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RESEARCH ARTICLE

RELATIONSHIP BETWEEN BACHELOR OF EDUCATION TEACHER TRAINEES' CITATION AND REFERENCING ABILITY AND UTILIZATION OF E-RESOURCES.

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Abstract

Utilization of electronic resources is a reading culture that benefits bachelor of education teacher trainees (BEDTTs) by directly exposing the learners to up-to-date and vast subject content in motivating multimedia presentations. The BEDTTs benefit from utilizing e-resources anywhere, anytime with electronic devices. Furthermore, the BEDTTs benefit from utilizing referencing software like Zotero, Mendeley, EndNotes and RefWorks that organize and manage documents consulted in course of completing academic work. The BEDTTs use the time saved to do more academic work. The study examined the relationship between BEDTTs' citation and referencing ability and utilization of e-resources. The objective of the study was to establish the relationship between BEDTTs' citation and referencing ability and utilization of e-resources. The study adopted descriptive research design. Stratified random sampling was used to draw a sample of 370 BEDTTs. Purposeful sampling method was used to obtain 30 staff who interact with BEDTTs either in class, library or administratively. Validity was ascertained using experts from the department of educational communication. The instrument demonstrated high internal consistency (>.90) using test-retest method. Validity was ascertained using Cronbachs' alpha coefficient. Data was collected using questionnaires, interview guides and document analysis guide. Data was analyzed using descriptive and inferential statistical techniques. The findings revealed that there was no relationship between BEDTTs' referencing ability and utilization of e-resources. The findings recommend BEDTTs to be taught a wide range of citation and referencing styles to empower them with referencing ability. A policy on joint curriculum mapping and team-teaching information literacy (IL) among lecturers, library staff and information skills librarians (ISLs) should be implemented. The study recommend replication of a longitudinal study on relationship between citation and referencing ability and utilization of e-resources.

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Introduction:-

The BEDTTs borrow other peoples' (authors) ideas in course of writing projects or preparing assignments hence the need to instruct the teacher trainees on a wide range of citation and referencing styles. The elements of bibliographic reference include author, year of publication, title of the article, title of periodical (underlined or italics), volume and part number and page number of the contribution. Mugenda and Mugenda (2012) asserted that a reference is a citation that uniquely identifies the source of ideas, facts, or research findings that the researcher has used. References give credit to authors of documents used by the researcher and guide readers to the original sources. Neville (2010) agreed that there are over 2000 referencing styles and each style has two parts: citation and reference list. Citation is the in-text section of the work such as the literature review section while the reference list is found at the end of an intellectual creation. Kargbo (2010) agreed that citing references is essential in academia because it gives credit where it is due and adds authority to a statement. Properly written references link readers to relevant sources.

A few of popular referencing styles include: American Psychological Association (APA), Modern Language Association (MLA), Harvard Referencing Style (HRS), Chicago manual of Style (CMS), Modern Humanities Research Association (MHRS), Council of Science Editors Style (CSES), Institute of Electrical and Electronics Style (IEES), Vancouver Style (VS), British Standards (BS), American Medical Association Manual of Style (AMAMS) and Numeric Referencing Style (NRS). The (APA) (2010) style is one of the referencing styles used by authors to acknowledge other peoples' ideas incorporated into one's work. It is widely used in the social sciences and allied fields including economics, education, psychology, sociology, anthropology and business. To cite an authors' works APA uses author – date citation style where the last name of the author and the date of publication of the document in parenthesis, are inserted in the text.

An example of an in-text citation is where Inyega and Inyega (2017) affirmed that ICTs have much to offer to students who have challenges in reading. The bibliographic details given in the in-text citation, that is, Inyega and inyega (2017) lead the reader to the sources of information in the alphabetical reference list that appear on a separate page at the end of document. The reference list is titled "References" and is prepared using the hanging indention method. The writer is supposed to capitalize only the first word of the title and subtitle in the reference list (APA, 2010). The details would appear as follows: Inyega, H and Inyega J. (2017). Psychotherapy, (II) literacy, information communication and technologies: Building bridges to literacy excellence. Journal of Education and Human Development, 6, pp. 128-138 doi10.15640/jehd.v6n2a14

The Chicago Manual of Style (2010) is another referencing system which uses two documentation methods namely; the notes and bibliography style. The method is mostly used by those in humanities including history, literature and the arts. Google (Google Privacy Policy) and the author – date style Google (2009)..... An example of how the details appear in the reference list will suffice:

Google. "Google Privacy Policy." Accessed July 19, 2010. <http://www.google.com/intl/en/privacypolicy.html> and Google.2009"Google Privacy Policy." Last modified March 11.<http://www.google.com/intl/en/privacypolicy.html> respectively.

In the former documentation, the author appears first followed by the title both in the reference list and notes area while in the latter, author appears first followed by year of publication in the reference list and in- text citation area (University of Chicago, 2010).

Modern Language Association Style is another referencing style widely used by English and other modern language departments since 1984 to reference documents consulted by writers. MLA is a name - title referencing style and uses the surname of an author in citing a reference. When you cite an author in your work, include the surname in parenthesis at the end of the sentence. For instance, teaching methods have to change to accommodate learners with different learning styles (Odundo). At the end of the work one is supposed to have a "Works Cited" page that lists in alphabetical sequence all sources consulted in the process of writing the document. (MLA, 2016). Below are two references prepared using MLA referencing style:

O'Connor, John. "Global Warming and the Future." Jane Murphy Blog, 14 January 2010. Web. 13 April 2010 <http://www.ucd.ie/library/endnote> and Odundo, P. and Samson Gunga. "Effects of the application of instructional

methods on learner achievement in business studies in secondary schools in Kenya. *International Journal of Educational Research*, 1, pp. 1-22, 2013.

The study was interested in establishing whether BEDTTs are conversant with MLA referencing style because many teacher trainees' major in Linguistics/Literature. Sponsors of linguistics conferences sometimes stress that papers to be presented in the conference should be in MLA style hence the need for BEDTTs to be familiar with the style.

Another documentation style that BEDTTs ought to be conversant with is the Harvard Referencing System. It uses author- date approach to reference documents consulted by an author. Every major word in the title and subtitle is capitalized. Non full stop and space is put between the initials of the authors other names (Macquaire University, 2018). The following are examples of articles referenced using Harvard referencing style:

Ramalho, R, Helffrich, G, Schmidt, D & Vance, D (2010) Tracers of Uplift and Subsidence in the Cape Verde Archipelago. *Journal of the Geological Society*. [Online] 167 (3), 519-538. Available from: doi: 10.1144/0016-76492009-056 [Accessed: 14th June 2010] and Ogutu, J, Odundo, P and Mwanda, P (2017) Adoption of Information Communication and Technology on Historical Research at the University of Nairobi: Implication on Teaching and Learning Process. *Asian Journal of Educational Research*, Vol. 5, No.2 P. 22-31

Numerical System is another referencing system which the BEDTTs should be familiar with. Neville (2010) confirmed that there are two types of Numerical Referencing Style; Consecutive Number Referencing or Running Notes Style and Recurrent Number Referencing Style. The Consecutive Number Referencing style uses a different number for each note or reference in the text each time it is cited. One source may have several numbers attached to it. The numbers are linked with citations at the bottom of the pages (footnotes) or at the end of the assignment with the heading Endnotes of Notes. Neville (2010) noted that the Recurrent Number Referencing Style (RNRS) on the other hand uses a bracketed number in the text which links with list of references at the end of the text. The main difference with the running notes referencing style is that the same number can be repeated if a source is mentioned more than once in the same assignment. An example of in-text use of RNRS; Ogutu, Odundo and Mwanda (2017) [1] the Internet and computers have enabled students to learn and practice historical research skills. In the same vein, Inyega and Inyega 2017 [2] agreed that ICTs have much to offer to students who have difficulties in reading..... Every time the document appear for the second or subsequent times in the discussion in the text, only the number assigned to each document appear to denote the name of the author. For instance, [1] and [2] agree that ICTs play a vital role in education. This means that any time Ogutu, et al is cited by the writer, [1] will appear in the in-text section to represent the authors while Inyega and Inyega will be represented by [2].

Referencing is crucial because readers get bibliographic details that help in tracing the article describing the full research in detail. Readers get detailed information only if in-text citation and the reference list are done correctly hence the need for BEDTTs to learn referencing styles early in their academic career.

Statement of the problem

The University of Nairobi (UoN) spends colossal amounts of money annually to subscribe to a wide range of e-resources including e-book and e-journal databases. The UoN also has an institutional repository that captures, preserves and provides access to digital resources created by staff and students. To date the digital repository has over 85,000 resources comprising: e-UoN archives, e-policies, e-speeches, e-lecture notes, e-seminar proceedings, e-thesis and e-journal articles (<https://erepository.uonbi.ac.ke>, 2017). The UoN Library System (UoNLS) and the School of Education (SoE) have installed information communication technologies (ICTs) comprising networked computers and WIFI, in order to facilitate BEDTTs to access and utilize e-resources. Furthermore, BEDTTs are taught information skills during the first year.

The BEDTTs are therefore expected to utilize a wide range of e-resources to prepare class notes, complete assignments or compile reference lists of all documents consulted in course of writing a paper or project. However, there have been complaints from information skills librarians (ISLs) and lecturers that BEDTTs are barely inducted on the use of e-resources. This weakens the abilities of BEDTTs' to utilize e-resources. Furthermore, the BEDTTs experience challenges of referencing e-resources. This situation is of concern because BEDTTs are not only cut-off from current and vast amount of subject content but are likely to practice plagiarism unknowingly due lack of citing and referencing abilities.

Objective of the study

The objective of the study was to establish the relationship between BEDTTs' citation and referencing ability and utilization of e-resources

Theoretical context

The study was guided by Gagne's theory of instruction which was propounded in 1992. Gagne was an educational psychologist who pioneered in the science of instruction in the 1940s. The theory was based on the information processing model. Burba (2013) asserted that Gagne coined the term instructional design when researching and developing training materials for the US military in the 1960's. Kayvan, Kamran and Saud (2011) agreed that Gagne's theory has provided valuable ideas to many trainers and teachers. The theory has been applied in the design of instructions for the military, leadership, healthcare and engineering. Driscoll (1994) breaks the theory into three components; taxonomy of learning outcomes, conditions of learning and nine events of instruction. The theory informs library staff and information skill librarians (ISLs) of the necessity to ensure that the ICT environment is conducive to learning by installing stable internet and adequate functional computers. Such excellent external conditions encourage the BEDTTs to learn without interruptions.

The last component, comprising the nine events of instruction which refer to actions of both teacher and students during the lesson, resonate well with the study. The events are hierarchical in order to have successful instruction on citation and referencing skills. The third event, 'stimulating recall of prior knowledge' for instance, would help the instructors to know the BEDTTs' IL level so as to customize the new content on referencing styles accordingly. The BEDTTs would be asked to give prior knowledge of compiling reference lists using acknowledged documentation styles. The BEDTTs have varying IL exposure in early childhood before nursery, during nursery, primary and high schools. The instructors can then classify the BEDTTs into respective IL levels and prepare appropriate new content that matches those levels. Additionally, the eighth event, assessing performance, is relevant because it informs IL instructors how to confirm whether the BEDTTs have acquired the skills of utilizing and referencing e-resources. This could be achieved by administering continuous assessment tests after every topic.

The theory could also be used in designing instructions for teaching BEDTTs psycho-motor skills in referencing e-resources. The library staff, lecturers and ISLs could prepare lesson plans, guided by the nine events. About 20 BEDTTs could take part in a hands-on lesson, conducted in the computer lab with 21 computers, with reliable internet. The ISL could take the BEDTTs through step by step process of using specific referencing software to compile lists of documents consulted in course of completing assignments in APA style. The process could be repeated for all to see and adopt. Computer technicians could assist the BEDTTs experience challenges of using computers to keep pace with the ISL. To enhance retention, the BEDTTs could repeat the whole process covering MLA, HRS, CMS and NS each time allowing the BEDTTs to have hands-on experience.

Research Methodology:-

The study adopted descriptive design. The target population for this study included 3082 BEDTTs from second to fourth year enrolled in the 2016/2017 academic year, 10 librarians in Kenya Science Campus (KSC) and CEES, Kikuyu libraries, 66 lecturers, two (ISLs) and four administrators from the School of Education. The target population for the entire category of respondents was 3164. Stratified random sampling procedure was used to ensure each student participated in the study. The study adopted 12% of the total population of 3082 BEDTTs to arrive at a sample size of 370. Purposive sampling was used to select three library staff from KSC Library and three library staff from CEES Library Kikuyu, two ISLs, 20 lecturers who teach BEDTTs different subjects and two administrators from the School of Education. The sample size for the study was 400 respondents. Data was collected using questionnaires, interview guides and document analysis guide. Five sets of questionnaires for BEDTTs, lecturers, library staff, ISLs and administrators were developed for collecting data. Another three sets of interview guides were developed to collect data from BEDTTs, ISLs and library staff. Content validity was ascertained using supervisors from the department of educational communication. For this study the reliability test yielded 0.92 Cronbach's coefficient alpha. Data was analyzed using descriptive and inferential statistics.

Gender and demographic characteristics

The respondents' demographic data such as gender, age and academic qualifications was collected to establish relationship with BEDTTs' utilization of e-resources. The details of gender, age and academic qualifications of BEDTTs, Library staff, ISLs, lecturers and administrators were analyzed to establish any relationship with the BEDTTs' habit of utilizing e-resources. The study sought to establish whether utilization of e-resources by BEDTTs

was influenced by gender. The BEDTTs were asked to indicate participation in utilization of e-resources. The findings revealed that 142(79%) male BEDTTs and 106(73%) female BEDTTs utilize e-resources. The findings indicated that utilization of e-resources did not vary by gender because, male and female BEDTTs utilized e-resources almost equally. The findings are similar to the outcomes of a study carried out by Yusuf and Balogun (2011) on BEDTTs in a Nigerian university, which established that there is no significant difference between male and female BEDTTs' competencies and attitude towards the use of ICTs. However, the study affirmed that 39(27%) female and 37(20%) male BEDTTs did not utilize e-resources. This implied that a minority of both male and female BEDTTs did not utilize e-resources to complete assignments or compile reference lists using APA, MLA, CMS, HRS and NS. Such BEDTTs do not know that e-resources are authoritative and accurate and can improve the academic performance of students.

The study sought to establish whether staff's utilization of e-resources is influenced by gender. The views were sought from staff who interact with BEDTTs either in the class, library or administratively in the school. The findings revealed that 2(100%) male ISLs and 2(100%) male administrators participated, implying no female representation of ISLs and administrators in the study. However, of the 19 lecturers who participated, 12(63%) were male and 7(37%) female implying that responses were sought from both gender though there was more male than female representation. The findings on the composition of lecturers' participation corresponds to the findings of a study conducted by Mwantimwa, Elia and Ndenje-Sichalwe (2017) where 69(58%) male and 50(42%) female academic staff participated in a study on use of e-resources in higher learning institutions in Tanzania. A chi square test established the relationship between the gender of the BEDTTs and utilization of e-resources as presented in table 4.1.

Table 4. 1:-Test on bachelor of education trainees' utilization of e-resources by gender

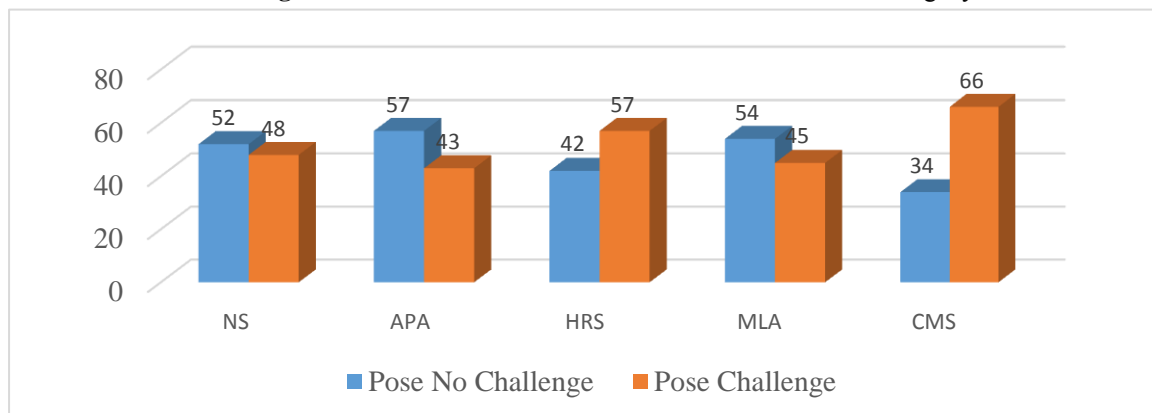
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.730 ^a	1	.188
Continuity Correction ^b	1.400	1	.237
Likelihood Ratio	1.722	1	.189
Fisher's Exact Test			
Linear-by-Linear Association	1.724	1	.189
N of Valid Cases	324		

The findings indicated that there is no statistical significant association between BEDTTs' gender and utilization of University of e-resources ($p > 0.05$). This implied that utilization of e-resources by BEDTTs is not influenced by gender. The findings indicated that both gender equally utilize e-resources as revealed in Table 4.1 where 142(79%) male and 106(73%) female utilize the resources.

Findings

The study sought to establish the relationship between BEDTT's referencing ability and utilization of e-resources. The BEDTTs were asked to indicate the referencing styles that pose Challenges. The findings were presented in Figure 4.1.

Figure 4. 1:-Pre-service teachers' conversance with referencing styles



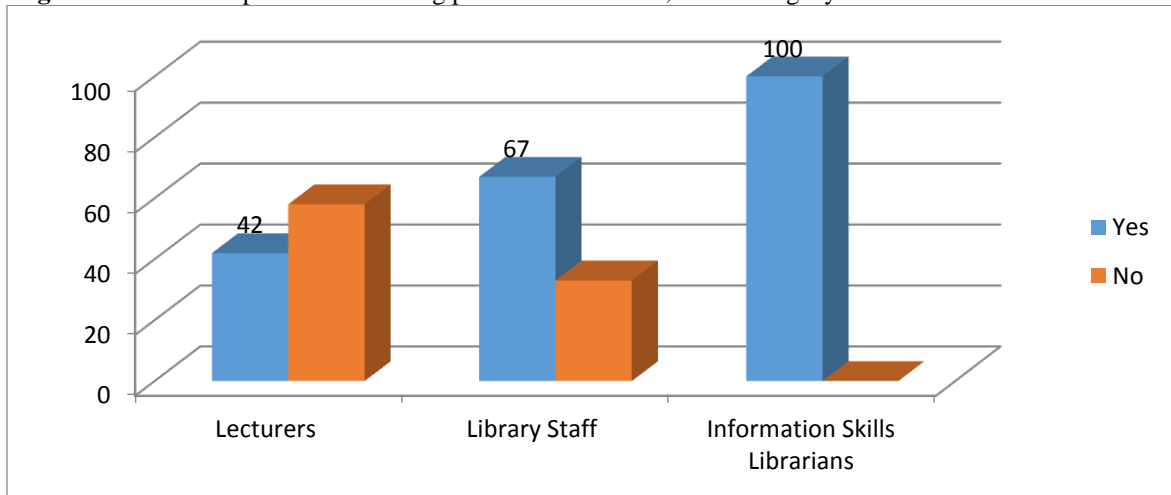
The findings indicated that APA did not pose challenge to 173(57 %) BEDTTs, MLA did not pose challenge to 164(54%) BEDTTs and NS did not pose challenge to 158(52%) BEDTTs, when referencing e-resources. However, the findings revealed that CMS poses challenge to 200(66%) BEDTTs, whereas 103(34%) BEDTTs indicated that CMS does not pose any challenge. More still, the findings indicated that HRS poses challenges to 173(57%) BEDTTs while 127(42%) BEDTTs indicated that HRS does not pose a challenge. The study sought to establish whether staff participation in teaching referencing styles has a relationship with BEDTTs’ conversance with specific referencing styles.

Staff participation in teaching pre-service teachers referencing styles

The study sought to examine whether staff teach BEDTTs referencing styles. Staff was asked to comment on participation in teaching BEDTTs referencing styles.

The findings are presented in Figure 4.2.

Figure 4. 2:-Staff responses on teaching pre-service teachers, referencing styles



The findings indicated that 16(84%) lecturers teach BEDTTs referencing techniques

while 3(16%) lecturers do not. Further findings indicated that 2(100%) ISLs teach BEDTTs referencing techniques. More still, findings confirmed that 2(33%) library staff teach BEDTTs referencing styles whereas 4(67%) library staff do not. The findings revealed that 16(84%) lecturers, 2(33%) library staff and 2(100%) ISLs promote utilization of e-resources by teaching BEDTTs referencing styles. The BEDTTs were taught how to cite ideas and reference e-resources to avoid being accused of practicing plagiarism. Furthermore, staff who participate in teaching referencing e-resources contribute towards making BEDTTs conversant with various documentation styles. More still, findings confirmed that 4(67%) library staff and 3(16%) lecturers do not teach BEDTTs referencing styles. This explain the reason for 200(66%) and 173(57%) BEDTTs experiencing challenges when citing and compiling reference lists in CMS and HRS respectively.

Information skills librarians’ rate of teaching referencing styles

The study sought to establish ISLs’ frequency of teaching BEDTTs referencing styles. The findings are presented in Table 4.2

Table 4. 2:-Information skills librarians’ frequency of teaching referencing styles

Referencing Styles	Never		Rarely		Often		Very often	
	F	%	F	%	F	%	F	%
NS	0	0	0	0	2	100	0	0
APA	0	0	0	0	1	50	1	50
HRS	0	0	1	50	1	50	0	0
MLA	0	0	0	0	2	100	0	0
CMS	0	0	1	50	1	50	0	0

The finding indicated that 1(50%) ISLs teach BEDTTs the APA style very often while 1(50%) ISLs teach BEDTTs the APA style often. Further findings revealed that 2(100%) ISLs teach BEDTTs the NS often. More findings indicated that 2(100%) ISLs teach BEDTTs the MLA Style often. Additionally, the findings revealed that 1(50%) ISLs teach BEDTTs the HRS often, whereas 1(50%) ISLs rarely teach BEDTTs the HRS. Furthermore, findings revealed that 1(50%) ISLs teach BEDTTs the CS) often and 1(50%) rarely teach BEDTTs the CMS. The findings revealed that the APA style was the most taught referencing style followed by the NS and MLA styles.

The findings correspond with findings on referencing styles that did not pose challenges to BEDTTs where APA did not pose challenge to 173(57 %) BEDTTs, MLA did not pose challenges to 164(54%) BEDTTs and NS did not pose challenge to 158(52%) BEDTTs. The implication was that BEDTTs did not experience challenges with some referencing styles that were taught often by the ILSs. For instance findings revealed that 4(67%) library staff and 1(50%) ISLs teach BEDTTs APA style often whereas 2(33%) library staff and 2(100%) ISLs teaches BEDTTs MLA style often. More findings indicated that 2(33% library staff and 2(100%) ISLs teach BEDTTs the NS often. Conversely, 200(66%) and 173(57%) BEDTTs experienced challenges when citing and referencing documents using the CMS and HRS, respectively. This corresponds with the findings that indicated CMS and HRS are rarely taught by ISLs and library staff. For instance findings indicated that 1(50%) ISLs rarely teach BEDTTs CMS whereas 1(50%) ISLs rarely teach BEDTTs HRS to compile reference lists. The implication was that BEDTTs encounter challenges of referencing in CMS and HRS because the ISLs and library staff rarely teach the two styles. The findings disagree with a study by Mwantimwa et al (2017) which revealed that 89.1 % of academic staff in Tanzania use e-resources in the teaching processes.

Library staff rate of teaching pre-service teachers referencing styles

The study sought to establish library staff's frequency of teaching BEDTTs referencing styles. The findings are presented in Table 4.3

Table 4.3:-Rate of teaching bachelor of education teacher trainees' referencing styles

Referencing Styles	Never		Rarely		Often		Very often	
	F	%	F	%	F	%	F	%
NS	0	0	0	0	2	100	0	0
APA	0	0	0	0	1	50	1	50
HRS	0	0	1	50	1	50	0	0
MLA	0	0	0	0	2	100	0	0
CMS	0	0	1	50	1	50	0	0

The findings revealed that 4(67%) library staff teaches BEDTTs the APA style often, whereas 2(33%) of library staff rarely teach BEDTTs the APA referencing style. Further findings revealed that 2(33%) library staff teaches BEDTTs the MLA style often, while 4(67%) library staff rarely teach BEDTTs the MLA style. Additionally, the findings indicated that 2(33% library staff teach BEDTTs the NS often and 4(67%) library staff never teach BEDTTs the NS referencing style. More still, findings indicated that 4(67%) library staff rarely teach BEDTTs the HRS while 2(33%) library staff never teach BEDTTs the HRS. Worse still, findings revealed that 5(83%) library staff rarely teach BEDTTs CMS whereas 1(17%) library staff never teach BEDTTs CMS. The findings revealed that APA is the most taught referencing style by library staff followed by MLA and NS, in that order. However, the findings indicated that the least taught referencing style by library staff is the CMS followed by the HRS. Additionally, the findings indicated that at least 1(50%) ISLs teach BEDTTs APA, NS, MLA, HRS and CMS referencing styles whereas, 4(67%), 2(33%) and 1(17%) library staff never teach BEDTTs the NS, HRS or CMS, respectively. The findings indicated that ISLs promote utilization or e-resources more than library staff, through teaching BEDTTs the referencing styles more often than library staff.

The findings are in line with research carried out by Nierenberg and Fjeldbu (2015) who established that Norway's undergraduates require more instructions in referencing abilities in order to know when citing is required. Additionally, the findings confirmed that BEDTTs require more instructions in citation and referencing styles to avoid committing plagiarism due to poor citation and referencing skills (Obachi, 2014). The findings support the work of Lee (2013) who revealed that students have inadequate skills in understanding citation, particularly citing e-resources. The findings also conform to the outcomes of research carried out by Anafo and Filson's (2014), which

affirmed that Ashesi University College's undergraduates had challenges when identifying citation for journal articles and did not know when to cite.

The bedtts were interviewed to triangulate the findings. The teacher trainees were asked to indicate their conversance with referencing styles. A fourth year male pst kiswahili/cre combination said:

"i only know the american psychological association. We were taught apa by the information skills librarians and lecturers. The isls advised us to use apa for all assignments".

A second year Biology/Chemistry combination said:

I'm not familiar with any and this hinders completion of my project because the supervisor advised us to always cite the author(s) of the ideas that one includes in one's project to avoid being accused of practicing plagiarism".

A fourth year female PST English/Linguistics combination said".

"I'm familiar with Modern Language Association and American Psychological Associations. We were taught the two styles by the linguistics lecturer and the information skills librarian while in first year".

A third year female PST Mathematics/Business Studies combination said:

I'm familiar with American Psychological Association style. The librarian instructed us on APA during a library workshop. I'm familiar with APA and I use it to compile reference lists".

The verbatim findings on BEDTTs' conversance with referencing styles confirmed that BEDTTs are only conversant with the APA referencing style. Document analysis revealed that 2(100%) ISLs taught BEDTTs referencing skills but did not indicate the details of the styles that were covered. There were no documents indicating how library staff taught referencing styles. This means that BEDTTs' experience challenges when preparing conference papers to be presented to learning communities. This is so because BEDTTs do not understand the in-text citations and reference lists that are compiled using referencing styles like CMS and HR system. The findings are in agreement with the work of Sentleng and King (2012) which revealed that undergraduate students of a higher education institution in South Africa do not know how to reference internet resources.

A chi-square test was run to establish whether there was a relationship between BEDTTs reference abilities and utilization of e-resources. The findings are presented in Table 4.4.

Table 4.4:-Pre-service teachers' referencing ability and utilization of e-resources

Referencing Styles	Never		Rarely		Often		Very often	
	F	%	F	%	F	%	F	%
NS	0	0	0	0	2	100	0	0
APA	0	0	0	0	1	50	1	50
HRS	0	0	1	50	1	50	0	0
MLA	0	0	0	0	2	100	0	0
CMS	0	0	1	50	1	50	0	0

The chi square results showed that there was no statistical significant association between BEDTTs' referencing ability and utilization of e-resources. This was attested by ($p > 0.05$) implying that there was no significant association. The findings have confirmed that BEDTTs are not conversant with ACRL (2016) third frame of Information Literacy Framework for Higher Education (ILFHE). The frame emphasizes that information has value and requires BEDTTs to understand that intellectual property laws require one to acknowledge ideas of others that have been incorporated into ones' work. This can be achieved through appropriate citing and compilation of reference lists of sources consulted.

Conclusion:-

The study has demonstrated that there is a wide range of citation and referencing styles that assist one to cite and compile reference lists of documents consulted in course of writing articles or completing assignments. The study has also established that BEDTTs are conversant with APA followed by MLA and NS in that order. However, majority of BEDTTs are not conversant with CMS and HRS and experience challenges when citing and compiling

reference lists using the two referencing styles.. The study has established that ISLs participate in teaching BEDTTs citation and referencing styles more than the library staff. The study had established that referencing styles like APA, MLA and NS that are taught most by ISLs, lecturers and library staff pose no challenges to the BEDTTs whereas the least taught styles like CMS and HRS pose challenges to the teacher trainees. There is the risk of BEDTTs' unintentionally plagiarizing others works due to lack of citation and referencing ability

Recommendations

The following recommendations are derived from the findings of the study.

1. The BEDTTs should be taught a wide range of citation and referencing styles to enable the teacher trainees to cite and compile appropriate reference lists of documents consulted in course of writing papers or student projects.
2. BEDTTs should be taught major referencing software programmes like Zotero, Mendeley, EndNotes and RefWorks to organize and manage all documents consulted in course of writing papers or completing assignments.
3. All lecturers, ISLs and library staff should jointly develop IL curriculum and team-teach the course to empower the BEDTTs with citation and referencing abilities
4. A Policy on IL instruction for BEDTTs should be included in the UoN library's mission statement to inform the teacher trainees that acquiring IL abilities and utilization of e-resources is an institution –wide goal to be achieved by everyone.

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