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Perceived Usefulness of Google Scholar for Literature Review and Intention to Use

Evidence from the Rizal Technological Office Administration Students

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ABSTRACT

This study aims to examine the perceived usefulness of Google Scholar among Office Administration students in state universities, focusing on its role in conducting literature reviews. The research seeks to measure factors that drive students to use Google Scholar, associated with students' intentions to continue using the platform in their academic work. The study specifically gathered data from Office Administration students enrolled in state universities during the academic year 2024-2025. Findings from this research will contribute to improving digital literacy programs and enhancing students' academic experience. The study revealed a significant correlation between the perceived usefulness of Google Scholar and students' intention to use it. It shows that the multiple factors, such as efficiency in finding relevant sources, quick access to information, availability of up-to-date research, user-friendliness, and cost-free access, are associated with students' intention to use Google Scholar for their academic research, especially in finding literature reviews. The strong positive correlations across various aspects indicate that students who perceive Google Scholar as a useful tool are more inclined to integrate it into their research activities, prefer it over other academic databases, explore its advanced features, and recommend it to others. The findings show that while students find Google Scholar convenient and accessible, some struggle with navigation and accessing full-text articles. The study recommends further research on the platform's long-term impact and how digital literacy affects its use. Future studies may explore whether targeted training improves students' research skills, offering insights for universities to better support academic success.

Keywords
Academic Success
Digital Literacy
Google Scholar
Literature Review
Office Administration

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Introduction

Google Scholar, launched in 2004, became widely popular for its ability to provide easy access to a wide variety of academic resources. Unlike traditional databases, it gathers information automatically from academic websites and presents users with a broad selection of materials they might not find elsewhere. State universities in the Philippines are now exploring digital platforms to help students with their research. Google Scholar is one of the most recommended tools due to its convenience. Educators are teaching students how to properly use the platform to avoid misuse, such as copying content without understanding or citing it properly. Office Administration students commonly use Google Scholar for literature reviews because of its convenience and extensive content. However, some students misuse it by committing academic dishonesty through copying and pasting texts without paraphrasing or crediting the original authors. Students need to learn proper research practices to avoid plagiarism [1].

While many international studies have examined the usefulness of Google Scholar, there is a lack of research focused on Philippine undergraduate students, particularly in Office Administration programs. This study addresses that gap by exploring how Filipino students use and perceive Google Scholar in their academic work. To support the study, a survey was conducted among 3rsd-year Office Administration students during the 2023–2024 school year. Out of 38 thesis groups, 29 confirmed using Google Scholar for their literature reviews. This provides clear evidence of the platform's active role in student research.

This study explores the usefulness of Google Scholar for Office Administration students in conducting literature reviews and identifies factors associated with their continued use. It aims to enhance digital literacy and academic performance, supporting SDG 4 (Quality Education) through accessible digital learning tools.

Literature Review

A. Efficiency in Finding Relevant Sources

Pekdemir [2] examined the perspectives of researchers and academics on Google Scholar. Participants think it is helpful because it allows them to easily acquire different academic research information. However, some issues were encountered by the participants, such as the inability to view some data and issues with citation availability.

Zhang et al. [3] assessed how Google Scholar helped evaluate journals published in other languages by using 150 Chinese journals as a sample. The results show that Google Scholar documented all the set journals but tracked 22% more article records than the actual number published. The perceived usefulness of Google Scholar among office administration students can be enhanced by providing more accurate results than expected, which is related to their intention to use it for literature reviews. Thus, this will help the researchers who are using non-English studies.

B. User-Friendly and Convenient

Similar to an academic library, Google Scholar serves as a valuable information resource for many users, particularly in supporting academic research activities. The respondents reported using both resources in comparable ways, as each assists them in locating relevant scholarly literature, references, and research materials efficiently. Although Google Scholar occasionally presents limitations, such as incomplete metadata or access restrictions, its overall usefulness remains significant. Much like a traditional academic library, Google Scholar provides convenient access to a wide range of academic sources and supports users in conducting literature searches, developing theoretical frameworks, and strengthening research quality. Therefore, despite its shortcomings, Google Scholar continues to offer meaningful benefits to researchers, comparable to those obtained through academic library services [4].

C. Cost-Free Access to Many Articles

Lavidas et al. [5] suggested that Office Administration students are more likely to use the tool if it makes their research process easier. Additionally, accessibility and usefulness are important factors associated with students' use of Google Scholar [5], suggesting that Office Administration students are more likely to use the tool if it makes their research process easier. Even though there might be some limitations on search capabilities or access to advanced features, Office Administration students find Google Scholar useful for academic purposes, as evidenced by the third study's findings that researchers often use it for research.

Levay et al. [6] examine the effectiveness of using Web of Science (WOS) or Google Scholar (GS) to send citation searches and find evidence to support the National Institute for Health and Care Excellence public health guidelines. The searches turned up forty-three similar publications. 1.58% precision and 86.05% recall were achieved using the WOS technique. The GS procedure generated 1.62% precision and 90.7% recall. With WOS and GS, the NNR found a single related publication of 63.3 and 61.72. Nine very significant publications were found.

WOS had a 260.22 NNR, 100% recall, and 0.38% precision. GS's recall was 88.89%, precision was 0.33%, and NNR was 300.88. WOS findings were administered in 4 hours for a

cost of £88–£136, while GS results took 75 hours and cost £1650–£2550. The data gathered can be used to provide the strengths, weaknesses, and limitations of Google Scholar. This may also affect the usefulness of Google Scholar regarding recall and cost, leading to students' intention to utilize the tool for academic purposes.

Material and Methods

This study employed a quantitative-correlational research design to investigate the relationship between the perceived usefulness of Google Scholar and students' intention to use it for literature reviews. The quantitative approach allowed the researchers to gather statistical data and determine the level of relationship between the identified variables.

The researcher collected data from 245 respondents using a survey distributed via Google Forms, which allowed for automatic data coding and easier management. To ensure clarity and accuracy in presenting the results, the data was counted, cleaned, and tabulated. The primary statistical tool used was the weighted mean, which helped measure the arithmetic average while accounting for the varying significance of responses. The formula used was XW = f(W)/N, where f represents the frequency, W the weight of each response, and N the total number of responses.

Using a Google survey form, the researchers utilized a modified structured questionnaire to identify the perceptions of 3rd and 4th-year students. In this study, the research instruments employed will include an ordinal Likert scale in which respondents were required to rate their level of agreement on each statement. The Likert scale developed by the researchers consisted of five-point scale response choices.

Table 1. Reliability Test Result

Indicators	Cronbach's Alpha	Internal Consistency
Perceived Usefulness	.965	Excellent
Intention of Use	.970	Excellent

Legend: If $\alpha \geq 0.90$= Excellent, $0.90 > \alpha \geq 0.80$ = Good, $0.80 > \alpha \geq 0.70$ = Acceptable, $0.70 > \alpha \geq 0.60$ = Questionable, $0.60 > \alpha \geq 0.50$ = Poor, $0.50 > \alpha$ = Unacceptable.001

A reliability test was performed to assess the consistency of scales measuring Perceived Usefulness and Intention of Use of Google Scholar for literature reviews. Each scale consisted of five items and was tested with responses from 22 participants.

The Cronbach's Alpha for the Perceived Usefulness scale was .965, indicating excellent internal consistency. Each item, including efficiency, access to up-to-date research, and convenience, showed strong item-total correlations (ranging from .777 to .963). The item "Cost-Free Access to Many Articles" showed slightly lower consistency but met acceptable standards. Similarly, the Intention of Use scale demonstrated high reliability with a Cronbach's Alpha of .970. Items measured intent to use, preference over other databases, and willingness

to recommend. All items showed high item-total correlations (.843 to .951), with "Preference Over Other Academic Databases" being the least strongly correlated.

In both scales, inter-item correlations were high, affirming the coherence of the items in measuring their respective constructs. No items were removed, as all contributed meaningfully to scale reliability. These results confirm that the questionnaires are valid and reliable tools for evaluating users' perceptions and intentions toward Google Scholar in academic research.

This study's data, gathered from 245 respondents, was based on the research design and the problems formulated. The survey was distributed through Google Forms. Since Google Forms was the platform used to distribute the survey, it automatically coded the data. The researcher found it comfortable to manage the data with ease. To make the results easier to present and understand, the data was counted, cleaned, and tabulated using the following methods:

1. Weighted Mean

This statistical tool was applied to measure the arithmetic mean. Since there were different numbers of sets of data of equal weight in relation to the uneven relative significance, the weighted mean was derived as follows:

The Formula used was:

$$XW = f(W)N \quad (1)$$

Where:

W = Weighted Mean
f = Frequency
W = Weight of Response
N = Total no. of responses

2. Pearson Correlation Coefficient

This method measured the strength of the linear relationship between two variables. This method helped to understand the relationship between variables, enabling the selection of the appropriate analysis [7]. The formula for Pearson Correlation Coefficient/Pearson R was as follows:

$$r_{xy} = \frac{n\sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n\sum x_i^2 - (\sum x_i)^2}\sqrt{n\sum y_i^2 - (\sum y_i)^2}} \quad (2)$$

Where:
r_{xy} = Pearson r correlation coefficient between x and y
n = number of observations
x_i = value of x (for ith observatio)
y_i = value of y (for ith observation)

3. Standard Deviation

The standard deviation was used to determine the amount of difference between individual points and average values. Standard deviation is a statistical tool that enables researchers to evaluate the extent of data points' deviation from the mean value. The calculation from a sample perspective produces an estimated value of the population standard deviation.

$$s = \sqrt{\frac{(x_i - \bar{x})^2}{n-1}} \quad (3)$$

The conceptual framework of this study (Fig. 1) explores the relationship between students' perceived usefulness of Google Scholar and their intention to use it for literature reviews. In particular, it focuses on how students' recognition of Google Scholar as a tool for accessing reliable information and academic literature shapes their perception of its usefulness.

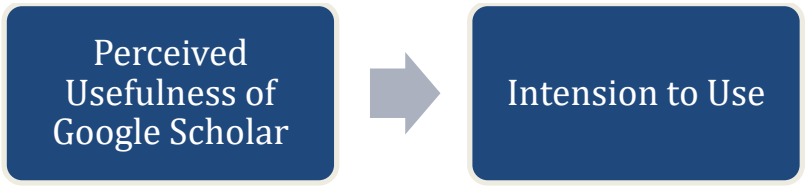


Fig. 1. Research Paradigm

It shows that the intention to use Google comes from the students' perceptions of how they think about Google Scholar's usefulness for creating research, especially in finding literature reviews. In other words, a higher perceived usefulness will likely lead to a stronger intention to use Google Scholar, ultimately influencing actual usage behavior.

Results and Discussion

Table 2 shows a significant correlation between the perceived usefulness of Google Scholar and users' intention to use it. This finding indicates that the more users consider Google Scholar beneficial for academic purposes, the stronger their intention to continue using the platform for research activities.

Table 2. Efficiency in Finding Relevant Sources

	R value	P value	Decision
Intention to Use in Future Research	0.720	0.001	Significant
Preference Over Other Academic Databases	0.615	0.001	Significant
Use for Finding Literature Review	0.686	0.001	Significant
Exploring Advanced Features	0.739	0.001	Significant
Willingness to Recommend to others	0.628	0.001	Significant

LEGEND: If α ≥ 0.90= Excellent, 0.90 > α ≥ 0.80 = Good, 0.80 > α ≥ 0.70 = Acceptable, 0.70 > α ≥ 0.60 = Questionable, 0.60 > α ≥ 0.50 = Poor, 0.50 > α = Unacceptable.001

The study revealed a significant correlation between the efficiency of Google Scholar in finding relevant sources and the students' perceived usefulness and intention to use it. As a result, the null hypothesis stating no significant correlation was rejected.

Key findings showed strong positive relationships between efficiency and students' behaviors, including future use, preference over other academic databases, using it for literature reviews, exploring advanced features, and recommending it to others. Previous studies [8] support these findings, emphasizing Google Scholar's broad topic coverage and usefulness in locating relevant articles. However, some limitations were noted [9], where certain evidence might be missed in systematic reviews.

Despite these limitations, Google Scholar remains an effective and accessible research tool. Schools and universities are encouraged to promote their use to help students and researchers find well-organized and relevant academic sources. This strong positive correlation, especially noted in the relationship with Exploring Advanced Features R=0.739 and Intention to Use in Future Research R=0.720, offers critical context to the analysis. The magnitude of these coefficients demonstrates that students' high valuation of efficiency is significantly associated with their deeper engagement and sustained use of the platform. However, to formally establish the extent to which efficiency predicts or influences these behaviors, the application of Regression Analysis would be required in subsequent studies.

Based on Table 3, the study reveals a significant correlation between Google Scholar's quick access to information and students' perceived usefulness and intention to use the platform, leading to the rejection of the null hypothesis and confirming the proposed research relationship.

Table 3. Quick Access to Information

	R value	P value	Decision
Intention to Use in Future Research	0.734	0.001	Significant
Preference Over Other Academic Databases	0.633	0.001	Significant
Use for Finding Literature Review	0.735	0.001	Significant
Exploring Advanced Features	0.735	0.001	Significant
Willingness to Recommend to others	0.656	0.001	Significant

Results showed strong positive relationships between quick access and students' behaviors, including future use, preference over other databases, use for literature reviews, exploring features, and recommending it to others. These findings highlight that quick access to information is a key factor associated with students' decision to use Google Scholar. It supports efficient and seamless research, making it a preferred tool for academic work [2]. While previous studies support these findings by highlighting the ease of accessing academic sources through Google Scholar, they also report limitations, including restricted access to certain databases and occasional citation inaccuracies. Nevertheless, Google Scholar remains a valuable tool for students seeking fast and reliable academic information. Therefore, schools

and universities are encouraged to promote their use to enhance research efficiency and support evidence-based academic practices.

The observed strength of the correlation, particularly with Use for Finding Literature Review R=0.735, confirms that the quick and convenient access provided by Google Scholar is highly valued for essential academic tasks. While this data establishes a strong association between perceived speed and platform usage, it is important to interpret this finding strictly as a relationship, not an influence. Further investigation utilizing a Regression model would be essential to accurately quantify the predictive value of quick access against the other measured factors of perceived usefulness.

Based on Table 4, the study identified a significant correlation between Google Scholar's ability to provide up-to-date research and students' perceived usefulness and intention to use the platform, leading to the rejection of the null hypothesis. The results demonstrated strong positive relationships across various behavioral intentions, including continued future use, preference for Google Scholar, utilization in literature reviews, exploration of advanced features, and recommendations to others. Among these behaviors, the strongest correlation was observed in students' use of Google Scholar for conducting literature reviews, highlighting its central role in supporting academic research activities.

Table 4. Provides Up-to-Date Research

	R value	P value	Decision
Intention to Use in Future Research	0.692	0.001	Significant
Preference Over Other Academic Databases	0.629	0.001	Significant
Use for Finding Literature Review	0.751	0.001	Significant
Exploring Advanced Features	0.729	0.001	Significant
Willingness to Recommend to others	0.645	0.001	Significant

These findings emphasize that access to updated research is a key factor associated with student behavior and satisfaction. Google Scholar's alert system also supports this by notifying users of new publications in their field [10]. However, some documents may temporarily disappear from the platform, affecting its consistency in delivering the latest content [11]. Google Scholar remains a valuable tool for finding current academic literature. Its ability to deliver updated information makes it an effective resource for students and researchers, though improvements in maintaining data consistency are still needed.

The coefficient of R=0.751 for Use for Finding Literature Review stands as the strongest correlation observed in this study, confirming that the perceived currency of research is critically associated with core student research behavior. This powerful association suggests that this factor is likely a major predictor of adoption. Given this finding, future research should transition from correlational analysis to a Regression approach to accurately determine the predictive weight and overall influence of up-to-date research availability on the students' overall intention to use Google Scholar.

Based on Table 5, the study revealed a significant correlation between the user-friendliness and convenience of Google Scholar and students' perceived usefulness and intention to use it, resulting in the rejection of the null hypothesis. Positive relationships were evident across key behaviors, including future use, preference over other databases, use for literature reviews, feature exploration, and recommendations. The strongest correlation was observed in the use of Google Scholar for conducting literature reviews, emphasizing its effectiveness in supporting academic research.

Table 5. User-Friendly and Convenient

	R value	P value	Decision
Intention to Use in Future Research	0.725	0.001	Significant
Preference Over Other Academic Databases	0.597	0.001	Significant
Use for Finding Literature Review	0.747	0.001	Significant
Exploring Advanced Features	0.713	0.001	Significant
Willingness to Recommend to others	0.640	0.001	Significant

These results suggest that the ease of use and accessibility of Google Scholar play a vital role in user satisfaction and continued usage. Features like the "Related Articles" function help save time and improve research efficiency [10]. However, technical limitations may arise, including system errors or access issues, depending on device compatibility, which could affect the overall experience.

Despite these challenges, Google Scholar remains a preferred and efficient academic search tool. Its convenience and user-friendly design make it a valuable resource for students and researchers, and schools are encouraged to promote its use to support effective academic research.

The strong positive relationship found, specifically with Use for Finding Literature Review R=0.747, underscores the direct link between platform convenience and student utilization for core research needs. These high coefficients suggest that user-friendliness is a major explanatory factor in platform success. To move beyond establishing a strong relationship and to address the need for a predictive model, Regression analysis is recommended for subsequent studies. This method would allow for the simultaneous testing of all usefulness factors to see which one most powerfully predicts the students' overall intention to use the tool.

Based on Table 6, the study found a significant correlation between cost-free access to articles and the perceived usefulness of Google Scholar, resulting in the rejection of the null hypothesis. Positive relationships were observed across future use, database preference, literature review activities, feature exploration, and recommendations, indicating that free access strongly influences user satisfaction and continued intention to use.

Table 6. Cost-Free Access to Many Articles

	R value	P value	Decision
Intention to Use in Future Research	0.615	0.001	Significant
Preference Over Other Academic Databases	0.515	0.001	Significant
Use for Finding Literature Review	0.598	0.001	Significant
Exploring Advanced Features	0.624	0.001	Significant
Willingness to Recommend to others	0.544	0.001	Significant

Google Scholar provides a convenient and free platform for accessing a wide range of scholarly works, which benefits students and researchers pursuing academic information. However, limitations such as low-quality publications and a lack of transparency in its search algorithm were noted [10]. The findings support promoting Google Scholar in academic institutions as a free and effective research tool that enhances access to relevant and reliable sources. Notably, the correlations for cost-free access were the lowest among all measured factors, R values ranging from 0.515 to 0.624, which suggests that while free access is a significant factor, its association with use is weaker than that of efficiency or convenience. This finding supports external literature suggesting that users may accept a trade-off between cost and certainty of source quality. For a deeper understanding of this relative strength, a Multiple Linear Regression analysis would be necessary to statistically rank the predictive influence of all factors, clarifying the role cost-free access plays in the overall decision to use Google Scholar.

The correlational analysis consistently established a strong, significant, positive association across all measured factors of perceived usefulness and students' intention to use Google Scholar, with Pearson r values ranging from 0.515 to 0.751. This finding aligns with prior studies showing that perceived usefulness, quick access, efficiency, and user-friendliness significantly influence technology adoption in academic contexts [12]-[14]. As students perceive the platform as more beneficial, their likelihood of continued use increases accordingly [15]. However, the present study is limited to examining associative relationships. To meet scientific rigor in explaining influence and prediction, future research should employ Multiple Linear Regression to determine the unique and combined effects of each factor on usage intention [16].

Conclusion

The results show that the respondents view Google Scholar as a helpful tool for searching literature reviews, as shown by the high-weighted means of all statements. The most highly rated statement, "I find Google Scholar convenient for searching and accessing literature reviews that help me do my research work," indicates that convenience is the most important factor in its perceived usefulness. In addition, the potential to identify relevant literature, gain access to appropriate features, and receive timely research updates also reinforces its worth

in scholarly endeavors. Nonetheless, though still scored as high, the lowest mean rating was awarded to the statement for free access, which suggests that a few students could still face barriers to obtaining full-text articles. In general, these findings verify that Google Scholar has an important role to play in helping students perform literature reviews effectively.

The findings show that respondents strongly intend to use Google Scholar for their literature reviews, especially for future research, as shown in statement 1, which received the highest weighted mean. The respondents find Google Scholar easy to use in finding reliable sources for their literature review, helpful for exploring advanced features, and worth recommending to others. On the other hand, while the respondents see its benefits as a tool for their literature review, they do not completely prefer it over other academic databases, as shown in the findings, which received the lowest weighted mean. The respondents may still look for other databases that offer helpful features besides Google Scholar that may help them find or create their literature review. While they see Google Scholar as a useful and valuable tool for their academic research, some researchers may still rely on other sources for a more comprehensive literature review.

The results of this study show a significant correlation between the perceived usefulness of Google Scholar and the intention to use it among students. The analysis demonstrates that key factors such as efficiency in finding relevant sources, quick access to information, availability of up-to-date research, user-friendliness, and cost-free access contribute to the increased likelihood of students using Google Scholar for academic purposes. The strong positive correlations across various aspects indicate that students who perceive Google Scholar as a useful tool are more inclined to integrate it into their research activities, prefer it over other academic databases, explore its advanced features, and recommend it to others.

Conflict of Interest

The authors declare no conflict of interest.

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