

Redefining Yoruba Textbook Selection for Secondary Schools to Support Sustainable Development in Ogun State

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Abstract

This study aims to rethink the criteria for selecting Yoruba language textbooks for secondary schools in Ogun State, Nigeria, to promote sustainable development. Using a descriptive survey design, the study involved 100 teachers from 20 public secondary schools in Ijebu North Local Government Area. The findings show that cultural relevance and authenticity are key criteria in textbook selection. Textbooks should also be current, pedagogically innovative, and aligned with curriculum standards. The integration of modern teaching methods, including digital tools and interactive exercises, is emphasized. The study highlights the need to incorporate sustainable development concepts into textbook content. It recommends that textbooks reflect diverse perspectives within Yoruba society and support multicultural and multilingual contexts. Furthermore, integrating technology such as multimedia resources and online platforms can enhance student engagement. Finally, teacher training and continuous support are essential to ensure effective textbook use in promoting sustainable development outcomes.

Keywords : Yoruba language textbooks; sustainable development;

How to cite : Kolawole, A., & Moses, A. (2026). Redefining the Selection of Yoruba Language Textbooks for Secondary Schools to Promote Sustainable Development in Ogun State, Nigeria. *Pedagogi: Jurnal Ilmu Pendidikan*, 26(1).
<https://doi.org/https://doi.org/10.24036/pedagogi.v26i1.2729>



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INTRODUCTION

A textbook is a teaching material considered a key component in most teaching programmes, which is essential for both teachers and learners. It is commonly used by teachers for several reasons which includes: structured Learning; systematic and organized presentation of topics, aid learners to follow a logical progression in understanding a subject, authoritative content; coverage of a wide range of topics within a subject area, offering students a complete overview and in-depth explanations; curriculum alignment; illustrations and examples of concept; reliable reference for students, teachers, and professionals when revisiting fundamental concepts or exploring advanced topics; self-study resource; supports active learning; fosters consistency; portable knowledge; encourages habitual learning; adaptability to technology (Ajani and T 2022; Ormrod, J., and E. 2020; Oyediran and A. 2015; Slavin, R., and E. 2006). The selection of textbooks becomes an important issue since it can affect the quality of teaching and learning. Many criteria should be considered by the teachers in order to reach students' positive learning outcome

Textbook selection is the process of identifying, evaluating, and choosing appropriate textbooks to support teaching and learning within an educational setting. This process ensures that the chosen materials align with the curriculum, meet educational goals, and address the needs of students and educators. Textbook selection involves matching materials to the curriculum and the context it is going to be used. It provides educational objectives and also the best practices and quality materials for meeting them which is suitable to the students' background, learning experience, interest, and learning style. Bamidele, O, and O (2019), One wrong step in choosing an appropriate textbook can lead to failure in the teaching and learning process.

When selecting a Yoruba language textbook for secondary schools to promote sustainable development, several criteria should be considered. These criteria are essential to ensure that the chosen textbook effectively supports the holistic development of students and instills in them a sense of cultural pride and awareness. Some of the key criteria include: coverage of topics related to Yoruba language and culture, as well as contemporary issues that are important for sustainable development; the textbook should be designed to improve the students' proficiency in Yoruba language skills such as reading, writing, speaking, and listening; it should accurately represent the rich cultural heritage of the Yoruba people and inclusion of traditional stories, folk tales, songs, proverbs, and other cultural elements that help students connect with their cultural roots; interdisciplinary approach that integrates Yoruba language and culture with other subjects such as history, geography, social studies, and environmental studies should be considered; the textbook should be inclusive and represent the diversity of the Yoruba people; it should likewise reflect the different dialects, traditions, and customs of the Yoruba people, as well as the contributions of women, marginalized groups, and other underrepresented voices; textbooks should be designed using innovative and learner-centered pedagogical methods; incorporation of themes of sustainability, environmental conservation, and social responsibility; encourage students to think critically about their impact on the environment and society, and inspire them to take action for a more sustainable future. By considering these criteria when selecting a Yoruba language textbook for secondary schools, educators can ensure that the chosen textbook effectively supports the development of students and contributes to sustainable development in the Yoruba-speaking community.

Sustainable development is a key concept that encompasses the need to balance economic, social, and environmental factors to meet the needs of the present without compromising the ability of future generations to meet their own needs. In the context of selecting a Yoruba language textbook, it is important to consider how sustainable development principles can guide decision-making and ensure that the chosen textbook not only supports language learning but also promotes cultural preservation and environmental consciousness. Overall, the importance of sustainable development in selecting a Yoruba language textbook lies in its potential to promote cultural preservation, environmental consciousness, and social equity.

It has been suggested that curriculum materials are powerful tools to aid the implementation of education reform Akindele and S (2018) .Eludiora et al. (2017) stated that the textbook is the dominating pedagogic instrument to understand curricula at all school levels, as it serves as a source of insight into the intended curriculum for most teachers. Mustapha and A. (2015) stated that teachers view textbooks as a source of exercises and as a teaching tool. They added that textbooks ought to guide not only the content subject matter, but also teaching strategies and procedures in the form of an elaborately worked out approach for the presentation of the subject and for detailed lesson plans. However, Omodara et al. (2014) notes that currently, textbooks commonly used in classrooms contain few accompanying curriculum activities or teaching strategies. According to Kuye and O (2017) most textbooks are written for profit-making instead of for promoting specific pedagogical approaches for a given school subject. Hence textbook processes should be meticulously scrutinized before approval for general usage.

In Nigeria, textbook selection should follow criteria designed to ensure alignment with the country's educational goals and standards. These criteria are applied by schools, educational boards, and government agencies, such as the Nigerian Educational Research and Development Council (NERDC). Below are some of the key criteria used presently: alignment with curriculum and syllabus, endorsement by authorities; coverage of core concepts; content relevance and accuracy, language and readability, compliance with NERDC guidelines, ICT Integration, feedback from stakeholders among others. However, the process of textbook selection in Nigeria faces several issues that affect the quality, accessibility, and effectiveness of educational materials. Some of which includes: lack of standardization; limited compliance with curriculum; some textbooks are poorly written, contain grammatical errors, or lack proper illustrations and examples; outdated information in textbooks is another concern, as it affects the relevance of the learning material, inadequate review and approval processes; textbooks for indigenous languages like Yoruba, Igbo, and Hausa are often overlooked or given less priority compared to English and science textbooks; inadequate monitoring to ensure schools use only approved textbooks; unregulated production and distribution allow substandard or unauthorized textbooks to flood the market, the textbook approval and selection process is sometimes influenced by corruption, with publishers paying bribes or using connections to get their books approved; there is a lack of adequate funding and attention to the development of textbooks in local languages; textbooks are not evenly distributed across the country, with urban schools often having better access than rural schools; over-reliance on imported textbooks - in some cases, schools use imported textbooks that are not tailored to the Nigerian curriculum, resulting in content that is irrelevant or culturally disconnected from students' realities. (Adeniyi and S 2020; Choppin and J. 2011; Oates and T 2014; UNESCO 2017) Therefore, it is imperative to consider the issues related to textbook selection for better practice.

METHODS

The study adopts a descriptive survey research design. The population of this study consists of teachers in public secondary schools in Ogun State. A total sample of one hundred teachers (100) was used in 20 selected public secondary schools in Ijebu North Local Government Area, Ogun State, Nigeria. The research instrument used for this study is a structured questionnaire. The questionnaire instrument has two sections: the demographic and psychographic sections. The demographic section was used to elicit information about the biodata of the respondents, while the psychographic section focused on the research questions with a view to solving them. The questionnaire was given to an expert for review and adjustment before being used. To test the reliability of the instrument, the questionnaire was subjected to a pilot study. Researchers visit the sampled schools and personally administer the questionnaires to the students in each school, to give a true picture of the respondents. The researcher makes on-the-spot collection of the filled instruments to ensure a hundred percent (100%) return and eliminate necessary delay in collection it might have on the respondents. Statistical Package for the Social Sciences (SPSS) version 20 was used for data analysis in calculating the mean, percentage, and correlation coefficient. Data collected was analysed using descriptive and inferential statistics in line with the research questions. Frequency counts and percentages were used to analyse and present the data and mean values obtained.

FINDING AND DISCUSSION

A Yoruba language textbook must first and foremost align with the curriculum and educational standards set by relevant educational authorities. This ensures that students are exposed to the necessary topics, linguistic structures, and cultural elements that support their academic development. Saeed and S. (2024) in his study "*Assessing the Alignment of Textbook Content with Educational Standards Using NLP*", highlights the importance of using automated content analysis to verify textbook conformity with national benchmarks. His findings indicate

that misalignment between textbooks and curriculum standards can lead to knowledge gaps and hinder academic achievement. In contrast, Adewale and A (2021) argues that while curriculum alignment is important, overly rigid adherence can suppress creativity and ignore the dynamic nature of language use among young learners. He advocates for a more flexible and adaptive approach that allows educators to tailor materials to local realities and students' linguistic backgrounds, even when such adjustments slightly diverge from prescribed standards.

The language and presentation style of a textbook are also crucial factors. The material should be age-appropriate, written in clear and concise language, and supplemented with explanations and examples that are easily understandable. The inclusion of visual aids, such as illustrations, photographs, and diagrams, can enhance comprehension, especially in teaching figurative language and cultural concepts. Omodara et al. (2014) supports this view, asserting that multimodal textbooks that combine text and visual elements lead to better retention and deeper understanding among students. However, Ormrod, J., and E. (2020) offers a cautionary perspective, warning that excessive reliance on visual aids may sometimes distract from essential language development, particularly if such visuals are not well-integrated with the textual content.

A key criterion in Yoruba language textbooks is the cultural relevance and authenticity of the content. A well-developed textbook should preserve and showcase the rich linguistic and cultural heritage of the Yoruba people. This includes the integration of traditional stories, proverbs (*òwe*), idioms, and practices that foster a sense of identity and pride among learners. According to Ajani and T (2022), culturally embedded language materials enhance student motivation and engagement, particularly when students see their own cultural narratives reflected in their learning resources. On the other hand, (UNESCO 2017) critiques some culturally focused textbooks for being outdated or overly romanticized, failing to reflect the contemporary realities of Yoruba-speaking youth. He recommends a balanced approach that respects tradition while also incorporating modern, urban expressions of Yoruba identity.

Additionally, the textbook should be current and pedagogically innovative, integrating modern teaching methods, including digital tools and interactive exercises. With increasing access to technology in education, textbooks that incorporate QR codes, audio recordings, or links to online activities can significantly enhance language learning. Odebunmi and A (2019) found that Yoruba language textbooks that included digital support materials led to improved pronunciation, listening skills, and grammatical accuracy among students.

In conclusion, selecting an effective Yoruba language textbook requires attention to several critical criteria: alignment with curriculum standards, clarity and accessibility, cultural relevance, and integration of modern pedagogical methods. While scholars like Ajani and T (2022); Saeed and S. (2024) underscore the benefits of alignment and cultural richness, others such as Odebunmi and A (2019); Oyediran and A. (2015) highlight the risks of inflexibility and outdated content. Thus, educators must strike a thoughtful balance—choosing textbooks that meet official requirements while also engaging students in meaningful, culturally grounded, and modern learning experiences. Modern teaching practices and the incorporation of educational technology should also be considered. Textbooks that integrate QR codes, audio resources, online exercises, and other interactive features can significantly enhance the learning experience. Fashola and Adewale and A (2021) found that Yoruba language textbooks enhanced with digital resources improved students' pronunciation, listening comprehension, and grammar skills. Their study underscores the role of technology in promoting more effective language instruction.

Results Of Analysis

This chapter presents the results from the data analyzed. This is done in line with the stated hypotheses in chapter one.

Demographic Data:

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	45	50.0	50.0	50.0
	Female	55	50.0	50.0	100.0
	Total	100	100.0	100.0	

The table for gender above reveals that 50.0% of the respondents are male and 50.0% are female.

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 25years	29	2.0	2.0	2.0
	26-30years	41	82.0	82.0	84.0
	31-35 years	30	16.0	16.0	100.0
	Total-	100	100.0	100.0	

From the table of age, 2.0% of the respondents are below 25years, 82.0% are within 26-30 years and 16.0% are within 31-38years.

Level of Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary	11	22.0	22.0	22.0
	Tertiary	88	76.0	76.0	98.0
	postgraduate	1	2.0	2.0	100.0
	Total	100	100.0	100.0	

From the educational level above, 22.0% of the respondents are secondary in and 76.0% are in tertiary while 2.0% are postgraduate.

Religion					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christian	9	18.0	18.0	18.0
	Muslim	30	60.0	60.0	78.0
	Others	11	22.0	22.0	100.0
	Total	100	100.0	100.0	

The table of religion reveals that 18.0% are Christians, 60.0% are Muslim and 22.2% are in the other

1. What are the current criteria used for selecting Yoruba language textbooks in Ogun State?

Table 1: Response of the respondent

S/N	Item	SA	A	D	SD	Mean	SD	Decision
1	Cultural relevance is a crucial factors in selecting Yoruba language textbooks	35 (17.5%)	33 (16.5%)	22 (11.0%)	10 (5.0%)	2.10	.610	Agree
2	Linguistic accuracy is a top priority when choosing a Yoruba language textbook	33 (16.5%)	35 (17.5%)	10 (5.0%)	22 (11.0%)	2.13	.616	Agree
3	Clarity and simplicity are important consideration in selecting Yoruba language textbook	30 (15.0%)	18 (9.0%)	24 (12.0%)	25 (12.5%)	2.18	.711	Disagree
4	Alignment with curriculum standards is a key factor in selection Yoruba language textbook	24 (12.0%)	23 (11.5%)	16 (8.0%)	37 (18.5%)	2.20	.640	Disagree
5	Author's expertise in Yoruba language and culture is a significant consideration	41 (20.5%)	24 (12.0%)	19 (9.5%)	16 (8.0%)	2.12	.711	Disagree

Table above that 5.0% strongly disagree that cultural relevance is a crucial factor in selecting Yoruba language textbooks 11.0% disagree while both 16.5% and 17.5% agree and strongly agree that cultural relevance is a crucial factors in selecting Yoruba language textbooks. 11.0% strongly disagree that linguistic accuracy is a top priority when choosing a Yoruba language textbook, 5.0% disagree while both 17.5% and 16.5% agree and strongly agree that linguistic accuracy is a top priority when choosing a Yoruba language textbook. 12.5% strongly disagree that clarity and simplicity are important consideration in selecting Yoruba language textbook, 12.0% disagree while both 9.0% and 15.0% agree and strongly agree that clarity and simplicity are important consideration in selecting Yoruba language textbook. 18.5% strongly disagree that alignment with curriculum standards is a key factor in selection Yoruba language textbook, 8.0% disagree while both 11.5% and 12.0% agree and strongly agree that alignment with curriculum standards is a key factors in selection Yoruba language textbook. 8.0% strongly disagree that author's expertise in Yoruba language and culture is a significant consideration, 9.5% disagree while both 12.0% and 20.5% agree and strongly agree that author's expertise in Yoruba language and culture is a significant consideration.

2. What are the limitations of these criteria in promoting sustainable development?

Table 2: Response of the respondent

S/N		R	O	SOT	AA	Mean	SD	Decision
6	The current criterias prioritize cultural revelance over environmental sustainability	30 (15.0%)	20 (10.0%)	15 (7.5%)	35 (17.5%)	2.15	.632	Disagree
7	Pedagogical soundness is not sufficient to address the complex issues of sustainable development	25 (12.5%)	25 (12.5%)	30 (15.0%)	20 (10.0%)	2.15	.650	Agree
8	The availability of resources doesn't guarantee effect implementation of sustainable development concept	17 (8.5%)	23 (11.5%)	25 (12.5%)	35 (17.5%)	2.14	.622	Disagree
9	Publisher reputation may not guarantee prioritization od sustainable development	10 (5.0%)	45 (22.5%)	25 (12.5%)	20 (10.0%)	2.20	.711	Agree
10	Reviews and recommendations may not consider sustainable development as a key factor	50 (25.0%)	10 (5.0%)	20 (10.0%)	20 (10.0%)	2.30	.765	Agree

Table indicate that 17.5 strongly disagree that the current criteria prioritize cultural relevance over environmental sustainability, 7.5.0% disagree while both 10.0% and 15.0% agree and strongly agree that the current criteria prioritize cultural r4velance over environmental sustainability. 10.0% strongly disagree that pedagogical soundness is not sufficient to address the complex issues of sustainable development 15.0% disagree while both 12.5% % and 12.5.0% agree and strongly agree that \pedagogical soundness is not sufficient to address the complex issues of sustainable development 14.5% strongly disagree that the availability of resources doesn't guarantee effect implementation of sustainable development concept , 12.5% disagree while both 11.5% and 8.5% agree and strongly agree that the availability of resources doesn't guarantee effect implementation of sustainable development concept 10.0% strongly disagree that publisher reputation may not guarantee prioritization od sustainable development 12.5% disagree while both 22.5% and 5.0% agree and strongly agree that publisher reputation may not guarantee

prioritization of sustainable development . 10.0% strongly disagree that reviews and recommendations may not consider sustainable development as a key factor, 10.0% disagree while both 5.0% and 25.0% agree and strongly agree reviews and recommendations may not consider sustainable development as a key factor.

3. What alternative criteria can be adopted to ensure a more comprehensive approach to Yoruba language education?

Table 3: Response of the respondent

S/N	Items	R	O	SOT	AA	Mean	SD	Decision
11	Encouraging community engagement and participation in Yoruba language is and alternative criteria	37 (18.5%)	45 (22.5%)	12 (6.0%)	6 (3.0%)	2.12	.601	Agree
12	Providing teacher training and capacity building for effective Yoruba language teaching	37 (18.5%)	45 (22.5%)	12 (6.0%)	8 (4.0%)	2.15	.621	Agree
13	Ensuring availability of resources and infrastructure for Yoruba language education	16 (8.0%)	64 (32.0%)	17 (8.5%)	3 (1.5%)	2.07	.600	Disagree
14	Developing digital resource and multimedia materials for Yoruba language learning	20 (10.0%)	39 (19.5%)	28 (14.0%)	13 (6.5%)	2.19	.635	Disagree
15	Incorporating environmental education into Yoruba language curriculum	22 (11.0%)	33 (16.5%)	26 (13.0%)	19 (9.5%)	2.15	.644	Agree

Table above indicate that 3.0% strongly disagree that, encouraging community engagement and participation in Yoruba language is and alternative criteria 6.0% disagree while both 22.5% and 18.5% s agree and strongly agree that encouraging community engagement and participation in Yoruba language is and alternative criteria. 4.0% strongly disagree that providing teacher training and capacity building for effective Yoruba language teaching, 5.0% disagree while both 22.5% and 18.5% agree and strongly agree that providing teacher training and capacity building for effective Yoruba language teaching. 1.5% strongly disagree that ensuring availability of resources and infrastructure for Yoruba language education, 8.5% disagree, while both 32.0% and 8.0% agree and strongly agree that ensuring availability of resources and infrastructure for Yoruba language education. 6.5% strongly disagree that developing digital resource and multimedia materials for Yoruba language learning, 14.0% disagree while both 19.5% and 10.0% agree and strongly agree that developing digital resource and multimedia materials for Yoruba language learning. 9.5% strongly disagree that, incorporating environmental education into Yoruba language curriculum 13.0% disagree while both 16.5% and 11.0% agree and strongly agree incorporating environmental education into Yoruba language curriculum.

Table 4: Does Sex significantly determine criteria for selecting textbooks

Sex	N	Mean	SD	T	Sig
Male	45	10.555	4,19362	-575	-164
Female	55	10.199	2,08971		

Table: indicate that sex do not significantly determine the students' performance on the selection of textbooks. The table also indicate that if various steps can be taken to improve the poor performance of student in school, it will facilitate the student learning and also improve their academic performance.

CONCLUSION

When investigating and rethinking the criteria for selecting a Yoruba language textbook in secondary school, it becomes apparent that several key considerations need to be taken into account for the sustainable development of students in their language learning journey. The investigation brings to light the importance of aligning the textbook content with the curriculum and educational standards to ensure comprehensive coverage of required topics and concepts. Additionally, the accessibility and engagement of the language and presentation style are crucial in facilitating effective learning.

Cultural relevance and authenticity are significant factors to consider when selecting a Yoruba language textbook, as they help in connecting students with the rich heritage of the Yoruba people. Including traditional stories, proverbs, and customs in the textbook can enhance students' understanding and appreciation of their cultural identity. Moreover, integrating modern teaching methods and technologies in the textbook can boost students' engagement and interest in learning the Yoruba language. By incorporating interactive activities and exercises, educators can provide opportunities for students to practice and apply their language skills in a dynamic and meaningful way.

In conclusion, by rethinking the criteria for selecting a Yoruba language textbook in secondary schools, educators can ensure the sustainable development of students in mastering the language. By prioritizing factors such as curriculum alignment, accessibility, cultural relevance, and modern teaching methods, educators can choose textbooks that effectively support students' language learning and contribute to their overall growth and development. This reevaluation of criteria is essential for fostering a supportive and enriching learning environment that empowers students to embrace and preserve their cultural heritage through the study of the Yoruba language.

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