Research On Contemporary Issues in MEDIA RESOURCES AND INFORMATION AND COMMUNICATION TECHNOLOGY USE

A Festschrift

in Honour of

PROFESSOR IYABO MOTOLAGBE MABAWONKU

Edited by

WOLE MICHAEL OLATOKUN
AMOS OYESOJI AREMU
AIREN ADETIMIRIN

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Published by
Department of Library,
Archival and Information Studies,
University of Ibadan, Nigeria.

ISBN: 978-978-974-481-7

Printed by
BOGA Press
38, Adelaja Street, Mokola, Ibadan.
08033635535,08026959955
e-mail:bogapress@yahoo.com or bogapress@gmail.com

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Information and Communication Technology Skills and Editorial Competence as Factors Influencing Quality Textbook Production by Publishers in South-West, Nigeria

Clement Adeniyi Akangbe

Abstract

Textbooks occupy a pride of place in book publishing business and adoption of Information and Communication Technology (ICT) skills has empowered editors to attain proficiency and competence. This study examined ICT skills and editorial competence as factors influencing quality educational textbooks production by publishers in South-west, Nigeria. Survey method was adopted for the study, questionnaire was the research instrument, while four research questions were formulated. Population was the 62 publishing firms in South-west Nigeria while sample for the study was the publishing staff of twelve randomly selected publishing companies. Data was analysed using percentages and statistical mean. Findings showed that ICT skills and editorial competence were crucial factors that influenced the quality of educational textbooks in South-west, Nigeria. The study recommended that ICT skills acquisition and editorial empowerment should be emphasised by publishers to achieve quality educational textbooks.

Keywords: ICT skills, Editorial competence, Quality textbooks, Production, Publishers.

Introduction

Textbook is a vital instrument for teaching and learning and, as a matter of fact, it is regarded as the most important medium of the print media. A textbook, also called course book in the United Kingdom, is a comprehensive manual of instruction in any discipline or area of study. In other words, textbooks are crucial medium of instruction for all the levels of education in Nigeria -- be it pre-primary, primary, post-primary or tertiary level of education. According to Robert Lamphear in https://wac.colostate.edu, textbook is one of the most useful tools an instructor possesses.

Textbooks play a prominent role in the teaching/learning process as they are the primary agents of conveying knowledge to learners. A basic function of textbooks is to make knowledge readily available to the learners in a selected, easy and organised way. Hutchinson and Torres (1994) argue that any textbook has a very important and positive part to play in teaching and learning of English. They state that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Textbooks are *sine qua non* to teaching and learning.

Textbooks guarantee that students in different classes and different schools are exposed to the same subject content and are therefore prepared for the same evaluation (AbdelWahab, 2013:55). Basically, textbooks provide the standards in instruction and are produced in diverse forms ranging from printed version to CDs, cassettes, and videos, etc. This does not only enhance teaching, it also makes learning interesting and appealing to learners. As AbdelWahab (op.cit) expatiated, textbooks "do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as a guide to the teacher when conducting lessons." This reveals that textbooks are rich information resources which are of benefit to both the teacher and the learner. With the advent of technology, textbooks have received tremendous intrinsic and extrinsic innovations.

ICT is an umbrella term that includes any communication device or application encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. According to Dhanavandan, Esmail and Nagarajan (2012), Information and Communication Technology (ICT) is widely considered as the most important revolution humankind has experienced since the industrial revolution and the development of movable type printing techniques. Chowdhury (2000:23) writes that ICTs encompass technologies that can process different kinds of information (voice, video, audio, text and data) and facilitate different forms of communications among human agents, among humans and information systems, and among information systems. They are about capturing, storing, processing, sharing, displaying, protecting, and managing information. Duncombe and Heeks (1999:128) simplify the definition by describing ICT as an "electronic means of capturing, processing, storing and disseminating information".

Information Technology Association of America (ITAA) in https://www.scribd.com defined Information technology as "the study, design, development, implementation, support or management of computer-based information systems, particularly software applications and computer hardware". Information technology is the capability to electronically input, process, store, output, transmit, and receive data and information, including text, graphics, sound, and video, as well as the ability to control machines of all kinds electronically. Lwoga, Site, Busagala and Chilimo (2009) noted that ICT covers many products that store, retrieve, manipulate, transmit or receive information electronically in digital form. Consequent upon this, there is the crucial need for all to acquire the necessary skills that will enable them use ICT effectively in their daily operations. The need to have adequate skills for ICT use becomes expedient due to the complex nature of computers and other related technologies which are major components of ICT.

As submitted by Margaret Rouse in http://searchdatacenter.techtarget.com, "Information Technology (IT) is the use of any computers, storage, networking and other physical devices, infrastructure and processes to create, process, store, secure and exchange all forms of electronic data." Information

technology includes all technologies that enable the handling of information and facilitates different forms of communication. Information technologies have become a significant factor in development, having a profound impact on political, economic and social sectors of many countries. It has also become an indispensable tool which changes the faces of all professions daily; book publishing is not an exception.

Editing is very fundamental to publishing. Simply put, it is a process of preparing text for publication by correcting errors and ensuring clarity and accuracy. From a more professional perspective, editing can be defined as a professional operation of technically preparing a manuscript for publication. It is an act and art of selecting, arranging and presenting a written piece in a readable form. It is a process which follows its set order. In the opinion of Adesanoye (1995) in Okere (2011:264), Book editing, technically referred to as manuscript editing or copy-editing, is a very strategic publishing function which, to a very reasonable extent, determines the overall success or otherwise of a publishing house. Editing therefore entails selection, arrangement and presentation of raw ideas in a standard and acceptable format. This format follows a process which allows correction, reworking, cancellation, substitution, adjustment, reordering, rearrangement, and evaluation. Indeed, editing is very technical as it permits all activities that will improve and turn a weak manuscript into a good book. Editing is a recurring activity in publishing, and editor who is the personality in charge "stands in the gap between the author and the publishing house on the one hand and between the author and the reader on the other (Ojeniyi, 1999). It is this dual nature that puts the editor in the best position to defend the author's manuscript.

In this modern age when ICT is changing the faces of every discipline and vocation, competent ICT skills will not only facilitate speed in publishing process but also enhance utilitarian and aesthetic quality. Thus, a synergy of ICT skills and editorial competence will bring about high quality textbooks production. The impact of this will not only be limited to production, but will also impact on manuscript quality and design. It is in the light of this that this paper examines how ICT skills and editorial competence influence quality textbooks production by publishers in South-west, Nigeria.

Literature Review

Relevant literature for this study is reviewed under the following sub-headings: Information and Communication Technology in the publishing industry, Information and Communication Technology and editorial processes, Information and Communication Technology and editorial competence, and Information and Communication Technology skills, editorial competence and quality textbook production.

Information and Communication Technology in the Publishing Industry

It is incontestable that ICT has influenced significantly and has practically changed the face of the *modus operandi* of book publishing (Kipphan, 2001:1010). Publishing is a multifaceted profession, hence the success of any book in the market depends largely on its quality (Adesanoye, 1995:39-41). It is a profession of multiple professionals; therefore, it is procedural and in stages. Ihebuzor (2006) identifies manuscript development, design, production and warehousing as the four major phases of publishing; Akangbe (2009:176 – 179) identifies manuscript acquisition, origination and design, and printing as the stages involved in book production, while to Mahesh (2011), publishing process involves content acquisition, copy editing, graphic design, production, i.e. printing and its electronic equivalents before reaching for marketing and distribution *(www.folksmediaventures.com).* All these are proofs that book publishing is procedural and sequential.

Conventional publishing processes start with manuscript acquisition which can either be through solicited or unsolicited method. This is followed by Origination and Design (O&D) which entails manuscript processing through series of activities carried out by multiple professionals and coordinated by the editor. These, among others, include manuscript assessment; typesetting, formatting and layout; editing of galleys and proofreading of page proofs by the editor; composing illustration and cover briefs; placement of all tables, graphs, charts, pictures, illustrations, etc.; placement of the company logo; compliance with the house style; and indication of the ISBN, Cataloguing-in-publication (CIP) data, and bar-code; compilation of index; and approval of the camera ready copy (CRC) for press. Production is the mass production of Camera Ready Artwork (CRA) via pre-press, press, and post-press.

In the present dispensation, publishing processes have been largely altered, quickened and greatly enhanced by the adoption of ICT which has not only reduced operational labour and time, but has also considerably reduced personnel who carry out the tasks and improved efficiency (Ihebuzor and Odu, 2016:29; Osifeso, 2012:84).

Information and Communication Technology and Editorial Processes

It is impressive to submit that the entire process of book publishing has been influenced and enhanced by ICT. ICT has creditably changed the face of book production (Sogbein, 2008:25). Publishing, right from manuscript stage, through production to the marketing and distribution, has been affected and influenced by ICT. Selection of authors, in respect of educational titles for instance, can be done using ICT. The editor can employ telephone conversation, text messages or email to contact prospective authors and discuss the company's intention to appoint them as authors. The opportunity of the assorted social media like *whatsapp, facebook, instagram, snap-chat,*

twitter, etc. can equally be explored and a formal letter can be sent to them electronically. All the information required by either party can be exchanged without leaving the desk, courtesy of ICT. As Okere (2011:263) posits, "the editorial workforce, being the hub of the book publishing chain, is a major beneficiary of the digital revolution occasioned by the adoption of ICT in publishing." The conventional practice of a publishing house sending its editor on a marathon trip to meet university lecturers at different places thereby accumulating transportation, accommodation and feeding costs with its attendant time consumption and risk involvement is totally eradicated, thereby saving time, stress, and money. This is a tip of the benefits derivable from ICT.

Manuscripts can be generated electronically and also submitted in electronic form to the publisher. Such manuscripts in soft copies must have been subjected to re-reading by the writer/author. The implication of this is that the adoption of ICT by publishers does not only quicken production process by eliminating typesetting, but it also improves the quality of manuscripts. ICT has also enhanced book design and illustration through sophisticated and power-packed computer packages. ICT has brought in different softwares that ease design, enable creativity and bring in sophistication into cover and textual images. Ranging from Microsoft word that enables one to word process documents to Adobe PageMaker that improves book layout and formatting with its inherent enriched features; Corel Draw, a software package specially and artistically prepared for artists; InDesign, meant for rich graphics and design; and Photoshop, specifically produced for page design and trendy production; ICT has brought in innovation, ease and speed to book making with a relative cheapness in cost. There are several clip arts with assorted prepackaged artworks for computer use such as pictures, images, photographs, drawings, etc. of high quality and standard. These are some of the unquantifiable functional and aesthetic gains of ICT.

In the area of printing, ICT has also influenced book production greatly. This influence is witnessed at different levels of production ranging from computer to film; computer to plate which eliminates films from the production processes, thus reducing costs and shortening production times; and computer to press (i.e. Direct Imaging (DI) and computer to print). Computer to press process does not require manual handling of plates, since the printing plate is produced on-line (Kipphan, 2001:483). Apart from the aforementioned, ICT has also manifested its significant influence on other aspects of production including sophisticated pre-press activities, high capacity printing machines, and impressive post-press activities.

Information and Communication Skills and Editorial Competence

Competence implies skilfulness, proficiency or aptitude. It is the ability to do something creditably well. It is a professional resource acquired over the years through experience and training. In a nutshell, competence refers to expertise. The term 'competence' was first used by White (1959) who regarded it as a concept for performance motivation. Competence is often regarded as a combination of practical and theoretical knowledge, cognitive

skills, behaviour and values required for improved performance. Competency, a derivational term from competence, is employed for a more general description of human requirements in formal organisations.
According to https://hr.unl.edu/compensation/nuvalues/corecompetencies.shtml/ competency is "the combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced employee performance and ultimately result in organizational success." In competency development, there are levels involved. These levels were identified by Dreyfus and Dreyfus (1980). They proposed five levels with the following nomenclatures:

i. **Novice:** Rule-based behaviour, strongly limited and inflexible;
ii. **Experienced Beginner:** Incorporates aspects of the situation;
iii. **Practitioner:** Acting consciously from long-term goals and plans;
iv. **Knowledgeable practitioner:** Sees the situation as a whole and acts from personal conviction; and
v. **Expert:** Has an intuitive understanding of the situation and zooms in on the central aspects.

Editorial competence in publishing refers to the level of editorial proficiency by an editor. It is the aggregate of an editor's professional capability to turn a manuscript into a standard and quality publication both in terms of form and content. An editor who worths her/his onion must possess the ICT skills which are crucial to editing. It is compelling for her/him to have a highly functional computer literacy, coupled with sound word processing skill and Internet literacy. All these are crucial for manuscript generation, processing and development. In addition to the aforementioned, editorial competence also demands that an editor has a mastery of publishing software usage, cover design skill, illustration generation skill, and skills for editing and tracking changes which are crucial for origination. A complementary editorial skill is back-of-the-book indexing skill which caps the origination and design processes. Flipping or mirroring skill is essential for pre-press while social media use skills has a positive all-round usefulness for manuscript generation, development, design, illustration sourcing, etc.

ICT Skills, Editorial Competence and Quality Textbook Production

A textbook is a formal and standard guide for a teacher and her/his students. It provides the platform and offers the foundation for instructional process. Cortazzi and Jin (1999) refer to a textbook "as a teacher, a map, a resource, a trainer and an authority" while in Cunningsworth's view (1995:7), "the roles of textbooks are identified as: – an effective resource for self-directed learning and self-study; a valuable resource for presentation material (written and spoken); a source of ideas and activities for learner practice and communicative interaction; a reference source for students; a syllabus; and a support for less experienced teachers to gain confidence and demonstrate new methodologies."

In a publishing firm, book production, be it textbook or any other product, is handled by the editor. Editing is critical and central to the overall success of the publication in that it determines and regulates the content, the layout and indeed the intrinsic and extrinsic values of the publication. The editor collaborates with the other professionals in carrying out his functions. How well an editor does her/his job determines the quality, the richness, the acceptance, and indeed the level of success of the publication. This therefore implies that for quality textbook production, competence is highly required of the editorial team of a publishing firm.

According to Okere (2011:263), "book editing is the art of improving the communication process in a manuscript by editors in content and form." This implies that editing is a value-adding process which encompasses all input meant to make an average manuscript become a good book. To attain this, editorial competence is a *sine qua non*. Editorial competence has some basic indicators. These indicators earmark the required skills which are basic to an editor. Primarily, an editor should have an adequate knowledge of syllabus, curriculum and prevailing governmental policies. These are basic information which will drive the editorial activities. In addition to these is possession of a sound communication skill. An editor must have a high sense of the four basic skills of language, namely writing skill, reading skill, speaking skill, and listening skill. These four skills are indirectly the basic characteristics of an editor, and they constitute a major indicator of editorial competence.

For a textbook to be of quality, in our own opinion, there are four basic indices to watch for. These are: design quality, technical quality, functional quality and aesthetic quality. It must be noted that each of these qualities has its set features. Design is basic to every publication, and its efficiency impacts positively on a publication in content and form. Quality design, among others, is measured by efficacy of typography, appropriateness of font size, effective use of space, text and graphics, good formatting and layout, accurate margins and gutter, functional cover design, and so on. All these indicators will coalesce to bestow quality on a textbook. The indicators of technical quality include registration of text and graphics, colour coherence, high resolution, fidelity of size and volume, and harmony of title with cover concept. Functional quality implies usefulness and its indicators are message clarity, robust textual content, language accessibility, consistency of writing style, compliance with the curriculum, and adequacy of illustrations and embellishments. Aesthetic quality entails beauty and its indicators include attractiveness of cover, layout beauty, print quality, physical appeal of the book, and binding quality.

Methodology

This study adopted the survey research design. The population of the study comprised the 62 educational publishers in South-west, Nigeria. The study sample was 240 publishing staff of twelve randomly selected publishing houses, namely Africana-First (Nig) Ltd., Bounty Press Limited, CSS

Bookshops Limited, Evans Brothers (Nigeria Publishers) Limited, HEBN Plc, Ibadan University Press, Macmillan Nigeria Publishers Ltd, Rasmed Publications Limited, Spectrum Books Limited, Stirling-Horden Nig. Ltd., Straight-Gate Publishers Ltd., and University Press Plc. Total enumeration sampling method was adopted in the selected houses as all the editorial and production staff, totalling 240, constituted the target population as reflected in Table 1.

Table 1: Population of the study

Name of Publishing House	Number of Staff
Africana-First (Nig) Ltd.	30
Bounty Press Limited	15
CSS Bookshops Limited	10
Evans Brothers (Nigeria Publishers) Limited	30
HEBN Plc	25
Ibadan University Press	8
Macmillan Nigeria Publishers Ltd	25
Rasmed Publications Limited	15
Spectrum Books Limited	20
Stirling-Horden Publishers Nig. Ltd.	20
Straight Gate Publishers	12
University Press Plc	30
Total	**240**

Source: Human Relations Unit of the Publishing Houses

The following four research questions which were drawn from the objectives guided the study:

1. What are the ICT skills required for editing by publishers in Southwest Nigeria?
2. What are the indicators of editorial competence in book publishing in Southwest Nigeria?
3. What are the ICT skills required for textbook production in Southwest Nigeria?
4. What are the indices of quality textbook production in Southwest Nigeria?

The research instrument employed was the questionnaire. Copies of the questionnaire were administered to the editorial and production staff of the selected publishing houses. The staff were given ample time to complete the questionnaire, afterwards the completed copies were retrieved and collated for analysis. The data collected were analysed using Statistical Package for the Social Science (SPSS) version 21. Mean and standard deviation were determined for continuous variables while frequencies and percentages were carried out on categorical variables. The results are presented in tables and charts.

Results and Fiscussion of Findings

This section discusses the demographic characteristics of respondents, analysis and results, and discussion of findings.

Demographic Characteristics of Respondents

The analysis of the data collected for the study is presented in this section. Two hundred and forty (240) copies of the questionnaire were administered to the staff of the publishing houses, and the whole 240 were returned and found useful for analysis giving a response rate of 100%.

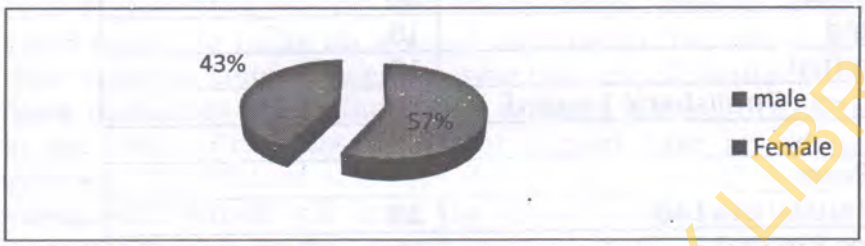

Fig. 1: Pie chart on distribution of respondents by gender

The distribution of demographic information of the respondents by gender revealed that the staff comprised 137(57.0%) males and 103(43.0%) females as seen in Figure 1. It thus implies that there were more males than females working in the publishing sector in South-west, Nigeria.

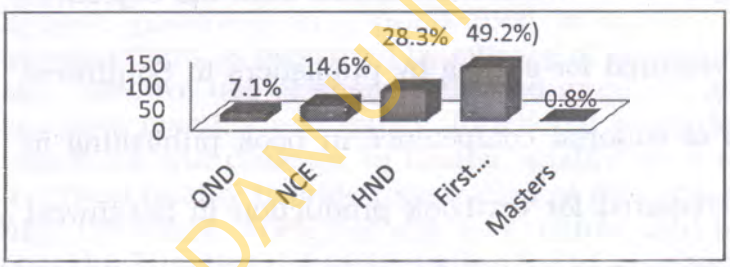

Fig. 2: Histogram showing respondents qualifications

The data collected showed that majority of the respondents 118(49.2%) had first degree; this was followed by holders of Higher National Diploma (HND) which was 68 (28.3%). Thirty-five (35) respondents which was 14.6% had Nigerian Certificate in Education (NCE); 17 respondents which amounted to 7.1% had Ordinary National Diploma (OND); while the least qualification was Master's degree which was 2(0.8%).

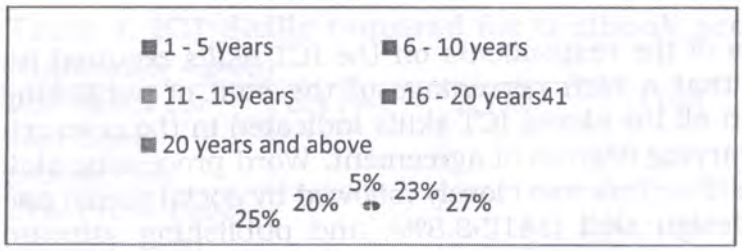

Fig. 3: Pie chart on respondents' years of experience

On years of experience, data showed that the range of 6 – 10 years experience had the highest number of respondents with 65 (27%); this was followed respectively by 11 – 15 years with 60 (25%); 1 – 5 years with 55 (23%); 16 – 20 years with 48 (20%); and 20 years and above with 12(5%). The data showed that job retention was relatively high in the publishing sector as the highest age range of years of experience has spent between 6 and 10 years.

Answers to Research Questions

This section presents the results in line with the research questions that guided the study.

Research Question One: What are the ICT skills required for editing by publishers in Southwest, Nigeria?

Table 2: ICT skills required for editing by publishers in Southwest Nigeria (N =240)

ICT Skills	SA (%)	A (%)	D (%)	SD (%)	Mean	S.D
Computer literacy	114(47.5)	69(28.8)	40(16.7)	17(7.1)	3.09	0.97
Word processing	166(69.2)	62(25.8)	7(2.9)	5(2.1)	3.65	0.67
Internet literacy	115(47.9)	115(49.9)	8(3.3)	2(0.8)	3.42	0.62
Publishing software	137(57.1)	75(31.3)	28(11.7)	0(0.0)	3.45	0.73
Flipping (mirroring)	113(47.1)	44(18.3)	75(31.3)	8(3.3)	3.12	0.94
Illustration generation	99(41.3)	58(24.0)	20(8.3)	63(26.3)	2.88	1.15
Cover design	141(58.8)	75(31.2)	22(9.2)	2(0.8)	3.48	0.72
Electronic editing	44(18.3)	189(78.8)	5(2.1)	2(0.8)	3.18	0.51
Electronic indexing	76(31.7)	143(59.6)	19(7.9)	2(0.8)	3.16	0.62
Social media use	155(64.6)	74(30.8)	9(3.8)	2(0.8)	3.51	0.63
Web surfing	86(35.8)	152(63.4)	0(0.0)	0(0.8)	3.42	0.51

Table 2 presents the views of the respondents on the ICT skills required for editing. Findings showed that a high percentage of the staff of publishing houses were unanimous on all the eleven ICT skills indicated in the research instrument, though with varying degrees of agreement. Word processing skill topped the list with 166(69.2%); this was closely followed by social media use skill 155 (64.6%); cover design skill (141(58.8%); and publishing software 137(57.1%). Internet literacy, computer literacy and flipping, i.e. filming through mirroring process, were also highly regarded as essential ICT editorial skills by respondents. The least rated was indexing skill with 76 respondents indicating 'Strongly Agree' which was 31.7%. The logical deduction was that ICT skills are essential for editing in this technological age.

Research Question Two: What are the indicators of editorial competence in book publishing in Southwest Nigeria?

Table 3: Indicators of editorial competence by publishers in Southwest Nigeria (N =240)

Indicators	SA (%)	A (%)	D (%)	SD (%)	Mean	S.D
Ms acquisition skill	87(36.3)	145(60.4)	6(2.5)	2(0.8)	3.28	0.57
Ms assessment skill	75(31.3)	122(58.7)	20(8.3)	4(1.7)	3.13	0.66
Formatting skill	129(53.8)	84(35.0)	19(7.9)	8(3.3)	3.27	0.79
Design skill	115(47.9)	73(30.4)	52(21.7)	0(0.0)	3.25	0.81
Cover composition	80(33.3)	150(62.5)	10(4.2)	0(0.0)	3.35	0.57
Electronic editing	71(29.6)	149(62.1)	18(7.5)	2(0.8)	3.14	0.60
Electronic indexing	61(25.5)	145(60.4)	32(13.3)	2(0.8)	3.02	0.63
Syllabus/Curriculum	36(15.0)	121(50.4)	77(32.1)	6(2.5)	2.84	0.75
Communication skill	57(23.8)	135(56.3)	40(16.7)	8(3.3)	2.94	0.73
Printing /marketing	63(26.3)	139(57.8)	34(14.2)	4(1.7)	3.00	0.68
House style	116(48.3)	68(28.3)	52(21.7)	4(1.7)	3.16	0.84

Table 3 indicates that the respondents were emphatic in their opinion on indicators of editorial competence. For all the eleven items on this research question, respondents picked 'Agree' on eight indicators and 'Strongly Agree' on three indicators implying that they all concurred on all the indicators. Cover composition, electronic editing, manuscript acquisition skill, electronic indexing skill and communication skill were rated highly with 150 (62.5%), 149 (62.1%), 145 (60.4%), 145 (60.4%) and 135 (56.3%) respectively. For formatting skill, house style, and design skill, respondents picked 'Strongly Agree' with 129 (53.8%), 116 (48.3%), and 115 (47.9%) in that order. Again, it was clearly obvious from the data gathered that all items listed were true indicators of editorial competence in book publishing in South-west, Nigeria.

Research Question Three: What are the ICT skills required for text book production in Southwest Nigeria?

Table 4: ICT Skills required for textbook production in Southwest Nigeria (N =240)

ICT Skills for text book production	SA (%)	A (%)	D (%)	SD (%)	Mean	S.D
Pre- Press Level						
Digital separation	70(29.2)	160(66.7)	8(3.3)	2(0.8)	3.28	0.56
Digital plate making	103(42.9)	123(51.3)	12(5.0)	2(0.8)	3.13	0.66
Computer to film	111(46.3)	107(44.6)	18(7.5)	4(1.7)	3.27	0.79
Computer to plate	107(44.6)	121(50.4)	8(3.3)	4(1.7)	3.25	0.81
Press level						
Computer to plate	148(61.7)	71(29.6)	17(7.1)	4(1.7)	3.35	0.57
Computer to press	157(65.4)	38(15.8)	34(14.2)	11(4.6)	3.14	0.60
Post – press						
Electronic folding	129(53.8)	84(35.0)	19(7.9)	8(3.3)	3.27	0.79
Electronic stitching	115(47.9)	73(30.4)	52(21.7)	0(0.0)	3.25	0.81
Electronic binding	80(33.3)	150(62.5)	10(4.2)	0(0.0)	3.35	0.57
Electronic trimming	183(76.3)	54(22.5)	3(1.3)	0(0.0)	3.00	0.68

In Table 4, the ICT skills required for textbook production in Southwest Nigeria are highlighted. For pre-press level of textbook production, 160 (66.7%) respondents agreed to digital separation, 123 (51.3%) agreed to digital plate making, while 121(50.4%) agreed to computer to film, i.e. making film from computer. It was only on computer to plate, i.e. making plate from computer, that 107 respondents which was 44.6% picked 'Strongly Agree'. The response trend was unanimous for press level as overwhelming majority which was 148 (61.7%) and 157 (65.4%) picked 'Strongly Agree' for computer to plate and computer to press respectively. The same response trend was obtained for post-press level of textbook production as 'Strongly Agreed' had the highest choice in three of the four items. Electronic folding, electronic stitching and electronic trimming all had 129 (53.8), 115 (47.9) and 183 (76.3). Here is another case of absolute agreement with the global practice in the publishing industry as there was an overwhelming approval for all the stated ICT skills required for textbook production.

Research Question Four: What are the indices of quality textbook production in Southwest Nigeria?

Table 5: Indices of quality textbook production in Southwest Nigeria (N = 240)

Indices of quality textbook production	SA (%)	A (%)	D (%)	SD (%)	Mean	S.D
Design quality						
Efficient typography	179(74.6)	58(24.2)	3(1.3)	0(0.0)	3.70	0.53
Font appropriateness	156(65.0)	80(33.3)	2(0.8)	2(0.8)	3.65	0.56
Interplay of space, text and graphics	44(18.3)	185(77.1)	5(2.1)	6(2.5)	3.16	0.54
Effective formatting and layout	72(30.0)	164(68.3)	2(0.8)	2(0.8)	3.23	0.51
Sufficient margins	107(44.6)	133(55.4)	0(0.0)	0(0.0)	3.43	0.50
Functional cover	154(64.2)	86(35.8)	0(0.0)	0(0.0)	3.12	0.50
Logical sequence of book components	225(93.8)	15(6.2)	0(0.0)	0(0.0)	3.07	0.26
Book anatomy	162(67.5)	78(32.5)	0(0.0)	0(0.0)	3.29	0.45
Technical quality						
Registration of texts and graphics	156(65.0)	84(35.0)	0(0.0)	0(0.0)	3.58	0.49
Colour resolution	136(56.7)	104(43.3)	0(0.0)	0(0.0)	3.40	0.49
Fidelity of size and volume	80(33.3)	160(66.7)	0(0.0)	0(0.0)	3.40	0.49
Harmony of title with cover concept	11(4.6)	229(95.4)	0(0.0)	2(0.8)	3.05	0.22
Functional quality						
Message clarity	10(5.0)	140(70.0)	44(22.0)	6(3.0)	3.07	0.26
Robust textual content	103(42.9)	123(51.3)	12(5.0)	2(0.8)	3.17	0.40
Lang. accessibility	111(46.3)	107(44.6)	18(7.5)	4(1.7)	3.12	0.33
Consistency of writing style	107(44.6)	121(50.4)	8(3.3)	4(1.7)	3.30	0.45
Compliance with curriculum	90(45.0)	100(50.0)	10(5.0)	-	3.46	0.49
Adequacy of illustrations	87(43.5)	113(56.5)			3.44	0.47
Aesthetic quality						
Cover attractiveness	36(15.0)	201(83.8)	3(1.2)	-	3.24	0.45
Layout beauty	103(42.9)	123(51.3)	12(5.0)	2(0.8)	3.31	0.51
Print quality	111(46.3)	107(44.6)	18(7.5)	4(1.7)	3.44	0.50
Physical appeal	25(10.4)	215(89.6)	-	-	3.70	0.46
Binding quality	118(59.0)	40(20.0)	38(19.0)	4(2.0)	3.36	0.85

Table 5 presents the respondents' views of the indices of quality textbook production in South-west, Nigeria. Four major indices were identified and tested, namely design quality, technical quality, functional quality, and aesthetic quality. There was an overwhelming acceptance that efficient typography 179 (74.6%) and font appropriateness 156 (65.0%) are crucial indices of quality textbook production as the percentages of the respondents stated picked 'Strongly Agree'. 185 (77.1%) and 164 (68.3%) were also unanimous on interplay of space, text and graphics, and effective formatting and layout as they picked 'Agree' for the two items.

On technical quality, 156 (65.0%) and 136 (56.7%) respectively strongly agreed that registration of texts and graphics, and colour coherence were critical technical qualities for standard textbook production. On functional quality, 140 (70.0%) agreed to message clarity while 44 (22.0%) disagreed; 123 (51.3%) agreed to robust textual content; 103(42.9%) strongly agreed while 12(5.0%) disagreed; and 111(46.3%) strongly agreed to language accessibility as a functional index of quality textbook production, 107 (44.6%) agreed while 18 (7.5%) disagreed.

For aesthetic quality which was the fourth index, an overwhelming 201 respondents which was (83.8%) agreed that attractive cover is an indicator of beauty in book production. In the same vein, 123 (51.3%), 111(46.3%), 215 (89.6%) and 118 (59.0%) all picked 'Agree', 'Strongly Agree' 'Agree' and 'Strongly Agree' respectively for layout beauty, print quality, physical appeal, and binding quality. A corollary from the plethora of data obtained is that design quality, technical quality, functional quality, and aesthetic quality are all indices of quality textbook production in Southwest Nigeria.

Discussion of Findings

The study has revealed that all the listed ICT skills are quite essential for effective and efficient publications. Findings revealed that ICT is fundamental to publishing in the modern dispensation as it enriches every aspect of publishing processes; therefore, computer literacy, word processing, Internet literacy, publishing software, flipping, cover design, electronic editing, electronic indexing, and social media skills are all *sine qua non* to effective publication. From the data gathered, it was clear that all the basic skills required for editing are ICT-induced and ICT-compliant. This is corroborated by Ihebuzor (2016:34) that "information technology helps to improve productivity, reduce cost, improve and fast-track decision making, expose book editors and marketers to other views concerning how things are done in other publishing companies with international reputation and therefore creating an opportunity for strategic application." With ICT, all the skills that are basic to editing are enabled. To these listed skills, computer and Internet literacy serve as a boost.

The study also investigated the indicators of editorial competence in book publishing in South-west, Nigeria. Editing, which is the nerve of publishing, follows a procedural process which begins with manuscript acquisition and is followed by manuscript assessment to determine whether the manuscript is

fit to be published or not (Africa Publishing Institute (API) Training Manual, 2000). In the hands of a competent editor, a publishable manuscript will be subjected to origination and design which entail formatting and layout, design, cover composition, editing, and indexing (Montagnes 2006:16). A competent educational editor is guided in her/his operation by the subject syllabus and curriculum. In the discharge of her/his duties, editor is profit-conscious and as such pays due attention to printing properties of the publication so that it can come out beautifully and eventually sell well. This is aptly corroborated by Davies (2000:2) that "an effective editor demonstrates his or her indispensability every day as a touchstone to others, a resource for information, energy and enthusiasm." He maintains further that:

> ... Not only do good editors make the difference to the success of a house, they provide tremendous PR interest outside it. They can attract authors with ease because of their reputations. Their conviction and commitment can be a huge galvanising and energising force among the rest of the publishing staff. They are valuable. (p. 3)

This aptly reflects the vital space which an editor occupies in the publishing profession. It is a pointer to the all-round involvement of editor in book publishing process with her/his multifarious skills: manuscript acquisition, assessment, formatting, design, cover composition, editing, indexing, etc. In the era of ICT, therefore, the barrier of specialisations seems completely broken as formatting, design, editing, illustrations, indexing, etc. have all become a single operation in the hands of a competent IT-literate editor. All the above are the indicators of editorial competence in book publishing which the respondents rated highly.

In response to research question three on the ICT skills required for textbook production in Southwest Nigeria, the printing processes were divided into three, namely pre-press, press and post-press levels. Respondents agreed overwhelmingly to use requisite ICT skills for textbook production. Conventionally, pre-press involves two main activities – filming and plate making. Rainer (2001:824 – 851) avers that there are two types of filming processed, which are negative and positive. Press entails mass printing (Kipphan, 2001:41), while post-press entails series of finishing or concluding activities. ICT, no doubt, enhances optimum results, especially in textbook production through technology-driven measures such as digital separation, digital plate making, computer to film, and computer to plate. Apart from facilitating better production quality, such measures also cut down stages of activities considerably, thereby quickening results and saving time considerably (Ashcroft, 2004). The same is applicable to press where, with ICT, finished product could be obtained directly from computer to press, through direct imaging, print-on-demand (PoD), and other sophisticated machineries. For post-press, technology has equally overtaken multiple sequential finishing activities of manual folding, collating, gathering, stitching, binding, trimming, checking and repairs, packaging, wrapping, or

cartooning. All the operations can be rolled into one, or just form a part of the whole printing activities which begin with a flash drive and end up with a bound finished copy at the other end. It is not surprising then that there was a huge support for electronic folding, electronic stitching and electronic trimming by the respondents.

On the indices of quality textbook production in South-west, Nigeria, it was interesting and revealing that the respondents were unanimous in their views that design quality, technical quality, functional quality, and aesthetic quality were the right indices for quality textbook production. As such, efficient typography, appropriateness of fonts, adequate interplay of space, text and graphics, effective formatting and layout, sufficient margins, functional cover, and logical sequence of book components were emphasised as aggregates that account for quality design. Design is a communicative process which sensibly subjects the variables of texts and graphics to manipulation to bring about a definite form and beauty. For a publication to effectively perform its communicative function, it must have the potential to attract the attention of readers, be legible and make lasting impression on the audience (Broekhuizen, 1995). Bowles and Borden (2004) also maintain that for a publication to deliver on this communication function, effective design is the way out. By implication, the quality of a publication's design is a prerequisite for its acceptance and market prospect.

Technical quality is equally of great essence. It can only be attained by a collaboration of technical factors, namely registration of texts and graphics, high colour resolution, fidelity of publication size with the volume, and harmony or correlation of publication title with the cover concept. Any disparity in these variables will bring in both intrinsic and extrinsic deformity.

Functional quality in a textbook implies utility or usability. Functional quality of a textbook bothers on factors of usefulness which include clarity of message, textual content, accessibility of language, consistency of writing style, compliance with syllabus and curriculum, and adequacy of illustrations. For aesthetic quality, beauty and attraction is implied. The beauty is both visual and factual. As Akangbe and Okunola (2016:76) submitted:

> In printing, aesthetics is an extrinsic evaluation of the overall beauty or appeasement of a published book. It centres on what is pleasing to the eyes, appealing to taste, attractive to visual and artistic in production. In other words, finishing aesthetics is not a docile adornment or passive ornamentation but rather an injection of innovation that is functional, a utilitarian innovation that is tangible and effective.

For effective aesthetics in quality textbook production, cover attractiveness; layout beauty; print quality; general physical appeal particularly arising from finishing properties: folding, collation, binding and trimming are *sine qua non*.

Conclusion

Arising from the findings of this study, it was evident that ICT skills and editorial qualities have influence on quality textbook production by publishers in South-west, Nigeria. Evidence is overwhelming from the field that there are ICT skills suitable for editing; there are ICT-driven indicators of editorial competence; there are ample ICT skills required and enhancing for textbook production; and there are proven ICT-based indices of quality textbook production. In conclusion, it is apparent from the study that with ICT, production speed of textbook is enhanced; time is conserved; quality is improved; efficacy is assured; efficiency is sustained; and functionality is guaranteed.

Recommendations

1. It is highly recommended that all editors in South-west, Nigeria should acquire the following ICT skills which are fundamental to editing: general computer literacy, word processing, electronic editing, illustration generation, graphic art/design, social media use, and Internet literacy skill, among others.
2. To attain competence and display mastery, editors should, as a matter of urgency, acquire and emphasise requisite skills for editorial competence which are manuscript acquisition and assessment skills, formatting and layout skill, design skill, e-editing and e-indexing skills, house style skill, and communication skills; among others.
3. Pre-press, press and post-press skills that are required for textbook production should be equally acquired by editors in South-west, Nigeria.
4. Editors should master and emphasise the indices of quality textbook production in their publications, namely design quality, technical quality, functional quality, and aesthetic quality.
5. For editors to be abreast with the global trend in publishing, it is recommended that publishing companies in South-west, Nigeria should embark on capacity building in the area of computer application in editing and indeed publishing.

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