USAGE OF BIBLIOGRAPHIC SOFTWARE AMONG LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES IN UNIVERSITY OF BENIN, BENIN CITY, EDO STATE, NIGERIA

BY

Elijah Omale PAUL

EDU2102376

DEPARTMENT OF EDUCATIONAL MANAGEMENT

(LIBRARY AND INFORMATIONS SCIENCE)

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

DECEMBER, 2025

USAGE OF BIBLIOGRAPHIC SOFTWARE AMONG LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES IN UNIVERSITY OF BENIN, BENIN CITY, EDO STATE, NIGERIA

BY

Elijah Omale PAUL

EDU2102376

A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT (LIBRARY AND INFORMATION SCIENCE), FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY. IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELORS DEGREE (BLIS) IN LIBRARY AND INFORMATION SCIENCE

DECEMBER, 2025

CERTIFICATION

We the undersigned hereby certify that this work was carried out by Elijah Omale PAUL, With matriculation number EDU2102376 and the research work is adequate in scope and quality in the Department of Educational Management, University of Benin, Benin City, Edo State in partially fulfillment of Bachelor degree in Library and Information Science

---------- ----------

Dr. Ivwighreghweta, Oghenetega **Date**

Project supervisor

---------- ----------

Dr. A. C. Eneh **Date**

Project Co-ordinator

---------- ----------

Prof. W. A. Iguodala **Date**

Head of Department

DEDICATION

This work is dedicated to Almighty God for the gift of life and also for guiding me through school. I also want to dedicate this work to my lovely Family who served as a real source of inspiration toward my academic pursui

ACKNOWLEDGEMENT

The researcher would like to thank the Lord God almighty for seeing him through the process of this research and giving him the grace to complete it, for His Love, protection and provision.

He also want to specially appreciate

his wonderful parents Mr Omale Emmanuel and deaconess Omale Philomena for their unending support throughout this journey. Their prayers, provision, words of encouragement, unwavering love has been his strength throughout this academic journey.

He would also love to express his profound gratitude to my supervisor Dr Ivwighreghweta Oghenetega, and every lecturers in the department: Prof. E. O. Idiodi, Dr. A. C. Eneh, Dr. N. Ossai-Ugbah, Mrs. B. Oviri, Prof. Obasuyi, Mrs. Owa and Mr Osaghale for their guidance, support, encouragement and patience through the process of this research. Their insight and feedback have been a useful instrument in structuring his research, helping him to successfully complete it.

To his friends and loved ones: Richmond, Destiny, Sharon, Cyrus, Favour, Pat, Edith, Sarah, Geepee, Chidalu and others; he loves you all so much, he sends his appreciation for always being there for him, being his comfort and encouragement, he wouldn't have gotten this far without you all.

Finally, special appreciation to his Uncle and Aunties, Uncle Timson, uncle Humphery Aunty Ojochide, Aunty Susan who stood by him in his weakest moments, comforted him and supported him through his academic journey. He says a very big THANK YOU. This four year has been eventful and fruitful because of you. Thank you so much, God bless.

TABLE OF CONTENT

ABSTRACT

The study concluded that undergraduates are not using the reference management software (RMS) and that reference management software plays no role in their undergraduate learning. Undergraduates in Uniben are faced with challenges in using RMS such as a lack of training, instruction, and computer skills. In view of the findings of the study, the following recommendations were made Reference Management software should be provided and made available in Universities and students exposed to it. Proper instruction and training on RMS, and citation styles should be given to students to enhance their usage.

The computer skills of students should be enhanced and as well be provided with technical support majorly from the university library.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Awareness on Bibliographic reference management software are an attempt to shape the attitudes, values, or behavior of undergraduates in the hope of reaching some desirable outcome in its usage for their academic pursuit, Weiss and Tschirhart, (2020) wrote that creating awareness on bibliographic reference software often draw on a media mix of visuals and print, television and radio, and more recently social media outlets such as Facebook and twitter. However, Rice and Atkin (2022) noted that awareness campaigns generally aim to influence outcomes that are also affected by a broad set of other factors such as socioeconomic circumstances, peer behavior, and demographic characteristics, and concluded that it is difficult to isolate the effects of awareness on behavior compared to competing influences (Rice & Atkin, 2022). In this vein, Francese (2022) found out that there is a shallow and generic awareness and usage of bibliographic reference management software like Microsoft reference management software which is low and not supported by proper knowledge. A similar lack of awareness is shown by Ollé & Borrego, (2022) that researchers who use bibliographic management software were about 25% of their sample while those who continued to use the traditional method were higher.

Aside from awareness creation for undergraduates to adopt and use reference management software, the ease with which undergraduates will be able to use such

software is of paramount importance. Confirming the above, Owen (2023) in a study on what users want from a new technology which was done on behalf of Accenture, a company that develops information technology products, revealed that 33% of users cite ease-of-use and usefulness as key factors when adopting new technology. He noted that ease of use and usefulness always rank highly when it comes to what users want from software.

Therefore, awareness of the Microsoft reference tool for reference management is to promote its visibility and credibility within a university community because, "a fully aware, well informed and properly trained population is the best guarantee of successful response to any phenomenon" (Sayer, 2021). Raising awareness about the Microsoft Office bibliographic reference management tool is to inform and educate undergraduates about its usefulness in influencing their attitudes, behaviors, and beliefs towards their usage. Hence, awareness of undergraduates must be raised to ensure that undergraduates have a positive disposition toward the use of Microsoft Office bibliographic reference management tool (Sayer, 2021). Sayer, (2021) averred that awareness of Bibliographic management software is based on the ability of stakeholders in the University such as Faculty and Libraries to communicate the message to the undergraduates using an array of approaches.

In this regard, different factors responsible for establishing Universities and other higher institutions worldwide have been identified by scholars, philosophers, educators, social

surveyors, and academics. The factors are extensive and range from universities serving as critical components of human development; repository of knowledge; generating and transferring knowledge to society and enhancement of economic growth, to cite a few (Olutola, 2023). The main factor provided by scholars, however, are preservation and dissemination of knowledge, which have been adjudged to be the chief. No wonder, the general belief worldwide is that these institutions' ultimate goal is to play a central role in the knowledge economy. Kenny, (2020) observed this when he fittingly describes the central role of higher institutions as: "comprising of communities of learners" bound together by the "shared goals of investigation and discovery" and that a central part of the mission of these institutions is ensuring that all undergraduates participate in their mission. In a bid to participate in their mission, (i.e. research which is regarded as an important aspect of scholarship) undergraduates in global institutions have been enmeshed in the quagmire of plagiarism (Olutola, 2023). To this end, undergraduates must provide references at the end of their academic write-ups.

Given this, every researcher tends to be a bibliographer as the references provided at the end of his or her writing are a form of bibliographic compilation which may be what another scholar needs to get information to carry out their research work. The purpose is to bring to the attention of the reader an exhaustive and selective list of documents relevant to his or her pursuit of study and also to document the influence and authority behind such work. In this regard, Francese, (2022a) opined that one of the most important aspects of academic writing is making use of the ideas of other people, because

"quality academic writing is built upon the work of others" (North Carolina State University, 2021). Consequently, the use of literature is fundamental to the pursuit of all knowledge. This is done through searching and reading so that one can learn what others are doing to develop a broader perspective on the field of interest, get ideas, and confirm discoveries. To achieve this, undergraduates need access to a plethora of information.

1.2 Statement of the Problem

References are created to document authority and also help to locate information that is needed easily and with speed, in this regard, the Microsoft Office bibliographic reference management tool is used by researchers in academics to manage the citation and referencing they encounter in their research undertaking. However, it has been observed in most literature that there are complaints of improper referencing and acknowledgment by undergraduates due to errors in referencing which has led to shabby work that is unethical in research. Molthake (2021) noted that university students are having trouble and struggle with citing, referencing and putting together their references as they write academic papers. Personal observation by the researcher also indicates that library and information science undergraduates in University of Benin, Benin City do not know how to write references properly and thus encounter problems in citing and referencing sources such as poor citing and inconsistencies in referencing citations, and also, use of different citation styles in their works. Hence, undergraduates end up with incorrect citations and references when writing academic papers. Consequently, Microsoft

reference tool (MSRT) was designed to help mitigate this anomaly. Thus, this investigation is being carried out to look into the awareness and usage of Microsoft reference tool (MSRT) among LIS undergraduates in University of Benin, Benin City, Nigeria.

1.3 Purpose of the Study

The main purpose of the study will be to investigate the relationships among awareness and usage of Microsoft reference tool (MSRT) among undergraduates in the department of library and information science, University of Benin, Benin City.

The specific objectives are to:

(i) find out the level of usage of reference management software among undergraduates in the department of library and information science, University of Benin, Benin City.

(ii) find out the extent to which reference Management Software plays a role among undergraduates in the department of library and information science, University of Benin, Benin City.

(iii) Identify the challenges encountered using Microsoft Office bibliographic management tool among undergraduates in the department of library and information science, University of Benin, Benin City.

1.4 Research Question

This study will attempt to answer the following research question:

(i) What is the level of usage of reference management software among undergraduates in the department of library and information science, University of Benin, Benin City?

(ii) What is the extent to which reference Management Software plays a role among undergraduates in the department of library and information science, University of Benin, Benin City?

(iii) What are the challenges encountered using Microsoft Office bibliographic management tool among undergraduates in the department of library and information science, University of Benin, Benin City?

1.6 The Scope and Delimitation of the Study

The scope of the study is confined to the level of usage of reference management software, extent to which reference Management Software plays a role and the challenges encountered using Microsoft Office bibliographic management tool among undergraduates among undergraduates in the department of library and information science, University of Benin, Benin City, Nigeria. It is however limited to the American Psychological Association style (APA) as it is the reference style adopted in the library and information science profession. Specifically, it covers the level of awareness of Microsoft reference tool among undergraduates; level of ease-of-use of Microsoft

reference tool among undergraduates; the extent of usefulness of Microsoft reference tool among undergraduates and the challenges encountered applying Microsoft reference tool among library and information science undergraduates.

1.7 Significance of the Study

The outcome of the study will benefit the following category of persons; undergraduate students; researchers and scholars; manufacturers of Microsoft reference tools and lecturers and librarians. The outcome of this study will assist undergraduate students in organizing, storing, and managing their references without any problem as it is very important to create awareness and visibility of Microsoft Reference Tool (MSRT) to undergraduates so that the tool can be used optimally for the benefit of the universities and students.

Findings from this study will enable lecturers and librarians to implement training interventions to ensure that MSRT is well utilized by undergraduates for citation and referencing in Universities and their libraries. Investigating the awareness, ease of use, and usage of these MSRTs by undergraduates could also help to identify potential problems and gaps, which are being experienced by undergraduates accessing and using these tools for academic research.

It is therefore important to determine and understand whether MSRT is currently being used or not to make recommendations regarding possibilities for improving their utilization in the universities and libraries as a place where undergraduates do research in

Universities. More so, the outcome of the study will provide Microsoft reference tool manufacturers and suppliers with feedback and responses that could be used in improving the reference tool application or usage among undergraduates in universities.

Finally, this study will be beneficial to the body of knowledge especially researchers and scholars in the Library and Information Science profession as the outcome will increase the literature base of the subject under study thereby providing additional resources for future studies and knowledge.

1.8 Operational Definition of Terms

The following term were operationally defined as used in this study

Awareness on MSRT: This means undergraduate acquaintance, knowledge or understanding of Microsoft reference tool

Application of MSRT: This means the operationalization and action of using Microsoft Reference tool for citation and referencing

Microsoft Reference Tool (MSRT): is a tool developed by Microsoft corporation to document citations and references.

Ease-of-use of MSRT: This means complexity, usability MSRT and the extent to which a MSRT can be used by undergraduates to achieve effectiveness, efficiency, and satisfaction in doing scholarly work.

References: this means the act of mentioning or referring to a work and a list of cited work provided in a scholarly work.

Reference Management Tool (MSRT): a software tool designed to manage references and citation.

Undergraduates: This means a university or college student who is pursuing a first degree in chosen discipline.

Usefulness of MSRT: Benefit, advantages which MSRT can offer to undergraduates to achieve effectiveness, efficiency, and satisfaction in creating scholarly reference list.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, review of literature related to this topic 'Awareness, Ease-of-use, Usefulness and Application of Microsoft Reference Tool among undergraduates in University of Benin, Benin City will be reviewed. Thus, the literature review is organized under the following heading.

2.1 Theoretical framework

2.2 About Microsoft Word Reference Management Tool

2.3 Level of Awareness on Reference Management tool among undergraduates.

2.4 Level of usage of reference management software among undergraduates.

2.5 extent to which reference Management Software plays a role among undergraduates.

2.6 Challenges encountered using Microsoft Office bibliographic management tool among undergraduates.

2.7 Appraisal of literature

2.1 Theoretical Framework:

This work is anchored on two theories. They are the situational Awareness theory (SAT) and Technology Acceptance Model and thereafter a conceptual model was developed to explain the relationship between the dependent and independent variable for this study.

2.1.1 Situation Awareness Theory (SAT)

Stanton et al (2021) as cited in Idiegbeyan-Ose et al (2020) pointed out that the idea behind situation awareness was conceived during the world war 1 on the importance of gaining an awareness of your enemy before the enemy gains a similar awareness of you; the theory further pointed out that in order for people to maintain an adequate awareness about a system status/phenomenon, the development of events in those areas must be tracked as they unfold. Situation awareness (SA) is the appropriate awareness of a situation or event. It is the perception of the system in the environment within a specific time and space. This implies that adequate awareness and usage of Microsoft bibliographic reference management tool by students must be tracked.

This theory on awareness is relevant to this work as it explained the relationship between awareness and usage. The theory therefore project attitudinal disposition of students and environmental factors as predictors of improved students' usage and scholarship. Institutional policies, usage, orientation, core values, legal frameworks and enforcements are intricately related to scholarship outcomes with respect to originality of content. In a University where the culture of honesty and esteem for intellectual property is clearly demonstrated and entrenched as well as palpable recognition of original contribution to knowledge through proper citation and referencing, the proper worldview to scholarship would have been ingrained in the minds of undergraduates.

Furthermore, Endsley (2020) defined Situation Awareness (SA) as knowing what is going on around you. She noted in this definition, the notion of what is important in the

developing phenomenon to be known. She wrote that SA is concerned mostly with people who have specific reasons for application of a tool such as Microsoft Word citation and referencing tool. Therefore, Endsley (2020) defined SA in term of the goals and decision tasks for that job. For example, the researcher does not need to know everything about respondents (e.g. the respondent's shoe size and spouse's name), but does need to know a great deal of information related to the goal of applying software for citation and referencing. So also is a surgeon who has a great need for situation awareness; however, the things they needs to know about will be quite different, dependent on a different set of goals, decision and tasks. Endsley (2020) opined that an understanding of the construct provides the foundation for creating systems that support SA and for creating tools that effectively measure SA. That is, SA's are tied to the specifics of one subject or discipline such as aircraft piloting, from whence the term originated. Furthermore, SA is now being studied in a variety of subject areas or disciplines such as education, driving, train dispatching, maintenance and weather forecasting are but a few of the newer areas in which SA has been receiving attention.

Thus, SA has been found to be applicable across a different subject areas or disciplines and it is defined as the perception of the reference software as elements or factors in the environment within a period of time and space, and the comprehension of the software meaning and the projection of their status in the near future (Endsley, 2019). This definition is tagged "knowing what is going on" in the environment which entails

the following construct of Perception, Comprehension and Prediction that leads to action and result and also generates feedback for continuous improvement.

Level 1 SA – Perception: Perception of a software is fundamental. Without perception of important information about it, the odds of forming an incorrect picture of the situation increase dramatically. Jones and Endsley (2020) found that 76% of SA errors could be traced to problems in perception of needed information (due to either failures or short comings in the system or problems with cognitive processes).

Level 2 SA – Comprehension: comprehension as a construct in Situation awareness goes beyond mere perception as it encompasses how people combine, interpret, store, and retain information (getting meaning). Thus, it includes more than perceiving or attending to information, but also the integration of multiple pieces of information and a determination of their relevance to the person's goals. Jones & Endsley, 2020 stated that 20% of SA errors were found to involve problems with comprehension. In this regard, Flach (2020) points out that the construct of situation awareness demands that the problem of meaning be tackled head-on as meaning must be considered both in the sense of subjective interpretation (awareness) and in the sense of objective significance or importance (situation). A person with Level 2 SA has been able to derive operationally relevant meaning and significance from the Level 1 data d.

Level 3 SA – Projection: This is the ability to project from current events and dynamics to anticipate future events (and their implications) allows for timely decision making (Endsley, 2023; Endsley, 2020; Endsley, 2020;Endsley, Farley, Jones, Midkiff, &

Hansman, 2020; Endsley, 2020; Endsley, 2020).The dynamic nature of situations dictates that as the situation is always changing, so the person's situation awareness must constantly change or be rendered out-dated and thus inaccurate such as changing nature of bibliographic citation and references from time to time.

SA and Decision Making: The Endsley model, shown in Figure 1, shows situation awareness as a stage separate from decision making and performance. Situation awareness is depicted as the operator's internal model of the state of the environment. Based on that representation, operators can decide what to do about the situation and carry out any necessary actions. Situation awareness therefore is represented as the main precursor to decision making. A researcher may appear to have adequate situation awareness for application of reference software but may make the decision not to use it (Endsley, 2020). Conversely, it is also possible to make good decisions to use reference software even with poor SA, if only by luck. This characterization is not meant to dispute the important role of SA in the decision making process or the integral link between SA and decision making in many instances, particularly where experienced decision makers are involved. Decisions are formed by SA and SA is formed by decisions. As situation awareness theory explains and provides understanding of the phenomenon under study, the technology acceptance model explains further, the variable for this research which is embedded in the SA theory.

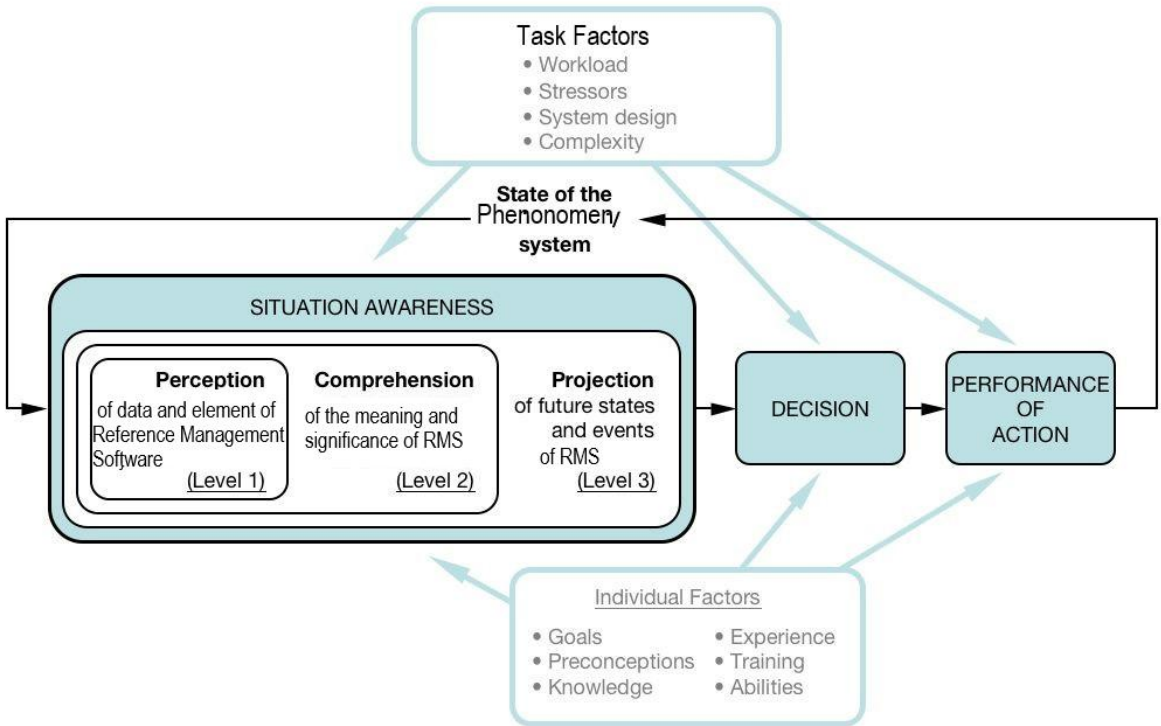

Figure 1: Situation Awareness Theory on Reference Management Software (MSRT) adapted from Endsley 2020

2.1.2 Technology Acceptance Model (TAM)

Literature documents various models used to predict the acceptance and use of software as a technology. However, the mostly used model to explain and predict the acceptance of technology is the Technology Acceptance Model (TAM). TAM has four

constructs that lead to the actual usage of an information system: usefulness, ease-of-use, attitude towards using the system, and behavioural intention to use the system as presented in Figure 2. Unquestionably, TAM has been used to examine factors affecting users' intentions to use and adopt different technological systems or tools (Venkatesh & Davis, 2020). TAM recognises the intention to use information systems by identifying the measurement of users' attitudes towards a system's usefulness and ease-of-use, and proposing external factors that influence usage intentions such as awareness attributes. Long (2022) asserts that usefulness is the strongest predictor of an individual's intention to use a software as a technology.

As postulated in the TAM, usefulness and ease-of-use through to attitudes and behavioural intention are the constructs predicting the use of technology. This suggests that readiness of undergraduates to integrate MSRT in citation and referencing depend on how useful and easy-to-use they think the MSRT is. Masele (2022) asserts that there is a strong link between intention to use and actual usage of new software as a technology, that is, Microsoft Reference Management tools (MRMT)' usage depends on undergraduates as end user of the technology. According to Pradia (2023), undergraduates' intention to use MSRT is what makes commitment and later adoption and usage of MSRT technology in referencing and citation activities possible. That is, intention to use comes after determining the ease-of-use and usefulness of the software as technology in question. Consequently, d usefulness and d ease-of-use are used to predict the use of software as technologies in citation and referencing activities.

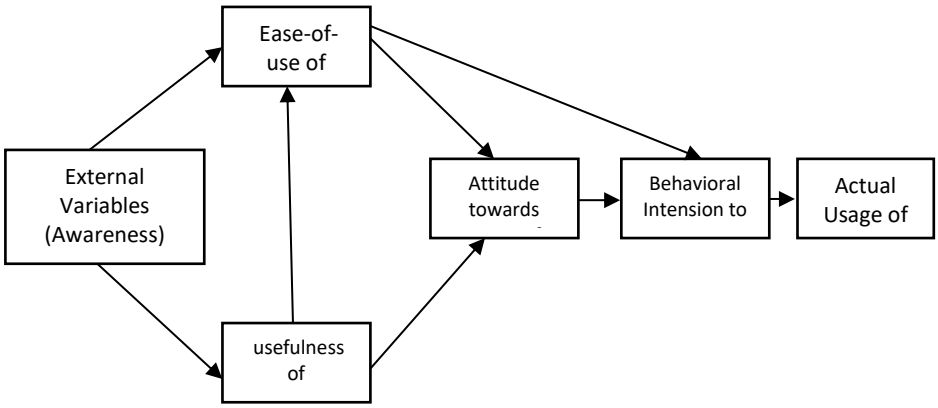
Ease-of-
use of
External
Variables
(Awareness)
Attitude
towards
Behavioral
Intension to
Actual
Usage of
usefulness
of

Figure 2: Technology Acceptance Model (TAM)

Source: Technology Acceptance Model (Adapted from Davis, Bagozzi, & Warsaw, 2019).

2.2 Microsoft Word Reference Management Tool(MSRT).

Microsoft Word is word processing software developed by Microsoft. It was first released on October 25, 1983, under the name *Multi-Tool Word* for Xenix systems (Wikipedia, 2023). Wikipedia (2023) wrote further that subsequent versions were later written for several other platfoMSRT including: IBM PCs running DOS in 1983, Apple Macintosh running the Classic Mac OS in 1985; AT&T UNIX PC in 1985; Atari ST in 1988; OS/2 in 1989, Microsoft Windows in 1989; SCO Unix in 1990 and macOS in 2001. Using Wine, versions of Microsoft Word before 2013 can be run on Linux. Later on, commercial versions of Word are licensed as a standalone product or as a component of Microsoft Office suite of software, which can be purchased either with a perpetual license or as part of a Microsoft 365 subscription.

More so, Microsoft Word 2007, 2010 or 2013 allows you to create Citations and a reference list in your document automatically based on the reference information you

provide for the document. This can be done by using the References tab on Microsoft word toolbar. The Microsoft Word Referencing Tool is useful to undergraduates who may have small number of references in their assignments, term papers and projects as issues of improper referencing may be prevalent at undergraduates' level. The references can be typed manually into MS Word bibliographic reference manager available on the Microsoft word reference tool bar and can also be direct exported to other reference managers like EndNote.

The figure 1 below shows the Microsoft word reference management software (MSRT) tool that can be used by undergraduates

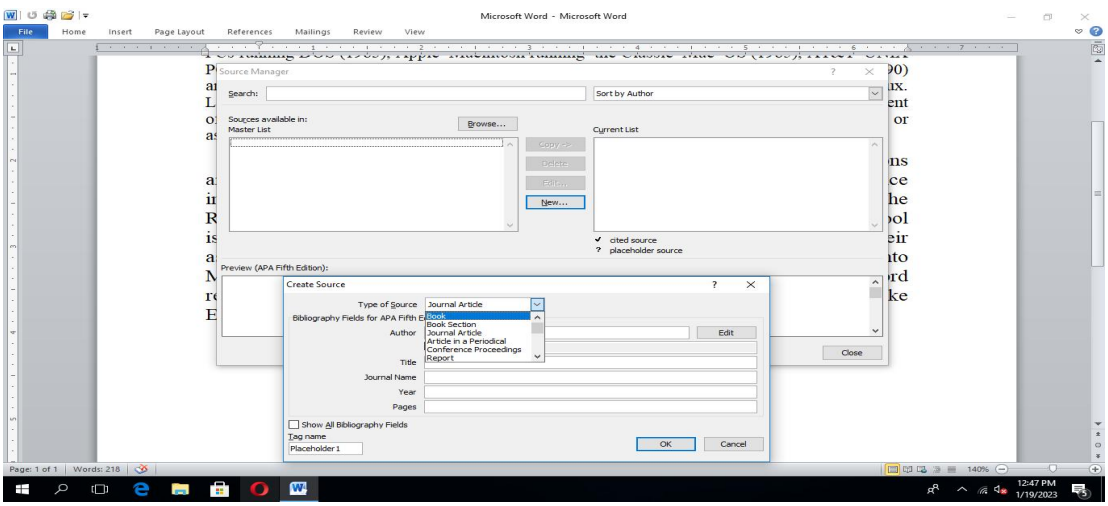

Figure 4: Microsoft Word graphical user interface 1

Using the citation tools in Microsoft Word by University of Kansas 2023 explained how to use MS word reference tool at https://guides.lib.ku.edu/c.php?g=95057&p=3908473)

The citation tools in MSWord for PC are under the *References** tab.

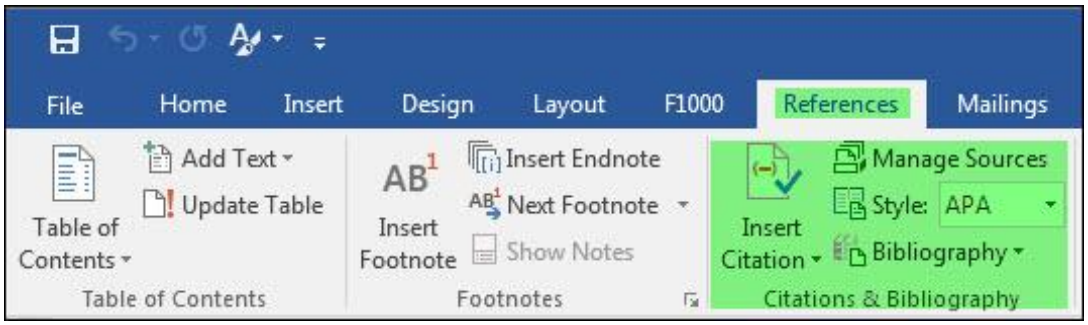

Figure 5: location of Reference Tab on the Microsoft word Menu

1. Begin by setting the citation style -- use the drop-down box labeled **Style:**

Creating a Source

2. Next, click **Manage Sources** and in the *Source Manager* box, click **New...**

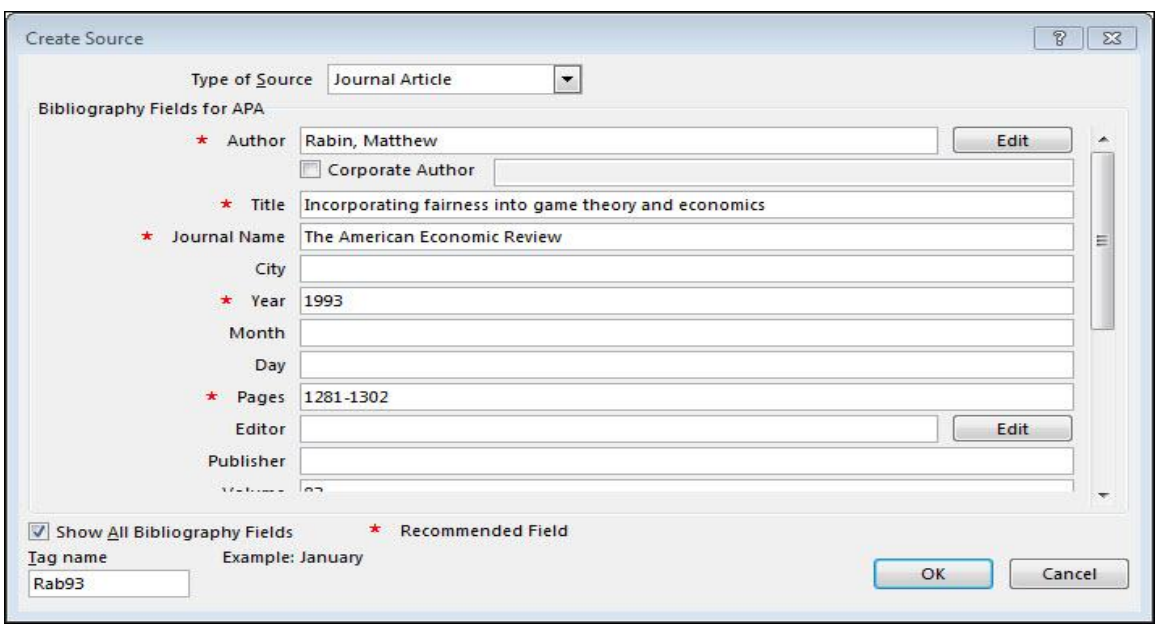

Figure 6: Reference Field on the Reference Tool

4. In the *Create Source* box, first select the type of source. This will impact which fields are displayed below. Required fields will display with red asterisks to the left of the field. *Note, however, that while some citation styles (such as APA 6th) require volume and issue number for journal articles, these do not appear in the default view of the Create Source box. Click on Show All Bibliography Fields to open these additional fields.*

5. Next, fill out the fields as they should appear in your bibliography. Watch the bottom of the screen for formatting examples for each field.

6. When finished, click **OK**.You will be returned to the *Source List* box.

Making references available for citation

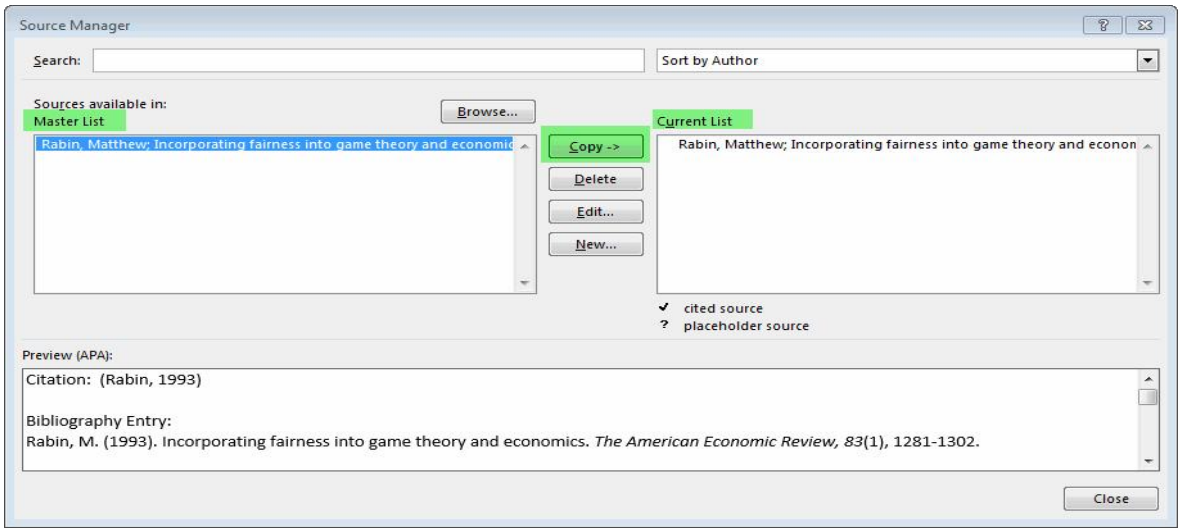

Figure 7: Reference output field on the MSRT

7. The Source Manager box will now show both a Master List of sources and a Current List. The current list pertains to the current document, and is the list that will be accessed by Word when you go to add citations to your document. Meanwhile the master list holds all the sources you have created previously using this process. Word will only include citations in the Current List for citation use in this document. You can add a source from the Master List to the Current List simply by clicking on it in the master list and then clicking **Copy ->** from the options in the middle. When you are finished, click **Close**.

Creating an in-text citation

8. To insert a citation from your Current List, place the cursor where you would like the citation to appear.

9. Next, click **References** then **Insert Citation** and click on the citation you would like to use from the drop-down list. *(If your citation does not appear in the drop-down list, return to step 7, above.)*

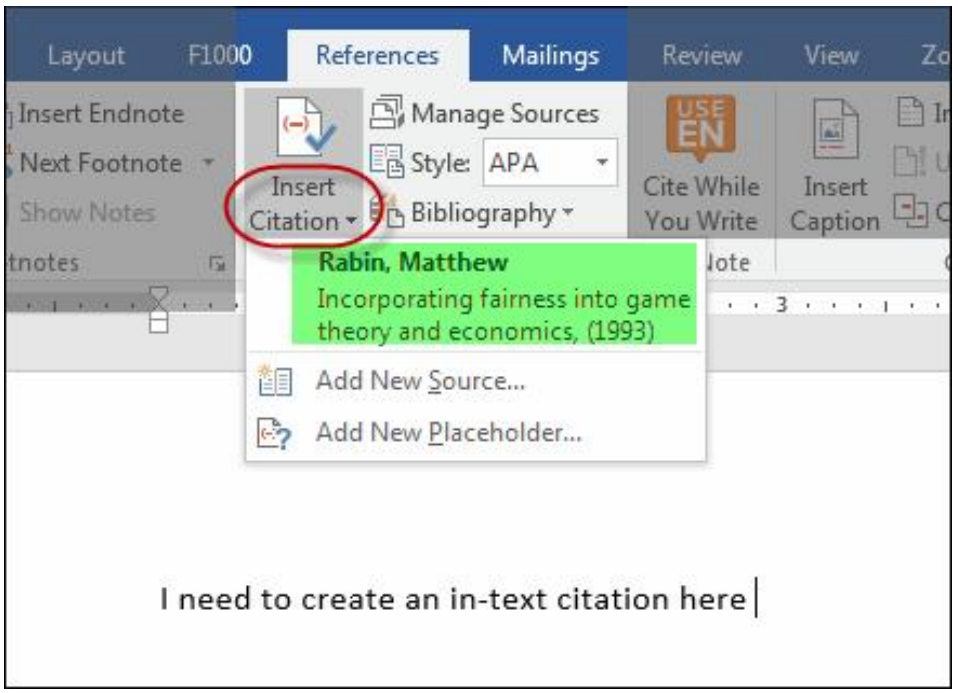

Figure 8: Citation tab on the MSRT

10. Your in-text citation will be added.

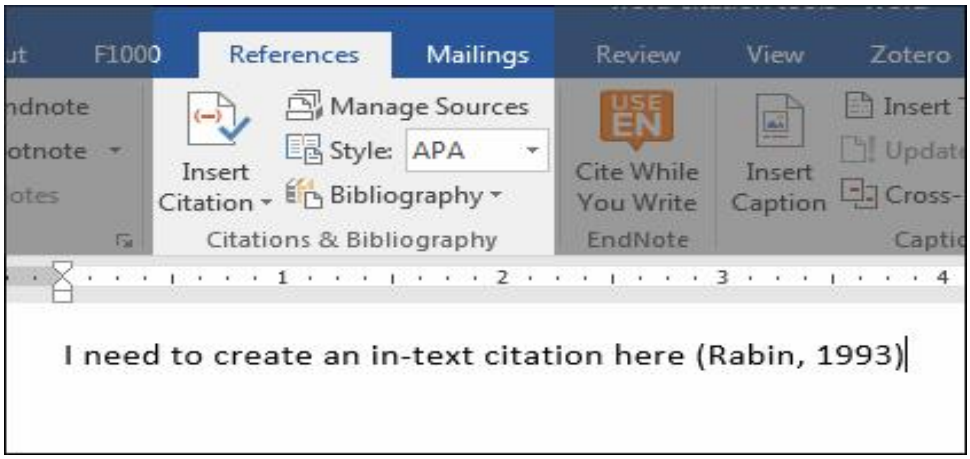

Figure 9: tab showing how to insert Citation

Inserting the Bibliography

11. When you are finished writing your paper and ready to insert the bibliography, place the cursor at the end of the paper, where you would like the bibliography to begin.

12. From the Bibliography drop-down in the References tab, select the bibliography with the heading you need (*Works Cited* is generally used for MLA style and *References* is generally used for APA.)

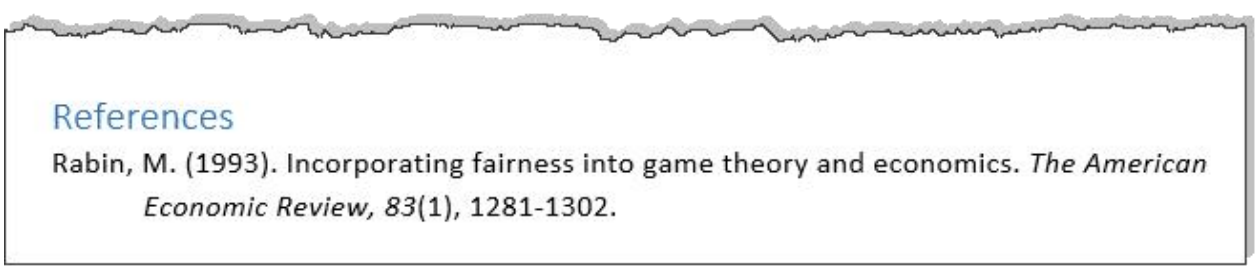

Figure 10: Shows sample reference created by MSWRMT

13. You can highlight "References" and change the font color to black or highlight the text of the bibliography to manipulate the font type, size or spacing.

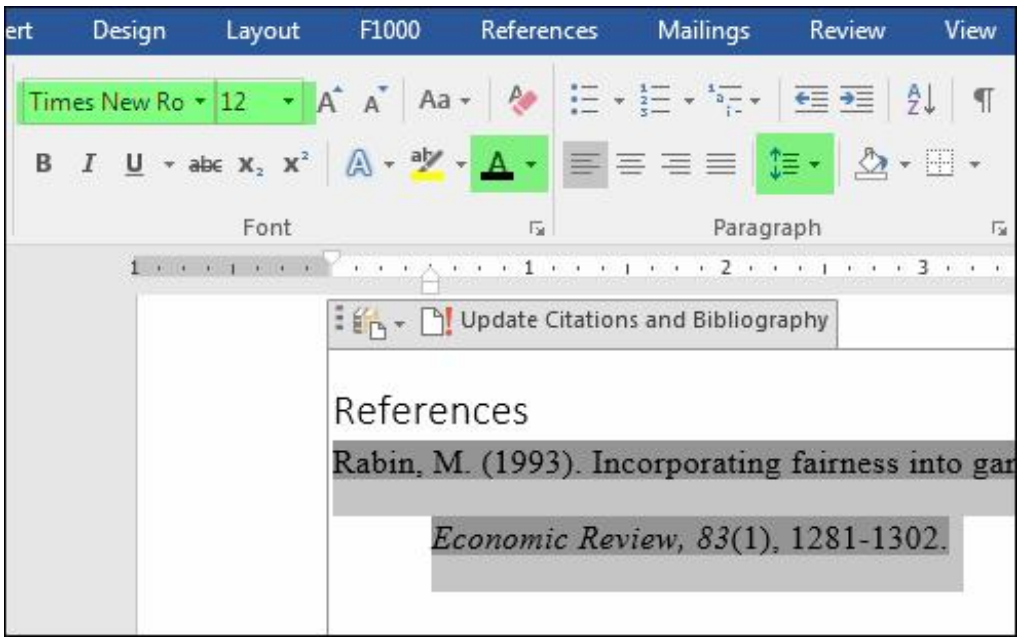

Figure 11: Shows how to update citation and references on the MSWRMT

*Please note - these instructions, created using Microsoft Word 2016 for PC, may vary slightly among computer platfoMSRT and different versions of Microsoft Word.

2.3 Level of Awareness on Reference Management tool among undergraduates

It has been observed that there are complains of improper bibliographic referencing and acknowledgement by undergraduates due error in referencing. Most researchers share the same sentiment according to Molthake (2021) that university students are having trouble and struggle with citing, referencing and putting together their references as they write academic papers. Lamptey and Atta-Obeng (2022) note that

problems in citing and referencing sources, which include poor citing of reference sources, inconsistencies in reference citation, use of different citation styles is prevalent in the works of university students. Hence, university students end up with incorrect citations and references when writing academic papers.

Undergraduate's inability to properly do bibliographic referencing and acknowledgement of works encountered and used in their course of study lead to shabby work which is unethical in research. This unethical practice by undergraduate makes them commit academic "sin" which makes them guilty of plagiarism which Microsoft office bibliographic referencing tool may help to solve. Thus, Olutola, (2023) wrote that the rising incidence of improper bibliographic referencing among undergraduates in universities and other tertiary institutions is not unique to Nigeria. A correspondingly large literature attests to the recent growth of improper bibliographic referencing in higher institutions of learning in many parts of the world (Pulvers & Diekhoff, 2020; Abdolmohammadi & Baker, 2022). For example in Egypt, Nejati, Ismail and Shfaei (2022), discovered that up to 40 per cent of male and 41 per cent of female students claim they give incorrect references when certain works are quoted or cited. In a related manner, a study conducted among the 150 students in University of Pretoria, South Africa, revealed that 80 per cent of participants in the survey admitted that they always plagiarize their assignment directly from the internet and thus don't acknowledge the sources of their information (Olutola, 2023). Also, McCabe (2021) in his study centered on internet plagiarism which was conducted among 23 different institutions across the United States

of America revealed that 38 per cent of his respondents claim they had copied work from the internet without proper acknowledgement and bibliographic referencing which Microsoft office can help them achieved if used.

There is no consensus as regard factors influencing academic failure in academia, but the fact remains that failure occurs when factors predisposing students to the menace are not addressed. In his view, Olutola (2023) wrote in his paper "towards a more enduring prevention of plagiarism in Nigeria" that social research have shown that lack of requisite academic writing skills by students in Nigerian universities is a vital determining factor for high incidence of poor research work. The awareness about bibliographic management software that can aid them in their academic write ups. Olutola (2023) went further to state that academic writing remains one of the ways in which students are to be assessed in universities, to this end; students are expected to acquire this important but rigorous skill including that of bibliographic management software which Microsoft offers.

According to Bugyei, Kavi and Obeng-Korateng (2019) who examined the levels of awareness and usage of reference management software among researchers of the Council for Scientific and Industrial Research (CSIR), Ghana. Results show that overwhelming majority of scientists were aware and know about MSRT. However, it was shown that the adoption and usage of the tools was low. It was found that Mendeley was the most popularly used software among researchers. Results also show that most of the respondents got to know about MSRT through training workshops or seminars, majority

of them noted that it was very easy to use and that the main purpose of using these tools was for research work and literature review.

Scholars in several countries have examined MSRT use and awareness specifically among students pursuing advanced degrees. In Taiwan, Wu and Chen (2022) of National Taiwan University interviewed 18 graduate students pursuing degrees in a wide variety of academic subjects and found that 12 of them had used citation management software. Four students were aware of the MSRT product EndNote, but had not used it, while another four participants were not aware of EndNote at all (Wu & Chen, 2022). In Italy, Vezzosi (2022), using interviews, examined the "information behavior" of students seeking doctoral level degrees in biology at an Italian university (p. 65). This researcher found that most respondents had not aware of citation management software (Vezzosi, 2022). Melles and Unsworth (2023), researchers from Australia's Monash University and Australian National Data Service used online survey and interview to study the reference management practices of Australian postgraduate students, as well as full-time researchers. They discovered that 71.4 percent of students had utilized citation management software showing their level of awareness. They also found that 29 percent of students "did not use any MSRT". Doctoral students, unsurprisingly, were more likely to use citation management software than researchers (Melles & Unsworth, 2023). Separately, Niu et al. (2022) surveyed over two 2,000 researchers , including graduate students, post graduate/fellows, and faculty members from various disciplines in five different American research institutions to assess their information-seeking behavior.

They found that half of their participants had used citation management software (Niu et al., 2022). Emanuel (2022) of the University of Illinois at Urbana investigated both graduate students and members of faculty, finding that a large percentage (85%) of are aware of MSRT.

In another study, such as the survey by, Francese(2022) from Tallinn University shows low awareness and usage of bibliographic management software which is not supported by a proper knowledge. In this regard, it suggests that many students are not aware of this tools as such students seem to be not fully aware about the potentials and the features MSRT. A similar lack of awareness is shown by Ollé & Borrego, (2022). According to their research at Catalan Universities, information management is an area that poses problems for researchers which can be done with the aid of bibliographic management software. Ollé & Borrego, (2022) found from their study that researchers who used some kind of bibliographic management software were about 25% of their sample while those who continued to use the traditional method of folders (now electronic folders) and those who used no information management system at all were higher.

To help increase knowledge of reference management software by libraries as one their function and services, they provide license copies of the reference management tools, train and make users aware of their roles and importance and how it can make undergraduate students accomplish their academic writings easily. In contrast, According to Ollé & Borrego, (2022), there is no deep knowledge of the up-to-date digital tools that

could enhance research and information management among researcher even if the library is d as a potential source of help; it is disconnected from the user's perspective. Researchers take access to information for granted, but in this study the lack of an active and working relationship with the library is obvious. The researchers understand that it is the responsibility of libraries to organize access to information, but it is not something they reflect on. Neither is it something that generates contact with the libraries with questions concerning provision of information. The researchers visit the physical library more or less frequently, but often prefer to manage on their own. They seldom contact the library by phone, but e-mail is sometimes used. They do not consider contacting the library as the obvious thing to do neither do they even it as something that would be easy (Haglund & Olsson, 2022).

Finally, in their survey conducted in 5 American universities, Niu et al. (2022) find that half of the researchers maintain a personal bibliographic database. Their usage can be related to the marketing and support activities provided by their institutions, but they admit that “information-seeking and information-handling habits of researchers are very personal” and inconsistent behaviours can emerge. In these co laboratories they find the presence of online sharing bibliographic databases and annotations. This implies that researchers in America are aware and used bibliographic management software and therefore enjoys its benefit.

Meredith, (2022) in her paper titled “critical review of referencing software when used with OSCOLA” where she took a survey of academics and research students in the

Oxford Law Faculty were completed by 65 people: 51% were academics, 41% were Doctoral students and 8% were Masters Students. The main question in the survey was: 'Which of the following do you use to manage citations? That is, to record bibliographic information about sources/references/citations, and put that information into footnotes and bibliographies, and perhaps even into reading lists. The options were: index cards; handwritten notes; notes in a word processor; Excel or Access; Endnote; Refworks; Zotero; MLZ Zotero; Mendeley; Other. The survey also asked participants to note which methods of recording citations they had tried and abandoned, and the advantages and disadvantages of the system they used. They found that vast majority of respondents took notes in a word processor and/or by hand. Some 65% of respondents only used these methods: they didn't use referencing software at all. One in five had tried referencing software (mostly Endnote) and abandoned it. (The figures were the same for academics and research students.) Reasons for not using referencing software varied: some found it complicated, others found it tedious, several found they couldn't insert footnotes into their documents or that the footnotes they inserted needed a good deal of correction. Most reported that using word-processed and handwritten notes to record reference information was satisfactory although some said it was time-consuming. Several thought referencing software would be useful but didn't have time to learn how to use it or to put their existing references into it. Some used Endnote for storing records, but not for inserting reference information into footnotes or creating bibliographies.

Oshiname and Ajuwon,(2020) wrote that scholars, academics, students and researchers rely on bibliographic references found in scholarly works such as books, journal articles, magazines and Websites to ascertain items to consult or read during a scientific enquiry (Palmer, Teffeau, & Pirmann, 2022). Use of incorrect citation and references in scientific publications are the main obstacles to finding and accessing information resources (Steele, 2022). Use of MSRT helps to save time and are particularly useful for avoiding the time-consuming manual compilation of references or bibliographic information (Fitzgibbons & Meert, 2022), The storage, organization of output and the sharing of bibliographic citations can be made possible through the use of MSRT (Steele, 2022). Oshiname and Ajuwon,(2020) found out in their study, that majority of the respondents (92.9%) are aware of MSRT that the reason for this high level of awareness about MSRT could be researchers had undergone a training course where MSRT tools were mentioned.

In another development, Oshiname and Ajuwon,(2020) stated that slightly more than half (53%) respondents in their study had ever used MSRT despite the high level of awareness about MSRT. The explanation may be that the respondents had not been taught how to use it and possibly did not have the time to self-teach themselves or learn from their colleagues. They however noted that their findings are in contrast to Osmani et al., 2023 and Melles & Unsworth, 2023 in which majority of their respondents (89.8%) and (75.0%) respectively used MSRT to manage their bibliographic references and their result is similar to those of Sarrafzadeh & Hazeri (2022) where half of the respondents

are familiar with MSRT and knew how to use them. Oshiname and Ajuwon,(2020) tried to find out who do not use MSRT in their study came to know that (75.3%) of their respondents claimed they lacked the skill to use MSRT. This means that to use MSRT, one need to acquire the skill either from colleagues or in a workshop or classroom setting to be able to use MSRT. They stated that this figure is higher than that found in a previous study by Ram et al (2023), where less than half (41.4%) respondents did not use MSRT, reason being lack of knowledge and skill to use MSRT.

In this regard, using reference management software requires some form of training for it to be effectively utilized. However, Oshiname and Ajuwon (2020) discovered that (71.5%) of their respondents had no formal training on how to use MSRT and that lack of training could be as a result of lack of awareness or not knowing where to get access to training on the use of MSRT. They concluded that their finding is in consonance with Fancese (2022), where a great majority (94%) had never attended training on use of MSRT and that of Sarrafzadeh & Hazeria (2022) which showed that 35% their respondents learned to use MSRT through formal education while the study by Osmani et al., (2023), reported that 51% respondents received training support from the library. They opined that respondents who had heard about MSRT and has received training are more likely to use the software referencing and that gender had no significant relationship with use of MSRT.

Oshiname and Ajuwon (2020) also found out that Mendeley was the most used of all the MSRT. The possible reason adduced for this could be that Mendeley is a free open source MSRT that allow users to download, install and use with up to 2GB of storage space unlike other propriety MSRT that require payment. They stated that the fact that Mendeley does the same thing as other MSRT and also work as social networking software could be responsible for its popularity among users. Oshiname and Ajuwon (2020) stated that this finding is contrary to those of earlier studies in which Endnote was found to be very popular and used be the respondents (Frances, 2022; Sarrafzadeh & Hazeri, 2022; Melles & Unsworth, 2023 and Omani et al., 2023).

Similarly, Pathak and Johson's (2024) research aimed to look into the use and understanding of Reference Management tools among community college students. To achieve the study's goals, the researcher used a survey approach. A total of 124 people were chosen as a sample for the investigation by the researcher. The Research discovered that community college students are unaware of Reference Management tools and do not use them. According to the researcher, community colleges in New York City need to have a training curriculum and raise awareness. Shivcharan (2024) demonstrates that Maharishi Dayanand University pharmaceutical science students are aware of Reference Management tools. According to the findings, the majority of respondents only use MSRT on occasion. The most prominent Reference Management programme among respondents is Endnote. Respondents learned about MSRT from their professors, according to the report. The study's findings also indicate that participants need and want

instruction to better use Reference Management tools (MSRT). Sarrafzadeh and Khaleghi (2023) found the "instruction of citation management tools by academic librarians: the need for training the trainers." The researcher collected data in this analysis using the survey approach. According to the report, half of the Iranian universities are unaware of Reference Management tools. The Research also discovered that only eleven universities offer EndNote instruction daily. A training programme for users, according to the researcher, is needed.

Singh (2021) also looked at Awareness of Reference of Reference Management Software among Research Scholars of Babasaheb Bhimrao Ambedkar University and Mahatma Gandhi Central University. He found out that Zotero is the most popular MSRT according to about 82 per cent of his respondents. Mendeley is the next most popular MSRT among his respondents, with 80 per cent of them using it. The other software packages appeared to be in little use with about 12 percent of his respondents. This shows some level of awareness about MSRT usage in Singh (2021) study.

Similarly, Onoriode (2022) studied awareness of undergraduates in University of Benin, Benin City, Delta State about Reference Management Software. He found out that undergraduates in University of Benin, Benin City don’t seems to know about reference management software as Microsoft and bookends reference management software are the options with the highest mean of 1.18 which is on the lower side. The weighted mean of 1.2 compared against the criterion mean of 3.5 suggest that undergraduates in Western

Delta University have low knowledge of reference management software. The implication is that awareness campaign on MSRT need to be carried by the University especially the library so that students can take advantage of the MSRT software to improve their scholarly work. This finding is line with that of Meredith, (2022) who wrote that the researchers she studied have low knowledge of reference management software. Also, Setiani N. et al (2021) assessed the level of awareness of the academic community in HEI (Higher Education Institutions) for MSRT. In particular, their research focused on the awareness, perceptions, and preferences of the HEI's academic community in Indonesia. The result from their data analysis involving 144 students and lecturers from various HEIs in Indonesia indicate that Indonesia's academic community stil low level of awareness of the use of MSRT to support their academic writing activities and that they lack of information related to MSRT which has affected the awareness of students and lecturers about MSRT. Also, they stated that most of the academic community showed a preference to continue using MSRT when they found satisfaction of using MSRT. Setiani N. et al (2021) assessed the level of awareness of the academic community in HEI (Higher Education Institutions) for MSRT. In particular, their research focused on the awareness, perceptions, and preferences of the HEI's academic community in Indonesia. The result from their data analysis involving 144 students and lecturers from various HEIs in Indonesia indicate that Indonesia's academic community stil low level of awareness of the use of MSRT to support their academic writing activities and that they lack of information related to MSRT which has affected the awareness of

students and lecturers about MSRT. Also, they stated that most of the academic community showed a preference to continue using MSRT when they found satisfaction of using MSRT.

Mhokole and Kimaryo (2022) studied usage of reference management software by postgraduate students at the University of Dar es Salaam, Tanzania. Findings of their study have shown that majority of postgraduate students are aware of MSRT, while slightly more than one third are not aware of the software. They averred that an individual who is aware of MSRT is most likely to have positive perception and eventually make decision to use it. That awareness is also a function of communication channels used to spread MSRT and time factors. Since most of the postgraduate students were familiar with MSRT, it can safely be interpreted that communication channels used to spread it were effective. They also concluded that presence of a relatively small proportion of postgraduate students who are not aware of MSRT can be attributed to the fact that the concept of MSRT as a technological tool is relatively new to some of them. The idea is that time is a vital factor for effective spreading of an innovation. The findings of their study slightly concur with results from a previous study by Francese (2022a) that show a majority of respondents were aware of MSRT and less than one tenth of respondents were not aware. Furthermore, Mhokole and Kimaryo (2022) indicated that postgraduate students at UDSM are aware of multiple MSRT. They noted that the known MSRT by postgraduate students includes Mendeley, EndNote and Reference Manager. The results also show that Mendeley is the most widespread MSRT among

postgraduate students at the university. Mendeley is one of the latest MSRT technologies and its popularity can be partly attributed to promotion and advertisement campaigns normally done on new products. These results are contrary to the findings from a previous study by Francese (2022a) which revealed that the mostly known MSRT is EndNote (79%), followed by Reference Manager (32%), BibTex (28%), Zotero (19%) and Mendeley (18%). Mhokole and Kimaryo (2022) findings also show that postgraduate students used multiple ways, both formal and informal, to became aware of MSRT. Their results also revealed that there were four dominant methods used by postgraduate students to know about MSRT such as colleagues, orientation, lecturers and Internet. Colleagues as personal and informal method seem to be at the top of the range, while formal methods such as websites are at the bottom. The low score of websites can be attributed to the fact that MSRT have not been formally integrated and supported by the university, hence not featured on the Uviversity website. The results of this study slightly differ from a previous study by Sarrafzadeh and Hazeri (2022) which revealed that 40% of the respondents became aware of MSRT through books, websites and journals, 27(5%) through libraries, (25%) through colleagues and (10%) through self-studies. Results show that most postgraduate students know how MSRT functions and only a small proportion does not know. These findings show that postgraduate students are more likely to have or form favourable attitudes towards MSRT, which is very crucial in making decision to use or not to use the system. The findings of this study are consistent with the findings by Francese (2022b) which revealed that most respondents

know how MSRT functions. Results show that commonly MSRT functions known by most postgraduate students include generating references and making citations, while sharing information and storage of documents are moderately known functions. Similar studies have also shown that generating references and creating citations are the commonly known functions of MSRT. For instance, the findings by Madhusudhan (2023) revealed that most commonly known functions of MSRT include automatically generating reference lists (77%), arranging the number of references and compiling bibliographies (63%), saving references (58%), emailing reference lists (47%), downloading references (45%), sharing references with colleagues (38%), and changing citation styles (30%).

MSRT is powerful tools used to create, organize, store, and share references for scholarly works. It is important to use reference management software to ensure source of information are well referenced. In this vein, Bouchrika, (2023) reported that in 2020, the American Psychological Association (APA) reported an average of 75% rejection rate for all its journals. He stated further that the reasons for rejection include poor referencing, discrepancies in author entries as reference management is a critical element of both scientific and academic writing. Bouchrika, (2023) report seems to show that users are aware of MSRT and their capability as he reiterated that different MSRT platfoMSRT require different levels of effort. That for 28% of researchers he reported, accurate export of bibliography is an important feature for using MSRT while 31% of researchers consider the ability to synchronize with other cloud apps as a significant deciding factor.

The way the tools are organized, also known as the user interface, plays a major role in the usability of reference management software as identified by 26% of respondents, while for 24% of researchers, accurate auto-completion of citations and bibliography is a more important capability. Avidiansyah and Kurniajaya, (2020) who carried out analysis of final-year students self-awareness using reference management software discovered that the final level students of the Master of Culture and Media Study Program have self-awareness in the use of citation/reference software, Madhuri and Harilakshmi, (2021) study reveals that most of the research scholars they studied revealed that (81.8%) are aware of the reference management software. Stating that the highest percentage of the research scholars studied became aware of MSRT (54.5%) through attending courses or workshop on reference management software.

2.4 Awareness Strategy that can be carried out on Reference Management tool

A computer system which as the core component of ICT runs on software which can be system software or application software. Software is a generic term for the various programmes used to operate computer systems and related devices. While the system software provides the platform for the computer to function and communicate effectively with the application software, application software on its part is a computer programme designed to use a computer system to perform specific functions (Wikipedia Encyclopedia, 2023). There is a vast array of application software packages as a result of the assortment of tasks and functions executed using a computer system. However, what

determines the choice of software is the relevance, user-friendliness, adaptability, inter-operability, general efficiency, amongst other considerations (Ukachi, Nwachukwu and Onuoha, 2022). Consequently, Microsoft word is application software with word processing capability which has in it, a tool to help in doing referencing and citation thereby acting as reference management software (MSRT).

Abayneh, Gedisha and Chiamiso (2024) study Peers-Group Learning for Academic Success of First Year Students: The Case of Agribusiness and Value Chain Department, Arbaminch University, which shows that 35.6% students had negative attitude to group learning system as 8.9% students shows strong agreement and positive attitudes concerning peers learning. In this vein, Keith (2021) wrote that Peer learning can be defined as the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by doing (Keith, 2021). This learning involves individuals exchanging knowledge and experience with each other, and diffusing this learning back to their organisations to ensure an impact (Matt and Nick, 2023). Study conducted by Efrem and Oukula (2023) realized that peer learning helped students learn better and develop self-confidence. This goes to show that creating awareness and learning about MSWRMT can be achieved through strategy of peer education in an undergraduate setting.

Adeyemo (2024) in his study on user education in academic Libraries and the information seeking behavior of users in Universities, which is aimed at drawing out the importance of user education on students stated that libraries are established to provide resources and materials for studying and research but students in Nigeria are not encouraged to effectively make use of them. The findings revealed that more than half of the respondents do not attend library user education programmes which positively influenced the utilization of resources. In this regard, Library user education can be extended to creating awareness on the use of MSWRMT to enhance its usage for citation and referencing during undergraduate research.

Lwoga, Sife, Busagala and Chilimo (2023), Wrote on the creation of ICT awareness, literacy and expertise in public universities in Tanzania. The study revealed that faculty can create awareness and train undergraduates on the usages of technology such as MWRMT by formulation of policies and strategic plans of education, either through collaborations with institutions, agents and governments from developed countries and develop e-learning environment and ICT short courses including organization of workshops, seminars and public lectures and the use of media such as newsletters and websites and social media.

In this regard, MSRT cannot be used without people knowing about the capability and usefulness it possesses. To boost its acceptance and usage, awareness campaign about the Microsoft word reference management software MSWMSRT and its capability

needs to be diffused to the undergraduate. To this end, according to Davies (2020), awareness is the state of being conscious of something. He stated more specifically that, it is the ability to directly know and or feel or be familiar with events. He also describes it as a state wherein a people are aware of some information when that information is directly available to influence behavioral actions (Davies, 2020).

Wikipedia saw awareness is a relative concept. It stated further that it may focus on an internal state, such as a visceral feeling, or on external events by way of sensory perception (Hussain, Amir; Aleksander, Igor et al 2022). It is relegated to sensing something, a process distinguished from observing and perceiving (which involves a basic process of acquainting with the items (Locke, 2021). Awareness is also associated with consciousness in the sense that this concept denotes a fundamental experience such as a feeling or intuition that accompanies the experience of phenomena (Kokoszka, 2022). Specifically, this is referred to as awareness of experience. As for consciousness, it has been postulated to undergo continuously changing levels (Guertin, 2019). Furthermore, Robert Trevethan (2023) compiled several dictionary meaning of awareness such as the one by Cambridge Dictionary who wrote that knowing that something exists, or understanding of a situation or subject at the present time based on information or experience, acquaintance, consciousness, knowledge as state of awareness; Dictionary.com saw it as state or condition of being aware; having knowledge; consciousness. attentiveness, apprehension, consciousness, familiarity, mindfulness; The Free Dictionary saw it as having knowledge or discernment of something, acquaintance

with, attention to, awake, consciousness of, knowingness, mindfulness of, self-awareness, sense of danger, sensibility to. Archaic: vigilant, watchful and Merriam-Webster Dictionary saw it as knowing that something (such as a situation, condition, or problem) exists (Trevethan, 2023).

Level of Usefulness of Reference management tool among undergraduates

A citation and reference management system is dependable if user gets that assurance that the system is trusted and can be relied upon to perform the particular task. Such trust or reliance is only rational when evidence of the system's ability to act without producing certain failures has been evaluated (Jackson, 2022). He averred that a software or system cannot be dependable without evidence and that dependability is thus not merely the absence of defects or the failures that may result from them, but the presence of concrete information or steps that suggest such failures will not occur. On that note, Xie and Xie (2024) wrote that Software are developed on the footing of correctness, dependability, security and real-time which drives the totality of all features and peculiarities relevant to the capability of a software system to satisfy expectations of users and its implied demand which lead to usefulness or trustworthiness. This implies that dependability applies to MSWRMT to ascertain is usefulness in referencing either in APA or other referencing styles which comprises of the four (4) main parts to referencing which are Author, Date, Title and source of the material to be referenced.

Software functionality specifically deals with suitability with functional correctness in performing the tasks it is intended to do for its users. Hence, functionality is one of the

attributes for software quality and usefulness. This is supported by international standard Organization (ISO 25062) as written by Moumane, Idri and Abran (2023) which has defined functionality as what the software does and the purpose for the software to deliver what it is meant to do for its users. In this regard studies have been carried out on software functionality previously. For instance, Miguel4 performed a review on overall software product performance including its functionality by using the software quality model while Zhang and segall (2022) reviewed on functions related to big data and Nair, Luis, Vara, Sabetzadeh and Briand (2022) was specifically focus on functional security. The reviews corroborate the view of (Salleh, Bahari and Zakaria, 2023) who opined that functionality of software is an attribute of quality and usefulness of the software. Therefore, the usefulness of MSWRMT can be determined, if it is able to do citation and references to its undergraduate users in APA or other style in correct and reliable way.

Concerning system software interface accessibility, system performance, defect management, Granic (2023) asserted that good user interface accessibility design and defect management is not about software beauty as it is more about its usefulness in delivering relevant functionality. The interface accessibility allows users interacts with the software which can determine the difference between a good and bad user experience denoting the usefulness of the software as a system.

Usefulness is a state that individuals believe that using a certain technology would improve their performance. Individuals will be likely to use or not to use a certain technology because they believe that it will help them perform their work better or it will not assist in performing their work. Khayati and Zouaou (2022:8) identify usefulness as "the gain in performance that an individual believes he or she can win when using a particular technology, system or software". The usefulness is related to the perception of the person who uses technology in performing his or her tasks. In this study, the usefulness refers to the possibility that using MSRT could improve students citing and referencing tasks when writing their scholarly papers in APA or other referencing style. MSRT can be useful if it delivers effective services to the undergraduates.

In related studies, Tahar, Riyadh , Sofyani and Purnomo (2020); Usoro, Echeng and Majewski (2022), usefulness is an individual belief that a technology will make their work efficient and effective. On the other hand, Kazoka and Mwantimwa (2019); Lwoga (2022) views d usefulness as the degree to which undergraduates believe that using technologies will improve their performances. Other studies such as Masele, (2022); Mollel, (2022) and Mohammad, (2023) acknowledge that d usefulness is a determining factor in the adoption, integration and continued usage of technologies in performing task such as referencing in research. In this vein, MSWMSRT technology used in referencing and citation provide undergraduates with opportunities to create references to their work in a variety of styles. In this regards, documenting the influence and authority of others to advance communication in knowledge creation and critiquing of

ideas given by others through the adoption and use of MSWMSRT tools enhances undergraduate research (Kazoka, 2023; Kam & Katerattanankul, 2022; Ajjan & Harsthone, 2022). These inform that MSRT tools provide an environment in which undergraduates can construct their references with styles relevant to their research work (Alsadoon, 2024). For example, MSWMSRT open the door to referencing void of errors (Light, 2022).

In these aspects, many constructivist theorists affirm that the use of MSRT enhances undergraduates sharing of information between them and other researchers through the bibliographic references generated through the use of the software more easily which can enhance intention to use the tool (Mohammad, 2022). Furthermore, supporters of MSRT tool believe that undergraduates can befit from the ability of the software to store and retain references and can be used for similar researches other than manually doing the references (Ndumbaro, 2024; Gaffer, Singh, & Thomas, 2022).

Bibliographic management tools allow scholars and authors to track articles and books for research purposes. These tools provide access to the materials either in the form of a link or in hosting of the actual document. Bibliographic Management Tools allow the users to export bibliographies based upon the metadata within. McMinn (2022) mentions that MSRT are intended to help Researchers collect organise and utilise bibliographic information as effectively and differently as possible. He noted that researchers use these tools in academia to manage the bibliographic citations encountered in their research. He wrote further that with these tools, scholars keep their track of

scientific papers they write and that MSRT enables scholars to build a library of references by entering the particulars of each reference in a structured format with the function of building a database of citations, (Francese, 2022). The usefulness and accuracy of MSWMSRT can thus influence the undergraduates' attitudes towards usage and adoption of it for their assignment and other research work

2.5 The challenges of Applying Reference Management Software

One major impediment to use of bibliographic software is availability of the software in the University and libraries. According to www.lboro.ac.uk (n.d), their library supports two major bibliographic software services which are Mendeley and RefWorks bibliographic management software. They wrote that they provide training and support to every scholar who is affiliated to them. Also, Bugyei, Kavi and Obeng-Korateng (2019) stated that the challenges associated with the use of these tools were slow internet connection, lack of training, and technical support. The major benefits of using these tools are automatic generation of reference list, electronic creation of bibliographies and changing of referencing style by a click of a button.

Madhusudhan, (2023) found out the difficulties while using the online citation tools for completion of their academic/research work. The major difficulties faced by those he studied stated, is that they have never used the online tools before (47 %), followed by lack of training (35 %), lack of citation styles knowledge (30 %), language difficulties (27 %), lack of technical support (23 %), lack of terminals (20 %), instructions in online

citation tool is not clear (17 %), internet bandwidth (15 %), mechanical problems (8 %). It is to be noted that they view the lack of basic computer skills as a mechanical problem. Some students have also indicated other difficulties such as not found bibliography drop down menu, pull up the option, and style drop down menu while using the free online citation tools (3 %). Madhusudhan, (2023) wrote further that for scholars to use these tools, retrieving skills are necessary for novice user. In view of this, training in using online citation tools for creating efficient references was needed.

Although MSRT has decreased, manual effort of referencing it may not always guarantee correct referencing. Kali (2023) argues that referencing with the use of MSRT may be incomplete since data fields may not be identical and accurate in several online databases due to lack of essential information fields. These types of challenges may make researchers to abandon the software altogether and look for other methods that are convenient.

In a survey conducted by Meredith (2022), it was found that, academics and students at the Oxford University Faculty of Law in the United Kingdom did not use the MSRT. The reasons he stated for not using the MSRT vary thus: some found it complicated, others found it tedious, and several found they could not insert notes and footnotes into their documents, or that the footnotes inserted needed a good deal of correction. He averred that several other participants thought that referencing software would be useful but did not have time to learn on how to use or to put their existing references into it (Meredith, 2022).

Lorenzetti and Ghali (2022:3) study found that, “Several authors also identified specific challenges associated with these MSRT. Some of the challenges among others were: record errors that occurred when downloading references from electronic databases such as MEDLINE; difficulties in identifying and deleting duplicate records from reference management databases; PC/Mac-incompatibilities for users of EndNote and Reference Manager; errors in journal output styles; difficulties in transferring reference databases from one software package to another, and delays in accessing RefWorks databases.

Gilmour and Cobus-Kuo (2022) maintain that, many MSRT still requires users to edit the reference list in order to maintain the accuracy of the references. Hantla (2023) advises that any downloaded bibliographic data needs to be manually checked, because MSRT might be incapable of finding errors in the downloaded content. It might happen that, sometimes these references may have been placed incorrectly in the sentence or paragraph. He noted that these aspects of referencing will need to be corrected manually and not with software-intelligence. He said researchers need to edit the references and refer to the referencing technique manuals, as MSRT cannot correct typing mistakes or omissions from the references that was entered manually or downloaded from databases and that a proofread is needed to be accurate. Hantla (2023) ventures to state thus: MSRT includes plug-ins that work with word processing software. As with any software, there is potential for bugs. Nevertheless, when you are using referencing software in conjunction

with word processing software, there is additional potential for corruption because your writing is dependent on two pieces of software.

These reviews go to show that there are challenges using and adopting MSRT and these challenges may hinder usage and adoption. However, proper awareness knowledge on how to navigate the challenges and the benefit derivable may lead to adoption and usage of the MSRT.

2.7 Appraisal of the Reviewed Literature

The review of literature has extensively examined some independent variables such as awareness, ease-of-use and usefulness in relation to usage of reference management software (MSRT) by undergraduates which is the dependent variable for the study. The review of literature has shown that awareness, level of ease-of-use and extent usefulness influence usage of MSRT by undergraduates in universities. It is imperative to note that majority of the studies reviewed were conducted outside Nigeria. The review of literature has shown that in adopting technology, usage is dependent on awareness, level of ease-of-use and extent of usefulness. However, these factors may influence MSWMSRT usage by undergraduates in Universities in Nigeria.

None of the literature reviewed globally collectively attempted to explain the combined influence of awareness, ease-of-use, usefulness of MSWMSRT tool as predictors of usage of MSWMSRT among undergraduates in federal universities in Nigeria. This is the knowledge gap this study intends to fill.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURE

The methods and procedure used in conducting this research are described in this chapter. This is done under the following sub headings:

Research Design

The research design adopted for this research is a correlational research design which investigates relationships between variables without the researcher controlling or manipulating any of them. A correlation reflects the strength and/or direction of the relationship between two (or more) variables. It also describes the state of affairs as at the time of a study (Salkind as cited in Ogbomo, 2022).

Population of the Study

The population of the study is 358 undergraduates. It is made up undergraduates in the department of library and information science, University of Benin, Benin City, Nigeria.

Table 3.1: Population Sample for the Study

Level of study	Population
100	82
200	84
300	96
400	96
Total	**358**

Sample and Sampling Techniques

The sample size for the study is 358 respondents from LIS students University of Benin, Benin City. The accidental (availability) sampling technique was employed to select each undergraduate that were available as at the time of administrating the questionnaire.

Research Instrument

The research instrument used for this research is a self-designed questionnaire with the title "Awareness, Ease-of-Use and Usefulness Questionnaire (AEUQ)" The instrument consists of five sections: A-E.

Validity of the Instrument

The questionnaire was given to the researcher's supervisors and other experts in the Department of Library and Information Science, University of Benin, for their judgment, to establish the face and content validity of the instrument.

Reliability of the Instrument

The test–retest method was employed to establish the reliability of the instrument using 50 undergraduates of the University of Benin, which is outside the sample of this study. Two weeks later, the researcher administered the same questionnaire to the respondents. The results from the two sets of questionnaire administered were analyzed using the Pearson's Product Movement Correlation coefficient. The index correlation obtained r is 0.819 which translates to a high reliability of the instrument and therefore is considered adequate.

Method of Data Collection

The researcher and three research assistants administered the questionnaire on the respondents. The research assistants were instructed to administer the questionnaire randomly to available undergraduates in the respective universities that were present as at the time of the administration. They were advised to respect the privacy of the respondents and never to temper with their responses. Finally, the researcher made multiple follow-up contacts to the three-trained research assistants by telephone calls and email to encourage high responses from the respondents.

Method of Data Analysis

Data generated was analyzed using descriptive and inferential statistical tools. Simple percentage was used to analyze the socio demographic information of the respondents. Statistical mean and standard deviation was used to answer research questions in section B-F. The criterion mean for research questions in section B-F was placed at 2.50. This implied that any item with a mean that is less than 2.50 was regarded as negative while any item with a mean of 2.50 to 4.00 was regarded as positive. The Pearson Correlation coefficient was used to test hypotheses at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results and discusses the findings in accordance with the research questions. The chapter is discussed under the following sub-headings: Questionnaire response rate, analysis of the respondents' bio-data, answering of the research questions and discussion of finding.

Section 4.1: Questionnaire Response Rate

No of questionnaire administered	No of questionnaire returned	Percentage of questionnaire returned
358	240	73.5

Table 1: Questionnaire Response Rate

Table 1 showed that 358 copies of questionnaire were administered to the respondents and 240 of them were retrieved and found usable.

Section 4.2: Analysis of the Demographic Information of the Respondents

Table 4:2: Gender of the Respondents

Gender	**Frequency**	**Percentage (%)**
Male	100	42
Female	140	58

From table 4.2, it can be seen that there were 100 (42%) male while 140 (58%) female. This implies that there were more female undergraduates in the departments of library and information science, University of Benin, Benin City.

Table 4.3: Distribution according to level of study

Level	Frequency	Percentage (%)
100	70	29
200	56	23
300	61	25
400	53	23

Table 4.3 shows that majority of the LIS undergraduates 70 (29%) are in your 100 levels. This was followed by 61 (25%) who are in their 300 levels.

Table 4.4: Distribution according to their age bracket

Age	Frequency	Percentage (%)
0-20	42	18
21-25	91	37
26-30	56	23
31-35	32	14
36-40	19	8

Table 4.4 shows that majority of the LIS undergraduates are within the age bracket of 20-25 (27%). This was followed by those within the age bracket of 26-30 (23%)

SECTION B: ANSWERING OF THE RESEARCH QUESTION

Research Question 1: What is the level of usage of reference management software among undergraduates in the department of library and information science, University of Benin, Benin City?

Table 4.5: Level of usage of Reference Management Software

RMS	**5**	**4**	**3**	**2**	**1**	**Mean**
Microsoft	4	2	6	9	219	1.18
EndNote	0	5	5	6	224	1.13
Zoterf	3	2	2	0	233	1.09
RefWork	0	2	4	5	229	1.08
Mendely	1	4	7	10	218	1.67
Bookends	4	2	6	8	220	1.18
Citulike	4	6	6	9	215	1.23
Reference Manager	1	0	1	1	237	1.03
Procite	3	2	6	12	217	1.18
Bibtex	4	6	6	8	216	1.23
Others	3	6	4	6	221	1.18
Weighted Mean						**1.20**
Criterion Mean						**3.0**
Standard Deviation						**0.07**

From Table 4.5 LIS undergraduates in University of Benin, Benin City don't seem to agree that they use reference management software as Microsoft and bookends reference management software are the options with the highest mean of 1.18 which is on the lower side. The weighted mean of 1.2 compared against the criterion mean of 3.5 suggests that undergraduates at Western Delta University do not use reference management software. The implication is that training on the use of Reference management software (RMS) needs to be carried out by the University especially the library so that students can take advantage of the RMS software to improve their scholarly work. This finding is in line with that of Meredith, (2022) who wrote that the researchers she studied do not use reference management software.

Table 4.6: Extent to which reference Management Software plays a role

Research Question 2: What is the extent to which reference Management Software plays a role among undergraduates in the department of library and information science, University of Benin, Benin City?

Roles of RMS	**5**	**4**	**3**	**2**	**1**	**Mean**
It creates a bibliographic list	4	6	6	8	216	1.23
Discovers New references	3	6	4	6	221	1.18
Organize references for ease of retrieval	3	2	2	0	233	1.09
Editing of reference according to the citation style	0	2	4	5	229	1.08
Inserting citations into my research work	4	2	6	9	219	1.18
Saving of citation	3	1	7	14	215	1.17
Don't play any role	1	4	7	10	218	1.67
I organize my references manually	0	5	5	6	224	1.13
Weighted Mean						**1.20**
Criterion Mean						**3.0**
Standard Deviation						**0.07**

From Table 5.6, LIS undergraduates in University of Benin, Benin City don't seem to agree that reference management software plays any role in their research work as the highest mean of 1.67 shows. The weighted mean of 1.2 compared against the criterion mean of 3.5 suggests that RMS does not play any role in undergraduates' research work. The implication is that LIS undergraduates need to take advantage of the RMS software by getting exposed to it. This finding is not in line with Madhusudhan, (2023) who found out that respondents have realized the advantages of online citation tools and seem to have it as the primary medium of research and the majority of them noted that it was very easy to use.

Challenges of using RMS	**5**	**4**	**3**	**2**	**1**	**Mean**
Heard about it but was not trained in it	220	2	6	8	4	4.78
Not available in my library	229	1	3	5	2	4.88
No support from the library	220	2	7	10	1	4.79
No orientation program from the university or library	219	2	6	9	4	4.76
Lack of knowledge of citation styles	215	1	7	14	3	4.71
Lack of instruction	218	4	7	10	1	4.78
Low bandwidth and internet access	215	6	6	9	4	4.75
Lack of computer skills	221	6	4	6	3	4.82
Weighted Mean (standard deviation = 0.07)						**4.78**

Criterion Mean	**3.0**
Standard Deviation	**0.14**

Table 5.6: Challenges of using reference Management Software

Research Question 3: What are the challenges encountered using Microsoft Office bibliographic management tool among undergraduates in the department of library and information science, University of Benin, Benin City?

From Table 5. 6, LIS undergraduates in University of Benin, Benin City seem to agree that software not available in their library and lack of computer skills pose a challenge to their use of reference management software as the mean 4.88 and 4.82 show respectively. The weighted mean of 4.78 compared against the criterion mean of 3.5 suggests that undergraduates LIS undergraduates in University of Benin, Benin City have challenges that hinder their usage of RMS. The implication is that the university needs to take proactive steps such as making the software available and increasing awareness of RMS. This is in agreement with Madhusudhan, (2023) who stated that the major difficulties faced by those he studied were that they never used RMS before, lack of training, lack of citation styles knowledge, language difficulties, lack of technical support, lack of instructions and internet bandwidth.

Discussion of Findings

Level of usage of Reference Management Software

The study established that LIS undergraduates in University of Benin, Benin City don't seem to agree that they use reference management software as Microsoft and bookends reference management software. This finding is in line with that of Meredith, (2022) who wrote that the researchers she studied do not use reference management software.

Extent to which reference Management Software plays a role

The study indicated that LIS undergraduates in University of Benin, Benin City don't seem to agree that reference management software plays any role in their research work. The implication is that LIS undergraduates need to take advantage of the RMS software by getting exposed to it. This finding is not in line with Madhusudhan, (2023) who found out that respondents have realized the advantages of online citation tools and seem to have it as the primary medium of research and the majority of them noted that it was very easy to use.

Challenges of using reference Management Software

The study revealed that LIS undergraduates in University of Benin, Benin City seem to agree that software are not available in their library and lack of computer skills pose a challenge to their use of reference management software. The implication is that the university needs to take proactive steps such as making the software available and increasing awareness of RMS. This is in agreement with Madhusudhan, (2023) who stated that the major difficulties faced by those he studied were that they never used RMS

before, lack of training, lack of citation styles knowledge, language difficulties, lack of technical support, lack of instructions and internet bandwidth.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary of the Study

The research investigated the usage of bibliographic software among undergraduates in the department of library and information science, University of Benin, Benin City. It was carried out to ascertain the level of usage of reference management software among undergraduates, find out the extent to which reference Management Software plays a role among undergraduates and to identify the challenges encountered using Microsoft Office bibliographic management tool among undergraduates in the department of library and information science, University of Benin, Benin City. A proper review of related literature was carried out. The descriptive research method was adopted for this study. The questionnaire was analyzed using frequency and statistical mean as analytical tools in answering the research questions. The summary of the findings are presented as follows:

i. The study established that LIS undergraduates in University of Benin, Benin City don't seem to agree that they use reference management software as Microsoft and bookends reference management software.

ii. The study indicated that LIS undergraduates in University of Benin, Benin City don't seem to agree that reference management software plays any role in their research work.

iii. The study revealed that LIS undergraduates in University of Benin, Benin City seem to agree that software are not available in their library and lack of computer skills pose a challenge to their use of reference management software. The implication is that the university needs to take proactive steps such as making the software available and increasing awareness of RMS.

Conclusion

The study concluded that undergraduates are not using the reference management software (RMS) and that reference management software plays no role in their undergraduate learning. Undergraduates in Uniben are faced with challenges in using RMS such as a lack of training, instruction, and computer skills.

Recommendations

In view of the findings of the study, the following recommendations were made:

i. Reference Management software should be provided and made available in Universities and students exposed to it.
ii. Proper instruction and training on RMS, and citation styles should be given to students to enhance their usage.

iii. The computer skills of students should be enhanced and as well be provided with technical support majorly from the university library.

REFERENCES

Abayneh, F., Gedisha, K., & Chiamiso, D. (2024). Peers-Group Learning for Academic Success of First YearStudents: The Case of Agribusiness and Value Chain Department, Arbaminch University. *Research on Humanities and Social Sciences, 8*(15), 30 - 35. https://www.researchgate.net/publication/335443047_Peers-Group_Learning_for_Academic_Success_of_First_Year_Students_The_Case_of_Agribusiness_and_Value_Chain_Department_Arbaminch_University.

Abdolmohammadi, M. J., & Baker, , C. R. (2022). The Relationship Betweeen Normal Reasoning and Plagirarism in Accounting Courses: A Replication Studies. *Issues in Accounting Education, 22*(1), 45 - 55.

Adcock, L., & Bolick , C. (2022). Web 2.0 Tools and the Evolving Pedagogy of Teacher Education. *Conptemporary iIssues in Technology and Teacher Education, 11*(2), 223 - 236.

Adeyemo, O. O. (2024.). User Education in Academic Libraries and the Information Seeking Behavior of Users. *International Journal of Academic Library and Information Science, 6*(3), 57 -62.

Ajjan, H., & Hartshorne, R. (2022). Investigating Faculty Decisions to Adopt Web 2.0 Technologies: Theory and Empirical Tests. *The Internet and Higher Education, 11*, 71-80. https://doi.org/10.1016/j.iheduc.2022.05.002.

Alhoori, H., & Furuta, R. (2022). *Understanding the Dynamic Scholarly Research Needs and Behavior as Applied to Social Reference Management, in Research and Advanced Technology for Digital Libraries.* New York: Springer.

Alhoori, H., Samaka, M., Furuta, R., & etal. (2019). Anatomy of scholarly information behavior patterns in the wake of academic social media platfoMSRT. *International Journal on Digital Libraries, 20*(4), 369–389.

Alsadoon, E. (2024). Motivating Factors for Faculty to Use Web Applications in Education. *The Turkish Online Journal of Educational Technology, 17*(3), 73-90.

Amrutha, R. V., Kumar, K. S., & Kabir, S. H. (2024). Use of reference managementsoftware among science research scholars in University of Kerala. *Indian Journal ofInformation Sources and Services, 8*(1), 54-57.

Anderson, P. (2022). *What is web 2.0? Ideas, Technologies and implications for education.* Retrieved from JISC Technology & Standard Watch: http://www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf

Ashikuzzaman, M. D. (2023). *About bibliography.* Retrieved from lisbdnet: http://www.lisbdnet.com/about-bibliography/

Avidiansyah, Z., & Kurniajaya, J. F. (2020). Analysis of Final-year Students Self-Awareness Using Reference Management Software. *Record and Library Journal, 6*(1), :99 10.20473/rlj.V6-I1.2020.99-109.

Babalola, Y. T. (2022). Awareness and Incidence of Plagiarism among Undergraduates in a Nigerian Private University. *African Journal Library, archival & Information Science, 22*(1), 53-60.

Basak, S. K. (2022a). A Comparative Analysis of Zotero and Mendeley Reference Management Software. *International Journal of Psychological and Behavioural Sciences,, 8*(11), 2019-2019.

Basak, S. K. (2022b). Reference Management Software: Comparative analysis of RefWorks and Zotero. *International Journal of Humanities and Social Sciences,, 8*(11), 2019-2019.

Bos, N., Zimmerman, A., Olsen, J., Yew, J., & Yerkie, J. D. (2022). From shared databases to communities of practice: taxonomy of co laboratories. *Journal of Computer and communication, 12*(2), 652–672.

Bouchrika, I. (2023, MAY 12). *How to Write a Research Proposal: Structure, Examples & Common Mistakes.* Retrieved from research.com: https://research.com/research

Bradley, C. (2022). *Plagiarism education and prevention: a subject-driven case-based approach.* Oxford: Chandos.

Bugyei, K. A., Kavi, R. K., & Obeng-Koranteng, G. (2019). Assessing the awareness and usage of reference management software (MSRT) among Researchers of the Council for Scientific and Industrial Research (CSIR) Ghana. *Journal of Information and Knowledge Management, 18*(3), 234 - 244 https://www.world scientific.com/doi/10.1142/S022020201950031X.

Chalmers, D. (2020). *The Conscious Mind: In Search of a Fundamental Theory.* Oxford: Oxford University Press.

Chen, Y. H., & Barnes, S. (2022). Initial trust and online buyer behavior. *Industrial Management and Data Systems, 107*(1), 21–36.

Chin, J., & Lin, S. C. (2023). A behavioral model of managerial perspectives regarding technology acceptance in building energy management systems. *Sustenability, 8*(7), 641.

Cibbarelli, P. (2020). Cibbarelli's surveys: user ratings of bibliographic citation management software. *Computers in Libraries,, 15*(4), 25-40.

Clapp, V. W. (2019). *The future of the research library.* Urbana, Ill: University of Illinois Press.

Consult, A. N. (2021). *China Online Banking Study.* Retrieved from estore.chinaonline. com: http://estore.chinaonline. com/chinonlbanstu.html.

Dalvi-Esfahan, M., Shahbazi, H., Nilashi, M., Samad, S., Mardani, A., & Streimikiene, D. (2024). Factors Influencing Beliefs Formation towards the Adoption of Social Commerce in SME Travel Agencies. *Economics and Sociology, 11*(3), 207-225. doi:10.14254/2071-78.

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (2019). User acceptance of computer technology: a comparison of two theoretical models. *Manage. Sci., 35*(8), 982-1003.

Dearstyne, R. (2022). Blogs, mashups, and wikis: Oh my! *Information Management Journal,, 41*(4), 24−33.

Du Plooy-Cilliers, C., Davis, C., & Bezuidenhout, R. (2022). *Research Matters.* . Cape Town:: Juta & Company Ltd.

Du Plooy-Cilliers, F., Davis, C., & Bezuidenhout, R. (2022). *Research Matters.* South Africa.: Paarl Media Paarl.

Efron, S. E., & Ravid, R. (2019). *Writing the Literature Review: A Practical Guide.* New York, NY:: The Guilford Press.

Efron, S., & Ravid, R. (2019). *Writing the Literature Review: A Practical Guide.* New York, NY: The Guilford Press.

Emanuel, J. (2022). Users and citation management tools: Use and support. *Reference Services Review, 41*, 639–659. doi: http:www.10.1108/RSR-02-2022-0007.

Endlsley, M. R., Farley, T. C., Jones, W., Midkiff, A. H., & Hansman, R. J. (2019). Situation Awareness Information Requirementsfor Commercial Airline Pilots. *HansmanInternational Center for Air Transportation Department of Aeronautics & Astronautics* (pp. 1 -15). Massachusetts : Massachusetts Institute of Technology Cambridge, MA 02139 USA.

Endsley, M. R. (2019). Design and Evaluation for Situation Awareness Enhancement. *Proceedings of the Human Factors Society Annual Meeting, 32*(2), 97–101. https://doi.org/10.1177/154193128803202121.

Endsley, M. R. (2020). A survey of situation awareness requirements in air-to-air combat fighters. . *The International Journal ofAviation Psychology, 3*(2), 157–168. https://doi.org/10.1207/s15327108ijap0302_5.

Endsley, M. R. (2020). Toward a Theory of Situation Awareness in Dynamic Systems. *Human Factors, 37*(1), 32–64. https://doi.org/10.1518/001872095779049543.

Endsley, M. R. (2020). *Situation awareness measurement in test and evaluation. In T. G.O'Brien & S. G. Charlton (Eds.), Handbook of human factors testing & evaluation.* Mahwah, NJ:: Lawrence Erlbaum.

Endsley, M. R. (2020). *Direct measurement of situation awareness: Validity and use of SAGAT. In M. R. Endsley & D. J. Garland (Eds.), Situation awareness analysis and measurement.* Lawrence Erlbaum Associates Publishers.

Endsley, M. R. (2023). Situation Awareness Misconceptions and Misunderstandings. *Journal of Cognitive Engineering and Decision Making, 9*(1), 4–32. https://doi.org/10.1177/1555343415572631.

Endsley, M. R., & Bolstad, C. A. (2020). Individual differences in pilot situation awareness. *The International Journal of Aviation Psychology, 4*(3), 241–264. https://doi.org/10.1207/s15327108ijap0403_3.

Eriksson, K., Kerem, k., & Nilsson, D. (2021). Customer acceptance of internet banking in Estonia. *, Int. J. Bank Mark., 23*(2), 200-216.

Fenner, M., Scheliga, K., & Bartling, S. (2022). *Reference Management.* Boston: Opening Science.

Fitzgibbons, M., & Meert, D. (2022). Are bibliographic management software search interfaces reliable? A comparison between search results obtained using database interfaces and the EndNote online search function. *The Journal of Academic Librarianship, 36*(2), 144.

Flach, J. M. (2020). Situation Awareness: Proceed with Caution. *Human Factors, 37*(1), 149–157. https://doi.org/10.1518/001872095779049480.

Fourie, I. (2022). , Personal information management (PIM), reference management and mind maps: the way to creative librarians,. *Library HiTech, 29*(4), 764–771.

Francese, E. (2022). The Usage of Reference Management Software (MSRT) in an Academic Environment: A Survey at Tallinn University. *International Conference on Integrated Information. Kos*, (pp. 293-296).

Francese, E. (2022). *Reference mangement software as digital libraries:a survey at the university of Torino. Master Thesis.* Torino: International Master in Digital Library Learning.

Francese, E. (2022). Usage of Reference Management Software at the University of Torino. *Italian Journal of Library and Information Science, 4*, 145–174.

Francese, E. (2022a). *The Usage of Reference Management Software (MSRT) in an academic environment: a survey at Tallinn University.* Parma: Oslo University College.

Francese, E. (2022b). The Use of reference Management software in Tallium Univerisdity. *Journal of Library and Information Science, 1*(1), 1-111.

Gaffer, K., Singh, L., & Thomas, T. (2022). Are we ready for Web 2.0? Evidence from a Caribbean University. *Caribbean Teaching Scholar, 1*(2), 129 – 146.

Gahtani, S. A. (2021). The applicability of TAM outside North America: an empirical test in the United Kingdom. . *Information Resource Management Journal, 2 (July- September)*, 37-46.

Gefen, D., Straub, D. W., & Boudreau, M. C. (2020). Structural equation modeling and regression: guidelines for research practice,. *Commun. Assoc. Info. Syst., 4*(7), 1-30.

Gilmour, R., & Cobus-Kuo, L. (2022). *Reference Management Software: A comparative analysis of four products*. Retrieved from Issues in Science and Technology Librarianship: http://www.istl.org/11-summer/refereed2.html

Gordon, I. D., Meind, l. P., White, M., & etal. (2024). Information seeking behaviors, attitudes, and choices of academic chemists. *Science & Technology Libraries, 37*(2), 130–151.

Grosseck, G. (2020). To use or not to use Web 2.0 in higher education? *Procedia-Social and Behavioral Sciences, 1*(1), 478-482.

Guertin, P. A. (2019). A novel concept introducing the idea of continuously changing levels of consciousness. *Journal of Consciousness Exploration & Research, 10*(6), 406–412.

Guriting, P., & Ndubisi, N. O. (2021). Borneo online banking: evaluating customer perceptions and behavioural intention. *Manage. Res. News, 29*(1/2), 6-15.

Haglund, L., & Olsson, P. (2022). The Impact on university libraries of changes in information behavior among academic researchers: a multiple case study. . *The Journal of Academic Librarianship, 34*(1), 52-59.

Hantla, B. (2023). *Reference Manager Software: What is it and what can it do.* Retrieved from American Journal of Experts: https://www.aje.com/arc/reference-managersoftware-what-it-and-what-can-it-do/

Hernandez, J. M., & Mazzon, J. A. (2022). Adoption of internet banking: proposition and implementation of an integrated methodology approach. *International J. Bank Mark, 25*(2), 72-88.

Homo, L. (2022). Web-based citation management tools: Comparing the accuracy of their electronic journal citations. *The Journal of Academic Librarianship, 40*(6), 552–557.

Hortshorne, R., & Ajjan, H. (2022). Examining student decisions to adopt Web 2.0 technologies: Theory and empirical tests. *Journal of Computing in Higher Education, 21*, 183-198. https://doi.org/10.1007/s12528-009-9023-6.

Hussain, A. A., Leslie, S., Barros, A., Chrisley, R., & Cutsuridis, V. (2022). *Brain Inspired Cognitive Systems.* New york: Springer Science+Business Media.

Idiegbeyan-ose, J., Nkiko, C., & I., O. (2021). Awareness and Perception of Plagiarism of Postgraduate Students in Selected Universities in Ogun State, Nigeria. . *Library Philosophy and Practice (e-journal)*, 1 -25.

Idoga, P. E., Oluwajana, D. I., & Adeshola, I. (2022). Educational quality and technological complexity on recognition of enhanced learning platform in

developing countries using PLS-SEM in a post COVID era. *Educational technology research and development, 70*, 2255–2273.

Jackson, D. (2022). A direct path to dependable software. *MIT Open Access Articles, 52*(4), pp. 78-88. http://dx.doi.org/10.1145/1498765.1498787.

Jackson, K. (2022). *An In-Depth Look into the KnightCite Citation Service*. Retrieved from Calvin Edu: https://www.calvin.edu/library/knightcite/?op=aboutus

Jones, D. G., & Endsley, M. R. (2020). Sources of situation awareness errors in aviation. . *Aviation, Space, and Environmental Medicine, 67*(6), 507–512.

Kali, A. (2023). Reference management: A critical element of scientific writing. .*Journal of Advanced Pharmaceutical Technology and Research, 7*(1), 27-29. http://www.japtr.org/text.asp?2023/7/1/27/169875Literature.

Kam, H. J., & Katerattanakul, P. (2022). Structural model of team-based learning using Web 2.0 collaborative software. *Computers and Education, 76*, 1-12.

Kazoka, J. (2023). *The potentials of the integration of Web.2.0 technologies in teaching and learning activities in selected Tanzania universities. Unpublished PhD Thesis:.* Dar es Salam: University of Dar es Salaam.

Kazoka, J. E., & Mwantimwa, K. (2019). Perceived usefulness and ease of use of Web 2.0 tools in university teaching and learning in Tanzania. *University of Dar es Salaam Library Journal, 14*(2), 19-37.

Kenny, R. W. (2020). *Reinventing undergraduate education: a blueprint for America's research universities.* Stony Brook, NY:: The Boyer Commission on Educating Undergraduates in the Research University. .

Kern, M. K., & Hensley, M. K. (2022). Citation Management Software: Features and Futures. *Reference and User Services Quarterly, 50*(3), 204-208.

Kessler, J., & VanUllen, M. K. (2021). Citation generators: Generating bibliographies for the next generation. *The Journal of Academic Librarianship, 31*(4), 310–316.

Kessler, j., Ullen, v., & Mary, K. (2021). Citation Generators: Generating bibliographies for the next generation. *The journal of academic librarianship, 31*(4), 310-316. http://dx.doi.org/10.1016/j.acalib.2021.04.012.

Khayati, S., & Zouaou, S. K. (2022). Perceived Usefulness of Information Technology: The moderating influences of the dependence of subcontractor towards his

contractor. *Journal of Knowledge Management, Economics and Information Technology, 3*(6), 1- 28. .

Kiernan, V. (2021). Toss out the Indext Cards. *Chronicle of Higher Education, 52*(40), 25 - 40.

Klock, A. C., Nakazoni, I. A., Gasparini, I., & Hounsell, M. S. (2023). Usability Evaluation of Reference Management Software. *Paper presented at the XII Brazilian Symposium on Information Systems in the Cloud Computing Era. 1* . Information Systems in the Cloud Computing Era.

Kokoszka, A. (2022). *States of Consciousness: Models for Psychology and Psychotherapy.* New York: Springer Science+Business Media.

Kratochví, l. J. (2023). Comparison of the accuracy of bibliographical references generated for medical citation styles by EndNote, Mendeley, RefWorks and Zotero. *The Journal of Academic Librarianship, 43*(1), 57–66.

Light, D. (2022). Do Web 2.0 right? *learning and leading with technology, 38*(5), 10-15.

Locke, D. (2021). *Perception and Our Knowledge of the External Worl* (Vol. 3). London:: Psychology Press.

Lonergan, N. (2023). Reference management software preferences among liberal arts faculty. *Reference Services Review, 45*(4), 584–595.

Long, L. (2022). *A critical review of technology acceptance literature*. Retrieved from http://www.swdsi.org/swdsi2022/SW2022_Preceedings/papers/PA104.pdf

Lorenzetti, D. L., & Ghalli, W. A. (2022). Reference management software for systematicreviews and meta-analyses: An exploration of usage and usability. *BMC Medical Research Methodology, 13*(1), 1-5.

Louis, S. (1954). *Basic Reference Sources.* Chicago: American Library Association.

Lwoga, E. T., Sife, A., Busagala, L. S., & Chilimo, W. (2023). *The role of Universities in creating ICT awareness, literacy and expertise: Experiences from Tanzanian public universities.* Kampala: Phantom Solutions.

Lwoga, T. (2022). Integrating Web 2.0 into an academic library in Tanzania. *The Electronic Library, 32*(2), 183-202.

Madan, A., & Dubey, S. K. (2022). Usability evaluation method: a literature review. *Int. J. Eng. Sci. Technol, 4*(2), 590–599.

Madhuri, A. J., & Harilakshmi, N. (2021). Use and Awareness of Reference Management Software Tools by Research Scholars of Library and Information Science in India: A Study. *Library Philosophy and Practice (e-journal)*, https://digitalcommons.unl.edu/libphilprac/6371/.

Madhusudha, M. (2023). Use of online citation tools by students and research scholars of Department of Library and Information Science, University of Delhi. *Journal of Library & Information Technology, 26*(3), 164 - 172.

Marino, W. (2022). Fore-cite: Tactics for evaluating citation management tools. *Reference Services Review, 40*(2), 295–310.

Masele, J. J. (2022). *Adoption of Green e-business applications for sustainable tourism development in developing countries: The case of Tanzania* . Retrieved from Shaker Verlag, Aachen Germany: http://hdl.handle.net/20.500.11810/4268

Mathieson, K. (2022). Predicting user intentions: comparing the technology acceptance model with the theory of planned behavior. . *Info. Syst. Res., 2*(3), 173-191.

McCabe, D. (2021). *Academic Dishonesty Survey Study (Unpublished Study).* Rutgers: Rutgers University.

McMinn, H. S. (2022). Library Support of Bibliographic Management Tools: A review. *Reference Services Review, 39*(2), 278-302.

Melles, A., & Unsworth, K. (2023). Examining the Reference Management Practices of Humanities and Social Science Postgraduate Students and Academics. *Australian Academic & Research Libraries, 46*(4), 250-276. DOI: https://doi.org/10.1080/00048623.2023.1104.

Meredith, S. (2022). Critical review of referencing software when used with OSCOLA. *Journal of Law and Technology, 4*(1), 1 -16.

Mhokole, E. L., & Kimaryo, C. (2022). Usage of Reference Management Software by Postgraduate Students at the University of Dar es Salaam, Tanzania. *University of Dar es Salaam Library Journal, 17*(2), 1- 10.

Miguel, J. P., Mauricio, D., & Rodríguez, G. (2022). A Review of Software Quality. *Models for the Evaluation of Software Products, 5*(6), 31-53.

Mohammad, A. (2022). *Modeling student perception of Web 2.0 technologies adoption in Kuwait (Unpublished Dissertation).* Texas: University of North Texas.

Mohammadi, H. (2023). Investigating users' perspectives on e-learning: An integration of TAM and IS success model. *Computers in Human Behavior, 45*, 359-374. doi:https://doi.org/10.1016/j.chb.2022.07.044.

Molina, O. E., Fuentes-Cacell, D. R., & Garcia-Hernandes, A. (2022). Evaluating usability in educational technology: A systematic review from the teaching of mathematics. *LUMAT: International Journal on Math, Science and Technology Education, 10*(1), 65-88.

Mollel, K. (2022). *Gender Analysis Of Information Technology Adoption Into Teaching, Learning And Research By Faculty And Students Of Selected Universities In Tanzania (Unpublished PhD Thesis).* Dar Es Salam: University of Dar es Salam.

Motlhake, T. M. (2021). *Utilization of reference management software by postgraduate students in the faculty of humanities at the University of Limpopo, South Africa (A Dissertation).* Limpopo: University Of Limpopo. http://ulspace.ul.ac.za/bitstream/handle/10386/3833/motlhake_tmj_2021.pdf?sequence=1&isAllowed=y.

Moumane, K., Idr, A., & Abran, A. (2023.). Usability evaluation of mobile applications using ISO 9241 and ISO 25062 standards. Springerplus.

Nair, S., Luis, J., Vara, D., Sabetzadeh, M., & Briand, L. (2022). An extended systematic literature review on provision of evidence for safety certification. *InfSoftw Techno, 56*(7), 689-717.

Ndumbaro, F. (2024). Exploring students' conceptions of collaborative information use and information use outcomes in credit-based group learning assignments. *University of Dar es Salaam Library Journal, 13*(2), 65-79.

Nejati, M., Ismail, S., & Shafaei, A. (2022). Students' unethical behaviour: insights from an African Country. *Global Business and Management Research: An Internationa lJournal, 3*(3 & 4), 276-295.

Nielsen, J., & Tahir, M. (2021). Homepage usability: 50 websites deconstructed. Indianapolis, IN: New Riders Publishing.

Nitsos, I., Malliari, A., & Chamouroudi, R. (2022). Use of reference management software among postgraduate students in Greece. *Journal of Librarianship and Information Science, 54*(1), 95–107. https://doi.org/10.1177/0961000622020413.

Niu, X., Hemminger, M. B., Lown, C., Adams, S., Brown, C., Level, A., et al. (2022). National study of information seeking behavior of academic researchers in the United States. *Journal of the American Society for Information Science and Technology, 61*(5), 869-890. DOI: 10.1002/asi.21307.

North Carolina State University. (2021). *Citations and references*. Retrieved from North Carolina State University: https://www.ncsu.edu/ labwrite/res/res-citsandrefs.html

Okaka, W. (May, 2022). Enhancing the Diffusion of Information CommunicationsTechnology for Quality Knowledge and Skills Development in African Universities. *A Paper at the 1ST African- European Union (EU) ICT Regional African Conference, Munyonyo Resort Commonwealth Speke Hotel, Kampala, Uganda, Organized from 05-08 May.* Munyonyo, Uganda: European Union (EU) and Government of Uganda.

Okaka, W. T., & Apil, J. (January, 2022). Innovative ICT public awareness campaign strategy to communicate environmental sustainability in Africa Conference. *IST-Africa Conference and Exhibition (IST-Africa, 2022).* Uganda: IST-Africa Conference and Exhibition. https://www.researchgate.net/publication.

Ollé, C., & Borrego, A. (2022). A qualitative study of the impact of electronic journals on scholarly information behavior. *Library & Information Science Research, 32*(3), 221-228.

Olutola, F. O. (2023). Towards a moore enduring prevention of scholarly plagiarism among univerisity students in Nigeria. *African Journal of Criminology and Justice Studies, 9*(1), 83 -97.

Onoriode, O. K. (2023). Availability of Information and Communication Technologies (ICT) in Academic Libraries in Nigeria: A review. *International Journal of Academic Library and Information Science, 4*(4), 104 -109. http://www.academicresearchjournals.org/IJALIS/Index.htm.

Onriode, O. K. (2022). Awareness of Undergraduates in University of Benin, Benin City, Delta State about Reference Management Software. *Library Philosophy and Practice (e-journal)*, https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=14123&context=libphilprac.

Onwuagboke, B. B., Singh, T. K., & N., O. J. (November, 17 -19, 2023). Perceived Challenges to Effective ICT Integration in Teacher Education in South-Eastern Nigeria. *Paper Presented at the 3rd International Conference on Leadership & Learning in the Asian Century.* Penang: Universiti Sains Malaysia.

Oshiname, R. M., & Ajuwon, G. A. (2020). Awareness and Use of Reference Managers by Resident Doctors in Nigeria. *Journal of Health Information and Librarianship, 5*(1), 93-107.

Osmani, M., Mza, R., Ahmad, B. A., & Arif, A. S. (2023). Reference management software(MSRT) in an academic environment: a survey at a research university in Malaysia. *Journal of Theoretical and Applied Information Technology, 88*(1), 135-144.

Ovadia, S. (2022). Managing Citations With Cost-Free Tools. *Behavioral & Social Sciences Librarian, 30*(2), 107-111, DOI: 10.1080/01639269.2022.565408.

Owen, D. (2023). *Product, services and software: why is ease of use so important?* Retrieved from www.reckon.com: https://www.reckon.com/reckon-blog/products-services-software-ease-use-important/

OxfordDictionary. (2023). *Bibliography.* Retrieved from www.oxfordlearnersdictionaries.com: https://www.oxfordlearnersdictionaries.com/definition/english/bibliography#:~:text=%2F%CB%8Cb%C9%AAbli%CB%88%C9%91%CB%90%C9%A1r%C9%99fi%2F,somebody%20writing%20an%20article%2C%20etc

Pathak, A., & Johson, S. (2024). Use and awareness of reference management software. *Journal of New Librarianship, 3*(2), 229-256.

Pradia, S. (2023). *Understanding College Students' Readiness to Use Web 2.0 Technologies in Online Education. Walden University.* Retrieved from scholarworks.waldenu.edu: https://scholarworks.waldenu.edu/dissertations

Pulvers, K. D., & Diekhoff, G. M. (2020). The relationship between academic dishonesty and college classroom environment. *Research in Higher Education, 40*(4), 487-98.

Quesenbery, W. (2021). What Does Usability Mean: Looking Beyond 'Ease of Use. *Presented at Society for Technical Communications Annual Conference.* (pp. http://www.cognetics.com/presentations/whitney/more-than-ease-of-use.html). Society for Technical Communications.

Quinn, S. (2022). ALA glossary of library and information science. *The Australian Library Journal, 63*(3), 251-252.

Ram, S., & Anbu, J. (2022). The Use of Bibliographic Management Software by Indian Library and Information Science Professionals. *Reference Services Review, 42*(3), 499 – 513.

Ranganathan, S. (2019). *Documentation and its facts.* Bombay: Asia Publishing House.

Rice, R. E., & Atkin, C. K. (2022). *Public communication campaign.* Illinois: Sage.

Rogers, E. (2019). *Diffusion of Innovations.* New York: Free Press.

Rogers, E. (2021). *Diffusion of innovations* (5th ed.). New York: Free Press.

Salas, J., Chang, A., Montalvo, L., Núñez, A., Vilcapoma, M., Moquillaza, A., et al. (2019). Guidelines to Evaluate the Usability and User Experience of Learning Support PlatfoMSRT: A Systematic Review. *w. Communications in Computer and Information Science,1114 CCIS, 2*(1), , 238–254. https://doi.org/10.1007/978-3-030-37386-3_18.

Salemm, J., & Fehrmann, P. (2022). Bibliographic Management Software: A Focus Group Study of the Preferences and Practices of Undergraduate Students. *Public Services Quarterly, 9*(2), 110-120, DOI: 10.1080/15228959.2022.785878.

Salleh, M. A., Bahari, M., & Zakaria, N. H. (2023). An Overview of Software Functionality Service: a Systematic Literature Review. *The 4th Information Systems International Conference (ISICO 2023)* (p. https://www.researchgate.net/publication/322072677_An_Overview_of_Software_Functionality_Service_A_Systematic_Literature_Review#fullTextFileContent). Procedia: ScienceDirect, Procedia Computer Science.

Sarrafzadeh, M., & Hazeri, A. (2022). The familiarity and use of reference management software by LIS faculties in Iran. *New Library World, 115*(11-12), 558-570.

Sarrafzadeh, M., & Khaleghi, N. (2023). Instruction of Citation Management Tools by Academic Librarians: The Need for Training the Trainers. *Webology, 14*(1), 53 - 65 : http://www.webology.org/2023/v14n1/a155.pdf.

Saxena, A., & Yadav, R. (2022). Impact of mobile technology on libraries: A descriptive study. *International Journal of Digital Library Services, 3*(4), 1-58.

Sayers, R. (2021). *Principles of awareness-raising: Information literacy, a case study.* Bangkok: UNESCO Bangkok.

Seemann, K. (2021). Basic principles in holistic technology education. *Journal of Technology Education, 14*(2), 28-39.

Setiani, N., Aditya, B. R., Wijayanto, I., & Wijaya, A. (2021). A study on awareness of bibliographic management software for the academic writing activity in higher education. *Journal of Physics: Conference Series*, 1 - 6.

Shivcharan, S. (2024). Use of reference management software (MSRT) by pharmaceutical students in Maharshi Dayanand university, Rohtak. *International Journal of Library and Information management, 9*(1), 33-39.

Singh, A. K. (2021, June). Awareness of Ref eness of Reference Management Softwar ence Management Software's among the Research Scholars of Babasaheb Bhimrao Ambedkar University and Mahatma Gandhi Central University . *Library Philosophy and Practice (e-journal)*, https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=10307&context=libphilprac.

Spack, R. (2020). Initiating ESL students into the academic discourse community: How far should we go? *TESOL Quarterly, 22*(1), 29-53.

Speare, M. (2024). Graduate student use and non-use of reference and PDF management software: An exploratory study. *The Journal of Academic Librarianship, 44*(6), 762–774.

Spotts, T. H. (2020). Discriminating factors in faculty use of instructional technology in higher education. *Educational Technology & Society, 2*(4), 92-99.

Stanton, N., Chambers, P., & Piggott, J. (2021). Situational Awareness and Safety. *Safety Science, 39*, 189-204. http://dx.doi.org/10.1016/S0925-7535(01)00010-8.

Steele, S. (2022). Bibliographic citation management software as a tool for building knowledge. *Journal of Wound Ostomy & Continence Nursing, 35*(5), 463-68.

Tahar, A., Riyadh, A. A., Sofyani, H., & Purnomo, W. E. (2020). Perceived Ease of use, Perceived Usefulness, Perceived Seucirity and intention to use E-Filing: The Role of Technology Readiness. *The Journal of Asian Finance, Economics and Business, 7*(9), 537.

Tatlı, Z., Akbulut, H. İ., & Altınışık, D. (2023). The impact of Web 2.0 tools on pre-service teachers' self confidence levels about TPCK. *Turkish Journal of Computer and Mathematics Education*(7), 659-678.

Teffeau, L. C., Palmer, C. L., & Pirmann, C. M. (2022). *Scholarly Information Practices in the Online Environment: Themes from the Literature and Implications for Library Service Development.* OCLC Research.

Tramullas, J., & Garrido, P. (2023). *Studies and analysis of reference management software.* Retrieved from elprofesionaldelainformacion.com: www.elprofesionaldelainformacion.com › contenidos › sep

Trevethan, R. (2023, August 7). Deconstructing and Assessing Knowledge and Awareness in Public Health Research. *Front Public Health, 7*(5), p. 194. Doi: 10.3389/fpubh.2023.00194.

Ukachi, N. B., Nwachukwu, V. N., & Onuoha, U. D. (2022). Library Automation and Use of Open Source Software to Maximize Library Effectiveness. . *Information and Knowledge Management, 3*(4), 74 – 82. http://www.iiste.org/Journals/index.php/IKM/article/viewFile.

UniversityofKansaslibrary. (2023). *How to Select and Use Citation Management Tools: Citation tools in Microsoft Word.* Retrieved from University of Kansas Libraries: https://guides.lib.ku.edu/c.php?g=95057&p=3908473

Usoro, A., Echeng, R., & Majewski, G. (2022). A Model of Acceptance of Web 2.0 in Learning in Higher Education: A Case Study of Two Cultures. *E-Learning and Digital Media, 11*(6), 644–653. https://doi.org/10.2304/elea.2022.11.6.644.

Venkatesh, V. (2020). Veterminants of perceived ease of use: integrating control, intrinsic motivation, and emotion into the technology acceptance model. *Info. Syst. Res., 4*(4), 342-365.

Venkatesh, V., & Davis, F. (2020). A Theoretical Extension of the Technology Acceptance Model: Four Longitudinal Field Studies. *Management Science, 46*, 186-204.

Venkatesh, V., & Davis, F. D. (2020). A model of the antecedents of perceived ease of use: development and test. *Decis. Sci., 27*(3), 451- 481.

Venkatesh, V., & Davis, F. D. (2020). A Theoretical Extension of the Technology Acceptance Model: Four Longitudinal Field Studies. *Management Science, 46*(2), 186-204. http://dx.doi.org/10.1287/mnsc.46.2.186.11926.

Venkatesh, V., & Morris, M. G. (2020). Why Don't Men Ever Stop to Ask for Directions? Gender, Social Influence, and Their Role in Technology Acceptance and Usage Behavior. *MIS Quarterly, 24*, 115-139. https://doi.org/10.2307/3250981.

Vezzosi, M. (2022). Doctoral students' information behaviour: An exploratory, study at the University of Parma (Italy). *New Library World, 110*(1), 66–80. doi: 10.1108/03074800910928595.

Vinita, O. (2022, March 22). *Software Documentation: What is it, Its types, Importance, and Best Practices.* https://www.phpkb.com/kb/article/software-documentation-what-is-it-its-types-importance-and-best-practices-287.html

Walsh, K. (2022). *4 Great Online Citation Tools For Students (for MLA, APA, or Chicago manual of style citation styles).* www.emergingedtech.com: http://www.emergingedtech.com/2022/11/4-great-online-citation-tools-for-students-for-mla-apa-or-chicago-manual-of-style-citation-style

Wang, Y., Wang, Y., Lin, H., & Tang, T. (2021). Determinants of user acceptance of internet banking: an empirical study. *Int. J. Service. Ind. Manage, 14*(5), 501-519.

Weiss, J., & Tschirhart, M. (2020). Public information campaign as policy instruments. *Journal of policy analysis and management, 13*(1), 175.

WesternUniversity. (2023). *Benefits of using citation management tools.* www.lib.uwo.ca: https://www.lib.uwo.ca/tutorials/benefitsofusingcitationmanagementtools/index.html

Wetzel, K. (2020). Teacher educators' uses of computing in teaching. *Journal of Technology and Teacher Education, 1*(4), 335-352.

Wikipedia. (2023). *Microsoft word.* Retrieved from en.wikipedia.org: https://en.wikipedia.org/wiki/Microsoft_Word

Wu, M., & Chen, S. (2022). How graduate students perceive, use, and manage electronic resources. *Aslib Proceedings, 64*(6), 641–652. doi:10.1108/00012531211281779.

Wusteman, J., Eden, B., Voss, A., & Procter, R. (2022). Virtual research environments in scholarly work and communication. *Library. HiTech, 27*(2), 174–190.

www.lboro.ac.uk. (n.d.). *Using the library reference management software.* Retrieved from www.lboro.ac.uk: https://www.lboro.ac.uk/services/library/students/usingthelibrary/onlineresources/referencingsoftware/

Zeithaml, A., Parasuraman, A., & Malhotra, A. (2021). Service quality delivery through web sites:a critical review of extant knowledge. *Journal of the Academy of Marketing Science, 30*(4), 362-375.

Zhang, Q., & Segall, R. S. (2022). Review of data, text and web mining software. *Kybernetes, 39*(4), 625-655.

APPENDIX

QUESTIONNAIRE

Department of Educational Management,

Faculty of Education,

University of Benin,

Benin City,

Edo State

14th August, 2025

Dear Respondents,

I am an undergraduate student of the above named institution conducting a research titled "Awareness, Ease-Of-Use, Usefulness and Application of Microsoft Reference Tool among Library and Information Science Undergraduates in University of Benin, Benin City"

Kindly respond as accurately as possible, to the items in the questionnaire. All your responses are for academic purposes only and they will be treated confidentially.

Thank you.

Elijah Omale PAUL

Questionnaire

Awareness, Ease-Of-Use, Usefulness and Application of Microsoft Reference Tool Questionnaire (AEUAMSRTQ)

INSTRUCTION: Please read carefully and tick (√) the appropriate options for all close ended items in the questionnaire.

Section A: Demographic Information

i. Gender: Male [ ] Female [ ]

ii. Level of study----------

Section B: Level of usage of Reference Management Software

Please indicate your responses- Strongly Agree, Agree, Disagree and Strongly Disagree to the statements below, by a tick in the space provided

Level of usage of Reference Management Software	**SA**	**A**	**D**	**SD**
RMS				
Microsoft				
EndNote				
Zoterf				

RefWork				
Mendely				
Bookends				
Citulike				
Reference Manager				
Procite				
Bibtex				
Others				

Section C: Extent to which reference Management Software plays a role

Please indicate your responses- Strongly Agree, Agree, Disagree and Strongly Disagree to the statements below, by a tick (√) in the space provided

Roles of RMS	**SA**	**A**	**D**	**SD**
It creates a bibliographic list				
Discovers New references				
Organize references for ease of retrieval				
Editing of reference according to the citation style				
Inserting citations into my research work				
Saving of citation				
Don't play any role				
I organize my references manually				

Section D: Challenges encountered using Microsoft office bibliographic management tools (MSWRMT) in Federal Universities in Southern Nigeria

Please indicate your responses- Strongly Agree, Agree, Disagree and Strongly Disagree to the statements below, by a tick (√) in the space provided

Library Resources	**SA**	**A**	**D**	**SD**
Lack of awareness				
lack of knowledge				
Lack of computer facility				
Complexity and complication in software				
Difficulty in learning the software				
Difficulty in imputing data into the software				
Lack of training by faculty				
Lack of training by department				
Lack of training by library				
Software is available and accessible				

Inadequate electric supply				
High Cost of computer				
High cost of software				
Lack of skills and expertise				
Lack of technical support				
Lack of end user training by producer				

APPENDIX iii

Analysis of Reliability Test

CORRELATIONS

/VARIABLES=Firstquestadministered SecondQuestAdministered

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Firstquestadministered	71.3800	8.20624	50
SecondQuestAdministered	74.3000	8.81846	50

Correlations

		Firstquestadministered	SecondQuestAdministered
Firstquestadministered	Pearson Correlation	1	.819**
	Sig. (2-tailed)		.000
	N	50	50

SecondQuestAdministered	Pearson Correlation	.819**	1
	Sig. (2-tailed)	.000	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation Coefficient in IBM SPSS version 25

**. Correlation is significant at the 0.01 level (2-tailed).

Firstquestadministered SecondQuestAdministered represent the two sets of observation

The respondents were positively correlated (r= 0.819) at 0.01 level of significances