

Personnel, Fund and Market Viability as Factors affecting the publication of learning materials for Inclusive Education in Nigeria

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Abstract

Ojeniyi (2002) has observed that Nigeria has the largest commercial publishing in Africa, which has been corroborated by Ike (2004) when he describes Nigerian book publishing industry as vibrant, with perhaps, the largest publishing companies in Africa. There are over 1000 book publishing firms in Nigeria (both registered and unregistered), which further places Nigeria at a comfortable leading position in Africa. Despite its robust publishing industry, none of the numerous publishing companies in Nigeria specialise in the publication of educational materials for the physically challenged. This could be as a result of the fact that Nigerian publishers are faced with challenges bordering on trained personnel, access to capital and availability of market for the published learning materials for the physically challenged. The fact that publishing in Nigeria is profit-driven necessitates that considerations are needed in the decision to publish for the all-inclusive education. This study therefore aims at assessing trained personnel, access to capital and availability of market as factors affecting the publication of learning materials for students with special needs in Nigeria in order to recommend ways to overcome the inherent challenges for the actualisation of the dream of all-inclusive education in Nigeria.

Keywords: *Book, Publishing, Inclusive education, learning materials.*

1.0 Introduction

Publishing in Nigeria, like in other African Countries, is a highly profit-oriented business, with little or no government intervention in terms of supports and incentives. Like other profit-driven ventures, the decision on investment is driven by the possibility of profitability. Profitability is in turn driven by the investment of scarce

resources. Hence every publisher in Nigeria tries to invest in areas where they are sure of easy returns on investment.

Training publishing personnel to produce books for both able students and those with special needs is an area where most publishers in Nigeria hardly invest in. This is as a result of the fact that publishers are not sure of retaining the service of such trained staff long enough to get returns on their investment. Training of personnel is seen as a key concept in performance development in order to achieve the required levels of efficiency and effectiveness (Sakinpwanya, 2002). Trainings are necessary for two main reasons: for staff to realise their full potentials and for the company to get the best out of staff (Sakupwanya, 2002). Hence Nigerian publishing companies that make efforts to train their staff are careful to train staff only in areas of immediate returns such as specialisations where publishers are sure of large market for their publications rather than areas of small demands such as publishing for children with special needs. This is why there are more publishers in primary and secondary school books than in tertiary and other specialties.

Book business in Nigeria is risky in many respects. Publishers in Nigeria battle with pirates who are in control of a large share of the market. This is a nightmare in the sense that many publishers were driven out of the market because of the horrendous activities of pirates. The fear of pirates has discouraged many investors from book business. This fear of the activities of pirates has discouraged some investors from partnering with publishers due to the uncertainty of the possibility of not being able to recover their investment. As a result of this, publishers are left with a few options in accessing fund for publishing. In such a situation, many publishers are only interested in areas of publishing where they are sure of quick profit for re-investment; hence none of them is interested in publishing in areas where they are not sure of profit such as books for special students.

Considering the cost implications of publishing for students with special needs, it is evident that if profit is the drive, such venture will not attract commercial publishers. In the first instance, school children with special needs are few. In such a situation investing in staff training and acquiring the expensive printing materials would not be an attractive option to publishers, considering the difficulty in accessing credit and other problems inherent in publishing, such as piracy and lack of market opportunities. The prevalent situation in Nigeria, especially in the northern region where disability is seen as a source of income through beggary, the population of such children in school is greatly reduced. Consequent upon this, publishers are only interested in the publication of learning materials for the regular school system at the detriment of other students with special needs, this will hamper the overall aim of the all-inclusive education. This is a problem as it will greatly reduce the market potentials for books for such children in schools.

1.1 Statement of the Problems

All-inclusive education, by its nature, allows for both able children and those with special needs to study within the same learning environment. If this is so, it means that all the children within the system require the same set of learning materials. Unfortunately, the publishing industry in Nigeria seems to lack the adequate trained man power needed to publish enough learning materials for both able students and special students as well. As it is expensive to publish for children with special needs; considering their limited number,

achieving the aim of the all-inclusive education in Nigeria without the intervention of the government and other international funding agents becomes difficult. When publishers are able to publish learning materials for both able-bodied students and those with special needs, they may find it difficult to create market for all the products. If learning materials are not published for all categories of learners, the aim of the all-inclusive education is defeated. Hence this study is set to investigate the variables that could hinder the interest of Nigerian publishers in developing learning materials for children living with disabilities.

1.2 Objectives of the Study

The objectives of this study are to:

1. investigate the factors affecting manuscript acquisition in the Nigerian publishing industry;
2. examine trained personnel as factors affecting the publication of learning materials for children with special needs as well as regular students;
3. investigate fund as a factor affecting the publication of learning materials for children with special needs and the regular ones;
4. find out how market potentials affect the publication of learning materials for children with special needs and the regular ones; and
5. investigate publishers' opinions on the publication of learning materials for children with special needs as well as the regular children.

1.3 Research Questions

The following research questions guide d the study:

1. What are the factors affecting manuscript acquisition in the Nigerian publishing industry?
2. How does availability of trained personnel affect the publication of learning materials for inclusive education in Nigeria?
3. In what ways does lack of access to fund affect the publication of learning materials for inclusive education in Nigeria?
4. How do market potentials affect the publication of learning materials for inclusive education in Nigeria?
5. What are publishers' opinions on the publication of learning materials for inclusive education in Nigeria?

2.0 Literature Review

The direct contribution of publishing to the growth of economy is not quantifiable, but its role in vitalising economic forces is critical (Okwilagwe, 2001). It is fundamental to the literacy movement, which requires reading and it is the basic requirement of science, technology and all other disciplines, which together constitute the dynamics of socio-economic growth (Valdehuesa, 1985; Ifeduba, 2004). It is unfortunate; however, that publishing is usually relegated and under-emphasised in the issues of nation building.

The book publishing process is divided into three: Conception, Production and Marketing. The conception of book ideas can be solicited or unsolicited. The solicited manuscript originates from the publisher who decides what to publish and how to go about it following market trends. The publisher looks for authors in line with the company's interest. In such a case the publisher pays the bills from the onset. The unsolicited manuscript originated

from an author who submits an unsolicited manuscript to the publisher. This goes through the process of assessment, both within and outside the company. If the manuscript survives the process of assessment, then it is considered for publication. Whether solicited or unsolicited, the book production commences from manuscript acquisition. The success of a publishing house depends on the quality of manuscript published. It is on this basis that Smith (1989) asserts that the publisher who merely waits for authors and translators to bring in manuscript is going to publish an undistinguished list of books and ends up making small profit. Consequently, the publisher considers profitability before any other consideration in decision on what to publish.

Production stage is the next in the publishing process. The production of a book involves four stages: editing, designing, typesetting and finally printing. The editorial stage, in the view of Smith (1989), is divided into three: the first reading, outside readers and other considerations.

After the acquisition of manuscript, the first reading is done within the publishing house, by one of the editorial staff. The first reading is just for assessments: to determine whether the publishing house can publish the book, if the book is solicited for, the first reading is done to examine how in depth the topics treated are; what new topics are introduced and what are the unique selling factors incorporated into the book.

The next is the outside readers. The outside readers are always specialists in the subject or some authorities on literary style. They review the book and consider whether it is publishable. At the end of this process, the reviewers recommend any of the following: publishable without further revision, publishable but with revision, publishable with some corrections and not publishable (Nyeko, 2003).

The final stage in the editorial aspect is other considerations, which has to do with the financial status of the publishing house and the economic condition of the country. The financial status of the publishing house can make the publishing house to go into co-publishing agreement with another publishing house on a book. Also, the economic conditions have to be put into consideration. The availability of paper must be considered, the public buying patterns and so on. All these are factors considered in the editorial aspect of production.

Another aspect of production is designing and typesetting. Book designing and typesetting are usually done at the production department. Typesetting is concerned with text formatting. In modern publishing practice, this stage is being eliminated as manuscripts are considered formatted. The designing involves the illustrations that are put into the book; the cover design; the book size; the arrangement of pictures and drawings.

Another stage in the publishing process is Printing, which is, the act of taking an impression from an original to originate and produce multiple copies of the said original. In the printing process, the work which has been corrected by the editor, designed and typeset by the designers and typesetters are turned into a camera ready work, usually referred to as "artwork", which goes through pre-press operations before being printed. The final stage in the printing process is binding. Binding is an aspect of printing that involves sewing or

stitching as the case may be, to bring out the final work, book. Binding may be soft or hard cover. All these affirm that book publishing process involves various professionals who interact harmoniously and professionally to make a book (Okwilagwe, 2001).

Every publisher's aim is to make profit through the selling of books. If there is no buoyant market, it becomes difficult for the publisher to recoup the huge investment on the production of such books. Africa generally has weak economy. This has adverse effect on the purchasing powers of the people, coupled with high level of illiteracy which further narrows the market prospect of publishers. Hence Orimalade and Impey (ed. 2005:16) assert that:

The weakness of most African economies and the overall small number of book-buyers mean that the main characteristic of bookseller's in Africa has to be their love for their work and the daily struggle for the survival of their business.

Based on the above, Orimalade and Impey (ed. 2005) stressed further that African booksellers take the risk of investing their capital in the book trade, when acutely aware of the impending challenges associated with the business.

Inclusion education is the type of education whereby students with disabilities are placed in the same general education classroom with students without disabilities, such that specialised services needed by students with disabilities are provided within the general education system. In the consideration of publishing process for inclusive education, it is pertinent to conclude that it is highly capital intensive to develop various professionals who specialise in the different publishing aspects in accordance with the various needs of children with disability. Also, the various professionals needed for each stage of publishing process as highlighted above require special trainings to develop and publish equivalent study materials as regular children. This will be difficult to achieve as it requires enormous fund beyond the capability of commercial publishers.

3.0 Methodology

3.1 Research Design

The study employed the qualitative research method in the collection of relevant data for study. Since the purpose of research is to discover answers to questions through the application of systematic procedures. It is the adoption of the qualitative research method therefore that will allow the researcher to share in the understandings and perceptions of others and explore how people structure and give meaning to their daily living.

3.2 Population

Ibadan was favoured for this study because of its large concentration of different categories of publishing houses. Also, Ibadan being the city of the first university in Nigeria (University of Ibadan, established in 1948) attracted a large number of multi-national publishers who set the tradition that attract many local publishers to locate their publishing firms in Ibadan. Hence Ibadan has 36 out of the 176 registered publishing firms in Nigeria (NPA, 2013).

The study investigates ten publishing firms in Ibadan, South-west Nigeria. The study covers firms of different generations and publication interests. The parameter for considering the selected firms as first or second generation firms was based on the years of existence of the firms. While HEBN, Plc, Jericho, Ibadan; UP Plc, Jericho, Ibadan; Evans Publishers Plc., Jericho, Ibadan; Spectrum Books Ltd., Ring Road, Ibadan; and Ibadan University Press, Ibadan represent the first generation of publishing firms, while Rasmed Publications Ltd., Dugbe, Ibadan; Straight Gate Publishers Ltd., Orogun, Ibadan, Scholarship Publishers Ltd., Orogun, Ibadan, Craft Books Ltd., Sango, Ibadan and Safari Books, Ibadan represent the second generation of publishers.

3.3 Sampling Technique and Sample Size

In selecting respondents for the study, the purposive sampling technique was employed. This technique was considered proper for the study as the subjects were selected on the basis of specific characteristics or qualities, which were their knowledge of the publishing interest of the organisation, their philosophy, their areas of specialisation and their managerial skills in meeting the aims and objects of the organisation.

The sources of data for this investigation were the editorial and key management staff from selected publishing companies. These were managing directors, publishing managers, marketing/sales managers, production managers, admin/personnel managers, finance managers and editors. The choice of this cadre of staff was based on the fact that these were the management designations that cut across the various publishing firms, with the exception of some specialised and some second generation firms which did not have management staff in all the areas of interest in this study. The selected publishing companies have national coverage in their operations. As this category of staff are always few in every organisation, total available staff in each publishing company at the time of collecting data were used as sample size, which summed up to 100 as the sample size.

Table 3.1: Showing the Sample Size of the Study

S/N	Publishing Firms	Sample Size
1.	HEBN, Plc, Jericho, Ibadan	15
2.	UP Plc, Jericho, Ibadan	15
3.	Evans Publishers Plc., Jericho, Ibadan	15
4.	Spectrum Books Ltd., Ring Road, Ibadan	10
5.	Ibadan University publishing and Printery, Ibadan	8
6.	Rasmed Publications Ltd., Dugbe, Ibadan	10
7.	Straight Gate Publishers Ltd., Orogun, Ibadan	7
8.	Scholarship Publishers Ltd., Orogun, Ibadan	6
9.	Craft Books Ltd., Sango, Ibadan	8
10.	Safari Books, Ibadan	6
Total		100

3.4 Instrumentation

The study employed structured interview guide as the instrument for the study, which was conducted among the selected staff of the ten publishing firms.

3.5 Methods of Data Analysis

Data collected for the study was prepared using simple percentages because the study deals with nominal categories in which data consist of frequency counts, tabulated in appropriate cells.

4.0 Results and Discussion

Table 4.1: Showing Areas of Specialties of Publishing Firms

Types of Publishing	Frequency	%
Educational	66	66
Academic/Scholarly	40	40
Literary	100	100
General/Reference	88	88

Table 4.1 shows that, why all the publishing firms engaged in the publication of literary books, only 40% engaged in the publication of academic and scholarly books. This is an indication that the decision of publishers to publish a book is driven by the availability of market. The market is large at the nursery, primary and secondary school levels; hence the frequency is low at the tertiary level publication. This ought to favour the publication of materials for the inclusive education programmes. But for the fact that the business of publishing in Nigeria is driven by profitability makes it difficult for publishers to specific areas of specialisations.

Research Question 1: What are the factors affecting manuscript acquisition in the Nigerian publishing industry?

Acquisition of manuscript is the beginning of any publishing endeavour. The acquisition of right or wrong manuscript could increase or decrease the publisher's fortune; hence every publisher takes this process with great level of seriousness. The acquisition of manuscript is guided by certain factors which help to predict the potentials of any manuscript. The factors and respondents ratings are contained in the table 1.

Table 4.2: Showing Factors considered by Nigerian Publishers in the Process of Manuscript Acquisition

Factors	Frequency	%
Economic Demand	78	78
Social Responsibility	15	15
Educational Policy/ Government Regulation	95	95
Interest and love of learners	5	5

Table 4.2 shows that the respondents believed that educational policy and economic factors are major consideration in manuscripts acquisition. This means that government policy which is guided by the curriculum is of paramount importance as schools are regulated by books with full compliance with the specifications of the curriculum. Economic factors hinge on the fact that only manuscripts with high prospect of sale and profitability are often considered for publication. Only 15% of the respondents see social responsibility as a factor to be considered in selecting manuscripts for publication. The majority of these respondents come from the old generation publishers, especially the university presses. This is not a surprise as publishing in Nigeria is profit-driven. A meagre 5% asserted that the interest and love of learners was a factor to be considered in selecting manuscripts for publication. This corroborates the opinion of the editors interviewed, who claimed that editors look for manuscripts that are of economic value and in line with current educational curriculum. This is why publishers in Nigeria first engage in feasibility study before any publishing project is embarked upon and this is done by a collaborative effort of all the relevant departments in the publishing house.

Research Question 2: How does availability of trained personnel affect the publication of learning materials for inclusive education in Nigeria?

All the management staff interviewed in the selected publishing companies attested to the fact that lack of trained personnel is a major factor affecting the publication of learning materials for children with disability, especially the children with visual impairment. While they all admitted that they have no interest in the publication of learning materials for inclusive education, they believed that even if they did, they were likely going to run into problem with getting trained staff in this kind of publishing. Many of them showed lacklustre attitude towards such publication and called it “waste of time”.

This presumes that the Nigerian publishers are not ready for the publication of materials for the all-inclusive learning for the obvious reason of not being sure of getting specialised staff for the publications for learning materials for the all-inclusive education and did not show interest for such. This is a major setback for the all-inclusive education.

Research Question 3: In what ways does lack of access to fund affect the publication of learning materials for inclusive education in Nigeria?

Surprisingly most of the publishers in the study disagreed that lack of access to fund was their reason for not being interested in the publication of learning materials for the all-inclusive education. Rather, they argued that even when there is access to fund, they would rather channel it to the publication of materials for the conventional educational materials.

This suggests that publishers are sceptical about the success of all-inclusive education and do not have hope of its success. This boils down to the fact that publishing in Nigeria is profit-driven and as such, publishers are not ready to take the risk of investment in any business they are not sure of immediate returns. This is affirmed by the fact that most publishers in Nigeria source fund for business through other sources such as loans from banks and thrift and credit cooperatives societies, ploughing back of profit, sales of shares, shareholders' contributions,

book lunch, among others. All the above sources of fund attract interest and personal sacrifice. The sources of funds for the Nigerian publishers are shown in table 4.3.

Table 4.3: Showing the sources of funds for publishing project.

S/N	Interview Guide	Response: OGPC	NGPC	Total	%
1.	Where is the source of fund for your publications in the last 10 years? Rate all of the following sources out of 100%:				
a.	Banks	40	10	50	25
b.	Cooperative Societies	10	25	35	17.5
c.	Sale of shares	10	5	15	7.5
d.	Ploughing back part of profit	25	40	65	32.5
e.	Contributions from shareholders	-	3	3	1.5
f.	Book lunch	5	5	10	5
g.	Government support	-	-	-	-
h.	Author funding	5	10	15	7.5
i.	Special funding (agencies, NGOs, etc.)	5	2	7	2.5
	Total	100	100	200	100

*(OGPC = Old-Generation Publishing Company; NGPC = New-Generation Publishing Company)

Research Question 4: How do market potentials affect the publication of learning materials for inclusive education in Nigeria?

The above research question attracted unanimous opinions from publishers. They all agreed that market potentials negatively affect the publication of learning materials for inclusive education in Nigeria, as publishing in Nigeria is profit-driven. These have been captured in the table 4.4 below.

Table 4.4: Showing how market potentials affect the publication of learning materials for inclusive education in Nigeria.

S/N	Statement	% Response
1.	When there is no hope of ready market, there is no hope for profit.	100
2.	When there is no hope of ready market, there is no hope for profit.	100
3.	When there is no hope of ready market, there is no return on investment.	100
4.	When there is no hope of ready market, there is no drive for risk taking.	100
5.	When there is no hope of ready market, there is no interest in the business.	100

1. When there is no hope of ready market, there is no hope for profit:

All the respondents affirmed that when there is no hope of ready market, there is no hope for profit. As profit is the drive for their business, they have no hope for future investment in publishing learning materials for school children with disability in the

actualisation of the objectives of the all-inclusive education, as students with disability in the Nigerian educational system are just an insignificant few.

2. When there is no hope of ready market, there is no hope for profit:

The respondents interviewed also affirmed that when there is no hope of ready market, there is no drive to publish. Hence the future of Nigerian publishers showing interest in publishing for reading materials for children with disability is not sure, unless the government and Nigerian parents show more commitment in education children living with disability.

3. When there is no hope of ready market, there is no return on investment:

Respondents overwhelmingly affirmed that since publishing business in Nigeria is investment, there ought to be returns on any investment in any privately run entrepreneurial business. This is because the capital invested was collected as loan from bank and other financial agent. These loans attract interest which must be paid at the appropriate time. If there is no hope of returns of such investments, there is no need to obtain loan for the publication of learning materials for learners with disabilities.

4. When there is no hope of ready market, there is no drive for risk taking:

Publishers in this study corroborated the opinion that when there is no hope of ready market, there is no drive for risk taking. The reason for this stand-point stems from the fact that book publishing in Nigeria is a risk due to the fact that there are over a thousand publishers competing in a private-driven business of publishing, where each publisher struggle to take a chunk of the market. In risk taking, there must be available market potentials for competitors to compete perfectly.

5. When there is no hope of ready market, there is no interest in the business:

Respondents also affirmed that their reasons for not being interested in publishing for people living with disability was that there is no assurance of ready market for publications targeted at people with disability. When there is no hope of ready market, there is no interest in such business. This means that except with government intervention, publishers are not ready for the all-inclusive education as profit is the drive of their business.

Research Question 5: What are publishers' opinions on the publication of learning materials for inclusive education in Nigeria?

Publishers in this study had diverse views on the publication of learning materials for the all-inclusive learning. While they all agreed that the idea of all-inclusive education is commendable, they did not see how they could take part in its actualisation without the assistance of the government. Table 4 below states the opinions of publishers on who should publish learning materials for the all-inclusive learning in Nigeria:

S/N	Statement	Response	%
1.	Publication of learning materials for the all-inclusive education should be done solely by publishers.	0	0
1.	Publication of learning materials for the all-inclusive education should be sponsored exclusively by the government.	100	100
2.	Publication of learning materials for the all-inclusive education should be a collaborative effort between the government and publishing stakeholders.	75	75
3.	Publication of learning materials for the all-inclusive education should be done by NGOs and government.	100	100
4.	Publication of learning materials for the all-inclusive education should be done by institutions of learning and/or the government.	80	80
5.	Publication of learning materials for the all-inclusive education should be done abroad and sponsored by the government.	70	70

1. Publication of learning materials for the all-inclusive education should be done solely by publishers:

None of the publishers in this study showed any interest of bearing the cost of publishing for the inclusive education. This is because many of the publishers interviewed in this study said they had never heard of inclusive education, not to talk of publishing in the inclusive education project. All the publishers claimed that such a project is still in the dream world as government has not yet made any pronouncement on it. Therefore, there is no way Nigerian publishers could take the issue of publishing for the all-inclusive education serious. From the standpoint of the publisher, one could conclude that the all-inclusive education campaign still left much to be desired as its awareness is low among publishers. This are the people who would publish study materials for the programme to succeed.

2. Publication of learning materials for the all-inclusive education should be done exclusively by the government:

All the publishers interviewed affirmed that the publication of learning materials for the all-inclusive education should be done exclusively by the government. This could be as a result of the fact that m. This could be as a result of the fact that publishers in Nigeria are not willing to take risk of taking loan to fund a business venture they are not sure of returns. They want the government to commit itself with the financial risk. This could also be a result of the fact that most publishers are still skeptical of the publication of a new sort, since money is involved. The volatile economic situation, coupled with the fact that most banks may not be willing to commit the fund in the sponsorship of a business that has no clear plausibility of returns on their investment.

3. Publication of learning materials for the all-inclusive education should be a collaborative effort between the government and publishing stakeholders:

Majority of the publishers were of the opinion that there is no way the publications of learning materials for the all-inclusive education would work without the involvement of the government. Therefore, there should be a kind of synergy between the

government and stakeholders in the publishing industry. Since such project involves huge capital and human resources; and there is no clear-cut assurance of direct return on investment. While the financial resources should be provided by the government, the publishers should take care of the human resources and other necessary expertise. In order words, the whole idea corroborates the fact that publishers want easy way out since they are in business to make profit.

4. Publication of learning materials for the all-inclusive education should be run by NGOs alone:

Due to the fact that publishers were afraid of not having adequate and the right personnel, not being sure of adequate financial backings and are not prepared to create market for a new kind of publishing, they were interested in pushing the burden of publishing learning materials for the all-inclusive education to non-governmental organisations alone. They believe such publications demand special funding and should be done by organisations that have the interest of people with disability in mind. This kind of mindset cannot help in the campaign for the all-inclusive education in Nigeria.

5. Publication of learning materials for the all-inclusive education should be done by institutions:

Majority of the respondents felt that the Publication of learning materials for the all-inclusive education should be done by institutions where the whole idea of inclusive education was initiated. Many of the publishers argued that since government owns many of the institutions of higher learning, government should use the university presses to run the publications for the inclusive education. Also, since the publication of learning materials for the inclusive education is a long-term investment, only the government can take the risk of future investments that involves training of staff and purchase of equipment.

6. Publication of learning materials for the all-inclusive education should be done abroad:

While majority of respondents believed that the publication of learning material should be done by government through overseas presses where there are materials for such kinds of publications, a few others said it is not for the interest of development of the industry. If government sponsors the project for a few years, publishers could take over, provided the government is the main patroniser of the publication outputs.

5.0 Summary of Findings

Based on the analysis of the data, the following findings were established:

1. The Nigerian publishers have no specific area of specialisation in book publishing. Their interest is driven by market potentials and profitability.
2. Government policies are a major consideration in the process of manuscript selection in the Nigerian publishing industry, as compliance to curriculum is checked by the relevant agencies of the government. which means that government could institute a regulatory body in favour of publications of learning materials for the all-inclusive education.

3. Nigerian publishers are not ready for the publication of materials for the all-inclusive learning for the obvious reason of not being certain of getting specialised staff for the publications for learning materials for the all-inclusive education.
4. Publishers in Nigeria are skeptical about the success of all-inclusive education. This boils down to the fact that publishing in Nigeria is profit-driven and as such, publishers are not ready to take the risk of investment in any business they are not certain of immediate returns.
5. The drive to publish in Nigeria is propelled by the possibility of a ready market. Lack of feasible ready market dampened the hope of Nigerian publishers to publish learning materials for the all-inclusive learning as students with disability in the Nigerian educational system are just an insignificant few.
6. Book publishing in Nigeria is a risk due to the fact that there are over a thousand publishers competing in a private-driven business of publishing, where each publisher struggle to have a chunk of the market. In risk taking, there must be available market potentials for competitors to compete perfectly. This is not available in the all-inclusive learning system.
7. When there is no assurance of ready market for publications targeted at people with disability, publishers show no interest in such business.
8. Publishers in this study did not show interest in bearing the cost of publishing for the inclusive education. This is because the level of awareness of the all-inclusive education in Nigeria is low. Therefore, there is no way Nigerian publishers could take the issue of publishing for the all-inclusive education serious without government effort to sensitise publishers and the entire populace. From the standpoint of the publisher, one could conclude that the all-inclusive education campaign still left much to be desired as its awareness is low among publishers.

6.0 Conclusion

In the publishing industry today, Nigerian publishers are not ready for the publication of materials for the all-inclusive learning for the obvious reason of not being sure of getting specialised staff for the publications for learning materials for the all-inclusive education and did not show interest for such. This is a major setback for the all-inclusive education. Also, the Nigerian publishers are sceptical about the success of all-inclusive education and do not have hope of its success. This boils down to the fact that publishing in Nigeria is profit-driven and as such, publishers are not ready to take the risk of investment in any business they are not sure of immediate returns. This is affirmed by the fact that most publishers in Nigeria source fund for business through other sources such as loans from banks and thrift and credit cooperatives societies, ploughing back of profit, sales of shares, shareholders' contributions, book lunch, among others. Hence the future of Nigerian publishers showing interest in publishing for reading materials for children with disability seems bleak, unless the government and Nigerian parents show more commitment in education children living with disability.

7.0 Recommendations

Based on the analysis of the data, the following findings were established:

1. The Nigerian publishers should be supported and encouraged by both the government and other national and international interest bodies to specialise in the publication of learning materials for learners with disability in form of funding and training of staff.
2. Government should, through federal and state ministries of education, institute regulation in favour of publications of learning materials for the all-inclusive education in Nigeria.
3. Nigerian publishers should be encouraged by governments, relevant institutions and other agencies and stakeholders to publish reading materials for the all-inclusive learning through free training of specialised publishing staff for the project.
4. Government at all levels and Nigerian parents need to show more commitment in educating children living with disability in order to boost the market potentials for the publication of reading materials for the all-inclusive education.
5. Government should intervene in the area of financial backing to publishers in order to prepare them of the all-inclusive project.
6. There should be synergy between the government, institutions with interest in inclusive education, NGOs and relevant stakeholders in the publishing industry for the all-inclusive publishing project.

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