Youth Readiness for AI- Driven Recruitment: A Step toward Digital Empowerment

ANI CHRISTINA S (Author, Student)[1], JOSELIN GRACIA K (Co-Author, Assistant Professor)[2]

[1]3rd B.com [Accounting & Finance], Women's Christian College, India [Affiliated to University of Madras], India
[2]Department of Commerce[Accounting & Finance], Women's Christian College, India [Affiliated to University of Madras], India

Abstract- **Artificial Intelligence (AI) has become an essential part of hiring in today's quickly changing job market, improving the screening, evaluation, and selection of candidates. This project examines how well young people understand and adapt to these AI- powered hiring procedures. Youths' awareness of AI in recruitment, the influence of digital literacy on their preparedness, the difficulties they face in AI- based hiring, and the tactics that can better prepare them for an AI- driven future are the four main topics of the study. Through an analysis of youths' viewpoints and experience, the study emphasizes how young people are increasingly in need of digital confidence and expertise. It also highlights knowledge gaps, challenges with equity, transparency and obstacles to technology understanding or access. The project's ultimate goal is to highlight how important it is to train young people with strong digital skills and awareness, both for success in a technologically advanced world and for participating in AI-based hiring. In order to better prepare youth for modern hiring practices, the study suggests that educational institutions develop AI awareness and digital literacy programs. To help to reduce anxiety and promote equal opportunities for all applicants, it also recommends organizations and hiring platforms use more transparent, fair and youth-friendly AI system.**

Keywords- **Artificial Intelligence in recruitment, Youth Readiness, Digital literacy, Digital empowerment, technological challenges**.

I. INTRODUCTION

The approach that young people enter the job market is changing due to the quick rise of Artificial Intelligence(AI) in hiring. AI-driven tools are becoming an essential part of hiring, from automated interviews to resume screening, making digital readiness more important than ever. Young people with strong digital literacy and an understanding of these technologies have the ability to confidently navigate modern hiring procedures. Many people still struggle with issues like insufficient knowledge, a lack of skill. Or a fear of computerized decision-making.

This study investigates how knowledgeable, technologically advanced young people can adjust to AI-based employment and advance toward greater digital empowerment. The purpose of the research is to explore young people's readiness for AI- driven hiring.

II. OBJECTIVES

1. To study youths' awareness of AI in recruitment.
2. To understand how digital literacy influence youth readiness for AI- based hiring process
3. To identify challenges in AI- based hiring.
4. To explore ways to empower youth and prepare them for the AI-driven job market.

III. REVIEW OF LITERATURE

1. Awareness of AI in recruitment

Kumar et al.(2024) given the increasing adoption of AI tools like resume screening and automated tests, discovered that many applicants still only have a basic knowledge of these systems. This indicates that young people's understanding of AI in hiring is still developing.

2. Understand how digital literacy influence youth readiness

Verma & Lall (2023) concluded that higher digital literacy enables young people to adjust to technologically advanced environments with greater confidence. According to their research, having digital skills directly enhanced one's preparedness for AI hiring procedures.

3. Challenges in AI- based hiring

In the study of science direct(2023), candidates worry about things like bias, a lack of transparency, and the possibility of AI making a mistake. These results show the primary challenges that young people face when applying for jobs using AI.

4. Explore ways to empower youth

Brookings Institution(2023), digital training, AI awareness programs, and guided skill development will prepare young people for an AI- driven job market, according to their findings, structured learning improves confidence and reduces fear.

IV. METHODOLOGY

Research design:

This study uses a descriptive research design, this design is suitable since it describes students' attitudes, perceptions, and readiness levels regarding current AI- based hiring systems.

Data collection:

The study used both primary and secondary data. A structured questionnaire was used to gather primary data from students and young job seekers; 170 valid responses were obtained. Likert scale statements, demographic questions, and topic-based questions about AI- driven hiring, digital literacy, difficulties, and preparedness were all included in the survey. Secondary data about AI in hiring, youth digital empowerment, and use of technology was collected from published research articles, journals, government reports, and reliable online resources. When taken as a whole, these sources supported and validated the study's conclusions.

Population and sample:

Young people who are likely to face AI- driven hiring procedures made up the study's population primarily students and early job seekers. An online questionnaire was used to select a convenient sample of 170 respondents from this population.

Data Analysis Tools:

Google sheets and Microsoft excel were used to first organize and clean the gathered data. These tools were used to create descriptive statistics like frequency tables and percentages. To provide accurate and reliable findings SPSS software was used thorough statistical testing, including reliability analysis and ANOVA.

V. DATA INTERPRETATION

Reliability test

Using Cronbach's Alpha in SPSS, the reliability of the likert-scale items was evaluated. The alpha value obtained was 0.638, which indicates good internal consistency among the items. This value is above the recommended minimum of 0.70, indicating that the scale used in the questionnaire is reliable for further analysis and interpretation and that the responses are stable.

Reliability Statistics

Cronbach's Alpha	N of Items
.638	2

Chi-Square Tests

Most students are aware that companies use AI in hiring, as confirmed by the majority of respondents falling into the Agree and Strongly Agree categories. There is not a significant variance in awareness between age groups according to the chi-square test ($p = 0.872$), indicating that awareness is the same across all age groups.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.776[a]	12	.872
Likelihood Ratio	8.206	12	.769
N of Valid Cases	170		

a. 11 cells (55.0%) have expected count less than 5. The minimum expected count is .54.

This suggests that young people are generally aware of AI's growing role in hiring.

Correlation

A large number of respondents chose Agree or Neutral, indicating that students' digital adaptability ranges from moderate to strong. This suggests that youth who are digitally literate feel more prepared to handle AI-based hiring procedures. Many young people can adapt well to technology-driven recruitment, as evidenced by higher levels of digital comfort.

Symmetric Measures

		Value	Asymptotic Standard Error a	Approximate T b	Approximate Significance
Interval by Interval	Pearson's R	.072	.075	.937	.350c
Ordinal by Ordinal	Spearman Correlation	.112	.076	1.459	.147c
N of Valid Cases		170			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

ANOVA and Frequency

According to frequency results, many students chose Agree or Neutral for statements about technical difficulties and anxiety related to AI, suggesting that these problems are frequently encountered.

Likert scale [I feel anxious when being evaluated by an AI system instead of a human.]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	28	16.5	16.6	16.6
	2	24	14.1	14.2	30.8
	3	40	23.5	23.7	54.4
	4	58	34.1	34.3	88.8
	5	19	11.2	11.2	100.0
	Total	169	99.4	100.0	
Missing	System	1	.6		
Total		170	100.0		

The results of the ANOVA also revealed no significant difference between age groups, indicating that obstacles such as fear, uncertainty, and technical difficulties have an equal impact on all age groups.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Likert scale [I feel confident using digital tools required for job applications.]	Between Groups	5.990	3	1.997	1.636	.183
	Within Groups	202.622	166	1.221		
	Total	208.612	169			
Likert scale [I feel anxious when being evaluated by an AI system instead of a human.]	Between Groups	7.192	3	2.397	1.514	.213
	Within Groups	261.294	165	1.584		
	Total	268.485	168			

However, frequency data for empowerment items indicates a high degree of agreement that AI-based workshops and digital training can increase confidence, indicating that digital education is a useful strategy to address these issues.

VI. FINDINGS

1. According to frequency results, most students agreed that companies use AI for screening, assessments, and interviews. Students' awareness of AI in recruitment ranged from moderate to high.

2. Youth preparedness for AI-based hiring is significantly influenced by digital literacy. Frequency scores demonstrated strong agreement for digital adaptability, and the majority of respondents expressed confidence in using digital tools.

3. Digital confidence and anxiety related to AI did not significantly differ across age groups, according to ANOVA results ($p > 0.05$). This suggests that readiness levels and challenges are comparable across age groups.

4. Age does not predict comfort or discomfort with AI systems, according to correlation results, which revealed very weak and non-significant relationships between variables like age and AI anxiety.

5. As evidenced by the moderate agreement levels in frequency data, students frequently encounter difficulties in AI recruitment, such as anxiety, unclear AI decisions, and technical difficulties.

6. Young people firmly believe in the value of digital training and AI-focused education, and a high percentage of responses concur that educational institutions ought to provide workshops, programs, and simulated AI interviews.

7. The study's Likert-scale items are consistent and dependable for analysis, according to a reliability test (Cronbach's Alpha = 0.638).

Overall results demonstrate that students' confidence is greatly increased by digital empowerment, which helps them overcome obstacles and better prepare for AI-driven hiring systems.

VII. SUGGESTIONS

1. To assist students in understanding AI-based hiring tools, online tests, and automated interview platforms, colleges should implement AI and digital literacy training programs.

2. To help students feel less nervous and more confident when dealing with AI-driven hiring procedures, hold workshops on digital skills and simulated AI interviews.

3. Educate students on AI fairness and transparency so they can comprehend how AI assesses communication, behavior, and resumes.
4. Since many students are unfamiliar with AI screening methods, create hands-on courses on resume construction, ATS optimization, and online job applications.
5. Enhance the availability of digital resources, including training platforms, modern devices, and high-speed internet, particularly for students who encounter technical difficulties.
6. Urge career counseling centers to incorporate AI-based hiring preparation, such as skill assessments, practice exams, and orientation courses.
7. Encourage companies to implement transparent, ethical, and youth-friendly systems by promoting the responsible use of AI in recruitment platforms.

VIII. CONCLUSION

According to this study, young people are becoming more conscious of AI-driven hiring, but their preparedness is significantly impacted by differences in digital literacy. Even though many students feel comfortable using digital tools, issues like anxiety, a lack of understanding of AI decisions, and technical difficulties are still common. The findings also show that anxiety and digital readiness are not strongly influenced by age, suggesting that these difficulties are common to all demographics. Crucially, students truly feel that skill-development workshops, AI training programs, and digital education can enable them to confidently navigate modern hiring systems.

In order to ensure that young people are adequately prepared for a job market that is becoming increasingly dependent on technology, the study concludes by highlighting the necessity for educational institutions and career services to improve digital literacy and AI awareness.

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