

**INDIGENOUS PUBLISHERS CONTRIBUTION TO THE DEVELOPMENT
OF THE EDUCATIONAL SECTOR IN NIGERIA. A CASE STUDY:
MINDEX PUBLISHING PRESS**

BY

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BENIN CITY**

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**A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF
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THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE
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CERTIFICATION

We, the undersigned, certify that this research work was carried out by **Deborah Ugochukwu OZOMAH** with the matriculation number **EDU1703395** under my supervision in the Department of Educational Management, Library and Information Science, Faculty of Education, University of Benin, Benin City.

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DEDICATION

I dedicate this research project to God Almighty. He has made it possible for me to study Library and Information Science in a great university like University of Benin and guided me throughout my stay in the University. I thank God for giving me the courage to write this project, may His name be highly exalted.

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ABSTRACT

This study's focus will be on the effect of local publishing on Nigeria's educational advancement. In particular, this study will look at how indigenous publishing supports the growth of Nigeria's educational system and how it can make education more accessible to the country's disadvantaged communities. The study will also look into indigenous publishers' struggles in Nigeria and how they affect the growth of education. The study will make use of qualitative research techniques like interviews with indigenous publishers, educators, and policymakers, as well as case studies and literature reviews. The Mindex publishing press in Ugbowo, Benin City, will be the sole subject of the study. The collection of data would be primarily concentrated on Nigeria's educational sector.

Six research questions were raised for this study. The descriptive survey design approach was utilized in this research. A quality research design helped the researcher organize a study that will produce relevant data to the research issue. The purpose of this study's research design was to explore the indigenous publisher's contribution to the development of the educational system. According to Tonwe (2007), Survey research has grown in popularity in recent years as a scientific method for assessing the influence and interdependence of social and psychological factors in specific groups. The population comprises of 100 workers at Mindex printing press Benin and 50 students at the University of Benin, for a total of 150 respondents to the survey.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The Federal Ministry of Education is in charge of education. In Nigeria, education is more of a public industry that has seen comprehensive and dynamic government intervention and active participation (Federal Republic of Nigeria; 1981). The developed education policy of Nigeria asserted that education may be used to achieve national development. As a tool of change, education policy in Nigeria has evolved over time as a result of a succession of historical occurrences. Amaghiowyeodiwe and Osinubi (2007). It is no longer news that indigenous books and publishing play an important part in society's educational institutions. It is widely discussed in both developed and developing countries, garnering a large number of supporters on the path to a better and more solid education. A solid educational foundation begins with basic education. It is a significant step toward developing a strong mental system for young learners aged 6 to 14 years. The progress of a country is totally dependent on its educational system. The nation's high standard of excellent education will lead to positive changes in the country's administration. Nigeria's educational system is nothing to write home about due to

poor infrastructure, inadequate learning facilities, and unskilled teachers, resulting in declining educational standards. It is entirely incorrect to claim that a child of ten years old in Nigeria cannot achieve the standard of a six-year-old in most industrialized nations because his or her educational foundation is weak, as opposed to the six-year-old, who has a strong foundation due to basic education.

An individual reads a book. It doesn't have a laugh track or a musical score to emotionally trigger the reader's reaction. You are the only one who decides what you think about a book and its contents; no one is looking over your shoulder telling you what to think. Indigenous novels foster and grow children's imaginations, broadening their horizons. Young children are introduced to the worlds of art and literature through picture books. Novels and nonfiction books boost children's sensory awareness, allowing them to envision what they see, hear, taste, feel, and smell. Books inform and inspire our imaginations. Indigenous novels allow children to try on the world before venturing out into it. Books allow children to experience something in their minds before it occurs in real life. Books assist kids prepare for the next stage of adulthood by preparing them vicariously for the "grown-up" world. After emphasizing the value of indigenous books, book publication is the most important since the book publishing sector has a huge impact on society. "Book

publishing is a significant enterprise, a benchmark of a nation's education, one of the foundation bricks in cultural building, and an important measure of national development," writes Lai (2000). Book publication is a powerful tool for people's development and positive behavioral change. It is the nerve center of education, assisting people in gaining complete mastery of their surroundings.

The publishing sector faces numerous obstacles. It is typical to hear publishers accuse printers and booksellers of piracy, while authors accuse publishers of defrauding them through nonpayment or underpayment of royalties. Even the end users-readers-accuse booksellers of exorbitant pricing, while booksellers blame publishers for the high price of books. Publishers dispute it, claiming that they give large discounts to booksellers whose greed would prevent them from selling at the official price. Publishers also try to explain their high prices by citing the high cost of doing business in the country as a result of the government's inability to provide the necessary infrastructure as well as a favorable investment climate and policies. While students of tertiary institutions try to play it smart by engaging in massive and unrestrained photocopying of any published material they borrow from the library while librarians try to maintain seemingly dignified neutrality, the time has come to revamp academic textbook publishing in Nigeria in general and in the

higher education sector in particular. It is thus worth emphasizing that securing quality research outputs from seasoned academics in credible textbooks with a renowned international standing is an entrepreneurial activity that requires fostering beyond the country's current textbook publishing remits. Read a textbook to better prepare for the tests that will come throughout your school years. Read a life book to prepare for the challenges that life will throw at you. The value of literature in general cannot be overstated.

In general, roughly 130 million books have been published in human history; a hardcore reader will only get through 6,000 in a lifetime. The majority of them will be neither enjoyable nor memorable. Books are similar to individuals in that we meet many but fall in love with only a few. Perhaps only thirty novels will ever have an impact on us. They will be unique to every one of us, but the way they affect us will be similar. The book is a wellspring of national unity and progress, a vast index of technology, government, politics, religion, economy, sociology, medicine, and engineering, to name a few fields. It is a veritable information source for instructors and students, a treasure trove of knowledge for researchers and experts, and a wellspring of enjoyment and leisure for regular readers.

The quantity, variety, and quality of books produced by a society are now key markers of that culture's level of development. This is primarily due to the perception of a book as a stimulant for mental progress and social integration. Textbooks are the most commonly used source of study in many Nigerian tertiary institutions, yet students rarely discover comprehensive contents in our locally published textbooks and will frequently resort to textbooks issued by international publishers. Textbook publishing is a comprehensive process that involves author and/or agent negotiations, book design in collaboration with printers, book production, publicity, and sales through bookstores and merchants - all of which are referred to together as the book trade.

However, the Nigerian indigenous publishing business has seen a fall in the previous two decades as a result of several obstacles. Nigeria today shares a number of issues plaguing the book publishing sector with other developing countries, such as the failure to offer an acceptable number of high-quality books, book piracy, the proliferation of unqualified author-publishers, a lack of finance, and so on.

Specifically, the study will attempt to trace the historical development of indigenous publishing in Nigeria, examine indigenous publishing and educational

development in Nigeria, determine the availability and accessibility of indigenous books in Nigeria's educational sector, determine the role of indigenous publishing on educational development in Nigeria, identify constraints to indigenous publishing development in Nigeria, and provide necessary solutions on how to promote indigenous publishing in Nigeria.

1.2 Statement of the Problem

In 1988, a national book policy was created, along with recommendations for a national book commission to ensure the publication of books of greater public interest. A number of seminars, workshops, conferences, special interest groups, and task forces were formed or convened at the request of government or international entities interested in publishing and eager to address the book problem. The majority of publications required at tertiary institutions, particularly universities, for teaching and research remained to be imported from the United States, South East Asia, and Europe.

According to the Nigerian Enterprises Promotion Decree of 1978, at least 60% of equity involvement in book publishing must be held by Nigerian natives. With effect from that year, book publishing in Nigeria became indigenous, rendering the

distinction between indigenous and foreign publishing in the country obsolete. Given the significant benefits and compliance with the 1978 Nigerian Enterprises Promotion Decree, assessing the level of achievement that has been recorded became critical. Against this backdrop, the purpose of this research is to examine the impact of indigenous publishing on educational development in Nigeria using Mindex Publishing Press.

1.3 Objectives of the Study

The focal objective of the study is to examine the impact of indigenous publishing on educational development in Nigeria. The specific objectives of the study included to:

1. To ascertain the availability and accessibility of indigenous books in the Nigerian educational sector.
2. To assess the impact of indigenous books on educational development in Nigeria.
3. To assess the impact of book publishing on educational development in Nigeria.
4. To identify the constraints to books publishing in Nigeria.

5. To identify best practices and successful strategies for promoting indigenous publishing in Nigeria.
6. To recommend strategies and policy measures for overcoming the challenges facing indigenous book publishers in Nigeria.

1.4 Research Questions

The following research questions will be addressed in this study:

1. What is the current state of availability and accessibility of indigenous published books in the Nigerian educational sector?
2. What is the impact of indigenous books on educational development in Nigeria?
3. What is the impact of book publishing on educational development in Nigeria?
4. What are the challenges facing indigenous publishers in Nigeria
5. What are the best practices and successful strategies for promoting indigenous publishing in Nigeria

1.5 Significance of the Study

The significance of this study lies in its ability to shed light on the impact of indigenous publishing on educational development in Nigeria. The results of this study will provide important insights into how indigenous publishing can be used to promote and preserve indigenous languages and cultures in education, and how it can improve access to education for marginalized communities in Nigeria. Additionally, this study will identify the main challenges facing indigenous publishers in Nigeria and their impact on educational development, as well as provide recommendations for addressing these challenges and promoting the development of indigenous publishing in Nigeria. The findings of this study will be valuable for educators, policy makers, and researchers working to improve educational outcomes in Nigeria.

1.6 Scope of the Study

The scope of this study will focus on the impact of indigenous publishing on educational development in Nigeria. Specifically, this study will examine the role of indigenous publishing in promoting the development of the educational system in Nigeria, as well as how it can improve access to education for marginalized communities in Nigeria. The study will also investigate the challenges faced by

indigenous publishers in Nigeria and their impact on educational development. The research will include a review of literature, case studies, and qualitative research methods such as interviews with indigenous publishers, educators and policy makers. The study will be limited to the Mindex publishing press located at Ugbowo Benin City. The data collection will be mainly focused on the educational sector in Nigeria. The study will also analyze the current state of availability and accessibility of indigenous language books in the Nigerian educational sector. The time frame for this study will be from the last 10 years to the present.

1.9 Definition of Terms

The following are simplified definition of Key words used in the study:

1. **Book:** This is a medium for recording information in the form of writing or images, typically composed of many pages (made of papyrus, parchment, vellum, or paper) bound together and protected by a cover. The technical term for this physical arrangement is codex (plural, codices).
2. **Indigenous Books:** This is a medium for recording information in form of writing originating or occurring naturally in a particular place rather than outside composed of many pages.

3. **Book Publishing:** the act or process of issuing printed, reproduced, textual or graphical material to the public. When this materials are books then that is book publishing.
4. **Indigenous Publishers:** Indigenous publishers play an important role in raising the profile of Indigenous materials in the publishing industry. They do this through sharing Indigenous stories, and printing materials in Indigenous languages.
5. **Development:** Development is the result of society's capacity to organize resources to meet challenges and opportunities. Society passes through well-defined stages in the course of its development. They are nomadic hunting and gathering, rural agrarian, urban, commercial, industrial, and post-industrial societies.
6. **Education:** Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness, and honesty. Various researchers emphasize the role of critical thinking in order to distinguish education from indoctrination.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Preamble

This chapter provides an in-depth examination of the impact of indigenous publishing on educational development in Nigeria. Indigenous publishing refers to the production and dissemination of books and other educational materials by locally owned publishing companies. This chapter will explore the history, challenges and impact of indigenous publishing on educational development in Nigeria. It will also examine the current state of availability and accessibility of indigenous language books in the Nigerian educational sector and the potential impact on education development of the country.

2.2 Book Publishing

Book publishing refers to the process of producing and distributing books. This can include editing, design, printing, and distribution. Wikipedia (2021) defines publishing as the skeleton production and dissemination of written matters. It was asserted that the publishers' role is to search for or accept good manuscripts for publication and, once published, to promote and market them. Publishing is also

defined as the business of selling books, music, photographs, maps, and other printed materials to the general public, which includes negotiating contracts with authors and their literary agents, editing the authors' manuscripts, designing the physical items (typography, layout, etc.), producing the finished product (printing, binding, etc.), marketing the work, and arranging for its distribution through regular market channels.

The book publishing process typically involves the following steps:

1. Acquiring manuscripts: Publishers acquire manuscripts from authors or literary agents.
2. Editing: The manuscript is edited for content, grammar, and style.
3. Design: The book is designed, including layout, cover art, and typesetting.
4. Printing: The book is printed, either by traditional offset printing or digital printing.
5. Distribution: The book is distributed to bookstores, online retailers, and libraries.
6. Marketing: Publishers market the book to readers through various channels, such as book reviews, author tours, and social media.

Digital technologies have altered the traditional book publishing sector in recent years, creating new opportunities and difficulties. Self-publishing, e-books, and print-on-demand have made it easier for authors to self-publish their work, while electronic distribution channels have extended the book market.

Book publishing can be a lucrative industry, but it is also quite competitive. Self-publishing writers, e-book merchants, and internet shops are putting pressure on traditional publishing organizations. This rivalry has resulted in a decrease in the number of publishers, but it has also resulted in an increase in the quantity of books released.

2.2.1 Types of Book Publishers

A publisher is any individual, group of persons, or corporate body that produces and sells books and other printed goods to the general public. There are several types of publishing, according to the Society of Children's Book Writers and Illustrators (2014), including:

1. Traditional Publishers

Traditional publishers enter into a contract with an author, ideally giving an advance in exchange for royalties. Only a few conventional publishers charge a set cost. Smaller publishers may give a royalty without a prior payment. The

author owns the copyright and his/her name is on the book, regardless of whether the conditions include an advance against royalties or a flat sum. Publishers' sales reps and distributors promote trade books to bookstores, libraries, and schools.

2. **Mass Market Publishers**

Mass market publishers offer comparable contracts to trade publishers, though the copyright may be in the publisher's name or a joint copyright. Mass market books are handled by publishers' sales reps and wholesalers and are generally stocked by bookshops and bargain retailers.

3. **Educational Publishers**

Curriculum-related products for use primarily in schools are published by educational publishers. Marketing is often performed by a sales team that presents the information to educators (in their offices/schools and at conferences) and educational supply stores around the country.

4. **Self-Publishers**

The self-publishing author must supervise all aspects of book production, from overall cost to marketing and distribution. A self-published book nearly never receives notice from the review media. If you are writing a book for your

children or grandchildren, a local printer may be able to help you self-publish numerous copies, or a desktop computer publishing application may be able to provide you with the book you desire.

5. **Foreign Publishers**

Foreign or non-indigenous publishers are publishing houses where a non-Nigerian parent corporation holds a majority ownership interest. Examples of foreign publishers in Nigeria include Macmillan, Longman, Thomas Nelson, and Oxford University Press. These publishers have a long history of operating in Nigeria, but their presence in the country has been impacted by the indigenization policy of the Nigerian government, which has required them to sell more shares to Nigerian citizens. As a result, these foreign publishers have had to adapt to the changing business environment and increase their local partnerships and collaborations to stay competitive in the Nigerian market.

6. **Indigenous Publishers**

Indigenous publishers are publishing houses in which Nigerian firms are the controlling body. These can be government, state, or privately-owned corporations. Examples of indigenous publishing companies in Nigeria include Ethiope Publishing Corporation, Africana, Fourth Dimension, Spectrum,

Varsity Press, Delta Press, Summer Press, Tana Press and Mindex Publishing. Indigenous publishers play a vital role in the Nigerian book publishing industry, promoting Nigerian culture and literature, and providing a platform for local authors and voices to be heard. These companies are often smaller and operate on a smaller scale than foreign publishers but they have a significant impact in Nigeria and Africa's literary scene. The emergence of digital technologies and the internet has made it easier for Indigenous publishers to publish their works and reach a larger audience.

2.2.2 Historical Overview of Publishing in Nigeria

Book publishing in Nigeria has a long history dating back to the early twentieth century. In 1843, Samuel Crowther published "A Grammar of the Yoruba Language," the first book published in Nigeria. However, the industry did not truly take off until the early 1900s, when government-run publishing houses such as the Government Press and the University of Ibadan Press were established. A new wave of privately-owned publishing companies emerged in the 1950s and 1960s, including Heinemann Educational Books and Longman Nigeria. These businesses specialized in the publication of educational texts and literature for elementary and

secondary schools, as well as university-level textbooks. The Nigerian publishing business declined in the 1970s and 1980s due to economic and political instability. However, with the rise of new independent publishers such as Kraft Books and Farafina in the 1990s, the sector began to recover. Echebiri (2005, p. 199)

The Nigerian publishing sector has risen dramatically in the twenty-first century, with the introduction of new firms such as Cassava Republic Press, Parresia Publishers, and many others. Government regulations and initiatives, such as the establishment of the National Book Development Council and the National Book Policy, have also aided the business. The growth of digital technologies has also had an impact on the industry, with many Nigerian authors and publishers now adopting digital platforms to reach a global audience. As a result, new business models such as self-publishing and e-book publishing have emerged.

2.3 Book Publishing and Educational development in Nigeria

Publishing is a critical and necessary in the knowledge sector. According to Etim (2010), there is no denying that knowledge cannot be successfully spread until it is published. Publishing serves as a gateway through which the rest of the world may acquire information and education. The primary goal of book publishing is to

extend the frontiers of knowledge from one generation to the next, resulting in constant intellectual development. Publishing is used to promote learning and knowledge expansion. Book publishing plays a crucial role in the educational development of Nigeria. The country has a large and diverse population, with over 200 ethnic groups and over 500 indigenous languages. This diversity is reflected in the education system, which includes both formal and non-formal education. Formal education is provided by the government through primary and secondary schools, as well as tertiary institutions such as universities and polytechnics. Non-formal education is provided through community-based organizations, religious institutions, and other non-governmental organizations.

According to Albert N. (2013) *The Book Publishing Industry* examines all significant book categories and specializes on consumer books (adult, juvenile, and mass market paperbacks) in order to provide a thorough picture of this varied industry. This book offers historical information on the publishing industry from 1946 until the end of the 20th century in addition to insights and portrayals of the publishing sector in Nigeria. The carefully chosen bibliography contains the most recent writings, including works in economics and marketing that have a direct bearing on this dynamic sector.

One of the most significant difficulties confronting the Nigerian education system is a lack of access to high-quality educational resources. This comprises textbooks, reference books, and other educational materials. Many schools, particularly in rural regions, lack appropriate libraries and other learning resources. This scarcity of resources has a substantial impact on educational quality and students' ability to learn and succeed.

Book publishers in Nigeria play a vital role in promoting educators' professional development in addition to generating and disseminating educational resources. Indigenous book publishers also provide educational materials that are specifically designed to meet the needs of students in the country, including textbooks, reference books, and other learning resources. These materials are written by local educators and are based on the Nigerian National Curriculum and other relevant educational standards. This helps to ensure that students have access to materials that are relevant and appropriate for their learning needs.

In addition to producing educational materials, indigenous book publishers also play an important role in supporting the professional development of educators. Many publishers provide training and resources for teachers, including lesson plans

and teaching guides. This helps to ensure that teachers are equipped with the knowledge and skills they need to effectively teach their students.

Furthermore, indigenous book publishers also play a role in promoting literacy and a culture of reading in Nigeria. They produce children's books and other materials that are specifically designed to encourage reading among young people. This is important as it helps to develop the cognitive and language skills that are essential for learning.

Indigenous book publishers also help to strengthen the local economy by creating jobs and generating income. The book publishing industry provides employment opportunities for writers, editors, designers, printers, and other professionals, and it contributes to the overall economic development of the country.

Moreover, indigenous book publishers are better positioned to understand the specific needs of the Nigerian education system and the challenges facing students and educators. They are more likely to produce materials that are relevant and appropriate for the local context, and they can respond quickly to changes in the education system or changes in the needs of students and educators.

Indigenous book publishers play a vital role in the educational development of Nigeria. They provide access to quality educational materials, support the professional development of educators, promote literacy and a culture of reading, and contribute to the local economy. To support the continued growth and development of the book publishing industry in Nigeria, the government and other stakeholders should invest in the production and distribution of educational materials, support the professional development of educators, and promote literacy and reading culture in the country.

2.3.1 Challenges Facing Indigenous Book Publishers in Nigeria

The development of a country's educational system is dependent on the quality of educational materials available. The production and distribution of high-quality educational materials are crucial for the growth and development of the education sector in any country. However, the production of such materials is not without challenges, and this is particularly true in Nigeria where the indigenous book publishing industry faces several challenges that negatively impact the quality of education in the country

The challenges faced by indigenous book publishers in the educational development of Nigeria can be grouped into several categories:

1. **Financial Constraints:** One of the major challenges faced by local book publishers in Nigeria is financial constraints. Many local book publishers lack the financial resources to invest in high-quality research and publication activities. This has resulted in the production of substandard educational materials that are unable to meet the needs of the Nigerian educational system. The lack of funds has also made it difficult for local publishers to hire skilled and experienced professionals, which further exacerbates the problem.
2. **Piracy:** Piracy is a major challenge for local book publishers in Nigeria. This results in significant financial losses for publishers and also negatively impacts the quality of education in the country. Pirated materials are often of poor quality and do not provide students with the information and skills they need to succeed in their education. This situation has led to a decline in the reputation of local publishers and has also made it difficult for them to compete with foreign publishers.

3. Limited distribution networks: Many local publishers struggle to reach their target market due to limited distribution networks. This makes it difficult for them to effectively distribute their materials and to reach students and educators in remote or underserved areas.
4. Lack of Government Support: The Nigerian government has not provided adequate support to local book publishers. This has resulted in a lack of funding and resources, making it difficult for local publishers to grow and develop their businesses. This lack of support has also made it difficult for local publishers to compete with foreign publishers and has resulted in a decline in the quality of educational materials produced by local publishers.
5. Lack of infrastructure: Many local publishers face challenges in terms of infrastructure, including access to reliable electricity, transportation, and other basic services. This makes it difficult for publishers to operate effectively and to produce and distribute high-quality materials.
6. Competition from Foreign Publishers: Local book publishers face stiff competition from foreign publishers who often offer lower prices and higher quality materials. This has made it difficult for local publishers to compete and has resulted in a decrease in their market share.

2.3.2 Government Policies to Support Indigenous Book Publishers in Nigeria

The publishing industry is an essential component of the cultural and educational development of any country. In Nigeria, the publishing industry faces several challenges that limit its growth and development, including financial constraints, competition from foreign publishers, inadequate infrastructure, and piracy. To address these challenges, the Nigerian government has implemented several policies aimed at supporting indigenous book publishers. Some of these policies include:

1. The National Book Development Fund (NBDF): One of the major challenges faced by indigenous book publishers in Nigeria is financial constraints. To address this challenge, the Nigerian government established the National Book Development Fund (NBDF). The NBDF provides financial assistance to local publishers and authors for the production of educational materials and books. This has helped to alleviate some of the financial constraints

faced by indigenous publishers and has encouraged the production of high-quality educational materials.

2. Copyright Act: Piracy is a major challenge for indigenous book publishers in Nigeria. To address this challenge, the Nigerian government has enacted the Copyright Act to protect the rights of local publishers and authors and to promote the growth of the local publishing industry.
3. Promotion of Nigerian Content: The Nigerian government has implemented policies aimed at promoting the use of locally produced educational materials in schools and other learning institutions. This has helped to increase the demand for local books and has encouraged the growth of the local publishing industry.
4. Incentives for Local Publishers: The Nigerian government has provided tax breaks and other incentives for local publishers to encourage the production of high-quality educational materials.
5. Strengthening Library Services: The Nigerian government has implemented policies aimed at strengthening library services in the country. This includes the establishment of libraries in rural areas and the provision of books and other reading materials to schools and communities.

6. Promoting Literary Arts: The Nigerian government has supported the promotion of literary arts by sponsoring literary events and festivals, as well as providing grants and awards to local authors and publishers.

The Nigerian government has implemented several policies aimed at addressing the challenges faced by indigenous book publishers in the country. These policies have helped to increase the demand for locally produced educational materials, alleviate some of the financial constraints faced by indigenous publishers, and improve the quality of education in the country. Nevertheless, the indigenous publishing industry in Nigeria still faces several challenges that must be addressed in order to fully realize its potential. Despite these challenges, the policies implemented by the government have helped to create a more conducive environment for the growth and development of the indigenous publishing industry, which is crucial for the improvement of the quality of education in the country.

2.5 Appraisal of Literature

Review of related literature was based on documented sources; these sources include articles, journals, books and reference materials. These sources are both print and electronic materials.

The review of literature in the proceeding section has evidenced that indigenous publishers plays a critical role in the development of Nigeria's educational sector. This study reviewed the concept of book publishing, types of book publishers, historical overview of the publishing industry in Nigeria, indigenous book publishing and educational development, the challenges faced by indigenous publishers and government policies aimed at supporting indigenous book publishers.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Preamble

In this type of study, it is important to select the appropriate instruments or tools for analysis. The raw data does not convey much significance unless it has been analyzed using the appropriate analytical methods and interpreted. Based on this view, this chapter is devoted to identifying the different sources, research design, study population, data collecting instrument and validation, data analysis technique, and research restrictions.

3.2 Research Design

The descriptive survey design approach was utilized in this research. A quality research design will help the researcher organize a study that will produce relevant data to the research issue. The purpose of this study's research design was to

explore the indigenous publisher's contribution to the development of the educational system. According to Tonwe (2007), Survey research has grown in popularity in recent years as a scientific method for assessing the influence and interdependence of social and psychological factors in specific groups. The design of a survey research study might be descriptive or historical. It is historical when it analyses and explains previous occurrences in order to obtain a better knowledge of the present and make a more accurate prediction of the future. When it unravels the major features and qualities of any phenomena, it is descriptive. Furthermore, survey research investigates big and small populations by choosing and analyzing samples collected from the population in order to determine the prevalence, distribution, and interrelationships of sociological and psychological factors. (Tonwe, 2007). Because the researcher has no influence over the factors or the outcome, the survey research method was the best choice.

3.3 Population of the study

Population is defined as "all items in any subject of research or study" by Eboh (2009). In other words, the population is any group on whom the researcher has concentrated his attention and has been accepted as the topic of study.

The population comprises of 100 workers at Mindex printing press Benin and 50 students at the University of Benin, for a total of 150 respondents to the survey.

3.4 Sampling Procedure and Sample Size Determination

For this study, both purposive and simple random selection strategies were used. It is regarded desirable to obtain an appropriate sample size for a survey research because it is not always realistic to cover and include the entire population as surveyed.

To derive the optimal sample size, the Taro-Yamane formula was used. The formula is specified as:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = Sample Size [Unknown]

N = Population Size

1 = Fixed Numerical factor

e = margin of error usually 5%

The researcher selected 5% as the level of significance or margin of tolerable error.

The translation of the formula is as follows:

$$n = \frac{150}{1 + 150 (0.05)^2}$$

$$n = \frac{150}{1 + 150 (0.0025)}$$

$$n = \frac{150}{1.38} \\ = 108.7$$

Therefore, 109 respondents will be sampled for this study.

3.5 Data Collection Instrument and Validation

The researcher collected and analyzed data from both primary and secondary sources. Primary data are firsthand or raw data, original documents, and materials made by participants or witnesses to the event(s) under investigation. Personal interviews and questionnaires were employed to acquire primary data for the study. Secondary data, defined as material acquired and often interpreted by other

researchers and published in books, essays, and other publications, was also used. Existing but relevant documents such as newsletters, annual reports, books, and publications were used to obtain secondary data.

3.5.1 Validation of the Research Instrument

According to Bryman and Bell (2003, 2015), validity determines if the study actually measures the idea meant to be measured or how accurate the research results are. According to Maxwell (2012), the evaluation of scientific criteria in qualitative studies is typically more difficult than in quantitative studies, which have stronger statistical evidence. In the latter case, the researcher must demonstrate the link between the examined account and occurrences in the actual world outside of that account (Maxwell, 2012), i.e. he/she fits the requirements, the results can be trusted, and practical implications may be drawn. He must also assure the "honesty, depth, richness, and scope of data produced," or how the data is understood and presented "objectively." (Cohen, Manion & Morrison, 2007).

This study aims to examine indigenous publisher's contribution to the development of the educational system using Mindex Press as a case study. To ensure that the sample represents the population, Staff of Mindex Press as well as other users of the

books published by the publisher were selected. Secondly, to reduce the participant error respondents were chosen from different departments within the Library to obtain wider experiences for analysis. Thirdly, to reduce the interviewee effect (Bryman & Bell, 2003), 3 Staff and 2 other respondents were asked to fill the self-administered questionnaires.

The questionnaire was designed to guarantee that questions are relevant and purposeful to the study in order to ensure that the qualitative data gathered and processed genuinely measures what was intended. Three Mindex Press workers were requested to complete the questionnaire for the pilot test. It assured that the participants understood the questions as the author intended. This effort involved has also improved the research's validity.

3.5.2 Reliability of the Research Instrument

Bryman and Bell (2015) define reliability as the degree to which results are consistent across time and an accurate reflection of the overall population under investigation. It also assures that the findings of a study may be replicated using identical methods (Saunders, Lewis & Thornhill. 2009). The internal consistency approach was used to determine the instrument's reliability. The questionnaire was provided to a 10-person expert panel for rating on a 5-point Likert scale. The

Cronbach's alpha correlation matrix was utilized by the researcher to examine the instrument's reliability as ranked by experts.

3.6 Method of Data Analysis

Using the Statistical Package for Social Sciences software (SPSS), the obtained data were statistically analyzed. Tables were employed as data representations to promote clear and rapid interpretation. The responses were given in percentages. The completed questionnaire data was reviewed for consistency. The questions were coded and coded for easy use of Statistical Package for Social Sciences based on the replies provided by the respondents. This approach was chosen because it is the most effective tool for identifying, comparing, describing, and reaching a conclusion.

The basic percentage approach would be employed in the analysis of data received from the field via questionnaire, together with a qualitative desk analysis of information gathered by one-on-one interview. Hence, the following formula will be applied:

$$\% = \frac{PC}{\quad} \times \frac{100}{\quad}$$

N 1

Where:

PC (F) = Percentage compliance;

N = Total number of respondents;

100 = Common base of simple percentage.

(Ogbeide, 1997).

3.7 Limitations of the Methodology

The research is confined to the staff of Mindex Press Benin and students of the University of Benin, hence the sample size is small. Furthermore, because the questionnaire was completed anonymously, it could only be examined on a generic rather than an individual basis. Furthermore, the respondents' hesitation to provide important information to the researcher hampered this investigation. There were time limits in terms of the deadline for submitting the research work. As a result, the research was unable to explore a broader range of topics.

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CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This study examined indigenous publisher's contributions to the development of the educational system using Mindex as a case study. The variation in respondents' responses and background characteristics were also examined. This was to be able to find out the extent to which socio-economic and demographic characteristic have influenced respondent's view of the roles indigenous publishers play in the development of the educational system. This chapter presents the results and discussion of findings in line with the research questions asked. This chapter is discussed under the following subheadings:

Questionnaire response rate

Analysis of the respondent's bio-data

Answering of the research questions

Discussion of findings

Questionnaire Response Rate

Table 4.1: Questionnaire response rate

Number of questionnaire administered.	Number of questionnaire retrieved	Percentage of questionnaire retrieved
108	100	92.6%

A total of 108 copies of questionnaires were distributed to the respondents, and a total of 100 copies was retrieved and found usable resulting to 92.6% response rate.

The response rate is considered adequate for this study as it is more than the universally accepted rate for most studies which is 60%.

Analysis of Respondents Bio-data

Gender Distribution of Respondents

Table 4.2 Gender Distribution of Respondents

Gender distribution	Respondents	% Respondents
Male	45	45%
Female	55	55%
Total	100	100

Table 4.2 indicates that 45 (45%) of the total respondents are male and 55 (55%) are females. This means that, from the above analyses, more females participated in the study than males.

Age of the Respondents

Table 4.3: Age of the Respondents

Age distribution	Respondents	% Respondent
18 - 30	15	15%

31 – 40	29	29%
41 – 50	35	35%
51 and above	21	21%
Total	100	100.0

Table 4.3 shows the age distribution of the respondents. The table reveals that 15 (15%) of the respondents were between 18 - 30 years of age, 29 (29%) of them were within the age bracket of 31 – 40years of age, 35 (35%) were between 41 – 50years of age and 21 (21%) of the respondents were between the ages of 51 and above. This implies that respondents between the ages of 41 – 50 were more active in this study.

Educational distribution of participants

Table 4.4: Educational distribution of participants

Educational Distribution		Frequency	% Respondents
1	Postgraduate	8	16
2	B.Sc.	31	62
3	NCE, ND & HND	6	12
4	Others	5	10
Total		50	100

Source: Researcher's Fieldwork, 2023

Analysis from table 3 shows that 8 (16%) of the respondents had Postgraduate qualifications, 31 (62%) of the respondents had B.Sc. qualifications, 6 (12%) of the respondents NCE, ND & HND qualifications, while 5 (10%) of the respondents had other qualifications. Therefore, the above analyses indicate that majority of the respondents were educated up to B.Sc.

Research Question 1: What is the current state of availability and accessibility of indigenous published books in the Nigerian educational sector?

Table 4.4: Summary of the respondent’s opinion on the availability and accessibility of indigenous published books in the Nigerian educational sector

Availability and accessibility of indigenous books in the Nigerian educational sector	SA	A	D	SD	Total
Indigenously published books are easily accessible.	45 45%	30 30%	23 23%	2 2%	100 100%
There are enough indigenously published books in schools and institution to meet the needs of students and teachers	52 52%	30 30%	11 11%	7 7%	100 100%
Indigenously published books are affordable compared to imported books	40 40%	22 22%	35 35%	3 3%	100 100%
I am satisfied with the quality of locally published books in terms of content and presentation.	32 32%	14 14%	41 41%	13 13%	100 100%

Source: Field Survey; 2023.

The above table, 45(45%) of the respondents strongly agreed that indigenously published books are easily accessible. 30 (30%) agreed. this brings the total number of agreements to 75 % of the total sampled population. On the contrary 23(23%) of the respondents disagreed and 2 (2%) of the respondents strongly disagreed. The result of the table also showed that 82% of the respondents to the study agreed that are enough indigenously published books in schools and institution to meet the needs of students and teachers as against 18% disagreement. 62% of the respondent agreed that indigenously published books are affordable compared to imported books as against 38% of the respondents who disagreed and stated that they make use of the facilities more frequently than that.

Lastly, 46% of the respondents agreed that they are satisfied with the quality of locally published books in terms of content and presentation basis as against 53% of the respondents who were in disagreement with this opinion.

Research Question 2

What is the impact of indigenous books on educational development in Nigeria?

Table 4.5: the impact of indigenous books on educational development in Nigeria

The impact of indigenous books on educational development in Nigeria performance of undergraduate students.	SA	A	D	SD	Total
Indigenously published books contribute to improving the quality of education in Nigeria	41 41%	44 44%	10 10%	5 5%	100 100%
Indigenously published books play a significant role in reducing the dependence on imported educational materials in Nigeria	50 50%	33 33%	10 10%	7 7%	100 100%
Indigenously published books positively influence the performance of students in Nigeria	61 61%	24 24%	5 5%	10 10%	100 100%
Indigenous literature reflects the Nigerian value system.	49 49%	32 32%	7 7%	12 12%	100 100%

Source: Field Survey; 2023.

An analysis of research question, two item one revealed that 85 (85%) of the respondents agreed that indigenously published books contribute to improving the quality of education in Nigeria. On the other hand 15 (15%) of the respondents disagreed that indigenously published books contribute to improving the quality of education in Nigeria. Item two show 83 (83%) of the respondents agreed that indigenously published books play a significant role in reducing the dependence on imported educational materials in Nigeria, On the contrary, 17 (17%) of the respondents disagreed that indigenously published books play a significant role in reducing the dependence on imported educational materials in Nigeria. Item three show 85 (85%) of the respondents agreed that indigenously published books positively influence the performance of students in Nigeria. On the contrary, 15 (15%) of the respondents disagreed indigenously published books positively influence the performance of students in Nigeria.

Analysis of item four reveals that 81 (81%) of the respondents agreed that indigenous literature reflects the Nigerian value system. On the other hand, 19 (19%) of the respondents disagreed indigenous literature reflects the Nigerian value system.

Research Question 3 What is the impact of book publishing on educational development in Nigeria?

Table 4.6: The impact of book publishing on educational development in Nigeria

The impact of book publishing on educational development in Nigeria	SA	A	D	SD	Total
The availability of published books has improved the quality of education in Nigeria	31 31%	46 46%	14 14%	9 9%	100 100%
Book publishing has had a positive impact on the overall literacy rate in Nigeria	36 36%	33 33%	18 18%	13 13%	100 100%
Book publishing has increased access to educational resources for students in Nigeria.	58 58%	22 22%	12 12%	8 8%	100 100%
The availability of books has positively impacted students' academic	41 41%	32 32%	16 16%	11 11%	100 100%

performance					
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Source: Field Survey; 2023.

An analysis of research question three, item one revealed that 77 (77%) of the respondents were in agreement that the availability of published books has improved the quality of education in Nigeria, 23 (23%) of the respondents disagreed that the availability of published books has improved the quality of education in Nigeria. Item two shows that 69 (69%) of the respondents were in agreement with the opinion that book publishing has had a positive impact on the overall literacy rate in Nigeria. On the contrary, 31(31%) of the respondents disagreed that book publishing has had a positive impact on the overall literacy rate in Nigeria. Analysis of item three reveals that 80 (80%) of the respondents were in total agreement that book publishing has increased access to educational resources for students in Nigeria while 20% of the respondents disagree with this opinion. Item four shows that 73 (73%) of the respondents agreed that availability of books has positively impacted students' academic performance. On the other hand 27% of the respondents were in disagreement with this opinion.

Research question 4

What are the challenges facing indigenous publishers in Nigeria?

Table 4.7: The challenges facing indigenous publishers in Nigeria

The constraints to books publishing in Nigeria	SA	A	D	SD	Total
Lack of funding is a major constraint to indigenous book publishing in Nigeria.	41 41%	44 44%	10 10%	5 5%	100 100%
Piracy and the lack of copyright protection is a barrier to indigenous book publishing in Nigeria	41 41%	34 34%	13 13%	12 12%	100 100%
The high cost of raw materials, such as paper and ink, affects indigenous book publishers in Nigeria.	51 51%	29 29%	7 7%	13 13%	100 100%
The lack of government support and incentives for book publishing affects the industry in Nigeria.	29 29%	32 32%	28 28%	11 11%	100 100%

Source: Field Survey; 2023.

On if lack of funding is a major constraint to indigenous book publishing in Nigeria 85% of the respondents agreed against 15% of the respondents who disagreed. In item two 75% of the respondents agreed piracy and the lack of copyright protection is a barrier to indigenous book publishing in Nigeria as against 25% of the respondents who disagreed. Item three reveals that 80% of the respondents agreed that the high cost of raw materials, such as paper and ink, affects indigenous book publishers in Nigeria as against 20% of the respondents who disagreed. Item four showed that 61% agreed that the lack of government support and incentives for book publishing affects the industry in Nigeria 39% of the respondents disagreed.

Research Question 5

What are the best practices and successful strategies for promoting indigenous publishing in Nigeria?

Table 4.8: The best practices and successful strategies for promoting indigenous publishing in Nigeria

The best practices and successful strategies for promoting indigenous	SA	A	D	SD	Total

publishing in Nigeria					
Providing financial support to indigenous publishers has been an effective strategy for promoting indigenous publishing in Nigeria.	41 41%	44 44%	10 10%	5 5%	100 100%
Developing and enforcing copyright laws has helped to promote indigenous publishing in Nigeria	50 50%	33 33%	10 10%	7 7%	100 100%
Collaborating with educational institutions to integrate locally published books into the curriculum	61 61%	24 24%	5 5%	10 10%	100 100%
Offering incentives, such as tax breaks and subsidies, to indigenous publishers	49 49%	32 32%	7 7%	12 12%	100 100%

Source: Field Survey; 2023.

An analysis of research question five revealed in item one that 85 (85%) of the respondents agreed that providing financial support to indigenous publishers has been an effective strategy for promoting indigenous publishing in Nigeria. On the other hand 15 (15%) of the respondents disagreed that providing financial support

to indigenous publishers has been an effective strategy for promoting indigenous publishing in Nigeria. Item two show 83 (83%) of the respondents agreed that developing and enforcing copyright laws has helped to promote indigenous publishing in Nigeria, On the contrary, 17 (17%) of the respondents disagreed that developing and enforcing copyright laws has helped to promote indigenous publishing in Nigeria. Item three show 85 (85%) of the respondents agreed that collaborating with educational institutions to integrate locally published books into the curriculum. On the contrary, 15 (15%) of the respondents disagreed collaborating with educational institutions to integrate locally published books into the curriculum.

Lastly item four reveals that 81 (81%) of the respondents agreed that offering incentives, such as tax breaks and subsidies, to indigenous publishers. On the other hand, 19 (19%) of the respondents disagreed that offering incentives, such as tax breaks and subsidies, to indigenous publishers.

4.9 Discussion of Findings

This section discusses the findings of the study. The findings are discussed drawing inferences from the author's views in the literature review and relating them to the researcher's point of view based on the result of the study.

Demographic Profile of Participants

The result reveals that there were more female participants than their male counterpart. The study also reveals that reveals that 15 (15%) of the respondents were between 18 - 30 years of age, 29 (29%) of them were within the age bracket of 31 – 40years of age, 35 (35%) were between 41 – 50years of age and 21 (21%) of the respondents were between the ages of 51 and above. This implies that respondents between the ages of 41 – 50 were more active in this study. On the educational distribution of the respondents the study reveals that 8 (16%) of the respondents had Postgraduate qualifications, 31 (62%) of the respondents had B.Sc. qualifications, 6 (12%) of the respondents NCE, ND & HND qualifications, while 5 (10%) of the respondents had other qualifications. Therefore, the above analyses indicate that majority of the respondents were educated up to B.Sc.

The Current State of Availability and Accessibility of Indigenous Published Books in the Nigerian Educational Sector

The first research question sought to find out from the respondents their opinion on the availability and accessibility of indigenous books in the Nigerian educational sector. From the responses one can clearly see that the respondent agreed that indigenously published books are available in educational institutions across the country. According to the respondents, books published by indigenous publishers are easily accessible in educational institutions across the country. The respondents were also in agreement with the opinion that there are enough indigenously published books in schools and institutions to meet the needs of students and teachers. There was also an overwhelming consensus by the respondents with the opinion that books published by indigenous publishers are far cheaper and affordable when compared to the ones published by foreign publishing houses. Lastly, the respondents' opinion on if they are satisfied with the quality of locally published books in terms of content and presentation disagreed with this opinion. The respondents stated that when compared to foreign published books, indigenous published are of far lower standard.

The Impact of Indigenous Books on Educational Development in Nigeria

Performance of Undergraduate Students

The second research question was aimed at identifying the impact of indigenous books on educational development in Nigeria. The respondents agreed that indigenously published books contribute massively to improving the quality of education in Nigeria. The respondents agreed also that locally published books play a significant role in reducing the dependence on imported educational materials in Nigeria which most time are very expensive for the average student. There was a convergence of opinion among the respondents that indigenously published books positively influence the performance of students in Nigeria. This according to the respondents can be seen in the improving performance of students in the educational sector. Lastly, the respondents agreed that indigenously published literature do reflect and promote the Nigerian value system.

The impact of book publishing on educational development in Nigeria

The third research question was aimed at identifying the impact of book publishing generally on the educational development of Nigeria. The respondents were in convergence with the opinion that the availability of published books has improved the quality of education in Nigeria. The respondents agreed also that the overall literacy rate in Nigeria has improved massively due to the availability of published

books. Also, the respondents were in agreement with the opinion that there is an increasing access to educational resources for students in Nigeria as a result of book publishers who have made educational resources widely available. Flowing from the above, the respondents agreed that the availability of books has positively impacted students' academic performance.

The challenges facing indigenous publishers in Nigeria

The fourth research question was to identify the challenges facing the locally owned publishing industry in Nigeria. The respondents agreed with the statement that funding is major issue faced by indigenous publishers in Nigeria. According to the respondents this has severely limited the operating capacity of indigenous publishers. Piracy and the lack of copyright protection were also identified by the respondents as another major barrier to indigenous book publishing in Nigeria. Flowing from the above, the respondents were in convergence with the opinion that the high cost of raw materials, such as paper and ink, affects indigenous book publishers in Nigeria. Lastly the respondents agreed that a lack of government support and incentives for book publishing affects the industry in Nigeria.

Best practices and successful strategies for promoting indigenous publishing in Nigeria

The fifth research question was aimed at identifying the best practices and successful strategies for promoting indigenous publishing in Nigeria. The respondents agreed that in order to deal with the issue of poor financing of the locally owned publishing firm there is the need to make available financial support to indigenous publishers this according to the respondents is an effective strategy for promoting indigenous publishing in Nigeria. On the challenges of Piracy and the lack of copyright protection the respondents agreed that an effective strategy is for the government through its agencies develop and enforce copyright laws to promote and protect indigenous publishing in Nigeria. Also the respondents were of the opinion that collaborating with educational institutions to integrate locally published books into the curriculum is an effective strategy to promoting indigenous publishing in Nigeria. Lastly the respondent agreed that the government should offer incentives, such as tax breaks and subsidies, to indigenous publishers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The study sought to examine indigenous publisher's contributions to the development of the educational system using Mindex publishing as a case study.

The objectives were to ascertain the availability and accessibility of indigenous books in the Nigerian educational sector, to assess the impact of indigenous books on educational development in Nigeria, to assess the impact of book publishing on educational development in Nigeria, to identify the constraints to books publishing in Nigeria, to identify best practices and successful strategies for promoting indigenous publishing in Nigeria and to recommend strategies and policy measures

for overcoming the challenges facing indigenous book publishers in Nigeria. This study used a survey research design as its research design. The research population consisted of carefully selected staff of Mindex publishing Ltd and students of the University of Benin. Structured questionnaires were used to collect primary data. The raw data gathered was cleaned and modified for completeness and consistency. The data was examined using a basic percentage.

The following are the findings of this study;

1. Indigenous publishers are critical to the growth of Nigeria's educational sector.
2. Indigenous publishers have made scholarly publications easily affordable available to both students and the general public.
3. Indigenously published books have contributed and still contributing to improving the quality of education in Nigeria as well as positively influence the performance of students in Nigeria.
4. The availability of published books has improved the quality of education and improves the overall literacy rate in Nigeria.

5. Indigenous faces a number of challenges such as funding issues, piracy and the lack of copyright protection, high cost of raw materials and a lack of government support and incentives for local book publishers.
6. Successful strategies such as provision of financial support to indigenous publishers, developing and enforcing copyright laws, collaborating with educational institutions to integrate locally published books, offering incentives, such as tax breaks and subsidies, to indigenous publishers can help to promoting indigenous publishing in Nigeria.

5.2 Conclusion

Indigenous publishers have contributed significantly to the advancement of Nigeria's educational system. They have aided the growth and development of the education sector by offering culturally relevant and easy-to-understand instructional materials for students and instructors. Furthermore, the emergence of indigenous publishing enterprises has resulted in the creation of job opportunities for Nigerians and has contributed to the growth of the local economy.

Furthermore, indigenous publishers have helped to make educational resources more accessible and inexpensive, which have benefited students, particularly those from low-income households. Indigenous publishers have helped to bridge the education sector's divide between the haves and have-nots by ensuring that instructional resources are easily accessible to all students, regardless of their financial circumstances.

Finally, indigenous publishers' contributions to the development of Nigeria's educational system cannot be overstated. They have played an essential role in the reform of the education system, ensuring that all Nigerians have access to quality education. As a result, the government and other stakeholders must continue to support indigenous publishers' efforts to strengthen Nigeria's educational system.

5.3 Recommendations

Based on the findings of this study, the following recommendations are put forward:

1. **Government Support:** The government should provide more funding and favorable policies to indigenous publishers in order to help them continue to provide quality educational materials that are appropriate and economical.

2. Improved Distribution Channels: Improved distribution channels for indigenously published instructional content are needed to guarantee that they reach a broader audience, particularly in remote areas.
3. Collaboration with Educational Institutions: Indigenous publishers should work with academic establishments including universities and schools to ensure that students have access to the most current and appropriate educational resources.
4. Technology Investment: Indigenous publishers should invest in innovation and technology to enhance product quality and raise their competitiveness on a global scale.
5. Focus on Cultural Relevance: Indigenous publishers should continue to produce culturally appropriate educational resources that represent the different origins and demands of the Nigerian student community.
6. Small-scale Publisher Support: There is a need to offer support to small-scale publishers, who are frequently excluded and suffer challenges competing with major publishers.

5.4 Further Studies

Further Studies on Indigenous Publishers' Contributions to the Development of the Educational System in Nigeria

1. Indigenous Publishers' Influence on Student Performance: A research should be performed to analyze the influence of indigenously published educational materials on student performance.
2. Teachers' Role in the Use of Indigenous books: A research might be done to examine teachers' roles in the use of indigenously produced educational materials in the classroom.
3. Indigenous Publishing's Future: A research should be done to assess the future of indigenous publishing in Nigeria's educational sector.

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APPENDIX 1

DEPARTMENT OF EDUCATIONAL MANAGEMENT

(LIBRARY AND INFORMATION SCIENCE)

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY EDO STATE.

Dear Sir/Madam,

REQUEST FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE

The researcher is a final year undergraduate from the Department of Library and Information Science, Faculty of Education, University of Benin. As part of the programme, I am presently conducting a research on the topic “Indigenous Publishers contribution to the development of the educational system”. This questionnaire is therefore designed to collect the relevant data for the study. This questionnaire is therefore designed to collect the relevant data for the study. Your response to the question will not be used for any other purpose other than the one stated above.

Furthermore, you are kindly requested to respond as sincerely as possible to all the questions as stated in the questionnaire. Please, tick [] in the space provided as the most appropriate column on each of the item.

Thanks for your cooperation

SECTION A: BIODATA

Please, kindly tick the box that best fit the information given below:

1. Sex: Male [] Female []
2. Age: 18-30 [] 31-40 [] 41-50 [] 51- above []
3. Educational qualification: Postgraduate [] B.Sc. [] NCE, ND & HND []
Others (please specify) _____

SECTION B

Please tick the option that corresponds to your answer. However, note that: strongly agree (SA), agree (A), undecided (UD), strongly disagree (SD) and Disagree (D).

S/No	Statement	SA	A	UD	D	SD
Availability and accessibility of indigenous books in the Nigerian educational sector						
1.	Indigenously published books are easily accessible.					

2.	There are enough indigenously published books in schools and institution to meet the needs of students and teachers:					
3.	Indigenously published books are affordable compared to imported books					
4.	I am satisfied with the quality of locally published books in terms of content and presentation.					
The impact of indigenous books on educational development in Nigeria		SA	A	UD	D	SD
1.	Indigenously published books contribute to improving the quality of education in Nigeria					
2.	Indigenously published books play a significant role in reducing the dependence on imported educational					

	materials in Nigeria					
3.	Indigenously published books positively influence the performance of students in Nigeria					
4.	Indigenous literature reflects the Nigerian value system.					
The impact of book publishing on educational development in Nigeria		SA	A	UD	D	SD
1.	The availability of published books has improved the quality of education in Nigeria					
2.	Book publishing has had a positive impact on the overall literacy rate in Nigeria					
3.	Book publishing has increased access to educational resources for students in Nigeria.					

4.	The availability of books has positively impacted students' academic performance					
The constraints to books publishing in Nigeria		SA	A	UD	D	SD
1.	Lack of funding is a major constraint to indigenous book publishing in Nigeria.					
2.	Piracy and the lack of copyright protection is a barrier to indigenous book publishing in Nigeria					
3.	The high cost of raw materials, such as paper and ink, affects indigenous book publishers in Nigeria.					
4.	The lack of government support and incentives for book publishing affects the industry in Nigeria.					
The best practices and successful strategies		SA	A	UD	D	SD

for promoting indigenous publishing in Nigeria						
1.	Providing financial support to indigenous publishers has been an effective strategy for promoting indigenous publishing in Nigeria.					
2.	Developing and enforcing copyright laws has helped to promote indigenous publishing in Nigeria					
3.	Collaborating with educational institutions to integrate locally published books into the curriculum					
4.	offering incentives, such as tax breaks and subsidies, to indigenous publishers					

