Social Influence and Facilitating Conditions as Correlates of Postgraduate Nursing Students' Intention to Use Reference Management System in Afe Babalola University, Ado- Ekiti

Abosede Tola **OGUNOJEMITE**
Librarian II, Afe Babalola University Library
ogunojemiteat@abuad.edu.ng

Olabode **FAJIWE**
Assistant Chief Library Officer, Afe Babalola University Library
fajiweolabode@abuad.edu.ng

Munirat Folasade **LAWAL**
Librarian I, Afe Babalola University Library
lawalfm@abuad.edu.ng

&

Idowu **ADEGBILERO-IWARI**
Senior Librarian, Afe Babalola University Library
adegbileroii@abuad.edu.ng

Abstract
This study examined social influence and facilitating conditions as correlates of postgraduate nursing students' intention to use reference management systems (RMS) at Afe Babalola University, Ado-Ekiti. Using a census sampling technique, data were collected through a well-structured questionnaire administered to all 48 postgraduate nursing students. The instrument comprised two sections: demographic information and items addressing the research questions. Face validity was ensured through expert review. Findings revealed that facilitating conditions do not directly influence continued intention but exert an indirect effect by mediating user satisfaction. Results showed that social influence significantly affects students' behavioral intentions to use RMS. Respondents agreed that peers and colleagues encourage RMS use ($\overline{x}$ = 3.67), friends deem it important ($\overline{x}$ = 3.73), researchers' opinions matter ($\overline{x}$ = 4.21), and classmates' usage also influences adoption ($\overline{x}$ = 3.29), with a weighted mean of 3.73. Furthermore, facilitating conditions were favorable, as students reported having adequate resources ($\overline{x}$ = 3.79), sufficient knowledge ($\overline{x}$ = 3.60), available assistance ($\overline{x}$ = 3.81), and compatibility of RMS with their study needs ($\overline{x}$ = 4.21). Correlation analysis indicated a positive and significant relationship between intention to use RMS and social influence (r = .421, p < .05). Similarly, facilitating conditions showed a significant association with RMS usage intention. The study concludes that social influence and facilitating conditions are key correlates of postgraduate nursing students' intention to adopt reference management systems.

Keywords: facilitating conditions, intention to use, reference management system, social influence.

Introduction

In an era of expanding digital tools for academic work, reference management systems (RMS) have become essential for postgraduate students, particularly in areas that need intensive literature engagement, such as nursing. These systems, such as EndNote, Zotero, and Mendeley, assist in organizing references, assuring citation accuracy, facilitating collaboration, and enhancing research productivity. Authors can use reference management software to manage an excessive quantity of citations while maintaining consistency. It is crucial to note that this type of software goes under numerous names in the literature, including citation management software/tools and bibliographic management software/tools. For the sake of simplicity, this study has used reference management system, or RMS, to refer to such tools and applications. According to Smith and Baker (2007), utilizing this software can reduce human errors. However, despite their obvious promise, adoption among postgraduate nursing students is not universal, and the factors influencing their intention to utilize RMS remain unknown.

Social influence and enabling conditions are two constructs from technology acceptance theories (most notably UTAUT) that may be particularly useful. Social influence is the degree to which people believe that others such as peers, superiors, and institutional norms believe they should adopt a technology. Facilitating conditions refer to the extent to which users perceive that the necessary organizational and technical infrastructures are in place to facilitate use for example, training, software availability, hardware, and technical support. Many studies on technology adoption in health and education have found a significant correlation between these two criteria and behavioral intention to embrace or utilize new tools. For example, Zhou et al. (2019) discovered that among nurses in Ghana, social influence and conducive conditions significantly predicted nurses' behavioral intention to utilize electronic hospital information systems; collectively, these factors explained a large fraction of the variance in intention. In studies of mobile learning among nurses, both social influence and favorable factors are strongly associated with intention to utilize such learning technology.

Despite this evidence, relatively little research has looked particularly at how social influence and enabling environments influence postgraduate nursing students' intentions to use reference management systems. Understanding these connections is vital since postgraduate students frequently work on publishable research, systematic reviews, and other types of scholarship that

80

need proper literature management. If their social context or availability of supported infrastructure is poor, their adoption of RMS may suffer, reducing research quality and productivity. Through empirical study, we hope to assess the extent and nature of these associations, providing insights for educators, libraries, and policymakers to support more effective RMS usage in nursing postgraduate education. Therefore, this article aims to fill this gap by investigating social influence and facilitating conditions as correlates of postgraduate nursing students' intention to use reference management systems in Afe Babalola University Ado-Ekiti.

Statement of the Problem

In this era of evidence-based practice and academic rigor, postgraduate nursing students must be able to handle and cite scholarly literature efficiently. Reference Management Systems (RMS) help to organize references, minimize plagiarism, and improve the general quality of academic work. Despite their proven benefits, postgraduate nursing students' acceptance and usage of these systems is varied and unsatisfactory. The literature suggests that a variety of factors influence students' inclination to use RMS. Among these, social influence on the perceived expectations and actions of classmates, professors, and academic mentors has been highlighted as a potential predictor of technology adoption. Similarly, favorable conditions such as the availability of technical support, institutional infrastructure, and training opportunities may have a substantial impact on students' capacity and willingness to use these tools. However, in nursing education, particularly at the postgraduate level, there is a scarcity of empirical data on how these two characteristics connect to students' behavioral intents to adopt RMS. Therefore, this study seeks to investigate the extent to which social influence and facilitating conditions are correlated with the intention of postgraduate nursing students to use a reference management system in Afe Babalola University, Ado-Ekiti.

Objectives of the study

The main objectives of this study is to understand how Unified Theory of Acceptance and Use of Technology (UTAUT) variables influence postgraduate nursing students' use of reference management system.

81

Research Questions

    i.   What is ABUAD postgraduate nursing students' level of intention in using reference management software?

    ii.   To what extent does social influence affect ABUAD postgraduate nursing students' intention to use reference management software?

    iii.   To what extent does facilitating condition affect ABUAD postgraduate nursing students' intention to use reference management software?

Hypothesis

    H_{01}: There is no significant relationship between social influence and intention to use reference management software by ABUAD postgraduate nursing students.

    H_{02}: There is no significant relationship between facilitating condition and intention to use reference management software by ABUAD postgraduate nursing students.

Literature Review

When it comes to writing their theses or lectures, students now require the use of a reference manager, and using a reference manager is also mandatory for lecturers. Universities have taken a number of steps to encourage instructors and students to use reference managers. Plagiarism by instructors and students is still prevalent as can be observed. When it comes to writing scientific papers, they still struggle with using the reference manager. Some instructors and students believe that using reference managers is very difficult and unfeasible. Furthermore, some reference manager software isn't free.

Several scientific journals, both domestic and foreign mandate the use of reference managers, yet students are still unfamiliar with Mendeley and Zotero despite having used citation management software like RefWorks and EndNote. According to Lonergan (2017), reference management software (RMS) is a tool that aids researchers in structuring and organizing their digital sources. This can involve using a web-based interface or a local computer to record sources. Researchers can efficiently arrange their work and produce precise in-text citations and bibliographies with RMS. In addition to improving the precision and consistency of citations in scholarly research this can save time and effort (Lonergan, 2017).

As more and more academics and researchers use digital tools to aid in their writing and research, reference management software has grown in popularity in recent years. RMS can decrease citation errors, save time and expedite the research process. Researchers can effortlessly store, arrange and oversee the sources they use for their work including books, journal articles, conference proceedings, newspapers, magazines, patents, audio recordings, videos and more with reference management software. This facilitates the creation of citations and bibliographies fast and precisely as well as the tracking of the sources used in a research project.

Furthermore, a lot of reference management software helps researchers save time and effort by incorporating citation styles for various journals (Zhang, 2012; Basak, 2014). The citation process became much easier to handle and more user-friendly with reference management software. Readers can more easily access the sources cited in an article and comprehend the research context thanks to it (Martínez-López, et al. 2019; Yangui, et al. 2020). The use of reference management software (RMS) has increased gradually over the last three decades in wealthy countries. This is explained by the increasing focus on scholarly research and publication as well as the growing accessibility and availability of RMS. However, because of a lack of funding and technological access, RMS use is less common and understood in low-income countries

The UTAUT concept is the result of the development of multiple theories about technology adoption and use including motivation theory and the Technology Acceptance Model (TAM). Social influence and enabling circumstances are two of the constructs that make up the UTAUT concept which predicts behavioral intention and actual use. Researchers can use reference managers or reference management tools to help them keep track of citations in their writing, also, lecturers and students are increasingly using Mendeley, EndNote and Zotero.

In the literature, UTAUT has contributed in a number of ways by contrasting well-known theories of technology acceptance which frequently present conflicting or incomplete viewpoints on the topic the model offers empirical insight into technology acceptance. UTAUT shows that 70% of the variation in use intention can be explained by the suggested factors (Venkatesh et al. 2003) providing more predictive power than the other models that considered the adoption of technology(e.g. Sheppard, Hartwick & Warshaw 1988; Davis, 1993). The intricacy of the technology acceptance process which depends on person, age, gender and experience is illustrated by the way certain constructs interact with personal and demographic factors (Venkatesh et al.,

83

2003). Many researchers view UTAUT as a useful and comprehensive model because it examines every theory that is currently available regarding the adoption of technology. It has the greatest explanatory power in technology when compared to other theories of technology acceptance (Venkatesh et al., 2011). Additionally technological advancements that support higher education have been studied using it (Halili & Sulaiman, 2018).

The theory has been specifically applied to a wide range of educational settings including interactive whiteboards, desktop web conferencing, cloud-based virtual learning technologies and virtual learning environments (Suki & Suki, 2017). The UTAUT model was also used in education research to identify factors that influence student's adoption and usage of different technologies across numerous nations (Khechine et al., 2014). Additionally, extended models in UTAUT have been used to explain a number of phenomena including consumer-related technology adoption (Venkatesh et al., 2012).

Social influence has a significant impact on patient's decision-making behavior in the medical field though as patients perceptions of uncertainty are often very high. Furthermore, research has indicated that patients' decisions about a range of health-related issues including the frequency of medical consultations, the therapeutic approach and the physician they choose are significantly influenced by the people they feel a strong connection to. Individuals' internalization of the subjective culture of their reference group and the particular interpersonal agreements they have made with others in particular social contexts are referred to as social factors (Venkatesh et al., 2003). Social factors include how individuals internalize the subjective culture of the reference group they are a part of or most often interact with (Bergeron et al., 1995).

In line with Bergeron et al. (1995), social factors are contingent upon the social context and the individuals' interpretation of subjective cultural variables. When technology use is regulated, social influence has a big impact (Venkatesh et al., 2003). People may utilize technology in a mandatory setting out of a need for compliance rather than out of personal preference (Venkatesh & Davis 2000). This could account for the constructs' inconsistent effect across additional model validation studies (Zhou, & Wang, 2010; Chauhan & Jaiswal, 2016). Social influence is the extent to which people believe that someone agrees that they should use the new system according to (2003). Students, instructors, friends, classmates and family members who use the online learning platform in an educational setting are referred to as social influences.

84

Sripalawat et al. (2011) reported that social influence has a significant role in explaining how people use technology. When women plan to use new technologies for example they are more conscious of social influence because they are more sensitive to others opinion (Venkatesh, 2000). According to another study, behavioral intention to use online learning is strongly influenced by social influence (Abu-Al-Aish & Love, 2013). For example parents and teachers perceptions of the value of mobile technologies in education have an impact on young students' intentions to use mobile learning. Another study, Yusof et al. (2017), discovered that social influence has a positive and noteworthy impact on usability expectancy.

According to a study, behavioral intention to use Allama Iqbal Open University web-based services is significantly influenced by social influence. Additionally, they discover that intentions to use and facilitating conditions are predictors of actual use. They did not however show that age, gender or experience has any moderating effects. The term facilitating conditions describes how someone believes that organizational and technical infrastructure is necessary in order to use the intended system that is available. Venkatesh et al. (2003) found that facilitating conditions have a direct impact on use behaviour. In a study on users' acceptance of information technology, Raz et al. (2021) discovered that students' behavioral intentions are positively impacted by facilitating conditions. An additional study by Boontarig et al. (2012) proposed that the use of smartphones for health services is positively influenced by concomitant conditions.

The original definition of facilitating conditions was the objective aspects of the surroundings that observers concur make an action simple to carry out. According to theory, the intention to use IT resources is directly impacted by those objective factors. Facilitating conditions, in the context of reference management software, can include the technical infrastructure and the technical support for using the RMS and the individuals directly involved in the process (faculty, students, librarians and IT support staff). If facilities and resources are sufficient, facilitating conditions may serve as an adoption enabler and as a result, people may show favorable attitudes toward the use of RMS. On the other hand, if users are not satisfied with the facilitating conditions it may result in negative attitudes toward the technology.

Methodology

This study adopted descriptive survey method to gather opinions of nursing postgraduate students of Afe Babalola University (ABUAD) Ado-Ekiti, Nigeria on the subject understudied. Its

85

population consists of 48 nursing post graduate student of ABUAD, Nigeria. Census enumeration sampling technique was adopted in order to allow all the targeted population participate in this study. A well-structured questionnaire arranged into two major sections was used to collect data from the respondents. Section one focused on demographic information of the respondents, while Section Two was tailored towards answering the research questions raised. Face validity was adopted by submitting the questionnaire to experts in reference management system and technology acceptance theories. The questionnaire was administered to the respondents by two research assistants. Data collected was presented and analysed in frequency tables, percentages, mean ($\overline{x}$) and standard deviation.

Results

Analysis of Research Questions

Table 1: Intention to Use Reference Management Software

S/N	Statement	SA	A	N	D	SD	Mean ($\overline{x}$)	Std.Dev
1.	I intend to continue using reference management software	23	24	1	0	0	4.45	0.54
2.	For my studies/research, I would use management software	21	24	3	0	0	4.38	0.61
3.	I will continue to use reference management software	18	24	6	0	0	4.38	0.67
4.	Because of the responsibilities that reference management software offer, I plan to approach my next studies more effectively	26	20	1	1	0	4.46	0.65

Weighted average: 4.42,   Decision rule: Mean ($\overline{x}$) ≥ 3.0 is acceptable,   Source: Researchers Field Survey, 2025

Table 1 presents the responses of postgraduate nursing students regarding their intention to use reference management software. The results show a high level of intention to adopt and continue using the software for academic and research purposes. All items recorded mean scores above the acceptable cut-off point of 3.00, with a weighted average of 4.42, indicating strong positive inclination. Specifically, respondents expressed their intention to continue using reference management software ($\overline{x} = 4.45$, SD = 0.54) and agreed that they would apply it in their studies or research ($\overline{x} = 4.38$, SD = 0.61). They also indicated willingness to sustain its use in future academic work ($\overline{x} = 4.38$, SD = 0.67). Moreover, many acknowledged that the opportunities provided by reference management software would help them approach subsequent studies more effectively ($\overline{x} = 4.46$, SD = 0.65).

Table 2: Social Influence to Use Reference Management Software

S/N	Statement	SA	A	N	D	SD	Mean ($\bar{x}$)	Std.Dev
1.	My peers who influence my behavior think that I should use reference management software	9	22	9	6	2	3.67	0.99
2.	My friends who are important to me think that I should use reference management software	12	19	10	7	-	3.73	0.98
3.	Researchers whose opinions that I use reference management software	21	18	7	2	-	4.21	0.85
4.	I use the software because of the proportion of my classmates/ research partners who use the software	7	17	10	11	3	3.29	1.17

Weighted average: 3.73   Decision rule: Mean ($\bar{x}$) ≥ 3.0 is acceptable

Results on Table 2 revealed the social influence to use reference management software by the respondents. All the items had the mean scores above the accepted cut off point of 2.50. This implied that the social influence to use reference management software by the respondents was very high with the weighted average 3.73. This implies that the peers who influence respondents behavior think that they should use reference management software ($\bar{x}$ = 3.67); friends who are important to the respondent think that he/she should use reference management software ($\bar{x}$ = 3.73); researchers whose opinions that I use reference management software ($\bar{x}$ = 4.21) and I use the software because of the proportion of my classmates/ research partners who use the software ($\bar{x}$ = 3.29).

Table 3: Facilitating Conditions to use Reference Management Software

S/N	Statement	SA	A	N	D	SD	Mean ($\bar{x}$)	Std.Dev
1.	I have resources to use reference management system	12	23	6	4	3	3.79	1.07
2.	I have the knowledge to use reference management software	8	21	12	6	1	3.60	0.98
3.	A specific person(or group is available to assist when difficulties arises with reference management software	12	22	6	5	2	3.81	1.09
4.	Using the reference management system fits into my studies/research styles	19	22	6	1	-	4.21	0.74

Weighted average: 3.8   Decision rule: Mean ($\bar{x}$) ≥ 3.0 is acceptable

The results on Table 3 revealed facilitating conditions to use reference management software by the respondents. All the items had the mean scores above the accepted cut off point of 2.50. This implies that the respondents have resources to use reference management software ($\bar{x}$ = 3.79), have

87

the knowledge to use reference management software ($\bar{x}$ = 3.60), specific person(or group is available to assist when difficulties arises with reference management software ($\bar{x}$ = 3.81) and using the reference management software fits into respondents studies/research styles ($\bar{x}$ = 4.21).

H_{01}: There is no significant relationship between social influence and intention to use reference management software by post graduate nursing students, Afe-Babalola University, Ado- Ekiti.

Table 4: Pearson Product Moment Correlation analysis showing relationship between Intention to use RMS and Social influence by ABUAD postgraduate students

Variable	$\bar{x}$	SD	N	R	Sig.
Intention to use RMS	14.2135	1.61442	48	.421**	.003
Social Influence	12.4271	2.61642	48		

**Correlation is significant at the 0.01 level (2-tailed). Source: Researchers Field Survey, 2024

Results on Table 4 indicated the relationship between intention to use RMS and social influence by ABUAD postgraduate nursing students. The results show that there was a positive relationship between intention use of RMS and Social influence (r = .421) at p < .05. Thus, null hypothesis was rejected. Hence, there was a significant relationship between intention use of RMS and social influence by ABUAD postgraduate nursing students.

H_{02}: There is no significant relationship between facilitating conditions and intention to use reference management software by postgraduate nursing students of Afe Babalola University, Ado- Ekiti.

Table 5: Pearson Product Moment Correlation analysis showing relationship between Intention to use RMS and facilitating condition by ABUAD postgraduate students

Variable	$\bar{x}$	SD	N	R	Sig.
Intention to use RMS	14.2135	1.61442	48	.324**	.025
Facilitating condition	12.4948	2.41587	48		

**Correlation is significant at the 0.01 level (2-tailed).   Source: Researchers Field Survey, 2024

Results on Table 5 indicates the relationship between intention to use RMS and facilitating conditions by ABUAD postgraduate nursing students. The result shows that there was a positive relationship between intention use of RMS and Social influence (r = .324) at p < .05. Thus, null hypothesis was rejected. Hence, there was a significant relationship between intention to use RMS and facilitating conditions by ABUAD postgraduate nursing students.

88

Discussion of the findings

The initial results revealed that the respondents' use of reference management software was highly influenced by their social networks. These findings are consistent with research on RMS utilization in general which reveals that social network have an important influence on BI (Basri, 2016; Nurkhin, 2019). In other technological research contexts, it is revealed that there is a social influence of important people in the use of e-learning technology (Zulherman et al., 2021) which implies that the influence of the viewpoint of important people influences behavioral intentions in using Mendeley. The influence of course instructors, peers, and in-group members on SI is consistent with previous research on E-Learning adoption (Ismail, 2020). This suggests that peers who influence respondents' behaviour believe that they should use reference management software. Friends who are important to the respondent think that he/she should use reference management software and researchers who concur. The saying old birds teach the young ones how to fly is true in this case. The adoption of technology is greatly facilitated by social influence from peers, senior employees, (advanced users) top management support and elders. New users are more likely to embrace technology when they are convinced by social influence of its worth and utility.

This is in line with the finding that social influence has a big influence on behavioural intention and is in line with previous research regarding RMS Mendeley which also revealed that the more knowledge from instruction using Mendeley, the higher the students' intention to use the application (Hudriati, 2019). The adoption of technology is greatly facilitated by social influence from peers, senior employees (advanced users), top management support and elders. New users are more likely to embrace technology when they are convinced through social influence of its worth and utility. The findings of the study by Vannoy and Palvia (2010) that social influence has a positive impact on peoples' intention to accept high-tech innovations is consistent with the findings of this study.

The second findings revealed a high degree of facilitation for respondents to use reference management software. This suggests that the respondents possess the necessary resources and knowledge to use reference management software. Also, a particular individual or group is available to help when issues arise and that using the software aligns with the respondents' research styles and studies. Facilitating conditions have a significant positive influence on perceived ease of use as an operational development of a system, which results in increased behavioral intention

89

towards digital learning platforms (Khrais & Alghamdi, 2021) Also, Nikou and Economides (2017) assumed that sufficient infrastructure exists to support the use of the technology. Knowledge, management, organization, and technical assistance are examples of infrastructure.

Conclusion

Using a modified UTAUT as the theoretical basis, this study investigated social influence and facilitating conditions as correlates of postgraduate nursing students' intention to use reference management system at Afe Babalola University Ado-Ekiti. According to the study social influence and facilitating conditions have significant impacts on postgraduate nursing students' use intentions of reference management systems.

Recommendations

1. *Integration of Digital Information Literacy Programmes*: Since social influence was found to positively affect students' intention to use reference management systems, it is recommended that each nursing department develop and implement digital information literacy programmes tailored to students' information needs. Such programmes should emphasize the importance and practical use of reference management tools in academic writing and research. To ensure consistent exposure, the course may be made compulsory during the first semester of every postgraduate nursing programme.

2. *Improvement of Technological Infrastructure*: Findings on facilitating conditions revealed that some students lacked adequate resources for effective use of reference management systems. Therefore, it is recommended that the Directorate of ICT, responsible for the university's technological infrastructure, enhance the E-Dot Library services and expand Wi-Fi connectivity, particularly within postgraduate residence halls. Improved digital infrastructure will enable postgraduate and distance-learning students to access, install, and utilize reference management software seamlessly.

3. *Mandatory Use of Reference Management Systems in Research*: It is further recommended that postgraduate nursing students be required to use reference management systems in preparing their theses and other research outputs. Demonstrating proficiency in these tools should form part of the graduation requirements, thereby encouraging consistent use and improving the overall quality of scholarly writing and citation accuracy.

References

Basak, S. K. (2014). Reference Management Software : Comparative Analysis of RefWorks and Zotero. *International Journal of Humanities and Social Sciences, 8*(11), 1987–1990. https://doi.org/doi.org/10.5281/zenodo.1096757

Basri, M. (2016). Exploring Indonesian students' perception on mendeley reference management software in academic writing. ICITACEE 2015 - 2nd International Conference on Information Technology, Computer, and Electrical Engineering: Green Technology Strengthening in Information Technology, Electrical and Computer Engineering Implementation, Proceedings, (Query date: 2023-07-16 17:26:20), 8–13. https://doi.org/10.1109/ ICITACEE.2015.7437761

Boontarig, W., Chutimaskul, W., Chongsuphajaisiddhi, V., and Papasratorn, B. (2012). "Factors influencing the Thai elderly intention to use smartphone for e-Health services," in 2012 IEEE Symposium on Humanities, Science and Engineering Research, 479–483. doi: 10.1109/SHUSER.2012.6268881

Bergeron, F., Raymond, L., Rivard, S., & Gara, M. (1995) Determinants of EIS use: Testing a behavioral model. Decision Support Systems, 14, 131-146.

Davis, F. D. (1989),"Perceived usefulness, perceived ease of use, and user acceptance of information technology", MIS Quarterly, 13(3) pp 319-340

Hamidi, H., and Chavoshi, A. (2018). Analysis of the essential factors for the adoption of mobile learning in higher education: a case study of students of the university of technology. *Telematics Inform.* 35, 1053–1070. doi: 10.1016/j.tele.2017.09.016

Halili, S. H., and Sulaiman, H. (2018). Factors influencing the rural students' acceptance of using ICT for educational purposes. *Kasetsart J. Soc. Sci. 40*, 574–579. doi: 10.1016/j.kjss.2017.12.022

Ismail, H. A. (2020). Users' intention to share knowledge using wiki in virtual learning community. *International Journal of Information and Communication Technology Education, 16*(1), 1–15. https://doi.org/10.4018/IJICTE. 2020010101

Khrais, L. T., & Alghamdi, A. M. (2021). Investigating of Mobile learning technology acceptance in companies. *Ilkogretim Online, 20*(5).

Khechine, H., Lakhal, S., Pascot, D., and Bytha, A. (2014). UTAUT model for blended learning: the role of gender and age in the intention to use webinars. *Interdiscipl. J. E-Skills Lifelong Learn. 10*, 033–052. doi: 10.28945/1994

Nurkhin, A. (2019). Is the use of reference managers driven by necessity or policy pressure? *Journal of Physics*: Conference Series, 1387(1). https:// doi.org/10.1088/1742-6596/1387/1/ 012108s

Raza, S. A., Qazi, W., Khan, K. A., and Salam, J. (2021). Social isolation and acceptance of the Learning Management System (LMS) in the time of COVID-19 pandemic: an expansion

91

of the UTAUT Model. *J. Educ. Comput. Res. 59*, 183–208. doi: 10.1177/07356331209 60421

Smith, C., & Baker, B. (2007). Technology in nursing scholarship: Use of citation reference managers. *International Journal of Mental Health Nursing, 16*(3), 156-160.

Šumak, B., Pušnik, M., Heriėko, M., and Šorgo, A. (2017). Differences between prospective, existing, and former users of interactive whiteboards on external factors affecting their adoption, usage and abandonment. *Comput. Hum. Behav.* 72, 733–756. doi: 10.1016/j.chb.2016.09.006

Sripalawat, J., Thongmak, M., and Ngramyarn, A. (2011). M-Banking in metropolitan Bangkok and a comparison with other countries. *J. Comput. Inf. Syst. 11,* 67–76. doi: 10.1080/08874417.2011.116 45487

Suki, N. M., and Suki, N. M. (2017). Determining students' behavioural intention to use animation and storytelling applying the UTAUT model: the moderating roles of gender and experience level. Int. J. Manage. Educ. 15, 528–538. doi: 10.1016/j.ijme.2017.10.002

Lonergan, N. (2017). Reference management software preferences among liberal arts faculty. *Reference Services Review, 45*(4), 584–595. https://doi.org/10.1108/RSR 06-2017-0024

Lu, J., J. E. Yao, & C. S. Yu. (2005). Personal Innovativeness, Social Influences and Adoption of Wireless Internet Services via Mobile Technology. *The Journal of Strategic Information Systems 14* (3)2, 45–268. https//10.1016/j.jsis. 2005.07.003

Nikou SA, Economides AA. Mobile-based assessment: Investigating the factors that influence behavioral intention to use. Computers & Education. 2017;109:56–73. doi: 10.1016/j.compedu.2017.02.005.

Venkatesh, V. & Davis, F. D. (2000) A theoretical extension of the technology acceptance model: Four longitudinal field studies. *Management Science, 46*(2), 186-204

Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS quarterly*, 425-478.

Venkatesh, V., Thong, J. Y., Chan, F. K., Hu, P. J. H., & Brown, S. A. (2011). Extending the two-stage information systems continuance model: Incorporating UTAUT predictors and the role of context. *Information systems journal*, *21*(6), 527-555.

Venkatesh, V., Thong, J. Y., & Xu, X. (2012). Consumer acceptance and use of information technology: extending the unified theory of acceptance and use of technology. *MIS quarterly*, 157-178.

Van Ullen, M.K., & Kessler, J. (2016). Citation apps for mobile devices. Reference Services Review, 44(1), 48-60.

Zulherman. (2021). Analyzing Indonesian students' Google Classroom acceptance during COVID-19 outbreak: Applying an extended unified theory of acceptance and use of

92

technology model. European *Journal of Educational Research, 10*(4), 1697–1710. https://doi.org/10.12973/ EU-JER.10.4.1697

Zhou, L. L., Owusu-Marfo, J., Asante Antwi, H., et al. (2019). Assessment of the social influence and facilitating conditions that support nurses' adoption of hospital electronic information management systems (HEIMS) in Ghana using the Unified Theory of Acceptance and Use of Technology (UTAUT) model. *BMC Medical Informatics and Decision Making*, 19, 230. BioMedCentral