

Research on the Influencing Factors of College Students' Willingness to Participate in Live Recruitment Events

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Abstract

In the increasingly competitive job market, live recruitment has become an important emerging model for college students to seek employment. With its advantages such as breaking the limitations of time and space, facilitating real-time interaction and communication, and presenting the corporate environment and job information in an intuitive way, it effectively reduces the information gap in job hunting, improves the efficiency of applications, and also helps with career positioning through industry mentors' answers. It is highly favored by young people. However, this model also has hidden risks. Some enterprises have issues such as false promotion and excessive packaging of salary and benefits, which may cause college students to get into disputes over breach of contract and compensation. Therefore, college students need to enhance their awareness of risks, verify the qualifications of the enterprises and keep relevant records; enterprises and recruitment platforms should strengthen information review and supervision; universities and relevant departments need to improve employment guidance and coordinate efforts to ensure the standardized development of live recruitment and provide protection for college students' job hunting.

Keywords: College students, job hunting, live-streamed recruitment, risks

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I. Introduction

In recent years, with the rapid development of the digital economy and the deep penetration of internet technology, the limitations of traditional recruitment models in terms of information transmission efficiency, interactivity, and user experience have gradually become apparent. Live recruitment has become an important carrier of the "Internet + employment" model, especially accelerating its popularity during the COVID-19 pandemic, and has become a new connection platform between universities, enterprises, and job seekers. Live recruitment, with its advantages of immediacy, intuitiveness, and interactivity, has become an innovative form of online recruitment (Wang Xiaoli, 2023). "Live job promotion" has been widely applied in local employment public services (Wu Di, 2025). In terms of promoting employment and optimizing the allocation of human resources, live job promotion can comprehensively and visually display the situation of employers and positions, breaking the information barriers between employers and job seekers and improving the matching degree between people and positions (Anonymous, 2025). "Live recruitment" breaks the barriers of time and space, and enterprises can directly present information such as working environment, corporate culture, and job requirements through the live broadcast room, while job seekers can ask questions and communicate with the recruiters in real time, obtaining more comprehensive and three-dimensional job-seeking information, effectively reducing the problem of information asymmetry (Jiaoyu, 2022). The development of online recruitment should first consider the feelings of users. The research on the perception-level usage intention of live recruitment as an emerging form of online recruitment is necessary (Chen Siyuan & Zhao Ming, 2024).

However, problems such as insufficient information authenticity and privacy leakage risks in live recruitment may also weaken the willingness of college students to use it (Anonymous, 2024). Previous studies have found that users' acceptance willingness of new technologies is often influenced by multiple factors such as perceived usefulness, perceived ease of use, and perceived risk (Davis F D, 1993). As an emerging service that integrates live streaming technology and recruitment functions, the promotion and application effect of "live recruitment" among college students largely depends on their acceptance and usage willingness of this model. However, current research on live recruitment mostly focuses on its application status, advantages, and challenges at the macro level (Lei Jing & Xia Fanshu, 2024), and there are few systematic research results that deeply explore the influencing factors of the willingness of college students to use live recruitment from the perception perspective (Liu Mengyao & Zhou Tao, 2024). College students, as an important reserve force in the labor market, their choice of job-seeking methods not only relates to their personal career development but also affects the recruitment efficiency of enterprises and the overall vitality of the human resources market (Chen Mingxiao, 2024). College students obtaining timely feedback and successful cases through live recruitment can

enhance their sense of employment efficacy and thus use this channel for job hunting more actively (Jiang Zhuoyue, 2025). Therefore, this study aims to focus on the college student group, deeply analyze the key factors that affect their willingness to use live recruitment, and provide theoretical references and practical guidance for optimizing live recruitment services, improving the efficiency of college students' job hunting, and promoting more efficient job matching (Li Jiapeng, 2025).

II. Theoretical Basis and Research Hypotheses

2.1 Theoretical Basis

2.1.1 Technology Acceptance Model

The Technology Acceptance Model (TAM) was proposed by Davis in 1989. Its core lies in explaining users' willingness to use new technologies through perceived usefulness and perceived ease of use. Perceived ease of use positively influences perceived usefulness (Chen Siyuan & Zhao Ming, 2024). This theory is applicable to the research on this job-seeking technology tool, live recruitment. For college students, the perceived usefulness of live recruitment is reflected in efficient acquisition of job information, reduction of information asymmetry, and improvement of job search success rate, etc., while perceived ease of use is manifested as the platform's operational convenience and the clarity of the live streaming process, etc., in terms of user experience (Lu Yaobin & Hong Mei, 2006). Moreover, according to the core viewpoint of the TAM theory, the higher the perceived ease of use of live recruitment by college students, the more likely they are to have a positive evaluation of its perceived usefulness, and the two factors jointly influence the formation of usage intention.

2.1.2 Information System Success Model

The Information System Success Model (D&M Model) was proposed by DeLone & McLean in 1992 and updated in 2003. Its core measures the value of the information system through three core dimensions: information quality, system quality, and service quality. These three factors enhance user satisfaction and thereby influence usage intention (Wu Haidong, 2013). Given that live recruitment is essentially a job-seeking information system, this theory is highly suitable for the research scenario: information quality corresponds to the accuracy of job information, the completeness of enterprise introduction, etc., the core value of job-seeking information; system quality reflects the stability of platform operation, the smoothness of live streaming pictures and sounds, etc., the technical support level; service quality is related to the efficiency of customer service response, the professionalism of interactive answers, the guarantee of subsequent follow-up of job information, etc., the service experience precisely covering the platform attributes and service value of live recruitment on the influence of usage intention (Zhang Jieqiong & Han Shenghao & Gao Weihuo, 2022). These three dimensions interact with each other and are indispensable, forming the core standard for measuring the success of the live recruitment system and ultimately having a significant impact on college students' willingness to use live recruitment.

2.2 Research Hypothesis

Based on existing research and in combination with the needs of college students and the characteristics of live recruitment, this study determined eight variables, namely perceived usefulness, perceived ease of use, information quality, service quality, campus influence, online reputation, information search cost, and interactivity, to construct a model (Miao Qingyang & Zha Yingchun, 2021).

2.2.1 Relevant influencing factors

Perceived usefulness refers to the degree to which users believe that using a particular system can enhance their work performance and the practical value it brings. In the technology acceptance model, perceived usefulness is a key factor determining the use of information technology and the willingness to adopt it (Chen Siyuan & Zhao Ming, 2024).

Perceived ease of use, on the other hand, refers to the degree of difficulty that users perceive when using a system. In the technology acceptance model, perceived ease of use is also an important factor influencing users' attitudes towards information technology and their willingness to use it.

With the development of the internet, perceived usefulness has also been applied in the field of recruitment. Zhang Haiying (2021) believes that users' perceived usefulness and perceived ease of use have a positive impact on the willingness of college students to use library APPs. Based on existing research both at home and abroad, perceived usefulness and perceived ease of use generally have a significant positive driving effect on users' willingness to adopt technology.

Therefore, the following hypotheses are proposed:

H1: Perceived usefulness significantly positively affects college students' willingness to use live-streaming

recruitment

H2: Perceived ease of use significantly positively affects college students' willingness to use live-streaming recruitment

2.2.2 Factors Affecting Perceived Utility

2.2.2.1 Information quality and service quality

Information quality refers to the perceived output value of the content provided by the system by users (Zhang Hying, 2021). Information quality, as a key characteristic and attribute of information, in the context of information systems, its evaluation indicators mainly include relevance, accuracy, security, reliability, timeliness, completeness, and the comprehensibility of the system's output results (Sharma S K & Gaur A & Saddikuti V, 2017). The quality of information directly affects users' perception and experience of the effectiveness of the information system. If the information provided by the information system is delayed, distorted, or lacking in content, users will lower their evaluation of the system's applicability and affect the overall usage experience.

Service quality refers to the psychological comparison between the expected service and the actual perceived service (Solomon Negash & Terry Ryan & Magid Igbaria, 2003).

The information quality in this article refers to the subjective value perception formed by college students when receiving job information from the live-streaming recruitment platform. If the quality of live-streaming recruitment information is low, college students will think that seeking a job through this method will affect their job-seeking effectiveness and efficiency. Service quality refers to the overall subjective assessment of the interaction quality of live-streaming recruitment by college students to meet their specific service needs. Tu Xia in the study on the influencing factors of user usage intention of mobile news client users concluded that information quality and service quality positively affect perceived usefulness (Tu Xia, 2017). In summary, information quality and service quality are important positive influencing factors driving the improvement of perceived usefulness.

Based on this, this article proposes the following hypotheses:

H1a: Information quality significantly positively affects college students' perceived usefulness of live-streaming recruitment

H1b: Service quality significantly positively affects college students' perceived usefulness of live-streaming recruitment

2.2.2.2 Campus influence

Campus influence is a key component of the influence system and profoundly affects the behavioral choices of college students. In this article, campus influence refers to the ability of live recruitment to shape the campus brand image based on its own strategy, and to have a profound impact on the cognition, emotional attitude, and job-seeking intention of college students (Fang Zhiyuan, 2020). When college students participate in value co-creation activities through live streaming, they can deepen their understanding and emotional identification of the corporate culture, thereby enhancing their perception of the practicality of this channel.

Based on this, this article proposes the following hypothesis:

H1c: Campus influence has a significant positive impact on college students' perceived usefulness of live recruitment

2.2.2.3 Online Reviews

Online word-of-mouth is the digital extension of traditional word-of-mouth, referring to the way consumers share their experiences on online platforms to influence others' decisions. According to Zhu Jie (2011), in online group buying, the influence of online word-of-mouth positively affects users' perceived usefulness. Li Qiong (2022) believes that the word-of-mouth on online knowledge payment platforms has a positive impact on users' perceived usefulness. The research by Zhu Jie and Li Qiong indicates that online word-of-mouth positively affects perceived usefulness.

Therefore, it is proposed:

H1d: Online word-of-mouth significantly positively affects college students' perceived usefulness of live recruitment

2.2.3 Factors related to perceived usability

2.2.3.1 Information search cost

Job seekers will invest time, effort and other costs to reduce the risk of information asymmetry. Tseng pointed out that the quality of goods and imperfect information in transactions will generate information search

costs. To establish communication between buyers and sellers, they need to search for information from the other party, which is costly. The cost level depends on consumers' perception of risk; the higher the perceived risk, the longer the time spent on information collection (Zhang Y, Li X, 2022). This study defines various costs incurred by college students when using live-streaming recruitment to search for information as information search costs. If the costs are too high, college students will consider this method difficult to use.

Therefore, this paper proposes the following hypothesis:

H2a: Information search costs significantly negatively affect college students' perceived usability of live-streaming recruitment

2.2.3.2 Interactivity

Interactivity refers to the process of behavioral interaction, information exchange, and perceptual feedback between users and the system, as well as among users. The interactivity of information systems promotes two-way communication between the system and the recipients, enabling role exchange to better control communication (Sharma S K et.al, 2017). The humanized design of the platform interface and the multimodal interaction methods are key technical factors influencing users' continued usage intention (Jin Y & Luo W & He J Q, 2023). Thus, interactivity encompasses both human-computer interaction and interpersonal interaction. This paper mainly focuses on the interaction between users and the system, that is, the two-way feedback communication between users and the internal functions of the information system, achieved through the interface and function connection for continuous communication.

Interactivity refers to the process of information exchange and feedback between users and the system or others. In this study, it mainly refers to the functional experience provided by the live recruitment platform that supports users' autonomous operation and two-way communication. When students perceive the interaction process as convenient and smooth, they are more likely to form the judgment that the platform is easy to operate.

Therefore, it is proposed:

H2b: Interactivity significantly positively affects college students' perceived usability of live recruitment

In conclusion, this study proposes a total of eight research hypotheses.

2.3 Model construction

2.3.1 Model construction approach

This study aims to explore the influencing factors of college students' willingness to participate in live-streamed recruitment. Based on a systematic review of existing literature, this study integrates the core dimensions of relevant theoretical models, and at the same time introduces new explanatory variables that are specific to the college student population, thereby formulating research hypotheses and proposing a corresponding theoretical model.

2.3.2 Model construction

This study integrates the technology acceptance model and the information system success model to construct a new theoretical framework to explain the behavioral mechanism of college students' adoption of live recruitment. This integration helps to systematically reveal the key driving factors and their action paths. In terms of variable design, the study selects core variables based on the context and adds four external variables: campus influence, online reputation, information search cost, and interactivity, making the model more targeted. The final constructed model is both simple and unique, and is more in line with the actual usage context of college students' live recruitment.

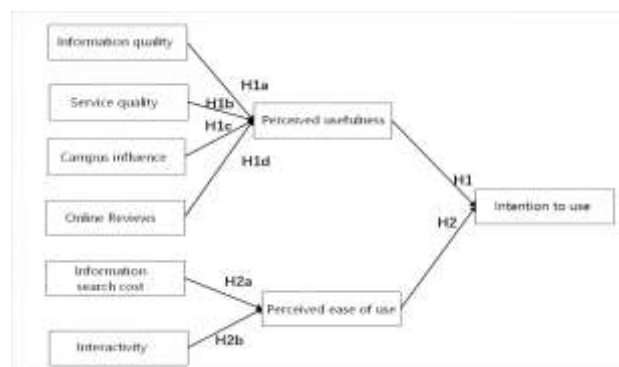


Figure 1 Research Model on Factors Affecting College Students' Willingness to Participate in Live Recruitment

III. Research Design

3.1 Questionnaire Design

This research questionnaire consists of three parts: the first part is the introduction, which clarifies the survey topic, the background of distribution, and promises the confidentiality of the results; the second part is the investigation of personal basic information and the use of live recruitment; the third part is a special survey on the influencing factors of the willingness to use live recruitment. To ensure the scientificity and rigor of the research, mature domestic and international scales that have been tested for validity and reliability are used as measurement tools to quantify each dimension of the model. The questionnaire adopts the Likert five-point scale (1 = strongly disagree to 5 = strongly agree), with a majority of positive questions to enhance the convenience of answering. Data collection is carried out through a simple random sampling method combining online (QR code filling) and offline (on-site distribution and collection). This method is simple to operate, low in cost, and highly controllable, which can improve the efficiency of questionnaire collection, save research costs, and meet the research needs of this study.

3.2 Questionnaire prediction and modification

This part focuses on conducting preliminary testing and optimization of the questionnaire items to enhance the accuracy and stability of the measurement tool. Specifically, it is carried out through the following two steps: Firstly, based on the opinions of experts in the field and existing literature, the items with ambiguous expressions or unclear directions are revised; Secondly, a small-scale target population is invited for a pre-test, and the content of the items is further adjusted in combination with their feedback. The pre-test helps to reduce comprehension errors and issues related to the applicability of the scale, and improves the authenticity of the data.

3.3 Data Collection

3.3.1 Selection of research subjects

The research subjects of this article are college students from 11 cities in Zhejiang Province with different levels of education and different educational orientations. Through a "online + offline" approach, the online part was conducted via Questionnaire Star.

3.3.2 Distribution and collection of questionnaires

A total of 330 questionnaires were collected in this survey. To ensure the completeness of the questionnaires, all questions in the survey were made mandatory, and respondents needed to complete all answers before submitting; at the same time, invalid questionnaires with identical answers were excluded, resulting in 252 valid questionnaires, with a valid collection rate of 76.36%.

3.3.3 Data processing

This study used SPSS software for reliability and validity tests, and AMOS 24 software for confirmatory factor analysis to enhance the reliability and persuasiveness of the research conclusions. The data processing steps are as follows: Firstly, descriptive statistical analysis was conducted using SPSS to clarify the basic distribution characteristics of the sample; then, the reliability, validity of the sample data, and confirmatory factor analysis of the questionnaire were completed using SPSS; finally, a structural equation model was constructed, and path coefficients were extracted based on the fitting indicators to test and analyze the research hypotheses.

IV. Data analysis

4.1 Analysis of questionnaire results

4.1.1 Reliability and validity test

4.1.1.1 Reliability

Reliability measures the internal consistency, stability and item aggregation of a scale, reflecting the degree of association among items of the same dimension. By using the SPSS software and relying on the Cronbach's α coefficient, the reliability of the scale can be measured. The higher the coefficient is, the stronger the credibility and stability of the measurement results are. According to the data in Table 1, this study conducted reliability analysis for the nine variables involved in the questionnaire. The Cronbach's α coefficient of each variable was higher than 0.8, which fully indicates that the scale has good internal consistency and a high level of reliability.

Table 1 Reliability Test Table

Measurement variable	Cronbach's Alpha
Perceived usefulness	0.967
Perceived ease of use	0.948
Information quality	0.939
Service quality	0.976
Campus influence	0.963
Online Reviews	0.842
Information search cost	0.983
Interactivity	0.952
Intention to use	0.975

4.1.1.2 Validity

Validity refers to whether the data obtained by the measurement tool can accurately reflect the measured concept. The purpose of its verification is to assess the structural rationality and measurement validity of the questionnaire. In this study, SPSS software was used to conduct factor analysis applicability judgment through KMO test and Bartlett's sphericity test. The specific test results are shown in Table 2. According to the data in Table 2, the KMO measure value of this study is 0.892, and the p-value of the Bartlett's sphericity test is 0.000 ($p < 0.01$), indicating that the scale data of the factors influencing the willingness of college students to use this live recruitment service is highly suitable for factor analysis. The results of the factor analysis can be used for validity assessment.

Table 2 KMO and Bartlett Test Table

The appropriate Kaiser-Meyer-Olkin measure		0.892
Bartlett's sphericity test	Approximate Chi-square	2305.03
	df	243
	Sig.	0.000

4.1.2 Confirmatory Factor Analysis

4.1.2.1 Composite Validity

To verify the rationality of the dimension classification of each observed variable, the effective explanatory power of the latent variables, and the appropriateness of the dimension division of the scale, this study used AMOS 24.0 to conduct factor loadings analysis for the observed variables corresponding to each dimension, and calculate the information contribution of each observed variable to the corresponding dimension; at the same time, by calculating the composite reliability (CR) and average variance extracted (AVE), the matching degree between the observed variables and the corresponding dimensions was evaluated. Among them, the higher the CR value, the better the overall quality of the research model; the higher the AVE value, the smaller the measurement error of the observed variables and the stronger the commonality between the variables, which also indicates that the observed variables of the same dimension can more consistently reflect the same type of research problem. The factor loadings results of each observed variable are shown in Table 3. As can be seen from Table 3, the factor loadings of the observed variables corresponding to each factor all exceed 0.9, indicating that the items corresponding to each latent variable have strong representativeness; the composite reliability (CR) of each combination is all above 0.9, demonstrating that the aggregation convergence of the observed variables is very good, and the average variance extracted (AVE) is all greater than 0.8, indicating that the aggregation validity of the model is quite ideal.

Table 3 Factor Loadings Table

Path			Estimate	AVE	CR
Perceived usefulness Q1	<--	Perceived usefulness PU	0.963	0.9143	0.966
Perceived usefulness Q2	<--	Perceived usefulness PU	0.954		
Perceived usefulness Q3	<--	Perceived usefulness PU	0.943		
Perceived ease of use Q1	<--	Perceived ease of use PEOU	0.912	0.8354	0.9371
Perceived ease of use Q2	<--	Perceived ease of use PEOU	0.917		

Path			Estimate	AVE	CR
Perceived ease of use Q3	<--	Perceived ease of use PEOU	0.913		
Information quality Q1	<--	Information quality IQ	0.916	0.8366	0.9476
Information quality Q2	<--	Information quality IQ	0.913		
Information quality Q3	<--	Information quality IQ	0.917		
Service quality Q1	<--	Service quality SQ	0.954	0.9246	0.9754
Service quality Q2	<--	Service quality SQ	0.971		
Service quality Q3	<--	Service quality SQ	0.961		
Campus influence Q1	<--	Campus influence CI	0.901	0.8497	0.9459
Campus influence Q2	<--	Campus influence CI	0.917		
Campus influence Q3	<--	Campus influence CI	0.951		
Online Reviews Q1	<--	Online Reviews IWOM	0.923	0.8531	0.9475
Online Reviews Q2	<--	Online Reviews IWOM	0.929		
Online Reviews Q3	<--	Online Reviews IWOM	0.921		
Information search cost Q1	<--	Information search cost ISC	0.981	0.9238	0.9755
Information search cost Q2	<--	Information search cost ISC	0.956		
Information search cost Q3	<--	Information search cost ISC	0.952		
Interactivity Q1	<--	Interactivity IR	0.935	0.8871	0.9629
Interactivity Q2	<--	Interactivity IR	0.947		
Interactivity Q3	<--	Interactivity IR	0.949		
Intention to use Q1	<--	Intention to use IU	0.927	0.895	0.9535
Intention to use to use Q2	<--	Intention to use to use IU	0.927		
Intention to use Q3	<--	Intention to use IU	0.945		

4.1.2.2 Discriminant Validity

Statistically, it is usually determined by comparing the square root of the average variance extracted of each latent variable (AVE) with the correlation coefficient between that latent variable and other latent variables. If the square root of AVE of a certain latent variable is greater than the correlation coefficient between that variable and all other latent variables, it indicates that the scale has good discriminant validity. The discriminant validity test results of this study are shown in Table 4. From the data in the table, it can be seen that the square root values of AVE on the diagonal of each latent variable are mostly greater than the other correlation coefficients in the same row and column of that variable. This indicates that in the measurement model of this study, each construct can maintain internal cohesion and also has sufficient discriminative power among themselves, and the overall discriminant validity of the model is relatively ideal.

Table 4 Validity Table for Differentiation

	Perceived usefulness	Perceived ease of use	Information quality	Service quality	Campus influence	Online Reviews	Information search cost	Interactivity	Intention to use
Perceived usefulness	0.904								
Perceived ease of use	.941**	0.832							
Information quality	.873**	.871**	0.834						
Service quality	.886**	.889**	.813**	0.922					
Campus influence	.897**	.892**	.788**	.831**	0.849				
Online Reviews	.953**	.927**	.874**	.856**	.903**	0.85			
Information search cost	-.951***	-.954***	-.888**	-.895***	.908**	-.971***	0.922		
Interactivity	.931**	.944**	.862**	.902**	.904**	.935***	-.951**	0.886	
Intention to use	.926**	.915**	.854**	.870**	.903**	.946***	-.956**	.938***	0.865
AVE on the diagonal	0.951	0.912	0.913	0.96	0.921	0.922	0.96	0.941	0.93

*** indicates that the P value is less than 0.01

4.1.3 Correlation analysis

Correlation refers to the degree of association between variables. The correlation coefficient can measure the strength and direction of this relationship. Since this study involves a negative relationship, conducting a correlation test is of great significance. This study analyzed the correlations among nine variables using SPSS software. As can be seen from Table 5, except for the cost of information search, there are significant positive correlations among all factors, but the cost of information search shows a significant negative correlation with other factors.

Table 5 Correlation Table

	Perceived usefulness	Perceived ease of use	Information quality	Service quality	Campus influence	Online Reviews	Information search cost	Interactivity	Intention to use
Perceived usefulness	1								
Perceived ease of use	.893**	1							
Information quality	.834**	.817**	1						
Service quality	.868**	.845**	.786**	1					
Campus influence	.856**	.836**	.729**	.747**	1				
Online Reviews	.931**	.872**	.854**	.829**	.857**	1			
Information search cost	.898**	.896**	.828**	.840**	.853**	.892**	1		
Interactivity	-.943**	-.919**	-.875**	-.836**	-.854**	-.934**	-.928**	1	
Intention to use	.879**	.873**	.827**	.849**	.853**	.893**	.896**	-.926**	1

4.2 Structural Equation Model Test

Structural equation modeling can effectively handle the complex relationships among multiple variables and test the path relationships between latent variables. This section uses AMOS 24 to conduct modeling analysis based on 252 valid questionnaire data, sequentially completing model fit evaluation, significance test of path coefficients, and in-depth discussion of the empirical results.

4.2.1 Construction of the structural equation

The goodness of fit of the model refers to verifying whether the structural equation model is sufficient to match the actual sample data. It can be used to examine the empirical fit of the research model. This paper mainly evaluates the goodness of fit of the structural equation based on the absolute fit index and incremental fit index indicators.

4.2.2 Evaluation of the goodness of fit of the structural equation

4.2.2.1 Absolute fit

Absolute fit is used to evaluate the fitting degree of the conceptual model and the data sample. The indicators include the chi-square value (χ^2), the chi-square degree of freedom ratio (χ^2/df), the residual value difference (RMSEA), and GFI.

4.2.2.2 Incremental fit

The incremental fit degree assumes that all latent variables are correlated and independent. The model's fit to the research model is verified by indicators such as NFI, RFI, CFI, IFI, and TFI. The overall fit coefficient table is shown in Table 6.

According to Table 7, the value of χ^2/df is less than 3, indicating a good fit; RMSEA is less than 0.08, also indicating a good fit; the values of CFI, TLI, NFI, IFI, and RFI are 0.971, 0.955, 0.952, 0.971, and 0.963 respectively, all greater than 0.9. The results show that the research model on the influencing factors of college students' willingness to use live recruitment is well fitted.

Table 6 Overall Fitting Criteria

Adaptation type	Statistical quantity	Adaptation standard value
Absolute adaptability	CMIN/DF (Chi-square degrees of freedom ratio χ^2/df)	<3 The representation is well-matched
	RMSEA (Progressive Residual Mean Square and Square Root)	<0.08 indicates a good fit GFI
	GFI(Liability Adaptation Index)	
Value-added adaptability	NFI(Normative Fit Index)	>0.9 Representing a good fit
	RFI(Relative Fit Index)	
	CFI(Comparative Fit Index)	

Table 7 Model Fitting Results

χ^2/df	RMSEA	CFI	TLI	NFI	IFI	RFI
2.997	0.076	0.971	0.955	0.952	0.971	0.963

4.2.3 Structural equation path test

The core of structural equation path testing is to verify whether the causal relationship between latent variables as hypothesized in the theory is significant, to quantify the strength and direction of the influence, and to determine whether the research hypothesis is valid. It is the key to implementing theoretical verification for the model. In this paper, in order to test the research hypothesis, the structural equation path test was conducted on the research factors, and the results are shown in Table 8. According to the test results, it is indicated that:

The standardized coefficient β of perceived usefulness on usage intention is 0.327, and $P < 0.01$. The null hypothesis is rejected and the alternative hypothesis is accepted. Perceived usefulness has a significant positive impact on usage intention;

The standardized coefficient β of perceived ease of use on usage intention is 0.664, and $P < 0.01$. The null hypothesis is rejected and the alternative hypothesis is accepted. Perceived ease of use has a significant positive impact on usage intention;

The standardized coefficient β of information quality on perceived usefulness is 0.113, and $P < 0.05$. The null hypothesis is rejected and the alternative hypothesis is accepted. Information quality has a significant positive impact on perceived usefulness;

The standardized coefficient β of service quality on perceived usefulness is 0.198, and $P < 0.01$. The null hypothesis is rejected and the alternative hypothesis is accepted. Service quality has a significant positive impact on perceived usefulness;

The standardized coefficient β of campus influence on perceived usefulness is 0.138, and $P < 0.05$. The null hypothesis is rejected and the alternative hypothesis is accepted. Campus influence has a significant positive impact on perceived usefulness;

The standardized coefficient β of online reputation on perceived usefulness is 0.594, and $P < 0.01$. The null hypothesis is rejected and the alternative hypothesis is accepted. Online reputation has a significant positive

impact on perceived usefulness;

The standardized coefficient β of interactivity on perceived ease of use is 0.374, and $P < 0.01$. The null hypothesis is rejected and the alternative hypothesis is accepted. Interactivity has a significant positive impact on perceived ease of use;

The standardized coefficient β of information search cost on perceived ease of use is -0.601, and $P < 0.01$. The null hypothesis is rejected and the alternative hypothesis is accepted. Information search cost has a significant negative impact on perceived ease of use.

In conclusion, all the hypotheses of this study have been supported.

Table 8 Path Test of Structural Equation Model

			Unstandardized Coefficient	Standardized Coefficient Beta
PU	<--	IQ	0.111	0.113
PU	<--	SQ	0.186	0.198
PU	<--	CI	0.125	0.138
PU	<--	IWOM	0.608	0.594
IU	<--	PU	0.295	0.327
IU	<--	PEOU	0.688	0.664
PEOU	<--	IR	0.345	0.374
PEOU	<--	ISC	-0.494	-0.601

4.3 Analysis of Hypothesis Testing Results

4.3.1 Analysis of Factors Affecting Perceived Utility

Based on the above research, live recruitment, by leveraging the real-time live streaming environment, can comprehensively and elaborately present job information, not only clearly stating key elements such as job responsibilities, position requirements, working hours, location, promotion opportunities, and benefits, but also, in some cases, through enterprise live streaming and office environment visits, visually presenting the company's image and working atmosphere, thereby dispelling the uncertainties and doubts of college students regarding the enterprise and the position. Such high-quality and high-transparency information output can effectively attract the attention of college students, enabling them to truly feel the reference value of live recruitment for job hunting, and thereby enhancing the perceived usefulness.

In terms of service quality, live recruitment breaks through the limitation of traditional recruitment processes where information is not transparent, and builds a "real-time interaction + process tracking" service system: college students can immediately consult the recruitment party about job details and obtain targeted answers; some live recruitment platforms also support the function of checking the progress of resume submission, allowing college students to check the review status and application results of their resumes at any time, avoiding missing other job opportunities due to waiting for a reply. At the same time, the recruitment party of live recruitment will also provide diverse supporting services, such as pushing personalized job live-streaming previews, sharing professional resume-making skills, and providing guidance on interview precautions, promptly solving the confusion of college students in the job hunting process. When such services precisely match the needs of college students, it will effectively alleviate their job-hunting anxiety, enhance their recognition of the live recruitment form, and thereby strengthen the perceived usefulness.

Campus influence also has a positive effect on college students' perceived usefulness. Currently, various live recruitment platforms and enterprises increasingly attach importance to the deep cultivation of campus channels, through campus special live-streaming job fairs, enterprise cooperation live-streaming presentations, and campus ambassador promotion, to expand their coverage and influence among college students. This measure enables college students to form a professional and standardized perception of live recruitment, believing that it can provide a reliable job channel and standardized recruitment process, and their own rights and interests can be guaranteed, so when they have a job-hunting need, they will prefer live recruitment, thereby enhancing the perceived usefulness of this recruitment form.

In addition, the online reputation of live recruitment spreads widely through social platform sharing, job community discussions, and user evaluation feedback, becoming an important reference for college students to understand the effectiveness of live recruitment. During the job-hunting decision-making stage, college students, in order to reduce the cost and risk of trying, often actively refer to the experiences and evaluations of other job seekers, based on the positive feedback in the viral spread, will develop a herd mentality, recognize the job-hunting value of live recruitment, believing that it can also provide effective assistance for their own job

hunting, and ultimately positively affect the perceived usefulness.

4.3.2 Analysis of Factors Affecting Perceived Usability

According to the results of the above research, college students at the graduation stage generally face the dual pressures of writing their graduation theses and preparing for job hunting, and they have a higher demand for job-hunting methods that can save time and improve efficiency. In this context, live-streaming recruitment, with its integrated and real-time characteristics, effectively meets the actual needs of college students. Compared with traditional online recruitment, which is fragmented and has cumbersome search processes, live-streaming recruitment presents information from multiple companies or positions in a single session, eliminating the need for students to switch and compare information across multiple platforms, significantly enhancing the degree of information aggregation. College students can watch the live-streaming during their commutes or after class, quickly capturing core content such as job responsibilities, requirements, salary packages, and corporate culture, significantly reducing the high information search costs in the traditional job-hunting process, thereby strengthening the perceived convenience of live-streaming recruitment at the perceptual level.

On the other hand, the strong interactivity feature of live-streaming recruitment further enhances the positive evaluation of its usability by college students. In the live-streaming scenario, students can communicate directly with the recruitment personnel of the companies about job details, development paths, interview processes, etc., through real-time comments or voice-mixing functions, obtaining immediate and targeted feedback, eliminating the waiting anxiety and uncertainty in traditional asynchronous communication. Moreover, many live-streaming recruitment platforms also embed convenient functions such as "one-click resume submission" and "online appointment for interviews", avoiding the cumbersome operation of students repeatedly filling in personal information in different company recruitment systems, simplifying the conversion path from information acquisition to resume submission. At the same time, intuitive and clear interface designs of the live-streaming rooms, such as categorizing positions by tags, displaying enterprise details in pop-ups, and providing operation guidance prompts, further reduce the usage threshold and make the entire operation process smooth and with high tolerance. These humanized interaction designs make college students feel significant usability and controllability during use, thus making them more willing to adopt live-streaming recruitment as an important job-hunting channel.

V. Conclusion and Outlook

5.1 Research Findings

This study comprehensively employed various research methods such as literature review, questionnaire survey, and data analysis to deeply analyze the core driving mechanisms of the influence of live-streaming recruitment on college students' willingness to use it. By integrating the classic technology acceptance model and the successful information system model organically, a more explanatory theoretical analysis framework was constructed. The empirical test demonstrated that this model exhibited good reliability and validity, and all the theoretical hypotheses proposed were strongly supported by the data. The findings were as follows: First, perceived usefulness and perceived ease of use, as internal psychological mechanisms, directly and significantly positively predicted college students' adoption intention for live-streaming recruitment. Second, in terms of external driving factors, information quality, service quality, campus influence, and online reputation jointly constituted important influencing factors of perceived usefulness, effectively enhancing the positive evaluation of the practical value of this channel by college students. Third, in terms of the technical experience dimension, information search cost significantly weakened college students' perception of the platform's ease of use; conversely, the optimization of system interaction design could significantly enhance their perception of ease of use, thereby indirectly promoting the formation of usage intention. The above conclusions not only deepened the theoretical understanding of the user behavior mechanism of live-streaming recruitment but also provided specific practical guidance for the optimization of functional design and service quality of related platforms.

5.2 Limitations

The sample of this study has certain limitations. The research subjects were college students from a specific region, and the sample source was relatively concentrated, failing to comprehensively cover college students from different regions, types, grades, and majors. Therefore, it was difficult to fully reflect the usage intention of college students for live-streaming recruitment and its influencing factors across the country. At the same time, the distribution of the demographic characteristics of the sample may be unbalanced, which may affect the representativeness of the research results. Therefore, when promoting the application of research conclusions, caution should be exercised. In addition, due to the limitations of the researcher's ability and objective factors, this study still has some shortcomings that need to be improved. In terms of research methods,

mainly quantitative questionnaire survey was adopted, although it could obtain large sample data and conduct relevant analyses, it was difficult to deeply explore the real feelings, behavioral details, and psychological motivations of college students in using live-streaming recruitment, lacking the supplementation of qualitative research, resulting in a less comprehensive and in-depth understanding of the problem.

5.3 Prospects

First, the sample selection should adopt stratified sampling or quota sampling methods to expand the sample's geographical scope, covering college students from different regions, types, levels, grades, and majors, to increase sample representativeness and make the research conclusions more universal. Secondly, in terms of research methods, quantitative and qualitative research should be combined. On the basis of questionnaire surveys, semi-structured interviews, focus group discussions, and other qualitative methods should be used to deeply explore the experiences, decisions, attitudes, and dilemma needs of college students in live-streaming recruitment, to comprehensively understand the influencing mechanism. In addition, longitudinal tracking research should be introduced to follow the same group of college students at different job-seeking stages using live-streaming recruitment, and dynamically analyze the changes in usage intention, behavior, and influencing factors, providing a basis for platforms and universities. At the same time, future research can expand variables to explore the impact of different live-streaming recruitment forms on college students' usage intention, or analyze the moderating and mediating roles of psychological factors, enriching theoretical research.

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