

The Extent of Adoption of e-Publishing by University Presses in Kenya

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E-Publishing

- Is the application of computing software by a publisher to information content created and packaged for a specific audience, and the distribution of the final product through electronic means (Chennupati, Schubert and Heng, 2006).
- Since “publishing” implies production and distribution, however, the term refers most obviously to the generation of publications in electronic form or, at least, with the aid of electronics (Lancaste, 1995).
- **Problem:** Knowledge creating and dissemination is synonymous with institutions of higher learning. However, many institutions, especially in Africa spurn electronic publishing (e-publishing), failing to join most parts of the world that have embraced it with very positive results.
- **Aim:** study the electronic publishing trends in institutions of higher learning and identify the opportunities and challenges faced by academic publishers in Kenya.



The objectives

- The objectives of the study are to:
 - identify institutions that practice academic publishing in Kenya;
 - examine the relationship between authors' knowledge on e-publishing platforms and publishers' choice of e-platforms;
 - analyze whether an existing work relationship between the publisher and an author influences the format of a publication;
 - examine whether or not there is an association between levels of staff experiences within publishing and e-publishing.
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Methodology

- ▶ **This is a research survey:** a technique of gathering information by questioning participants or respondents as subjects of a research and who belong to a representative sample (Corbetta, 2003).

Surveys allow the collection of a large amount of data from a sizeable population in a highly economical way. (Saunders, Lewis, & Thornhill, 2009).

- ▶ **A mixed method approach was used:** is an approach to inquiry that combines or associates both qualitative and quantitative forms. (Creswell, 2009).

Sample Population

The sample frame of 49 universities was used. Ambira (2008) describes a study population as the complete set of individuals, cases or objects with some common observable characteristics.

Participant	Population
Public funded Universities	31
Privately funded Universities	18
Total	49

► Sampling Technique

Judgmental sampling was used in selecting key participants under the study. Patton (1990) states that the 'logic and power of purposeful sampling lies in selecting information-rich cases for study in depth.' The study sampled six (6) universities which were information-rich in doing academic publishing as a representation of academic fraternity.

The table infers that the majority of university presses are public funded. However, only one was a printing press while the rest were publishing presses. Among the two privately funded institutions, one was a publishing printing press. Therefore, majority of Kenyan University presses were publishers.

Participant/respondents	Sponsor	Type of press
University of Nairobi Press	Public	Publishing
Moi University Press	Public	Publishing
Kenyatta University Press	Public	Printing
Egerton University Press	Public	Publishing
Strathmore University Press	Private	Publishing
Catholic University of Eastern Africa	Private	Publishing Printing



➤ **Data Analysis**

Data were analyzed quantitatively using simple descriptive statistics. Data analysis is the process of creating order, structure and meaning to the mass of information collected (Mugenda, 2003).

➤ **Instruments of data collection**

Data were collected by questionnaires.

A questionnaire was one of the instruments used in this study that had closed and opens ended questions for the participants to answer.

Also document analysis was done by visiting key informants' website to retrieve more content. Documentary secondary data are often used in research projects that also use primary data collection methods. However, you can also use them on their own or with other sources of secondary data, for example for business history research within an archival research strategy (Saunders, Lewis, & Thornhill, 2009).

➤ **Types of publishing**

Steven (2018) categorizes publishers as:

- traditional or commercial
- self-publishers.

Findings of the study

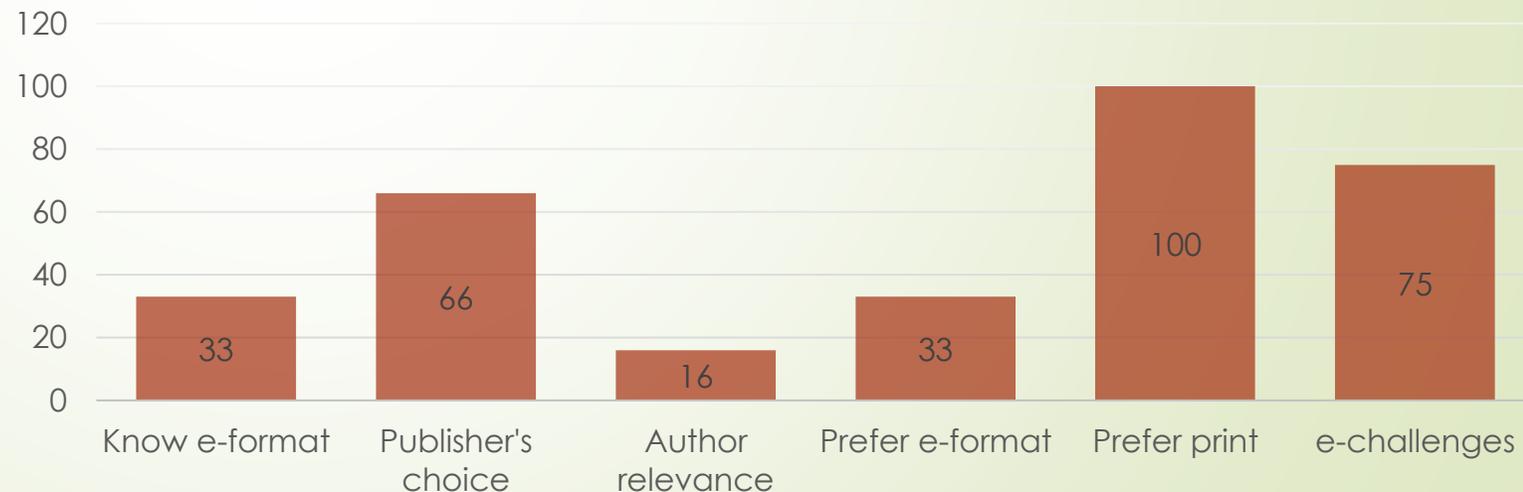
Identify institutions that practice academic publishing in Kenya

- ▶ are at the infant stage and had challenges engaging in electronic publishing
- ▶ most of them have Desktop Publishing Units (DTP)
- ▶ most of established presses engaged in print publications such as books, Journals and magazines.
- ▶ out of the 49 only 6 universities have presses.
- ▶ Moi University Press, University of Nairobi Press, Strathmore University Press and Egerton University Press are publishing presses
- ▶ Kenyatta University Press is printing press, while Catholic University of Eastern Africa is a publishing printing press.

The relationship between authors' knowledge on e-publishing platforms and publishers' choice of the e-platforms

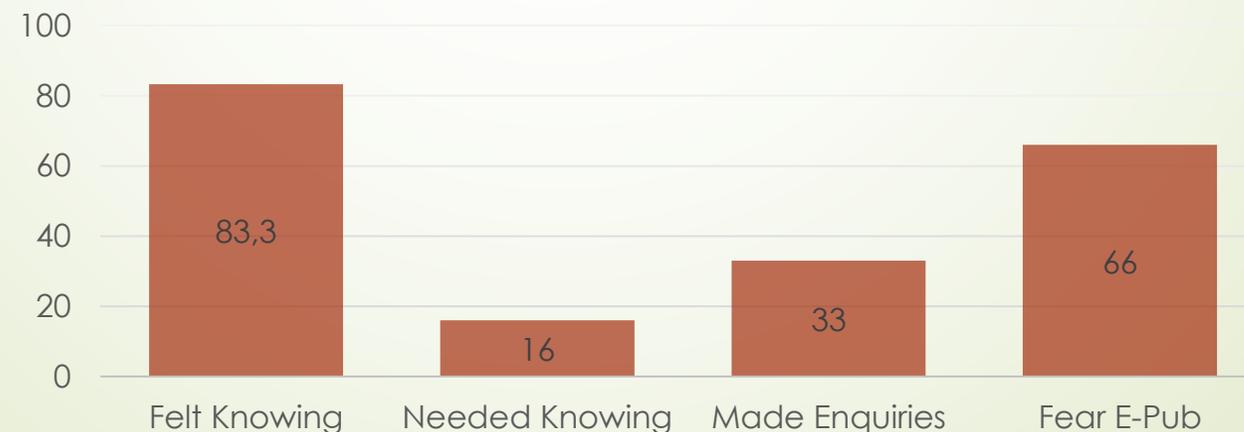
- ▶ a rare encounter when it came to authors with knowledge on formats in which they would want their publications as end products
- ▶ authors depended on publishers' expertise in determining the publication formats.
- ▶ Conversely, those with information on the kind of formats were few and it did also add up on the relevance of format choices for those who ventured.
- ▶ This implied that there was no relationship between authors' knowledge and publishers' choice of publication. It was discovered that most authors were not privy to e-formats.

print was the priority then e-pub.
pdf was a dominant e-format as majority of authors, it retained the book format.



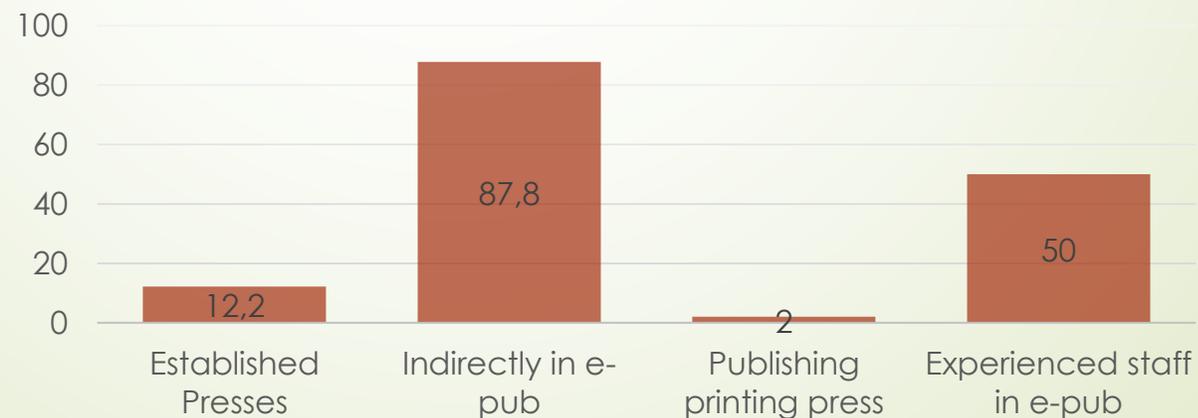
Existing work relationship between the publisher and an author influences the format of a publication

- Often, authors articulated ownership of the publication and thus, knew what they wanted. This however, was not expressed across the presses but except a few.
- It was discovered that authors demonstrated no need of information on publishing except the format they were focused on, especially print.
- authors' request for advice on publication formats was not frequent.
- publishers' effort to stimulate authors about e-format was construed to expose them on challenges; acquiring an e-reader, procedures in aggregator's contracts, pay system, and electronic marketing.
- This process was deemed tedious and could limit their publications as opposed to traditional distribution and access.



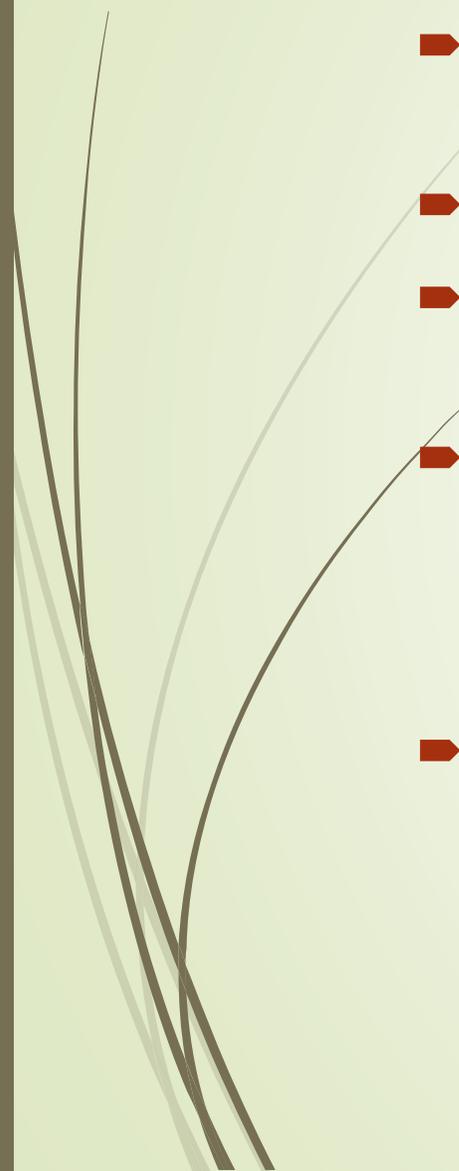
Whether or not there is an association between levels of staff experiences within publishing and e-publishing

- ▶ staff experience within the field of publishing had a bearing on the technological knowledge a publisher possessed.
- ▶ It was revealed that very few publishers are trained on digitization of content.
- ▶ Though publishers alluded to the benefits of e-publishing, the study showed that only a small percentage 12.2% of the Kenyan academic publishers had established presses. 87.8% of universities indirectly engaged in e-publishing.
- ▶ Significantly, they had e-repositories on their websites and were likely to start e-publishing in the near future.
- ▶ For those who were publishing with printing presses, represented 2.0% of universities.



Conclusion

- The study established that different university presses were in different levels of e-publishing adoption.
- Most authors had little or no knowledge on e-formats and relied on the choice of the publishers and/or advice.
- Some of the authors were privy to various existing e-formats and used this knowledge to engage the publishers before settling on a preferred choice.
- Some authors had limited knowledge on particular formats and were rigid in adopting alternative formats.
- Staff working in presses had a lot of influence on the choice of formats as the study established that those who had longer working experiences had substantial knowledge of e-publishing as compared to those who had short stints in employment.

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- ▶ The researchers therefore concluded that there is need to create more e-publishing awareness among academic institutions through:
 - ▶ seminars, collaborations, engaging staff in training opportunities through refresher courses.
 - ▶ It is imperative for writing workshops on importance of e-publishing,
 - ▶ types of eBooks, formats, e-Readers and exhibitions to expose authors, staff and other stakeholders to e-publishing technologies.
 - ▶ training of authors and publishers on importance of electronic marketing, e-Business, digital rights management, profits, pay-systems and costs, digitization of content and distribution for global market access.
 - ▶ Most universities' closest interaction with e-publishing was through e-repositories established mainly in their libraries or websites where e-collections of theses and dissertations were commonplace as well as academic publications by resident faculty published elsewhere.



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