indication of the significance of international students and recruitment websites for career opportunities. The study utilized a semi-structured interview method. The focus was on the main reasons for using recruitment websites, the frequency of using these sites for job and internship searches, experiences in finding internships or jobs through these platforms, the perceived effectiveness of recruitment websites in identifying relevant opportunities, challenges in the usability of recruitment websites, and their impact on students' attitudes towards studying and career goals, as well as the overall usefulness of recruitment sites in leveraging student resources.

The semi-structured interview included open-ended questions such as:

- “How often do you use recruitment websites to search for internships or job opportunities?”
- “What were your main reasons for using recruitment websites?”
- “Can you describe any challenges you faced while using recruitment websites?”
- “In your opinion, how have recruitment websites influenced your approach to studies or your career goals?”

Interviews were conducted with the participants' consent, and they filled out an informed consent form for the thesis author. The interviews were carried out on Microsoft Teams, and conversations were recorded for response analysis with the

participants' permission. Detailed notes were also taken to document non-verbal cues and emotional expressions, which might provide additional insights into the thesis.

3.3 Thematic Analysis

This study employed a qualitative approach, specifically thematic analysis, to explore how recruitment websites influence student perceptions and attitudes. Semi-structured interviews with 20 Satakunta University of Applied Science international students provided rich data on their experiences. To ensure diverse viewpoints, participants were strategically chosen through interviews, encompassing various academic backgrounds, career stages, and experiences with recruitment websites.

Thematic analysis was employed to analyze the qualitative data collected through student interviews (Braun & Clarke, 2006). This method involved identifying recurring themes and patterns within the transcripts. By coding interview responses based on these emerging themes, a deeper understanding of student experiences with recruitment websites was constructed. These themes were then organized and presented within the results section of the research. The iterative nature of qualitative analysis allowed for revisiting initial coding schemes and interpretations as new insights emerged during the analysis process. This ensured a comprehensive and nuanced understanding of the data.

The study examined job advertisements and website features on popular Finnish employment portals like Indeed, Monster.fi, and Oikotie.fi, providing insights into the labor market and potential employer perspectives. Popular platforms were selected from recruitment sites and analyzed to gain a broader understanding of the online recruitment landscape. The existing thesis provided research information on student job search based on interview interpretation. Such a mixed methods approach combined the qualitative data from 20 student interviews with this secondary source material, i.e., site analysis, which enriched the data. Student stories provided a nuanced study of their experiences, while secondary data anchored them to the Finnish labor market and existing research on student job search practices. Thematic analysis served as an analytical method combining both datasets.

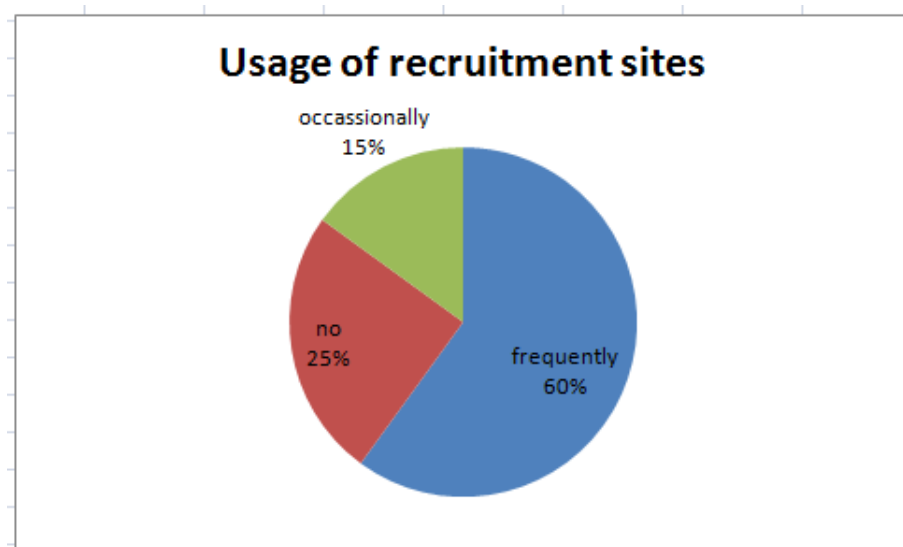
3.4 Ethical Considerations

To ensure the trustworthiness and credibility of this research, ethical considerations were prioritized throughout the study. Prior to commencing interviews, informed consent was obtained from all participants in accordance with research ethics guidelines outlined by Creswell (2014). This ensured participants fully understood the research objectives, their right to voluntary participation, and their rights to confidentiality and anonymity as outlined by Devers (2000). To protect the privacy of the participants, all interview recordings were securely stored using anonymized identifiers, a practice introduced by Flick (2014) to protect the identities of participants within research findings. In addition, the study strictly adhered to all institutional ethical guidelines for qualitative research. Furthermore, the study strictly adhered to all institutional ethical guidelines for qualitative research.

4 RESULTS

4.1 Result of impact of online recruitment

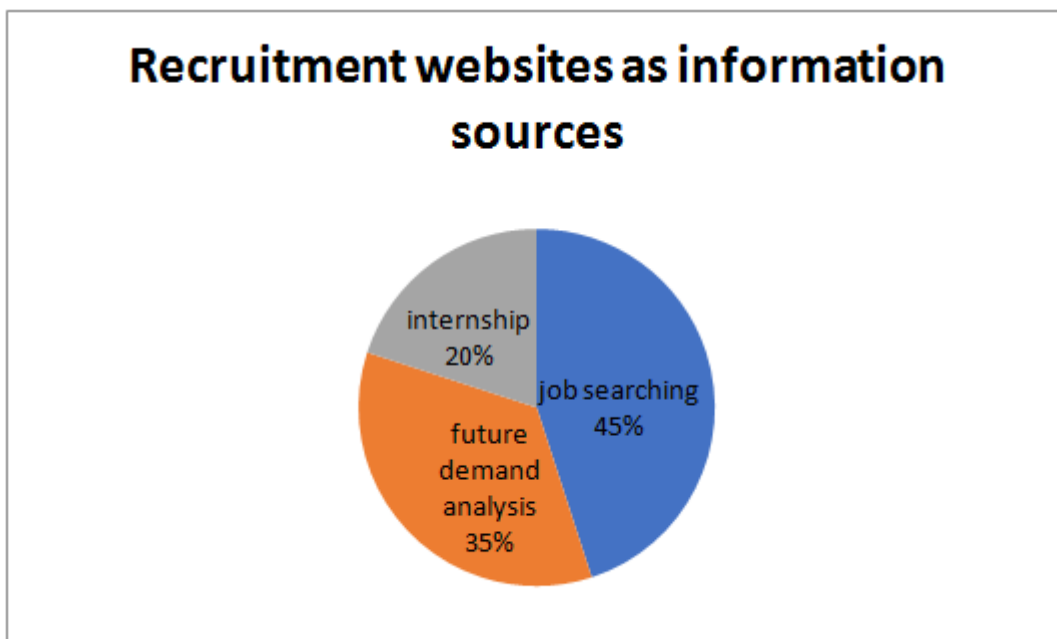
An existing study examined how recruitment websites affect students' perceptions of academic programs. The responses given by students provide valuable insights into how websites may shape students' perceptions of jobs alone, potentially affecting their views on the quality of academically qualified jobs. The study also discusses the impact of



recruitment websites on students' perceptions of the quality of academic programs. This section provides an analysis of the research findings. This section analyzes the responses of 20 participants on the impact of online recruitment on student attitudes. This evaluates the responses to 11 evaluation questions. This chapter provides a critical analysis of the different perspectives of 20 participants, which has been analyzed and the responses are presented graphically.

Figure 1. Usage of recruitment sites.

As it can be seen (see Figure 1), the majority of students (60%) frequently use job postings to search for jobs and use them frequently. This shows that these platforms play an important role in connecting students with potential employers. These are followed by students who occasionally use job postings (25%). They can use their ideas



to find specific jobs or otherwise get another job done. Finally, 15% of students reported never using a recruiting website. This may be due to many reasons, such as relying on personal collaboration, using office space, or focusing on internships and schoolwork. This research data has shown the widespread use of recruitment websites among students, highlighting their importance in the modern job search. Social Learning Theory (SLT) suggests that individuals learn by observing the behaviors of others (Bandura, 1977). In the context of job hunting, students can learn from the experiences of peers and role models who successfully utilize recruitment websites. However, as highlighted in this study, some students might require additional guidance to leverage these platforms effectively.

Figure 2. Recruitment Website as information source.

Recruitment websites are the most important source of information for job seekers; 70% of participants use these sites regularly (see Figure 2). This shows their importance in the job search process. The majority of respondents (35%) also use recruitment websites to assess future needs, indicating that these have an impact on career planning. The least usage (20%) is for internship, which shows that other options can be preferred for internship. A possible explanation for this could be that recruitment websites are used the least for internships, as universities and university of applied sciences have their own channels that support internships, through which one can easily find internship places. In addition, the widespread dissemination of job advertisements in job search is based on the trend of digitalization of the recruitment process. Job seekers can easily access various opportunities and jobs through these platforms. It is easy for students to use recruitment websites to analyze future needs to identify future career development opportunities. Knowing the job market situation and job market needs helps people make informed decisions about their careers. Based on the research of Allen (2019) and Bélanger & Beaulieu (2016), students use recruitment pages as search platforms, the platforms expand their awareness of new opportunities. This also came up in my own research. The clarity and performance of the platforms show realistic expectations and the platform supports knowledge-based decision-making about working methods (e.g., Davis 2020, Johnson 2007). This supports the results of my own research, as the clarity of recruitment platforms and realistic information (all possible information) was considered important. There was a lack of

trust in recruitment platforms, which could have been due to too little information or the clarity of the information.

4.2 Results of student setting career goals

From the students' responses (see Figure 3), 15% said that job hunting has completely changed their way of working in a university of applied sciences. This could be due to finding a job they hadn't even recognized before, or a growing understanding of job tasks, which makes students understand their own competence for the task. In terms of career importance 35% of survey respondents said looking for a job on a job board is relevant to their career goals. This indicates a change in their initial career goals due to their experiences in the workplace.

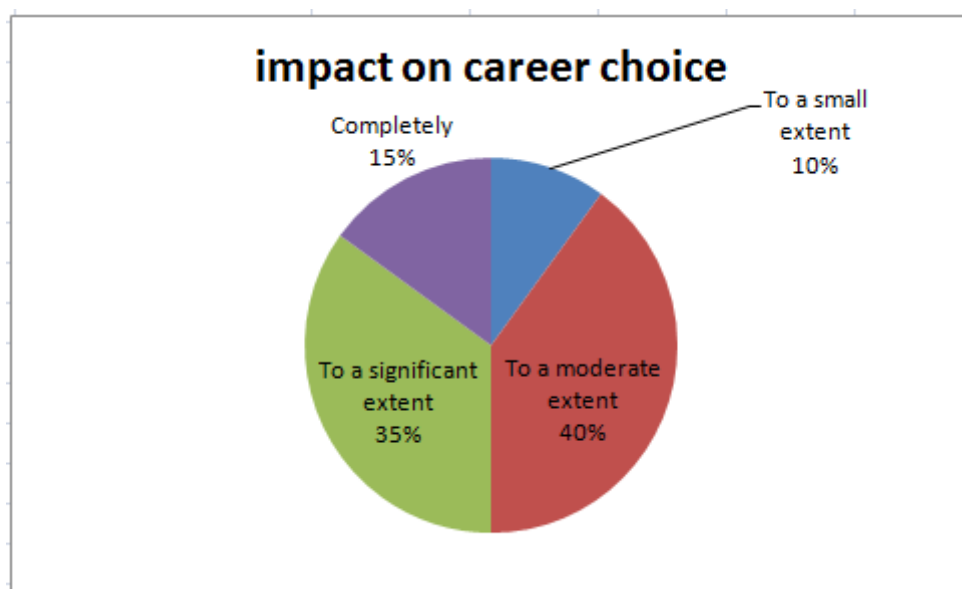


Figure 3. Impact on career choice.

To some extent 40% of survey respondents said job search at work has little impact on their job needs. This means their career goals are affected to some extent, but not as much as the group above. Less interference 10% of survey respondents said searching for a job on the job board would create less interference for them. Desired way of working. This suggests that their career goals haven't changed much due to their experiences at work. The reasons why people's career goals change may vary. Some people are more willing to explore new options than others. The specific

characteristics and functions of different job boards may also play a role in influencing job choices.

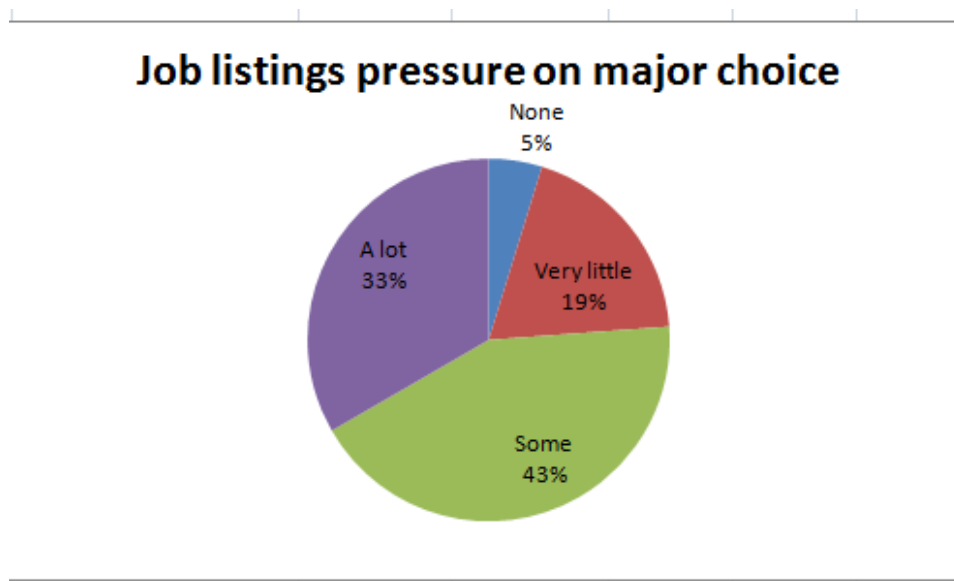


Figure 4. Job listings pressure on major choice.

The students' views on stress-causing factors (see Figure 4.) appeared as follows 5% of respondents did not feel any difficulty in choosing a department from job postings. This suggests that they follow their own interests or have clear study goals and fields. 19% of respondents felt some stress, as they are known to be business-oriented and want to work in companies, and their choices seem to be less under the influence of these factors. 43% of respondents feel some stress because the work environment affects their choice of major. They have the possibility to balance personal interests and the reality of jobs. 33% of respondents feel a lot of stress, which suggests that their main preference is board work and working in public organizations.

From the survey responses, the majority (76%) felt some pressure from recruitment websites, indicating the level of anxiety among students about their own competence. A small amount of stress was experienced by students (43%), which suggests a balance between education and work. Severe stress symptoms were experienced by 33% of respondents, indicating the difficulty students have in reconciling their personal goals and job market objectives. Based on my personal observation, it is important to remember that these research results may not necessarily reflect previous experiences but pertain to the current situation. In addition, respondents' personal preferences and resources can significantly affect how students regulate their own stress in job search

situations. On the other hand, individual reasons, such as high personal goals, can be the cause of stress and vary among individuals.

4.3 Results of students' attitudes towards the intersection of the curriculum and jobs

Of the students (see Figure 5), 29% said that their motivation to study would increase if there were more jobs available to them. This shows that students are inspired by many career opportunities and as job opportunities increase, they are more motivated to study harder to achieve their career aspirations. Of the students, 38% reported an average increase in study motivation in the hope of various job opportunities. This suggests that motivation is affected by the possibility of diverse tasks.

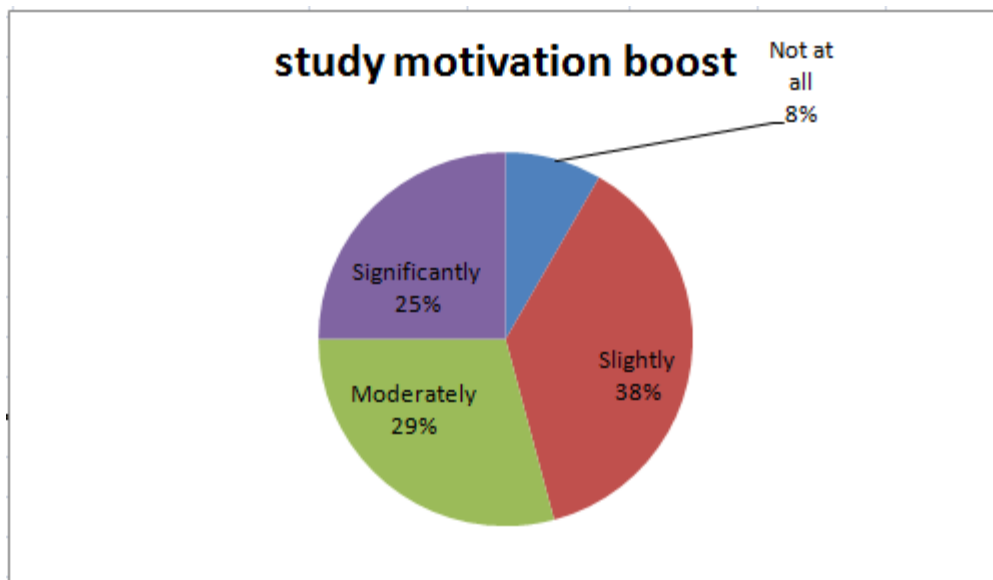


Figure 5. Study motivation boost.

15% of students found studying to be more difficult if job opportunities are not clear. 8% of students said that job opportunities do not affect study motivation. This can be related to many different reasons, such as they have not yet made a clear career choice, or have a clear picture of the different job tasks they could do in the future. Recruitment sites can increase student motivation, as the majority 67% saw that seeing different career options motivates them more to study and thus employers can encourage students to achieve their learning goals on recruitment sites by telling about the different career paths of their staff.

This study revealed that 31% of students felt they were asked to take certain courses due to the lack of job opportunities on recruitment websites. This may suggest that recruitment websites can also negatively affect students' perceptions of job opportunities in various fields due to their educational choices. 39% of students felt they did not yet know about career goals or jobs. This suggests that they have not considered the impact of their study choices on the job market, or they are unsure about the impact of recruitment websites on their own thinking about job opportunities. 11% of students felt that they have no stress about jobs. This suggests that these students had a fairly certain perception that they will find jobs after graduation or they were able to manage stress from the job market situation. The research results provide valuable information about the encounter of job advertisements with students' views on recruitment websites and how they affect students' behavior when making different course choices, which is also related to this thesis topic. The study highlighted the following points, such as jobs may prevent students from learning certain subjects. Because jobs direct students in the direction they want as employers.

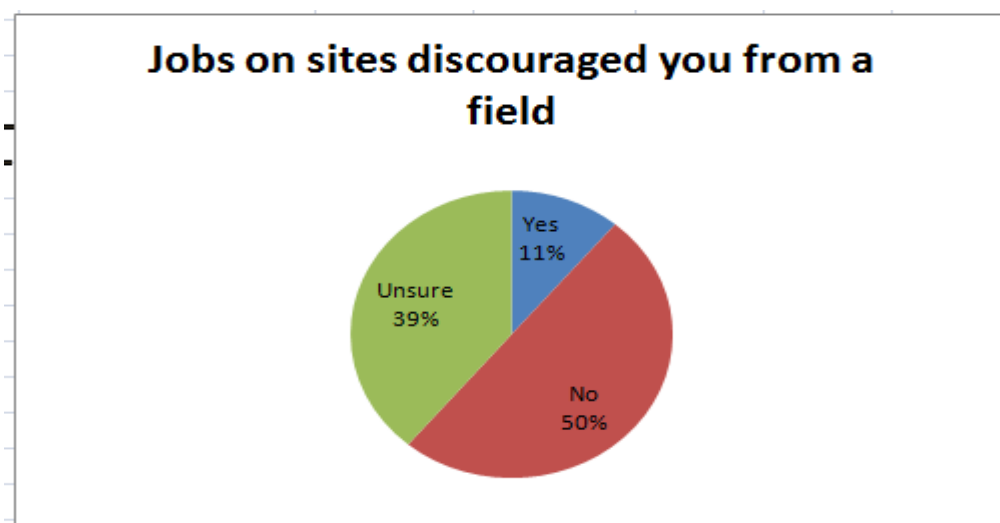


Figure 6. Job sites discouraged from field.

See the figure 6, most students (50%) expressed disappointment with career websites, stating that these platforms may prevent students from exploring their own interests. Many students were unsure about the effectiveness of recruitment sites. Students (39%) were not aware of the impact of the sites on their study decisions. This shows that there is a need for research on the subconscious effects of different recruitment platforms. In addition, students are not in recruitment site ads and not a target group. 11% of students reported having no doubts about recruitment sites, which may be due to their personal

achievements in jobs, or access to new study places or students have not yet made a choice about their own career.

4.4 Results of students' role choices and meeting job requirements

In this study (see Figure 7), 27% of students felt they were very confident in their career after graduation. This shows that their experiences in work tasks are positive and meaningful in relation to their career goals. 31% of students felt confident about finding a job. These students can be considered very conscious individuals in their job choices and career choices, although they may still have some concerns or uncertainties. 34% of students felt moderate confidence, their experiences in work have not significantly affected their employment prospects or they may be more cautious about job search. 8% of students felt uncertain about finding a job after graduation. These groups of students may have experienced stressful or negative situations in finding a job or with the employer. Recruitment sites can have a great significance in building trust, as the majority of students (58%) reported being at least somewhat confident in their career, which enables career sites to be one channel for students to build their career.

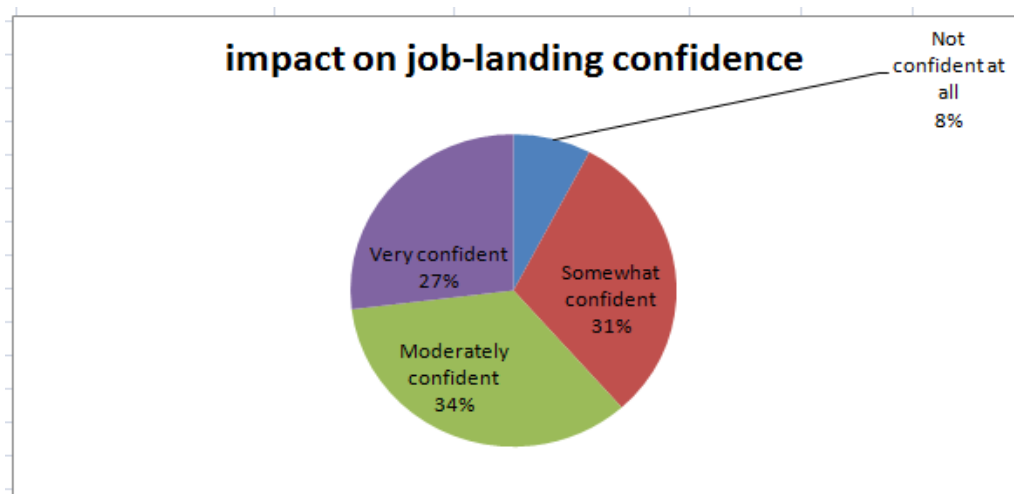


Figure 7. Impact on job landing confidence.

In this study (see Figure 8), 43% of students were optimistic about the impact of job sites in general on their future career choices. Recruitment platforms showed these students' positive attitudes and hope for potential jobs. 38% of students were less hopeful about the impact of job sites on their career choices. The student group finds recruitment sites useful and places to identify opportunities, but they may not be the only

ways to find job opportunities. 15% of students reported that the quality of a job after graduation does not matter. Previous experiences do not affect their attitudes towards recruitment platforms. 2% of students had a pessimistic attitude towards the impact of recruitment sites on them. This may be due to fierce competition for jobs, misunderstandings in job advertisements, or other negative experiences. 2% of students experienced a negative effect and said they felt curiosity towards a new kind of work. This negative effect may be due to problems behind the platform, such as insufficient interaction time or encountering unrealistic expectations. Most students (81%) felt that they have some hope for the use of recruitment sites and these platforms can positively affect students' career and employment prospects.

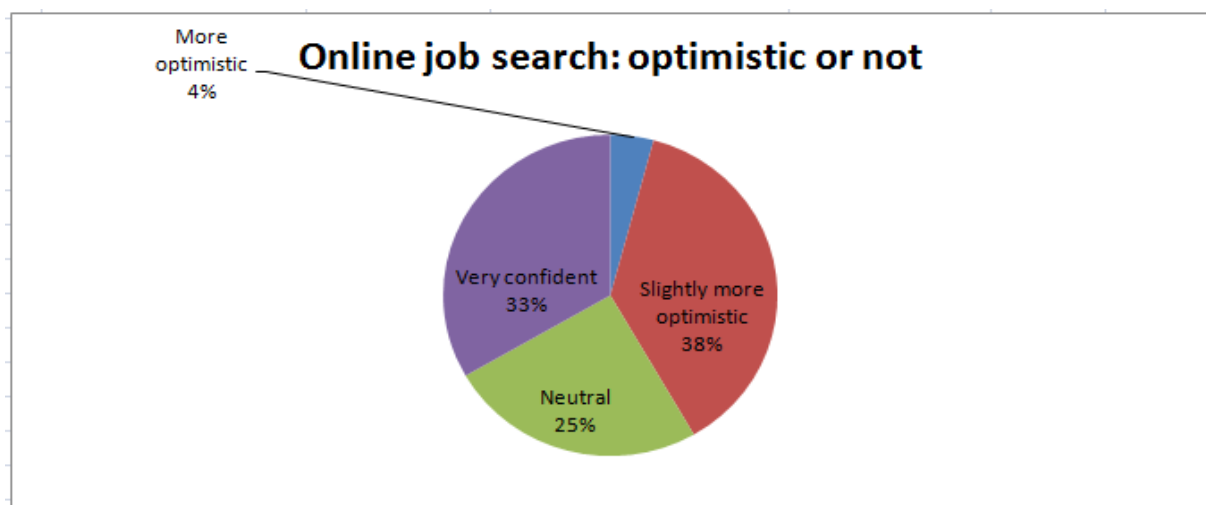


Figure 8. Online job search optimistic or not.

In this thesis (see figure 9), 8% of students reported regularly using social media sites for mapping recruitment and career opportunities to learn about corporate cultures and business practices. This shows that this group of students is an active user on these platforms. 25% of students are occasional users. This group uses recruitment and career sites as additional information and to map their own career, but the sites do not guide their behavior. 29% of students rarely visited recruitment sites and reported using other sources to map and strengthen their own career. These other sites were company websites, employee reviews, and various professional partner sites. 38% of students said they never use recruitment sites to learn about corporate culture and business practices. There can be many reasons for this, such as students do not trust the information on the platforms, or they find these sites unnecessary and prefer other

sources. 33% of students reported using company websites occasionally to gather information about corporate culture and practices.

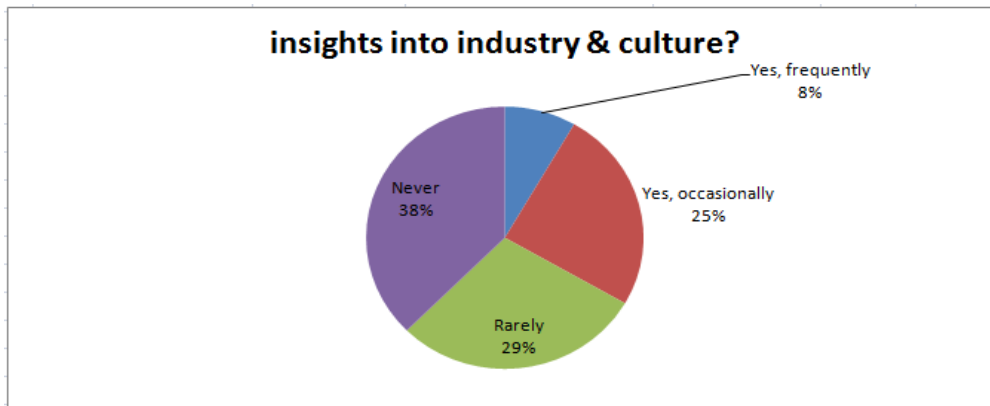


Figure 9. Student mapping recruitment and career opportunities.

In this study (Figure 10), students strongly agreed with 29% of students that business websites can create unrealistic expectations. This shows that the majority of students are concerned about the accuracy of the information presented on recruitment platforms and the possibility of misunderstanding. 38% of respondents agreed that business websites create unrealistic expectations. Some of the experiences may be personal or observations that support this view. 15% of students are neutral about the realistic picture of job information on recruitment and career sites. 11% of students disagree that recruitment sites create an unrealistic image of jobs. These students trust the information on the site and find the information on the sites accurate and useful. 7% of students strongly disagreed with the accuracy of the information on recruitment sites, i.e., they fully trust the information on recruitment sites. According to the study, most students (67%) are concerned about unrealistic expectations. This suggests that job advertisements do not meet students' views very well and students may not find accurate information about employer expectations, salary information, and other information. The distribution of responses among students shows that students have different views and experiences on the subject, some students trust and are neutral about recruitment and career sites and others see the sites as more unrealistic.

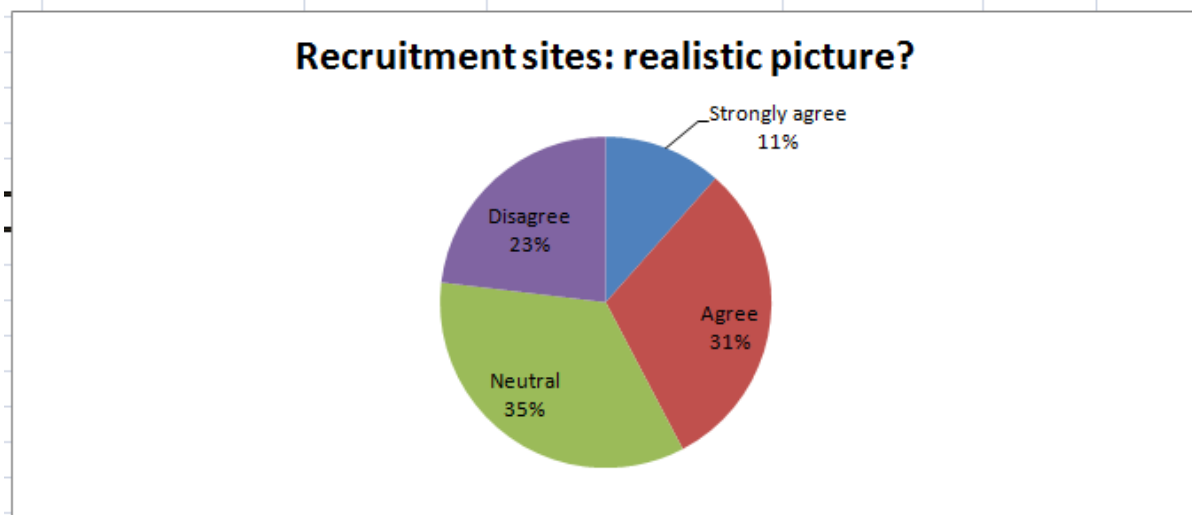


Figure 10. Recruitment Website realistic or unrealistic.

This study dealt with the attitudes of international students in Finland towards the significance of recruitment sites for their career choices. One question examined prejudices at workplaces (see Figure 11). 11% of students often encountered discrimination or injustice on career and recruitment sites. This shows that some students often encounter these when looking for jobs. 31% of students reported sometimes encountering discrimination when applying for jobs. This group of students sometimes encounters discrimination in job applications, and this may cause problems in the job market. 35% of students rarely experience racism or discrimination. Most students do not encounter discrimination or racism. 23% of students reported never having encountered discrimination or prejudice on recruitment sites. This may be due to personal characteristics, or they have not yet been active job seekers, or they are focused on anti-racism platforms.

This thesis revealed that racism and discrimination are issues that concern students. As this study showed, the majority (42%) of students had occasionally encountered discrimination or bias on recruitment websites. This indicates that recruitment websites can also have a negative impact on students' job search, which is also reflected in their behavior.

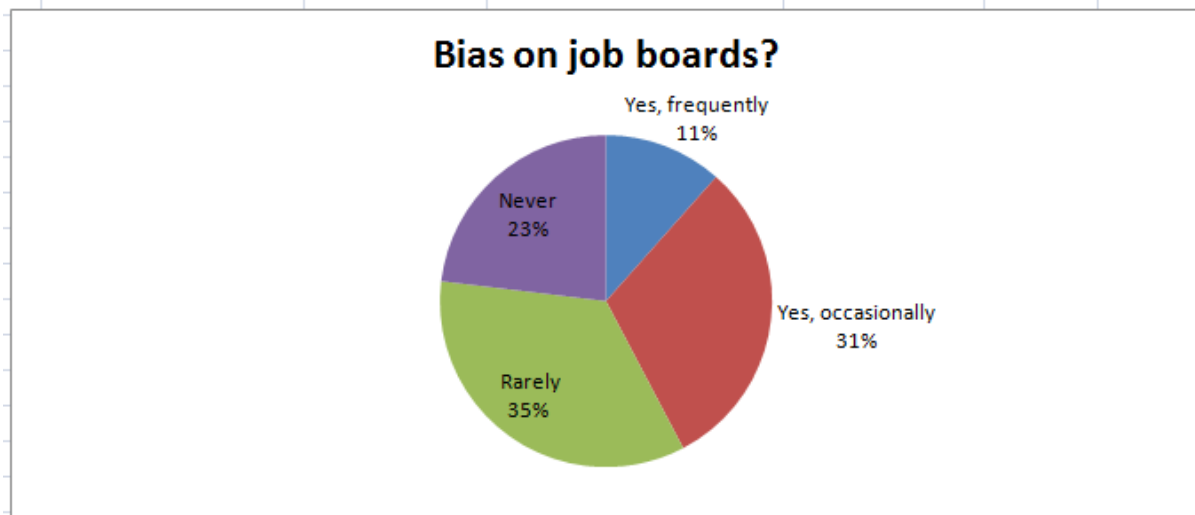


Figure 11. Bias on job boards.

In summary, 60% of today's students actively use recruitment sites for job searching and career choices. In addition, international students use recruitment platforms to learn and understand corporate cultures. Recruitment platforms serve as job intermediation sites, but also as platforms for learning through the search for career paths and the career stories of students and employees. On the other hand, students viewed recruitment platforms as places to share an unrealistic job image, which means that job advertisements should provide a realistic picture of the job and all necessary information about the job task. Understanding students' perceptions and experiences is important so that recruitment channels can solve these problems, enhance students' career plans, and job opportunities.

In summary, recruitment websites significantly impact students' understanding of the real job market. A majority of students agree that the job tasks offered on these websites influence their major selection. Many students experience anxiety about their studies and express doubts about finding jobs immediately after graduation. Personal factors and limitations on these platforms can also affect how students interpret information and respond to pressure. To solve these problems, improvements can be made through study guidance, disseminating information, and developing various stress management strategies for students. This thesis combines research literature, empirical data from 20 student interviews, and observations, with the hope of promoting responsible and ethically effective solutions for recruitment websites from a student perspective. Job

websites significantly influence students' career choices, but their impact can be a double-edged sword.

5 CONCLUSION AND RECOMMENDATIONS

5.1 Key research findings

This study investigates the diverse impact of recruitment sites on students' career paths. In the study, students are interested in career planning, different study options, and the clarity of the sites. On the other hand, students raised unrealistic expectations on the career path as a concern. Students are worried about their choice of major, which may lead to stress when working in previous jobs. Another concern was the lack of information about job location requirements, the education required for the job, on the other hand, inaccuracies in salary information could lead to a desperate situation. This study shows the complexity and multifaceted nature of the relationship between students and employers. This emphasizes the need to increase ways to utilize the potential of recruitment platforms even as longer-term coaching of students in work-life skills. Developing the accuracy of job information, ethical and professional practices become an important part of this equation. This enables different stakeholders to create a responsible and efficient online recruitment system that enables students to make informed career choices even in real-time. This enables students to build diverse and long-term career development by utilizing recruitment platforms in their own career development and finding potential employers as well as getting to know different companies.

This study has three main objectives, 1) to investigate the impact of recruitment sites on students' career goals. The study found that recruitment platforms support students' motivation to perform their studies better to achieve certain jobs. Students stated they are more motivated to research and graduate to career options due to useful career information and job opportunities on recruitment platforms. Seeing career opportunities, including career stories, increases confidence and openness towards job tasks. 2) to investigate the impact of recruitment platforms on students' perceptions of the labor market. The results showed that the job site offering better information about job

requirements can also cause stress and anxiety in students. Students expressed their concern that they feel pressure to choose a major based on the career path they see on recruitment channels, which may prevent them from even pursuing less represented careers. This avoidance of less represented careers may even be due to students not getting enough information about job tasks and the qualifications required for them. Students also raised concerns about false information and unrealistic expectations of job tasks, which emphasizes the need for openness and ethics on online recruitment sites. 3) to identify potential problems and limitations of using recruitment sites for job search. The study identified several problems with the use of recruitment platforms. Key identified problems are students' pressure to stay at the level of labor market requirements, there were many shortcomings in job tasks from the level of job requirements, education requirements, which may even lead to a skew of job requirements. The study identified constraints, such as this data consisted of interviews with 20 international students, but different methods could have been used for the study and there is clearly a need for the study. The research objectives were achieved and awareness of the impact of online recruitment channels on students' career choices and well-being was increased. This study paves the way for new research and collaboration so that online recruitment platforms would work efficiently and even serve as tools for students during their studies.

5.2 Validity and reliability of thesis

This study reflects the views of students on recruitment sites. The study has generally examined recruitment sites but has not highlighted one recruitment site. The material used is interviews with 20 students and research literature. As a researcher, I have familiarized myself with Finnish recruitment sites and employment portals that students have said they use. The research material consists of quantitative material and qualitative or qualitative material, which has created a comprehensive picture of the phenomenon under investigation. The interview materials were distributed to a small participant group and feedback was requested to get the material checked. This

review process helped ensure that the study accurately reflects the participants' experiences.

The research methods, the size of the research material, and the analysis of the research, which was presented in Chapter 3, were reviewed in this study. This description makes the research transparent and allows for the repeatability of the research, thus increasing the reliability of the research. The interview material was analyzed with theme analysis, where the answers were coded, and the research consistently followed the analysis. This consistency minimizes the bias of the research and at the same time strengthens the reliability of the themes.

The research followed ethical guidelines throughout the research process. Before collecting the research material, each subject gave their informed consent to participate in the research. When giving their consent, they were told about the objectives of the research, their rights to confidential data collection, and the anonymization of their responses. The interview material is in the possession of the researcher and is stored securely, and the participants act anonymously to protect their privacy. The research followed SAMK's ethical guidelines for conducting qualitative research.

In the research, validity refers to the impact of recruitment sites on students' career goals, perceptions of the labor market, and identified problems and limitations of the impact of recruitment sites on studies and job search. Reliability in the research is related to consistency, where the impact of recruitment sites on students' career paths, perceptions, and potential problems was consistently studied and it would be repeatable.

5.3 Limitations of the Study

The study is timely and relevant to students' views on the impact of recruitment sites on their career choices. The research material is based on the personal experiences of international students at Satakunta University of Applied Sciences, which can be very personal and partly inaccurate. The sample size is a small group of 20 students, which means that generalizations cannot be made from the material to different demographic factors of students. The study focuses only on the student's perspective,

and there is no comparative material from employers or recruitment platforms in the study. The study does not clearly show a specific recruitment platform but generally examines different platforms in Finland, which does not allow for a broader examination of the recruitment platform.

In the future, the study can be continued and use a wider range of research methods, quantitative research to increase the sample size, and on the other hand, qualitative research to make a deeper analysis. The study could also be expanded, for example, by examining the experiences of all international students at Finnish universities of applied sciences with recruitment sites and their impact on career opportunities. In the future, different stakeholders could be brought into the study, platform developers, employers, and career counselors to get a better understanding of the impact and significance of online recruitment for different stakeholders. This study suggests several possibilities for further research. The impact of the use of recruitment sites on students' career choices and job performance. It would be interesting to also research the comparison of different countries or education systems on the impact of recruitment sites, which can increase cultural and contextual differences in students' experiences of the impact of online recruitment sites.

5.4 Reflections and Suggestion

In this study, students' perceptions and aspirations about career choices on online recruitment sites were reviewed. The students' responses highlighted how significant role recruitment platforms play in their job search process. Students largely use recruitment sites to find job opportunities and explore potential career paths. In some cases, these sites can even influence academic career choices as students weigh their own possibilities in career options. The study also brought up concerns and challenges, such as students expressing difficulties in navigating complex sites and expressing concern about the accuracy (even legality) of some job postings' information. The potential biases of recruitment sites also became a concern for some participants.

The research material highlighted performances for students, they should develop critical thinking in assessing the information presented on recruitment sites. In addition, students are expected to diversify their strategy to seek information outside

recruitment sites for their own career choices. Recommendations for universities, they should collaborate with recruitment platforms to ensure a genuine encounter with the labor market. Organizing different workshops in different training programs would map students' skills and thus it would be easier for students to navigate recruitment sites and identify different career paths. Recommendations for recruitment platforms, they should identify and mitigate potential biases to ensure equal access to different career opportunities. Recruitment platforms should promote ethical guidelines in terms of equality, pay, and transparent selection procedures. Generally, a collaborative approach is necessary to create a more efficient and responsible online recruitment landscape. By working together, students with critical thinking skills, universities that provide supportive services, and recruitment platforms that prioritize user privacy and ethical practices, can create a successful online recruitment experience for all students.

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APPENDIX 1: INTERVIEW QUESTIONS

1. How often do you use recruitment sites to search for internship or job opportunities?
 - a. Almost every day
 - b. A few times a week

- c. Once a week
 - d. Once a month
 - e. Rarely or never
2. What is your main reason for using recruitment sites?
- a. To find an internship or job
 - b. To learn about different career options
 - c. To connect with industry professionals
 - d. To improve my professional networking skills
 - e. Other (please specify) _____
3. Have you found any internships or jobs through recruitment sites?
- a. Yes, I found a few opportunities
 - b. No, I haven't found any opportunities so far
 - c. I found some opportunities but they were not relevant to my field of study
4. In your opinion, how helpful are recruitment sites in finding relevant internship or job opportunities?
- a. Extremely helpful
 - b. Somewhat helpful
 - c. Not very helpful
 - d. Not at all helpful
5. Have you experienced any challenges or difficulties when using recruitment sites?
- a. Yes, the website is difficult to navigate
 - b. Yes, I found it hard to differentiate between legitimate and scam job postings
 - c. No, I haven't experienced any challenges
 - d. Other (please specify) _____
6. Has using recruitment sites influenced your attitude towards studying or your academic performance in any way?
- a. Yes, it has motivated me to study harder to improve my career prospects
 - b. No, my attitude towards studying has not changed
 - c. It has made me more interested in exploring different career options
 - d. It has made me realize the importance of a good education to secure a good career

7. Do you feel that recruitment sites are a useful resource for you as a students?
 - a. Yes, they provide valuable information and opportunities
 - b. No, they are not very useful for students in my field of study
 - c. I am not sure
8. Would you recommend recruitment sites to other students?
 - a. Yes, I would definitely recommend it
 - b. No, I would not recommend it
 - c. I am not sure
9. Have you ever felt discouraged to pursue a specific subject area due to the perceived lack of job opportunities available in that field?
 - a. Yes, it always distracts me from focusing on specific subject
 - b. No, it never affects my focus area
 - c. I am not sure
10. Do you believe that the availability of job opportunities listed on recruitment sites has impacted your attitudes towards focusing on a specific subject area?
 - a. Yes, to get opportunities
 - b. No, I look for all other jobs
 - c. I am not sure

Other Questions

- To what extent has exploring careers on recruitment sites changed your desired career path?
 - (a) Not at all (b) To a small extent (c) To a moderate extent (d) To a significant extent (e) Completely
- How much pressure do you feel to choose a major based on job opportunities listed on recruitment sites?
 - (a) None (b) Very little (c) Some (d) A lot (e) A great deal
- Seeing a wide range of jobs on recruitment sites, has your motivation to study increased?
 - (a) Not at all (b) Slightly (c) Moderately (d) Significantly (e) Greatly
- Have you ever felt discouraged from pursuing a specific subject area due to perceived lack of job opportunities on recruitment sites?
 - (a) Yes (b) No (c) Unsure

- Based on your experiences with recruitment sites, how confident are you in finding a job after graduation?
 - (a) Not confident at all (b) Somewhat confident (c) Moderately confident (d) Very confident (e) Extremely confident
- Overall, has using recruitment sites made you more optimistic or pessimistic about your future career prospects?
 - (a) More optimistic (b) Slightly more optimistic (c) Neutral (d) Slightly more pessimistic (e) More pessimistic
- Have recruitment sites motivated you to actively develop skills and experiences relevant to your career goals?
 - (a) Yes, significantly (b) Yes, somewhat (c) Neutral (d) No, not really (e) No, not at all
- Do you use recruitment sites to learn about different industry practices and company cultures?
 - (a) Yes, frequently (b) Yes, occasionally (c) Rarely (d) Never
- Do you believe recruitment sites can create unrealistic expectations about job availability or salary potential?
 - (a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree
- Have you ever encountered any discriminatory practices or bias in your searches on recruitment sites?
 - (a) Yes, frequently (b) Yes, occasionally (c) Rarely (d) Never