

**Higher education and in-service teachers (chair: Edit Tóth)**

**T-10**

**RELATIONSHIP BETWEEN CITATION KNOWLEDGE AND RESEARCH WRITING  
AMONG DOCTORAL STUDENTS**

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Knowledge of citing and referencing is integral to ethical research and scholarly communication, as it not only upholds academic integrity but also contributes to transparency, credibility, and the advancement of knowledge within a specific field (American Psychological Association, 2020). When writing a research article, it is essential to refer to the specific style guide recommended by the target journal or publisher, as each field and journal may have its own preferred citation style and guidelines. Non-native English-speaking research students working toward their PhD completion tend to encounter challenges when they lack sufficient scholarly writing experience (Badenhorst et al., 2022; Jomaa & Bidin, 2017). This study employed a 1-6 Likert scale survey following Cresswell's guidelines (2012) to investigate how 255 non-native English-speaking students (female = 125, male = 127, 3 not stated) self-assessed their knowledge in citation and referencing sources and in writing research articles in English. The participants were distributed across 1st-year PhD (36.48%), 2nd-year PhD (25.11%), 3rd-year PhD (18.04%), and 4th-year PhD (16.87%). The analyses revealed that students were confident about their knowledge of citation and referencing sources ( $M = 5.01$ ,  $SD = .96$ ), although there was a statistically significant gender difference between females ( $M = 4.87$ ,  $SD = 1.12$ ) and males ( $M = 5.17$ ,  $SD = .74$ ); ( $t(250) = -2.503$ ,  $p < .05$ ). Additionally, it was found that students in senior PhD years (Third-year:  $M = 5.26$ ,  $SD = .88$ ; Fourth-year:  $M = 5.16$ ,  $SD = 1.00$ ) were more confident about their citation and referencing knowledge than their junior peers (First-year:  $M = 4.46$ ,  $SD = .96$ ; Second-year:  $M = 4.95$ ,  $SD = .97$ ). Regarding the ability to write a research paper on an empirical study, students were confident about their skills in writing a research paper in English ( $M = 4.65$ ,  $SD = 1.00$ ). However, a significant gender difference was observed between females ( $M = 4.43$ ,  $SD = 1.09$ ) and males ( $M = 4.88$ ,  $SD = .86$ ); ( $t(250) = -3.630$ ,  $p < .01$ ). Moreover, students in senior years (Third-year:  $M = 4.89$ ,  $SD = .88$ ; Fourth-year:  $M = 4.63$ ,  $SD = 1.00$ ) were more confident about their research writing abilities compared to their junior peers (First-year:  $M = 4.46$ ,  $SD = .96$ ; Second-year:  $M = 4.43$ ,  $SD = 1.00$ ). Pearson correlation analysis revealed a significantly positive relationship between citation and referencing knowledge and research writing ( $r = .623$ ,  $p < .01$ ). This study indicates that while differences existed in students' self-assessments of citation and referencing knowledge and writing research papers, there was consistency in their evaluations for both citation/referencing knowledge and research writing. Their proficiency in citation and referencing contributed to their confidence in research.