2021

Utilisation of Academic Library Information Resources and Services by Administrative and Professional Senior Members for Scholarly Communication and Work-Related Activities – The Case of Kwame Nkrumah University of Science and Technology

ESTHER WHITE (PhD.)
Kwame Nkrumah University of Science and Technology, Ghana, ebtypub@yahoo.com

JAMES KWASI OBERKO
Kwame Nkrumah University of Science and Technology, Ghana, thejamestar07@yahoo.com

UTILISATION OF ACADEMIC LIBRARY INFORMATION RESOURCES AND SERVICES BY ADMINISTRATIVE AND PROFESSIONAL SENIOR MEMBERS FOR SCHOLARLY COMMUNICATION AND WORK-RELATED ACTIVITIES – THE CASE OF KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

Esther White[a] and James Kwasi Oberko[a]

[a]Kwame Nkrumah University of Science and Technology, Kumasi, Ghana, West Africa

Corresponding author – Esther White E-mail: ebtypub@yahoo.com

ABSTRACT

This article contributes to the body of knowledge on scholarly communication and effective utilisation of academic library information resources and services by Administrative and Professional Senior Members in public universities. The aim of the article was to ascertain the utilisation of information resources and services from the academic library system by Administrative and Professional Senior Members for their scholarly communication and work-related activities. A case study research design and sequential explanatory mixed method approach were adopted with Kwame Nkrumah University of Science and Technology (KNUST) as the research site. Data for the study were collected through self-designed questionnaire using Google form questionnaires. The field data reveals that, Administrative and Professional Senior Members' usage of academic library information resources and services for scholarly communication are minimal. This is due to lack of awareness as well as minimal skills and time to access and utilise them.

KEYWORDS:

Senior Members, Academic library, Administrative and Professional Senior Members, library information resources, library services, utilisation, scholarly communication.

1. INTRODUCTION

University libraries provide access to current and relevant information resources to meet the needs of their parent institutions. Such resources, consisting of both local and international contents are supposed to be made available to not only students, faculty and researchers but also to the broader university community and society (Buwule & Ponelis, 2017; Hurst, 2003). However, little is known in literature about the utilisation of academic library resources and services by Professional and Administrative Senior Members of public universities. This is because studies on the utilisation of such resources have concentrated on teaching faculty and

students. Conventionally, administrative and professional senior members have not been at the top of the outreach list of university libraries (Arguello & Green, 2012; Bradley, 2009; Hurst, 2003; Ogunbodede & Ambrose, 2020), although the library exists to serve the entire university community. The case is not different on studies about public university libraries in Ghana. Whiles faculty members support students academically and in research, Administrative and Professional Senior Members are mostly the point of contact for numerous students who need assistance on registration, orientation, accommodation, health and many more. They therefore require access to relevant information resources and services for their work-related activities. Again, Hayes (1990) had earlier asserted that students and lecturers who are basically serviced by academic libraries almost have no direct influence and impact on the funding or budget processes for academic libraries. It is mostly the work of the academic administration and financial administration who rarely use library resources but need critical information.

Secondly, some of this category of staff are pursuing further studies in their fields of specialization and are therefore expected to possess the skills needed to access current and relevant information provided by the academic library. One basic requirement for the progression of Administrative and Professional Senior Members at KNUST is to submit reports and memoranda on topical issues that identify peculiar needs to be addressed for the betterment of the university (Kwame Nkrumah University of Science and Technology, 2019). The current trends of promotional systems for this category of staff in most public universities also require the publication of peer-reviewed articles.

This article therefore seeks to investigate the utilisation of information resources and services from the academic library by Administrative and Professional Senior Members at Kwame Nkrumah University of Science and Technology (KNUST) to meet their work related information needs and scholarly communication activities.

This article is therefore guided by the following research questions:

- What is the level of skills of Administrative and Professional Senior Members for accessing academic library information resources and services for scholarly communication and work-related activities?
- What academic library information resources and services for scholarly communication and work-related activities are utilised by Administrative and Professional Senior Members?
- What constraints does Administrative and Professional Senior Members encounter when utilising academic library information resources and services?

2. LITERATURE REVIEW

This section identified connections, links and gaps in literature with reference to the description of Administrative and Professional Senior Members in public universities, the

skills they possess for accessing library information resources and services and their utilisation of such resources and services for scholarly communication and work-related activities.

2.1 Profile of Administrative and Professional Senior Members

Any member of the academic, professional, or administrative staff who, by appointment, becomes a member of Convocation in the university is classified as a Senior Member (Kwame Nkrumah University of Science and Technology, 2004). Administrative and Professional Senior Members have been identified as the professional and managerial staff of a University (Wilkins & Leckie, 1997) or senior non-academic staff members (Ogunbodede & Ambrose, 2020).

The Basic Laws of the University of Ghana (2012) describes an Administrative Senior Member as a senior member employed primarily for the performance of administrative duties within the University and a Professional Senior Member as a senior member with appropriate professional qualifications employed primarily to provide medical, legal, accounting, engineering, information technology or related services.

The day-to-day functions of Administrative Senior Members have been stated as managing the institution's affairs (Owusu & Onyame, 2013). This includes offering expert advice on the progress of university issues as well as the management of resources (both human and material), development, grants operations (Anane, Addo, Adusei, & Addo, 2020; Hayes, 1990). The Conditions of Service of Senior Members of the public universities of Ghana (n.d.) describes the job of the Administrative and Professional Senior Members as generally comprising of Administration and Management of Functional Areas and these functional areas include but are not limited to the Health Services, Human Resource Management, ICT, Finance, Procurement, Stores, Academic Affairs, Legal Services and Public Affairs.

2.2 Search skills of Administrative and Professional Senior Members for scholarly communication

Factors such as existing knowledge, intellectual ability and existing skills have been identified by Ogunbodede & Ambrose (2020) to influence motivation for the use of information. They outlined existing skills to include information literacy skills with search skills forming a major part to carry out research, education and generate ideas for work. However, their study identified inadequate information retrieval on the part of Administrative and Professional staff. Scholarly communication defined as "the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use" by the Association of College & Research Libraries (ACRL) (2003) requires very good search skills.

Hayes (1990) asserts that core services such as personnel, planning, legal services, purchasing, and financial services need better information to function. Information needed

by this category of university staff with diverse activities in the university have been detailed by Wilkins & Leckie (1997) as consisting of topics on health and safety, energy, counselling, fund-raising, financial services, building maintenance and personnel management. This implies that they may need information on a daily basis and would definitely have to consult information sources. Their study had 82% of respondents indicating Specific topics amongst others are professional literature/current developments as the type of information needed, 71% needed internal university information and regulations. Technical literature/manuals were needed by 67% and supplier information received 51%. Other information needed were management literature, government regulation, external statistics, market research, business and trade publications and financial management literature.

However, little is known in literature about information seeking and needs of university administrators, mostly identified as managerial staff (Wilkins & Leckie, 1997) and professionals in universities with diverse activities that require information.

2.3 Utilisation of academic library information resources and services by Administrative and Professional Senior Members for scholarly communication and work

Information resources mostly consulted or utilised by administrative and professional senior members in universities include online sources, print materials and policy papers (Ogunbodede & Ambrose, 2020).

Buhari (2016) asserts that the quest and utilisation of information depends on factors such as research, job performance, examination, leisure/recreation, problem solving, awareness and education. Literature from certain authors indicated that generally, the library system do not feature as a very important information source to professionals working in universities and university administrators (Wilkins & Leckie, 1997). The reasons may include unawareness of the various services being offered by libraries (Buhari, 2016; Dadzie, 2005) and the comfort and convenience associated with such services (Buhari, 2016).

A study to discover the extent to which online databases and electronic resources were being utilised by students, faculty and administrative staff at Ashesi University (a private university) in Ghana, West Africa showed that usage of some internet resources for information were very high, whilst the use of scholarly databases was quite low (Dadzie, 2005). In her view, the low patronage was as a result of inadequate information about their existence.

2.4 Constraints to utilisation of academic library information resources and services by Administrative and Professional Senior Members for scholarly communication

Madukoma & Popoola (2012) observed that Administrative and Professional Senior Members do not regularly use library resources nor consult information experts although they make critical decisions in universities. Some identified reasons in literature as constraints to

the utilisation of library information resources and services effectively, are non-awareness of resources from university library system, technological changes, challenges with internet connectivity (Buhari, 2016; Dadzie, 2005; Madukoma & Popoola S.A, 2012).

Some major reasons have been identified in literature as constraints to utilisation of library information resources and services by this category of university staff. They include no user orientation for this category of staff, non-awareness of resources from university library system, no interest in library activities, inadequate library information resources, challenges with internet connectivity, inadequate assistance from library personnel and irregular power supply (Atkinson, 2019; Buhari, 2016; Dadzie, 2005; Madukoma & Popoola S.A, 2012; Samson & Swanson, 2014).

Samson & Swanson (2014) are of the view that although there is limited literature on academic library services to non-faculty staff, there is a consensus that this category of university staff are mostly unaware of the information resources and services available to them. Buhari (2016) revealed that constraints to library information resources and services utilisation by senior administrative staff in a polytechnic, a tertiary institution were mainly erratic power supply, inadequate information and communication technologies, poor maintenance culture, inadequate funding and low bandwidth of internet access.

Buhari (2016) and Dadzie (2005) identified lack of awareness of library information resources and services especially online resources and the convenience associated with these resources. Atkinson (2019) asserts that with increased and rapid changes in technology in the areas of social media and mobile technologies, researchers consider themselves as self-sufficient in information skills. This has resulted in the library being 'seen as less important a physical entity'.

2.5 Collaboration between the Academic library and Administrative and Professional Senior Members

Literature on collaborations with academic libraries has dwelt largely on collaboration of librarians and faculty members. There is scarce information on collaboration between administrative and professional staff in universities and academic librarians. Mounce & Claunch (2018) are of the view that various departments, units and sections in a university whose services and resources involve assisting students must know the resources and services provided by the university library. This can facilitate the incorporation of library collections and services into effective education experiences for students. "For academic libraries, effective collaboration with other departments in the university is no longer an option but a necessity" (Atkinson, 2019). The aim of such collaborations is to instil in them an appreciation of the professional role of librarians as well as appreciate information resources the library provides (Samson & Swanson, 2014).

As indicated by Hayes (1990),
"If the Development Office succeeds, we are all better off. If the Registrar makes registration less painful with the library's help, students are better served. If the

Counselling Office finds the perfect journal article in the library to better fill a student need, we have helped that student too".

2.5.1 Instructional and Training sessions for Administrative and Professional Senior Members

In the view of The American Library Association (2020), such trainings must focus on the basics such as how to approach the library with information needs and the identification and retrieval of items from the library system. Five suggested topics are: "advance preparation, reading citations, locating books, locating periodicals, and locating other types of information".

Arguello & Green (2012) reported a collaboration between University of Texas-San Antonio (UTSA) Libraries and Human Resources Training and Development (T&D) in the United States of America to develop a library orientation class for university professional and administrative staff. They indicated that this collaboration resulted in a more informed staff. In addition, a productive partnership with the human resources department and a network of communication channels were created throughout the university. Newly appointed staff were always encouraged to attend the library class.

3. METHODOLOGY

This section is a presentation on the methodology adopted for the study. A case study research design was adopted with Kwame Nkrumah University of Science and Technology (KNUST) as the research site. A sequential explanatory mixed method approach involving the combination or integration of qualitative and quantitative data (Creswell, 2014) was also used in this article.

3.1 POPULATION AND SAMPLING

To obtain a representative population of Administrative and Professional Senior Members, the Human Resource Division of the Registrar's Offices was contacted. The total number of staff received was used as the population. Therefore, total population purposive sampling, which involves the selection of an entire population that have a particular set of characteristics (Sharma, 2017) was adopted. Table 1 is a presentation of the offices and number of Administrative and Professional Senior Members as at September 2020. They are also members of the Ghana Association of University Administrators (GAUA), KNUST Chapter.

Table 1: Number of Administrative and Professional Senior Members

Office/Department	Number of Administrative and Professional Senior Members	Categories of staff
Registrar's Office	69	Registrars of various ranks
Finance Office	28	Accountants and Financial

		Officers
Internal Audit	6	Internal Auditors of various ranks and the University Internal Auditor
University Information Technology Services (UITS)	13	Systems Analysts of various ranks and a Director
Works and Physical Development Directorate	7	Architects, Engineers, Quantity Surveyors, Estate Officers and a Director of Works and Physical Development
Procurement Office	3	Procurements Officers and a Director of Procurement
University Hospital	22	Medical Officers, Dental Officers, Pharmacists, Optometrists, and a Director of University Health Services
KNUST Basic School	1	Head of University Basic Schools
Security Services	3	Deputy Heads and Head of Security
Sports Directorate	1	Manager
University Printing Press	1	Manager
TOTAL	**154**	

3.2 Data Collection

Google forms online questionnaire was designed and opened in September 2020 to December 2020. A link to the questionnaire was sent to respondents through bulk institutional email addresses of the Ghana Association of University Administrators (GAUA, KNUST Chapter). The link was also sent to GAUA WhatsApp platform to facilitate easy access to the questionnaire. This was facilitated by the co-author who is a member of GAUA. Both quantitative and qualitative data were retrieved from responses to the questionnaire.

4. PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

The data received from the questionnaire was exported to Microsoft excel 2007 and subsequently exported to the Statistical Package for Social Sciences (SPSS) 21 for generation of frequencies and charts for data analysis.

4.1 Profile of Administrative and Professional Senior Members at KNUST

After a series of reminders through emails, text messages and word-of-mouth, forty-five (45) responses out of 154 stated in table 1 were received, constituting a response rate of 29%. Males were 31 (69%) and females were 14 (31%) with their ages ranging from 31-35years: 1(2%), 36-40years: 4(9%), 41-45years: 10(22%), 46-50%: 12(27%), 51-55years: 15(33%), 56-60 years: 3(7%). A total of 40 (89%) of the respondents had Masters being their highest

level of education with the remaining 5(11%) having PhDs. Table 2 is a presentation of the category of staff who answered the online questionnaire.

Table 2: Category and Number of Respondents (N=45)

Status	Number of Respondents	Percentage (%)
Junior Assistant Registrar	1	2.2
Junior systems Analyst	1	2.2
Systems Analyst	3	6.7
Senior Systems Analyst	1	2.2
Assistant Registrar	7	15.6
Senior Assistant Registrar	11	24.4
Deputy Registrar	4	8.9
Senior Medical Officer	1	2.2
Principal Medical Officer	2	4.4
Accountant	1	2.2
Senior Accountant	3	6.7
Senior Pharmacist	1	2.2
Assistant Internal Auditor	1	2.2
Senior Assistant Internal Auditor	2	4.4
Director of Procurement	1	2.2
Head University Basic School	1	2.2
Senior Architect	1	2.2
Deputy Head of Security	2	4.4
Estate Officer	1	2.2
Total	45	100.0

4.1.1 Respondents conducting a research study or working on an article intended for publication.

A question on whether respondents were currently pursuing further studies or working on an article intended for publication had more than half respondents 26(58%) responding in the affirmative and 19(42%) indicating 'no'. Their responses are indicated in figure 1.
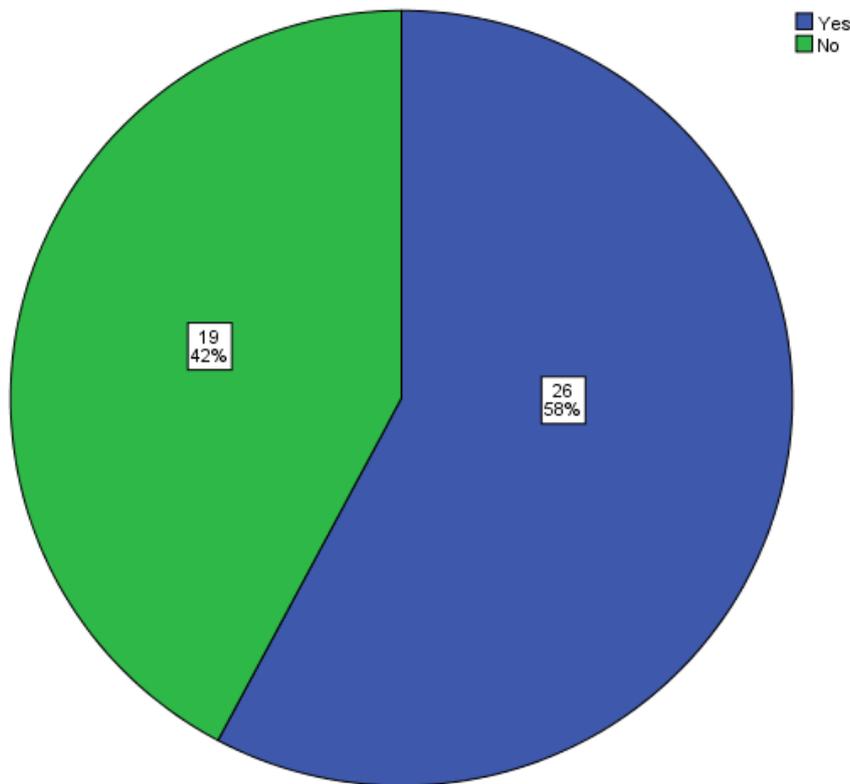
Figure 1: Respondents conducting a research for journal article or study (N=45)

Figure 1 shows 58% were conducting research as part of further studies or for publication in a journal supporting the assertion by Buhari (2016) that the quest and utilisation of information depends on factors such as research, job performance, examination, leisure/recreation, problem solving, awareness and education. A total of 42% were not conducting any form of research.

Respondents who were conducting research for studies or journal publication were asked to further state the subject area or specialisation. All the 25 respondents indicated their subject areas. Their responses have been collated and grouped in subject areas in table 3.

Table 3: Subject areas of research conduct (N=25)

Research Area	No. of Respondents	Percentage (%)	Breakdown of responses
Issues on Higher and Basic School Education (admissions, policies, student governance)	10	40%	*Quality Assurance* *Organizational Leadership* *Educational Management and Administration* *Students involvement in university governance* *Knowledge utilisation*

			• *Review of Online teaching* • *E-learning* • *Funding Tertiary Education* • *Social Responsibility of Universities* • *Admission policy for KNUST Basic School*
Health	5	20%	• *Dentistry* • *Mental Health* • *Clinical Microbiology* • *Oral Health* • *Rational use of medication within the NHIS*
Accounting and Finance	3	12%	• *Accounting* • *Sustainability reporting and financial performance* • *Means testing*
Real Estate	1	4%	• *Leadership role in corporate real estate*
Law	1	4%	• *Ownership and Custodianship of land in Ghana*
Auditing	1	4%	• *Audit*
Procurement	1	4%	• *Procurement Sustainability*
Information Technology (IT)	1	4%	• *Scientometrics*
Security	1	4%	• *Security Staff and alcoholism: its effects on punctuality at work*
Counseling	1	4%	• *Emotional Health*
Total	25	100	

In table 3, Higher Education issues had the highest number of respondents 10(40%) out of 25. Respondents for higher education issues were in the Registrar's Office (Junior, Assistant, Senior Assistant and Deputy Registrars). It is therefore not surprising that they are conducting research in such areas in Higher Education. Their day-to-day functions have been stated as managing the institution's affairs (Owusu & Onyame, 2013). This includes offering expert advice on the progress of university issues as well as the management of resources (both human and material), development, grants operations (Anane et al., 2020; Hayes, 1990).

Wilkins and Leckie (1997), outlined information needed by Administrative and Professional Staff as consisting of topics on health and safety, energy, counselling, fund-raising, financial

services, building maintenance and personnel management. These topics are also evident in the other areas of research indicated by respondents in this article. They are health, accounting and Finance, real estate, law, auditing, procurement, information technology, security and counselling. This implies that they need information on a daily basis and would definitely have to consult information sources.

4.2 Level of Skills of Administrative and Professional Senior Members for scholarly communication

There was there need to identify the level of skills of Administrative and Professional Senior Members for scholarly communication in this article. This is because after ascertaining the types of information needed to meet their research needs, it is also very important for the academic library to also know their level of skills in acquiring the right information and utilising them effectively. This would help the academic library to assist them and also collaborate with them in their duties towards the university community especially students.

4.2.1 Level of skills in identifying published literature and resources to meet information needs

All respondents were asked to assess their skills in identifying published literature and resources appropriate to meet information needs. Existing skills in the view of Ogunbodede and Ambrose (2020) include information literacy skills with search skills forming a major part to carry out research, education and generate ideas for work. In as much as not all respondents were pursuing further studies or conducting research for journal publication, they still needed information for their day-to-day activities. The scale for assessment was: no skills, low level of skills, moderate level of skills, high level of skills and expert skills. There was no response for 'no skill' category. Their responses are presented in figure 2.
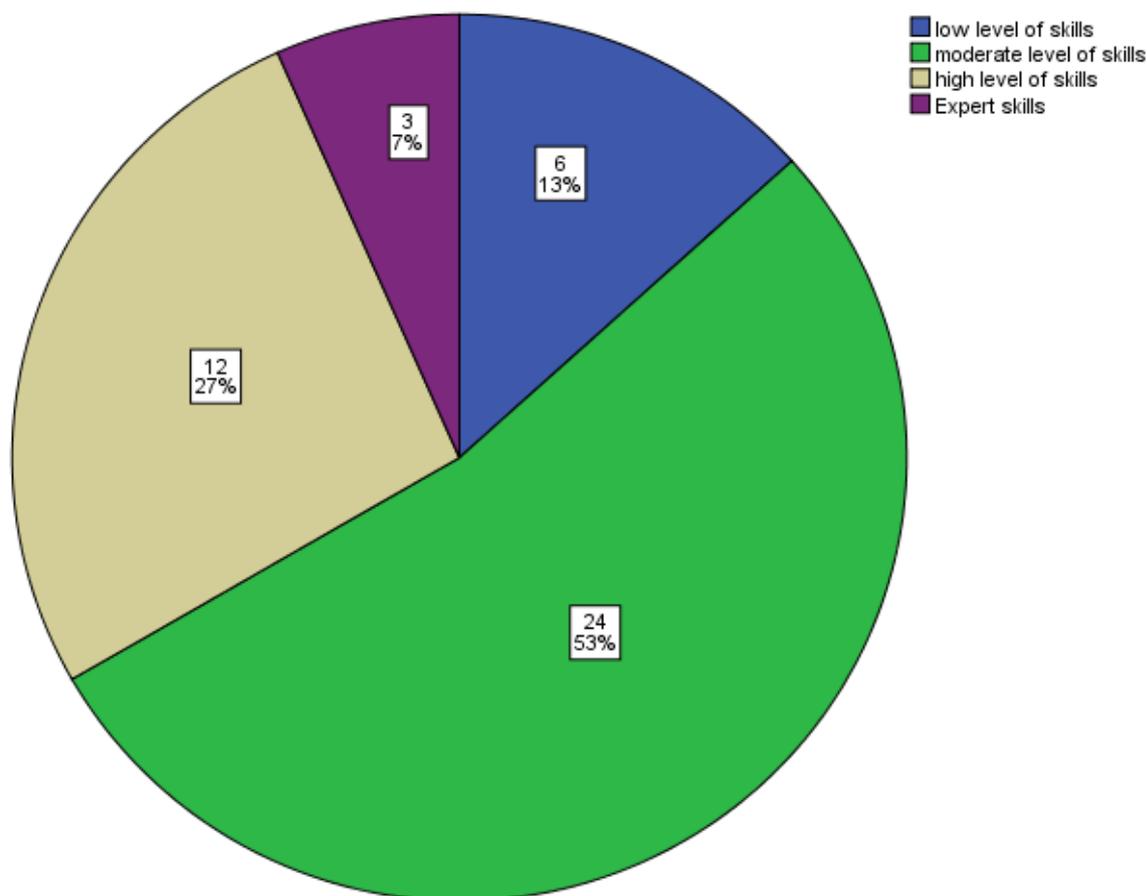
Figure 2: Skills in identifying published literature and resources appropriate to meet information needs

Figure 2 show that more than half of Administrative and Professional Senior Members (53%) had moderate level of skills in identifying published literature and resources appropriate to meet information needs. Although 27% of respondents indicated high level of skills and 7% indicating expert skills, 13% still had low level of skills. This shows that 66% of respondents had low and moderate level of skills in identifying published literature and resources to meet information needs which is in line with the identification by Ogunbodede & Ambrose (2020) that they have inadequate information retrieval skills. This points to the need for the academic library to investigate the utilisation of library resources by this category of staff and offer support.

4.2.2 Level of skills in evaluating quality of information found online
One crucial concern of academic librarians is for their clients to be able to evaluate the quality of information being used to meet information needs. Again, with a background that Administrative and Professional Senior Members consult online sources (Ogunbodede & Ambrose, 2020), there was a need to ascertain their ability to evaluate the quality of information accessed online in this article. The scale for assessment was: no skills, low level

of skills, moderate level of skills, high level of skills and expert skills. There was no response for 'no skill' category. Their responses are presented in figure 3.
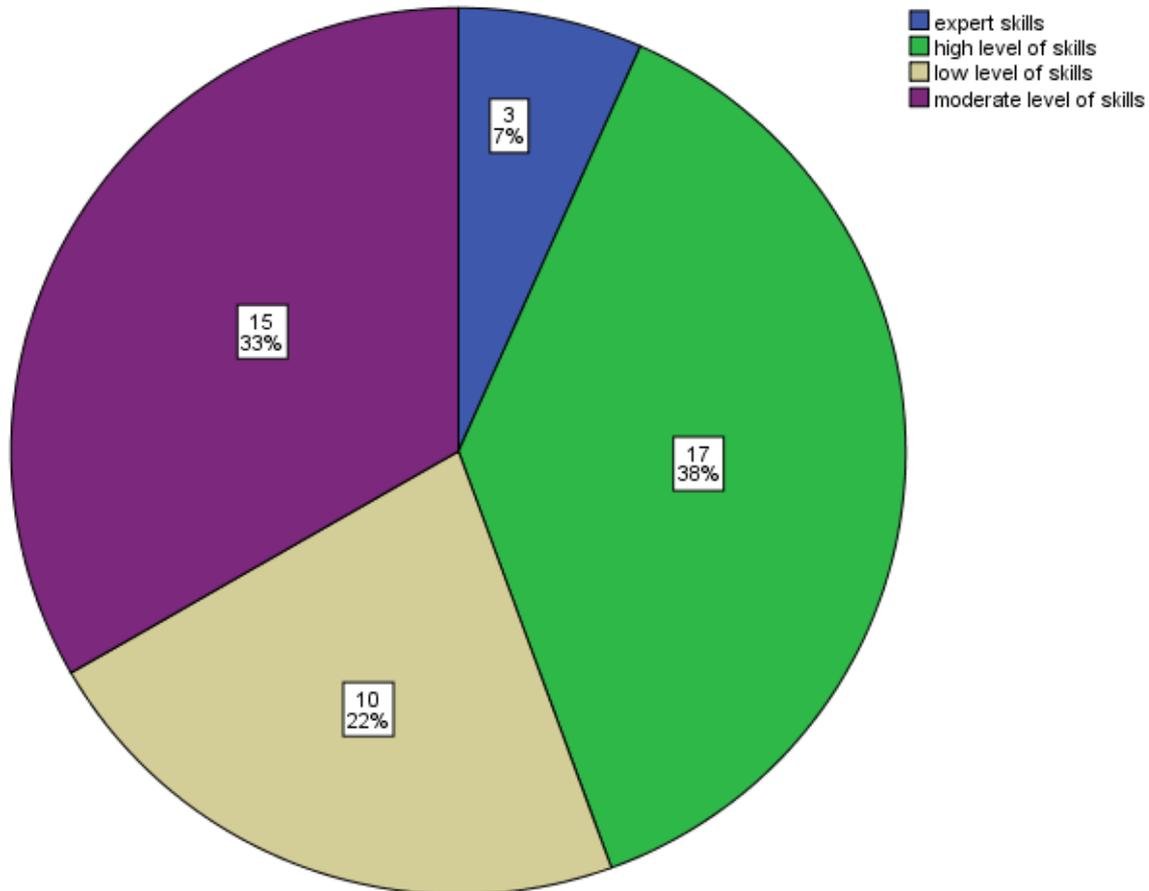

Figure 3: Level of skills in evaluating quality of information found online

Figure 3 is an indication that Administrative and Professional Senior Members have slight skill in evaluating online information for research and work-related activities. This is because, 38% of respondents declared high level of skills with 7% having expert skills representing a total of 45% which is less than half of the respondents. Meanwhile respondents who have low level of skill (22%) and moderate level of skill (33%) are more than 50%.

4.3 Utilisation of academic library information resources and services by Administrative and Professional Senior Members

The aim of every academic library is to have resources utilised effectively by clients. The academic library at KNUST is not different. Therefore, Administrative and Professional Senior Members are also expected to know and use all the resources and services from the

library effectively. This section sought for information on the use of information resources and services from KNUST library by Administrative and Professional Senior Members.

4.3.1 Scholarly communication services from KNUST Library utilized by Administrative and Professional Senior Members

Administrative and Professional Senior Members were asked to indicate their utilisation of scholarly communication trainings provided by the university library. They were presented with eight statements to choose from and their responses are presented in table 4. They had the chance to choose more than one activity. The activities are as follows:

- Education and Training in academic/scholarly literature search
- Advice on choosing the right journal for research publications
- Training on citation techniques
- Training on the use of online Theses and Dissertation platform
- Training on how to access "open access" resources for research
- Training on how to avoid plagiarism
- Training on how to be visible online (online author visibility)
- None of the above

Table 4 Utilisation of Scholarly communication services provided by KNUST library (N=45)

Utilisation of Scholarly communication services	Frequency	Percentage
Education and Training in academic/scholarly literature search	9	20%
Advice on choosing the right journal for research publications	11	24.4%
Training on citation techniques	5	11.1%
Training on the use of online Theses and Dissertation platform	8	17.8%
Training on how to access "open access" resources for research	9	20%
Training on how to avoid plagiarism	11	24.4%
Training on how to be visible online (online author visibility)	2	4.4%
None of the above	19	42.2%

Note: Data is based on multiple responses

In table 4, the majority 19 (42.2%) of Administrative and Professional Senior Members at KNUST do not utilise any of the scholarly communication services provided by the academic library. They selected 'None of the above' option in the responses showing that they did not use any of the scholarly communication trainings offered by the academic library. A study by Buhari (2016), attributed the non-use of library services to include unawareness of the services being offered or users not being comfortable with the way they are offered. However, 'advice on choosing the right journal for research publications' and 'how to avoid

plagiarism' had 24.4% respondents each. Interestingly although 24.4% asserted that they utilised these two trainings, only 7% of respondents (figure 2) had expert skills in identifying published literature and resources appropriate to meet information needs

4.3.2 Utilisation of information materials and online platforms provided by the KNUST Library by Administrative and Professional Senior Members

A review of literature indicates that, the library system does not feature as a very important information source for professionals working in universities and university administrators (Wilkins & Leckie, 1997). Administrative and Professional Senior Members were therefore asked to indicate their use of information materials and online platforms provided by the KNUST Library. They were presented with seven statements to choose from. They had the chance to choose more than one activity. Their responses are presented in table 5. The statements are as follows:

- Printed Books
- Printed Thesis and Dissertations
- Newspapers
- Online journal articles
- Open Access Institutional Repository known as KNUSTSpace
- KNUST Library Online Catalogue
- None of the above

Table 5 Utilisation of information materials and online platforms provided by the KNUST Library (N=45)

Utilisation of Scholarly communication services	Frequency	Percentage
Printed Books	13	28.9%
Printed Thesis and Dissertations	10	22.2%
Newspapers	6	13.3%
Online journal articles	23	51.1%
Open Access Institutional Repository known as KNUSTSpace	9	20%
KNUST Library Online Catalogue	7	15.6%
None of the above	15	33.3%

Note: Data is based on multiple responses

Table 5 has 51.1% of respondents indicating that they accessed the online journal articles provided by the KNUST library. This is followed by 28.9% who used print books, then 22.2% for printed thesis/dissertation. Meanwhile the Open Access Institutional Repository known as KNUSTSpace which contains electronic versions of thesis/dissertation had only 20%. Interestingly 33.3% indicated that they used none of the materials listed in table 5,

which is quite worrying. This is because every major decision taken on an individual's research conduct or about the university depends on the acquisition of the right information.

4.3.3 Knowledge and use of off-campus access to KNUST Library online databases by Administrative and Professional Senior Members

The KNUST library system gives remote access to subscribed online databases. Users are therefore expected to make good use, especially, when they are not on the university campus. Administrative and Professional Senior Members are also expected to utilise such a resource. This article sought to ascertain their knowledge of the off-campus access to KNUST online databases and whether they used it. Their responses are shown in Figure 4.
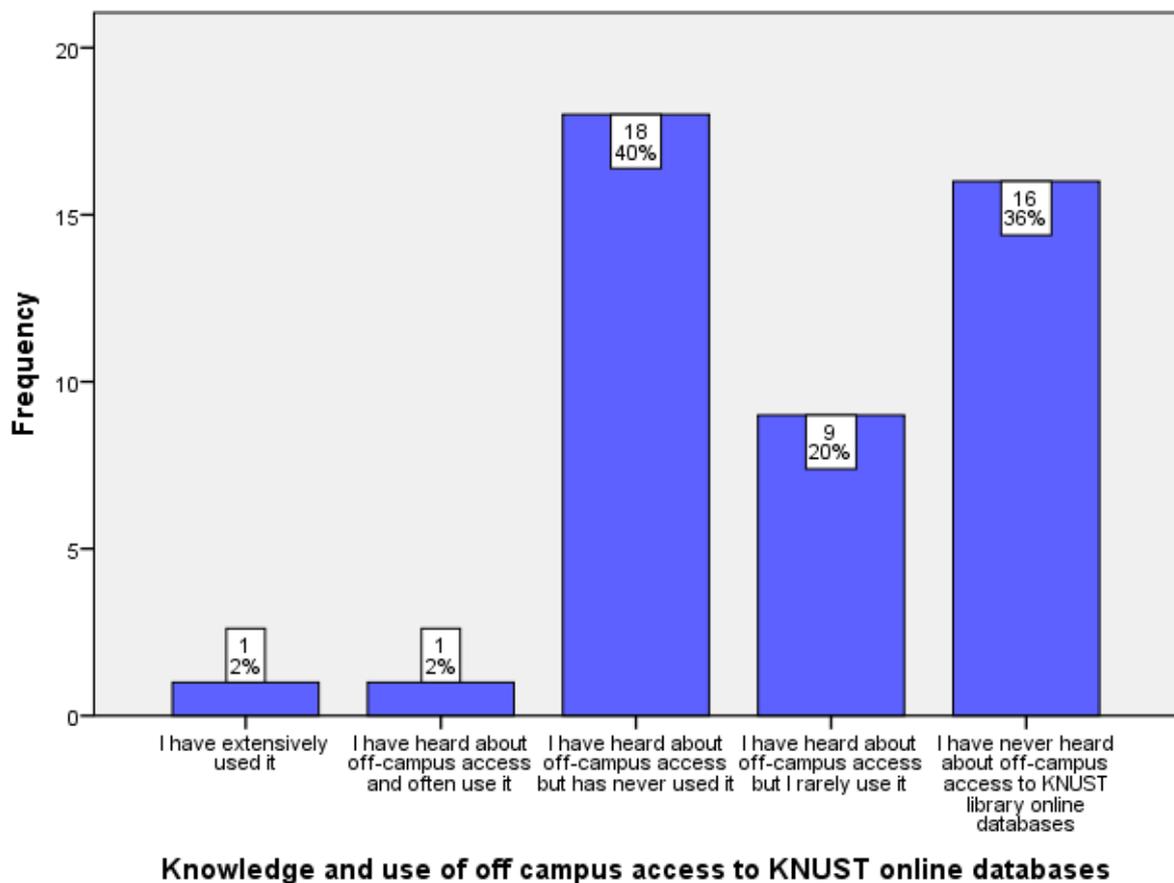

Figure 4: Knowledge and use of off-campus access to KNUST online databases

In figure 4, a total of 40% of respondents had heard about off-campus access to KNUST Online databases but never used it. However, 36% had never heard about such a resource at all. This is an indication that Administrative and Professional Senior Members do not utilise the off-campus access to online databases. This is evident in 76% (40% and 36%) who do not use the resource. Only 2% of respondents who had knowledge of this resource extensively used or often used it respectively and 9% rarely used. This data is in line with a study to discover the extent to which online databases and electronic resources were being utilised by students, faculty and administrative staff at Ashesi university in Ghana, West

Africa by Dadzie (2005), which showed that usage of some internet resources for information were very high, whilst the use of scholarly databases was quite low because of inadequate information about their existence in the university.

Respondents were quizzed with a question to ascertain their knowledge of the means through which the off-campus online databases are accessed by Administrative and Professional Senior Members. The options to choose from were: With staff Credentials, KNUST Institutional email address, personal email address, Do not know and an option for respondents to supply other means if any. There was no response for personal email address. Table 6 is a representation of their responses. Knowledge of the off-campus access is represented by the fact that a respondent had heard about the resource and using the resource is represented by a respondent accessing it.

Table 6: How to access off-campus online databases provided by KNUST library (N=45)

Activity	With staff Credentials	With KNUST Institutional email address	Do not know	Total
I extensively use off-campus access	-	1 (2%)	-	**1(2%)**
I have heard about off-campus access and often use it	1 (2%)	-	-	**1(2%)**
I have heard about off-campus access but has never used it	7 (15.5%)	2 (4.4%)	9 (20%)	**18 (40%)**
I have heard about off-campus access but I rarely use it	7 (15.5%)	2 (4.4%)	-	**9 (20%)**
I have never heard about off-campus access	4 (8.9%)	3 (6.7%)	9 (20%)	**16 (36%)**
TOTAL	**19(42%)**	**8(18%)**	**18 (40%)**	**45 (100%)**

Staff of KNUST are required to use their institutional email address to access the off-campus databases whiles students use their KNUST credentials consisting of a username and password. Table 6, shows that the 2% of respondents who used the resource extensively, knew how to access it. Interestingly, another 2% who gave a positive response on knowledge

and access (I have heard about off-campus access and often use it) said the resource is accessed using KNUST credentials. If such a respondent is a student as well as a staff at the same time at KNUST, then the response may be true. If not, then the respondent does not know how to access the resource. "I have heard about off-campus access but has never used it" had 15.5% respondents for 'with staff credentials', 4.4% for 'with KNUST institutional email address' and 20% for 'do not know'. The reason may be due to the fact that they had never used it and for that matter have not bothered to seek for information on how to access it.

"I have heard about off-campus access but I rarely use it" had majority of respondents indicating 'with staff credentials' (15.5%) and 4.4% for 'with KNUST institutional email address'.

However, 20% of the 36% respondents for "I have never heard about off-campus access", did not know how to access it. A total of 8.9% indicated 'with staff credentials' and 6.7% indicated 'with KNUST institutional email address. The three who got it right may have used a similar system before or just guessed the answer.

4.4 Preferred way of learning about library resources

It is binding on academic librarians to know the various ways through which users prefer to learn about library resources available to meet their information and scholarly communication needs. Administrative and Professional Senior Members were asked in this article to indicate their most preferred way. They were asked to choose just one response from four statements or state other preferred ways which were not listed in the questionnaire. Their responses are presented in figure 5.
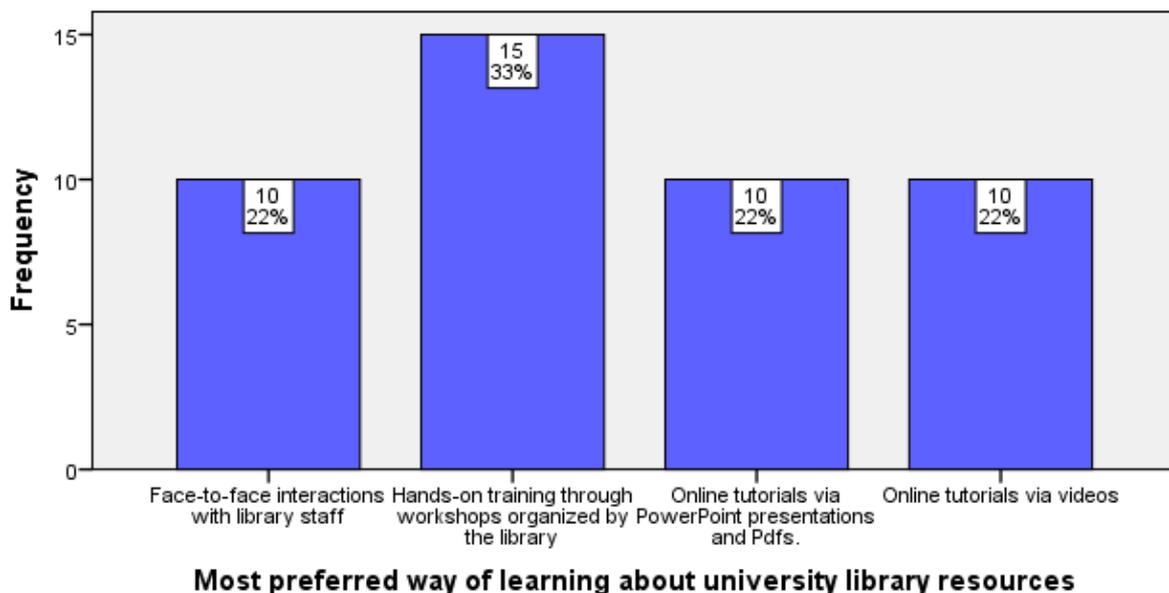
Figure 5: Most preferred way of learning about library resources to meet information and scholarly communication needs

Figure 5 is an indication that Administrative and Professional Senior Members prefer to be trained through hands-on-training during workshops organized by the university library and not just only online trainings through videos, PowerPoint presentations and pdfs. This is not surprising because the age range with the highest number of respondents in this article is 51-55years: 15(33%), as reported in section 4.1. Such older adults are seen to be less involved and skilled with digital media than younger adults but are ready to learn (Quan-Haase, Williams, Kicevski, Elueze, & Wellman, 2018). In the view of Quan-Haase, Martin, & Schreurs (2016), they have the flexibility to choose for themselves under what circumstances and for what purposes the use of ICT is appropriate for them.

4.5 Constraints of utilising university library information resources and services for scholarly communication

Respondents were presented with constraints that are broadly reported in literature as challenges to the effective utilisation of library information resources and services. They are: Lack of interest in library resources and services, Lack of awareness of library resources and services, and Lack of time to utilise library resources and services. Administrative and Professional Senior Members were given five likert scales to choose from: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree for each statement. Their responses are presented in figure 6.
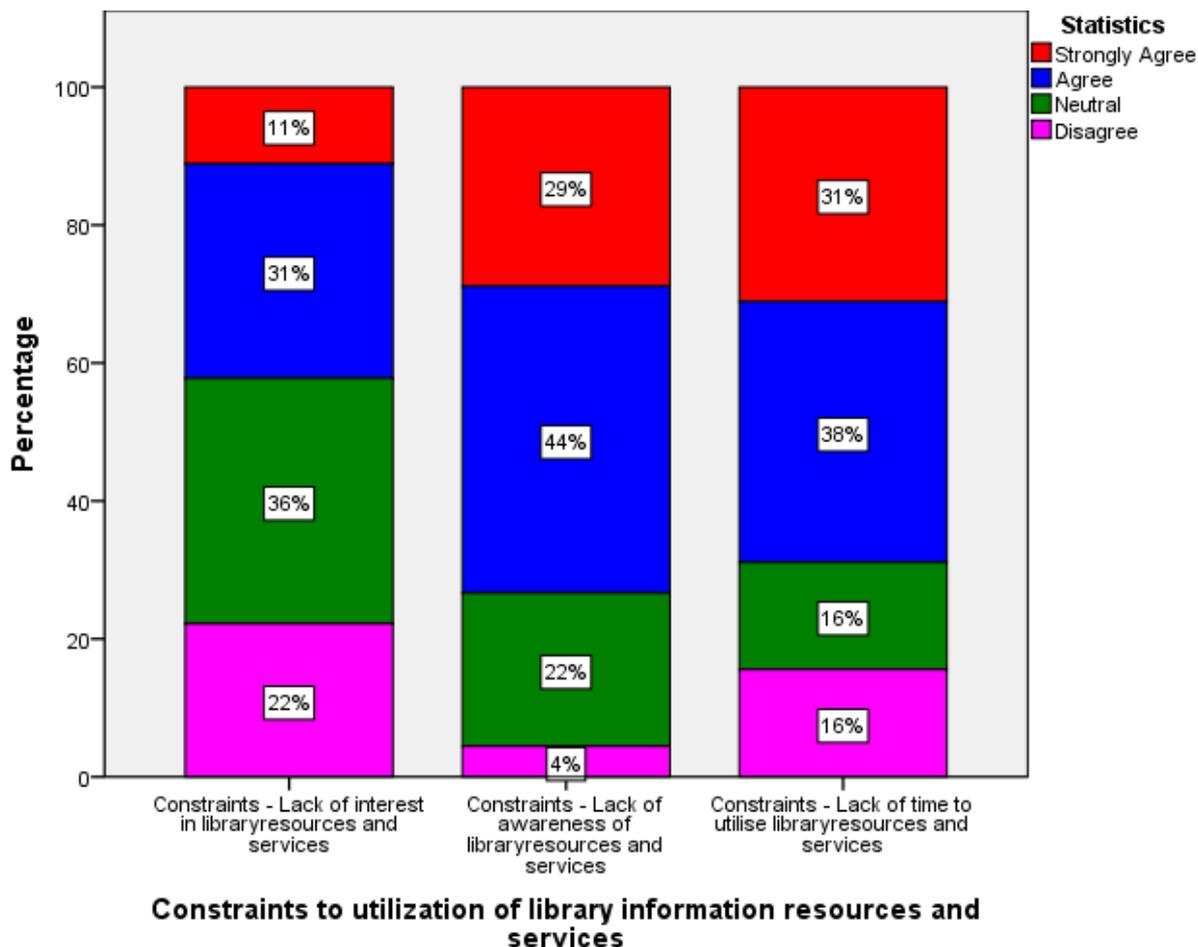
Figure 6: Constraints to utilisation of library information resources and services (N=45)

Figure 6 reflects lack of awareness of library resources and services and lack of time to access and utilise them effectively on the part of Administrative and Professional Senior Members. This is evident in a total of 44% who agreed, 29% who strongly agreed indicating a cumulative 73% lack of awareness as a constraint to the utilisation of library information resources and services.

Lack of time to utilise library information resources and services had 38% who agreed and 31% who strongly agreed. That is 69% of respondents.

Meanwhile lack of interest in library resources and services had 36% for neutral. The reason may be that respondents did not want to show their lack of interest in resources and services from the academic library and therefore chose neutral. However, 31% agreed on the fact that they had no interest.

This data are in agreement with information from authors such as Atkinson (2019), Buhari, (2016), Dadzie (2005), Madukoma & Popoola (2012) and Samson & Swanson (2014), on constraints to the effective utilisation of library information resources and services.

4.6 Collaboration between Administrative and Professional Senior Members and University Librarians

Atkinson (2019), is of the view that effective collaboration between the academic library and other departments in the university is no longer an option but a necessity. Most of the departments where Administrative and Professional Senior Members operate are in direct contact with students such as the counseling unit, hospital, finance and many more. Major decisions about the university are also taken in such departments. Effective collaboration can also reflect in Administrative and Professional Senior Members educating students and other clients about the help they could receive from the academic library for their research and studies.

This section of the article sought for the views of respondents on how the academic library can work with Administrative and Professional Senior Members or their departments to meet their scholarly communication needs as well as work related information needs. Their responses are presented in table 7. The statements to choose from were:

- Educating Administrative and Professional Senior Members (A&PSM) on the BENEFITS of accessing university library resources
- Educating A&PSM to ACCESS library resources effectively and
- Promoting the USE of library resources on university media platforms like the university website and social media handles

Table 7: Collaboration between Administrative and Professional Senior Members and the academic library (N=45)

Activity	Frequency	Percentage (%)
Educating A&PSM on the BENEFITS of accessing university library resources	13	28.9%
Educating A&PSM to ACCESS library resources effectively	16	35.6%
Promoting the USE of library resources on university media platforms like the university website and social media handles	16	35.6%
Total	**45**	**100**

In addition to the already listed options in table 7, respondents were given an option to state the ways through which the university library can support them in getting the right information resources and services for their work-related activities and research or publications. Their responses have been collated and grouped in subject areas in table 8.

Table 8: Other ways through which the university library can support administrative and Professional Senior Members to access right information resources and services

Activity	Frequency	Percentage (%)
Workshops and Seminars	11	24%
Continuous Education from the University Library	1	2%
Promotion of university library resources and services through the university website	3	7%
Sending information on library resources and services through emails and social media platforms	3	7%
Videos, Powerpoint presentations and online interactive resources	3	7%
Enhancing the activities of satellite libraries to train Administrative and Professional Senior Members	1	2%
No comment	1	2%
Not applicable	22	49%
Total	**45**	**100%**

In table 8, respondents who did not give any response were 49% and they are represented as 'Not applicable'. Two percent (2%) of respondents wrote 'No comment'. However, the highest response was workshops and seminars for Administrative and Professional Senior Members indicated by 24% of the respondents. Promotion of university library resources and services through the university website, Sending information on library resources and services through emails and social media platforms and Videos, PowerPoint presentations and online interactive resources had 7% each. The rest are Enhancing the activities of satellite libraries to train Administrative and Professional Senior Members and Continuous Education from the University Library receiving 2% each.

5. CONCLUSION

This article has contributed to investigations on effective utilisation of information resources and services from the academic library system for all categories of staff in the university. The article revealed that 58% of Administrative and Professional Senior Members were conducting research and would therefore need to utilise academic library information resources and services effectively for their research. Their research areas centered on higher

education issues, health, accounting and finance, real estate, law, auditing, procurement, information technology and security .

However, they possessed moderate level of skills (53%) in identifying published literature and resources to meet information needs. A total of 42% indicated their non-use of any of the scholarly communication trainings offered by the KNUST library system. However, 24.4% indicated that they utilised such services. The activities consisted of:

- Education and Training in academic/scholarly literature search
- Advice on choosing the right journal for research publications
- Training on citation techniques
- Training on the use of online Theses and Dissertation platform
- Training on how to access "open access" resources for research
- Training on how to avoid plagiarism
- Training on how to be visible online (online author visibility)
- None of the above

With regards to the utilisation of information materials and online platforms provided by the KNUST library system, 51.1% of respondents indicated that they accessed the online journal articles provided by the KNUST library. This is followed by 28.9% who used the print books, and 22.2% used printed thesis/dissertation. Meanwhile the Open Access Institutional Repository known as KNUSTSpace which contains electronic versions of thesis/dissertation had only 20% patronage. Interestingly 33% indicated that they used none of the materials listed in which is quite worrying.

Respondents preferred to be trained on the effective use library resources and services through hands-on-trainings during workshops organized by the university library. The reason is attributed to the fact that majority of respondents in this article are in the age range of 51-55years and may not be well versed in information technology and associated online platforms. Their constraints in utilising university library information resources and services for scholarly communication were lack of awareness of library resources and services and lack of time to access and utilise them.

Suggestions on how the academic library could support Administrative and Professional Senior Members to access right information resources and services were: Promotion of university library resources and services through the university website, sending information on library resources and services through emails and social media platforms, videos, PowerPoint presentations and online interactive resources, enhancing the activities of satellite libraries to train Administrative and Professional Senior Members and Continuous Education from the University Library.

6. RECOMMENDATIONS

Training guides

It must be noted that orientation is organised for newly appointed Administrative and Professional Senior Members. Though the university library conducts a presentation in such orientation programmes, this article recommends a laid down or written training guide to be used not only during orientations, but at scheduled periods within the semester. The academic library should determine the research needs and skills of Administrative and Professional Senior Members on a regular basis in order to adapt and update the training guides. This could be done every academic year using new technologies and new ways of effectively utilising academic library information resources and services for work and scholarly communication

Regular update of university library website and other university social media platforms

The arrival of COVID-19 has taught the whole world that we cannot do without digital platforms. The university library website is one of the best platforms to market the resources and services of the academic library. Information and updates on library services stipulated on the library website should be sent regularly into staff email addresses, through WhatsApp and other social media platforms of their various associations or unions

Collaborations

Leaders of GAUA could be contacted by the academic library in order to reach out to their members. This can aid in identifying their need for information and how to assist them. Their knowledge of the resources and services from the library would reflect in they directing students or even guiding students on library services available to aid them in their studies.

REFERENCES

American Library Association. (2020). Teaching library and information retrieval skills to academic administrators and support staff. *College & Research Libraries News*, *49*(4), 217–225. https://doi.org/10.5860/crln.49.4.217

Anane, G. K., Addo, P. K., Adusei, A., & Addo, C. (2020). Impact of the COVID-19 Pandemic on the Work of University Administrators in Ghana. *Journal of the Commonwealth Council for Educational Administration & Management*, *48*(1), 93–102.

Arguello, N., & Green, D. (2012). You mean I can use the library, too?: Collaborating with campus human resources to develop a library class for university professional and administrative staff. *College and Research Libraries News*, *73*(1), 14–17. https://doi.org/10.5860/crln.73.1.8687

Association of College & Research Libraries (ACRL). (2003). Principles and strategies for the reform of scholarly communication. In *College and Research Libraries News* (Vol. 64). Retrieved from http://www.ala.org/acrl/publications/whitepapers/principlesstrategies

Atkinson, J. (2019). Collaboration by academic libraries: What are the benefits, what are the constraints, and what do you need to do to be successful? *New Review of Academic*

Librarianship, *25*(1), 1–7. https://doi.org/10.1080/13614533.2019.1575016

Bradley, C. (2009). Campus Disconnect: Academic Libraries and the Information Needs, Skills, and Behaviors of Non-Teaching University Staff. In Dawn M Mueller (Ed.), *Pushing the edge : explore, engage, extend : proceedings of the Fourteenth National Conference of the Association of College and Research Libraries, March 12-15, 2009, Seattle, Washington* (pp. 46–54). Chicago: Association of College and Research Libraries.

Buhari, G. I. (2016). Library information resources and services utilization as correlates of creativity of Senior Administrative staff of Polytechnics in South West, Nigeria. *Library Philosophy and Practice (e-Journal)*, *1400*.

Buwule, R. S., & Ponelis, S. R. (2017). Perspectives on university library automation and national development in Uganda. *IFLA Journal*, *43*(3), 256–265. https://doi.org/10.1177/0340035217710539

Conditions of Service of Senior Members of the public universities of Ghana. (n.d.). Retrieved from https://www.uew.edu.gh/sites/default/files/downloads/Unified Condition of Service - Senior Members.pdf

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). London: Sage. Retrieved from https://www.google.com/search?q=Creswell%2C+J.W.+2014.+Research+design%3A+Qualitative%2C+quantitative%2C+and+mixed+methods+approaches.+4th+ed.+London%3A+Sage&oq=Creswell%2C+J.W.+2014.+Research+design%3A+Qualitative%2C+quantitative%2C+and+mixed+methods+app

Dadzie, P. S. (2005). Electronic resources: Access and usage at Ashesi University College. *Campus-Wide Information Systems*, *22*(5), 290–297. https://doi.org/10.1108/10650740510632208

Dadzie, P. S. (2009). E-Learning and E-Library Services at the University of Ghana: prospects and challenges. *Information Development*, *25*(3), 207–217. https://doi.org/10.1177/0266666909340791

Hayes, B. S. (1990). Serving the professional staff in higher education. *College & Research Libraries Libraries News*, *51*(11), 1059–1061. https://doi.org/10.5860/CRLN.51.11.1059

Hurst, L. (2003). Academic Library as Special Library: A Model of Library Orientation for Campus Employees. *College & Undergraduate Libraries*, *10*(1), 75–78. https://doi.org/10.1300/J106v10n01_08

Kwame Nkrumah University of Science and Technology. (2004). *Statutes*. Kumasi, Ghana: KNUST Printing Press.

Kwame Nkrumah University of Science and Technology. (2019). *Criteria for Appointments and Promotions of Senior Members - Administrative and Professional (Revised)*. Kumasi, Ghana: Kwame Nkrumah University of Science and Technology.

Madukoma, E., & Popoola S.A. (2012). The relationship between library use and work performance of Senior Non-Academic staff in private universities in South Western

Nigeria. *Canadian Social Science*, *8*(3), 70–82.

Mounce, M. E., & Claunch, K. E. (2018). Collaborations Between Academic Libraries and Other Campus Departments: An Annotated Bibliography, 2007-2017. *The Southeastern Librarian*, *66*(2), 5–13.

Ogunbodede, K., & Ambrose, S. E. (2020). Information needs and use of Non-Academic staff in University of Africa, Bayelsa State, Nigeria. *Library Philosophy and Practice (e-Journal)*, *4839*.

Owusu, G., & Onyame, J. (2013). Junior and Senior Staff Administrators' Perception about the Effectiveness of their Senior Members' Leadership Practices in Ghanaian Universities: Case of University of Cape Coast. *International Journal of Educational Administration*, *5*(3), 171–186. Retrieved from https://www.researchgate.net/profile/Georgina_Owusu/publication/266383630_Junior_a nd_Senior_Staff_Administrators'_Perception_about_the_Effectiveness_of_their_Senior _Members'_Leadership_Practices_in_Ghanaian_Universities_Case_of_University_of_C ape_Coast/li

Quan-Haase, A., Martin, K., & Schreurs, K. (2016). Interviews with digital seniors: ICT use in the context of everyday life. *Taylor & Francis*, *19*(5), 691–707. https://doi.org/10.1080/1369118X.2016.1140217

Quan-Haase, A., Williams, C., Kicevski, M., Elueze, I., & Wellman, B. (2018). Dividing the Grey Divide: Deconstructing Myths About Older Adults' Online Activities, Skills, and Attitudes. *American Behavioral Scientist*, *62*(9), 1207–1228. https://doi.org/10.1177/0002764218777572

Samson, S., & Swanson, K. (2014). Support your staff employees: they support the academy. *Reference Services Review*, *42*(1), 165–180. https://doi.org/10.1108/RSR-03-2013-0017

Sharma, G. (2017). Pros and cons of different sampling techniques. *International Journal of Applied Research*, *3*(7), 749–752. Retrieved from www.allresearchjournal.com

University of Ghana. (2012). *Basic laws of the University of Ghana*. Accra, Ghana: University of Ghana.

Wilkins, J. L. H., & Leckie, G. J. (1997). University Professional and Managerial Staff: Information Needs and Seeking. *College & Research Libraries*, *58*(6), 561–574. https://doi.org/10.5860/crl.58.6.561