

Supervision and moderation of universal basic education policies by the government of Ondo state, Nigeria

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ABSTRACT

The study examined the frequency of supervision of the basic schools by the Ondo state Universal Basic Education Board (SUBEB) in line with the Universal Basic Education Commission (UBEC) policies in Ondo state. It investigated the extent of provision and moderation of the school curriculum by the SUBEB in the study area. These were with a view to determining the extent of compliance with the quality assurance policies of the UBEC by the Ondo SUBEB. The study adopted the descriptive survey research design. The population for the study included 1,341 headteachers and 4,361 teachers in public primary schools; 305 principals and 3,192 teachers in public junior secondary schools in Ondo State. The sample for the study was 330 respondents which included 24 headteachers and 240 teachers in public primary schools; six principals and 60 teachers in junior secondary schools which were selected through the multistage sampling technique. A self developed questionnaire titled: Assessment of Quality Assurance Policies Questionnaire (AQAPQ) was used. Data collected were analysed using frequency counts, percentages and mean. The result showed that the frequency of supervision of the basic schools by the Ondo SUBEB in line with UBEC policies was moderate ($\bar{X} = 3.71$). The result also showed that the extent of provision and moderation of school curriculum in the state was to a moderate ($\bar{X} = 3.56$). The study concluded that the Ondo SUBEB complied with the quality assurance policies of the UBEC to a moderate extent.

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1. INTRODUCTION

Globally, education is viewed as a process of learning new skills and ideals in order to perform well in society. It entails a pedagogical process that, if done well, should result in the recipient of it developing to the point where one is capable of engaging in meaningful thought and action while interacting with others in the community for the advantage of everyone. Its importance is emphasized by the National Policy on Education (NPE, 2014), which asserts that Nigeria's education system is a tool par excellence for causing national development. In other words, education serves as a tool for nation-building as well as a means of acquiring information and skills. As a result of this general viewpoint, Adepoju and Fabiyi (2007) described education as a system for the development of skills, relevant information, and habits for survival in a changing world. To this end, the education system serves as a vehicle for bringing about beneficial change in every society. The three main institutions in charge of providing basic education in Nigeria are the Federal Ministry of Education (FMOE), the Universal Basic Education Commission (UBEC), and the State Universal Basic Education Board (SUBEB) as stated by the UBE Act. The first institution, the FMOE, is charged with creating policies and establishing standards for quality assurance at all educational levels, including basic education. The second institution, the UBEC, is tasked with advancing the goal of universal basic education while operating within the constitutional bounds of States and taking care of the finances through a direct Federal block grant of 2% of the Consolidated Revenue Fund and is therefore answerable to the FMOE (FRN, 2004). In addition, the UBEC works in conjunction with SUBEBs and Local Government Education Authorities (LGEAs) within each state to carry out UBE policies and programs. Preschool and grades 1 through 9 at public institutions are the only levels of education covered by this UBEC requirement. The third institution, SUBEB, is a parastatal organization that reports to the State Ministry of Education and is governed by decisions made by the state government (World Bank, 2015).

The process of assuring and preserving the value, relevance, position, rank, character and worth of the educational system is known as quality assurance. In this context, quality assurance can be thought of as a process for evaluating the amount and quality of educational inputs. These inputs consist of the standard and quantity of teachers, the standard of the curriculum in schools, the standard of training and retraining, the standard

of instruction and the standard of the overall educational system. The main goal of quality assurance policies is to establish common quality standards that can be applied to both that spans at quality education both internally and externally, at the federal, state, and local levels at institutions before the tertiary level. It is a method for keeping an eye on what students are learning in the classroom, improving the standard and elevating quality. The educational system uses quality assurance to guarantee that the instruction it provides will be used for the intended purpose (Ofoegbu, 2004; Bolaji, Gray & Cambell-Evans, 2015). The primary administrative focus of the Quality Assurance Department and its overarching goals under UBE are to ensure quality control of service delivery and performance throughout the state's primary education sub-sector. These duties serve as the federal government's primary focus for ensuring the quality of education in cooperation with the states, their local governments, and the private sector providers (Ukeje, 2000; Federal Republic of Nigeria, 2000). As a result, education quality assurance covers a wider range of issues than school inspection. The processes of monitoring, assessing, evaluating, and quality controlling are all included in education quality assurance (EQA) in different ways (remediation, counseling, supervision, provision and maintenance of resources, etc.). To maintain quality with integrity, public responsibility, and ongoing progress, it also requires accreditation of the educational system and disclosure of decisions reached to all parties involved (FMOE, 2014). Effective quality management systems, frequent system operating audits, and periodic reviews of the NEQAP below tertiary education are the three main characteristics of an effective quality assurance system.

Ondo State Universal Basic Education Quality Assurance Department as a division of Ondo State Universal Basic Education Board (OSUBEB) was investigated in this study. This division belongs to the arm of Ondo State Ministry of Education that sees to the inspection of Universal Basic Education policies implementation in Ondo state basic schools. As enshrined in the schedule of duties, the Department is responsible for the conduct of Quality Assurance in basic Education schools, across the state. It also conducts similar exercise with UBEC/LGEA on termly basis where reports on the findings were forwarded for possible actions. The Education Secretaries Submits to the Department their itineraries for the conduct of Quality Assurance activities in their domains which in turn the Department cross-

check and monitor the judicious use of the itinerary through unscheduled visits. Despite the introduction of the quality assurance agency in the state, the level of achievement of the UBEC in Ondo state remains unclear because the researchers have observed that some of the basic schools in Ondo state are still using the old school curriculum and that many of the schools lack repair and necessary maintenance are not being carried out on them. This therefore prompted the researchers to carry out an investigation into the quality assurance policies of the UBEC and the practices of the UBE board.

1.1 Statement of the Problem

The conversion of the 6-3-3-4 educational system into a 9-3-4 system of education and the UBE which meets educational needs of a person's in the first nine years, are two unique aspects of this educational policy. To provide and achieve a viable educational system for school age children as stipulated in the educational policy, the school programme should be strictly monitored and supervised so as to ensure that the quality of education provided is assured through quality assurance. Over the years, the gap between UBE policy and its goal attainment has become a great concern to many observers. Over 10 million children are thought to be out of school in Nigeria despite the complex legislative and legal framework that has been upheld because of this policy (UNESCO, 2013). In line with this, the researchers have also observed that many of the schools visited in Ondo state are not even producing the required output in terms of quality education coupled with several researches that have been carried out in other to identify the cause of this trend in low quality education, but there seems to be no solution. This poor performance of the education sector in Nigeria has become very worrisome that many stakeholders begin to ask what could be the problem: Is it that the educational policies in Nigeria is faulty or is it the implementation of these policies in terms of supervision or the extent of moderation and provision of the policies that is faulty? This study is therefore interested in providing answers to the questions raised by assessing quality assurance policies of the UBEC and Ondo SUBEB practices.

1.2 Research questions

- What is the level at which supervision of the basic schools by the Ondo State Universal Basic Education Board in line with UBEC policies in Ondo State?
- To what extent is the moderation and provision of school curriculum being carried out by the Universal Basic Education Board in the study area?

2. LITERATURE REVIEW

2.1 The Universal Basic Education Commission

The UBE Commission, established by the UBE Act 2004 is mandated not only to establish appropriate minimum standards and mechanisms to ensure the success of UBE programme implementation, but also subject to reviewing the processes involved in getting qualitative products at the end of six years of uninterrupted free and compulsory primary education for children from primary school age (6-11years) (Mukhtar, 2015).

According to UBEC (2005), the UBE commission's mandates are as follows: (a). Create policy directives for the Federation's universal basic education program to ensure its success; (b). Establish the minimum requirements for a basic education across all of Nigeria in accordance with the National Policy on Education and the National Council's guidance on education, and guarantee that the standards are effectively monitored; (c). Research basic education funding and orderly development in Nigeria and provide advice to the Federal Government on these matters; (d). Compile and prepare periodic master plans for a balanced and coordinated development of basic education in Nigeria, including prospective selected communities in the supply of appropriate basic education facilities, after engaging with the States Local Governments and other significant players; (e). In cooperation with the States as well as the Local Governments, perform a manpower inspection of the academic and non-academic staff at all basic education institutions in Nigeria on a regular basis; (f). Keep track of the Federal Government's contributions to the implementation of basic education; (g). Through the Honourable Minister of Education, provide the President with monthly updates on the progress of the Universal Basic Education Program's implementation; (h). Work with non-governmental and multilateral organizations to conduct the execution of activities relating to Universal Basic Education; (i). Communicate with organizations who will be willing to donate and other partners that can help in development about issues pertaining to the provision of basic education; (j). Create and distribute curriculum and teaching resources for Nigeria's basic education; (k). Create a data bank for basic education and carry out research on it in Nigeria; (l). Encourage national capacity building for Nigerian basic education management and teachers; (m). Engage in widespread public education and mobilization, as well as partnerships with local groups and all basic education stakeholders,

with the goal of accomplishing the overall goals of compulsory free universal basic education in Nigeria.

Despite the numerous attempts made by the various tire of government in Nigerian on the UBE program to provide free and mandatory basic education for every Nigerian child who have attained the age where they are supposed to start attending school, the implementation of the policies of the programme is continually being confronted with numerous of challenges such as a lack of adequately trained teachers, physical infrastructure, teaching aids, severely quality of teacher strength, and poor condition of services for the teachers and so on.

2.2 Need for Quality Assurance in Education

UBE commission's brave move to address the difficulties of ensuring quality in all areas of basic education provisions and practices was the creation of a Department of Quality Assurance (DQA) to take the position of the previous Department of Monitoring and Evaluation (DME) (Mukhtar, 2015). As a result of the dispute between the school, community and government, in which the school claimed that, they are providing qualified labour that is able to make a meaningful contribution to national development but that the government and community are not making use of them by giving the products employment opportunities. Whereas the government and the community claim that the schools do not offer high-quality education. Because of this, the stakeholders join together to balance the system and introduce the Department of Quality Assurance from the previous Inspection Monitoring System in order to provide high-quality education. Any organization associated with a school or a private business can do quality assurance in varying degrees and ways. According to Fadokun (2005), quality assurance in education is also a program, an organization, or an entire system. It affects the learner through other individuals and things. Therefore, the importance of quality assurance in primary schools for ensuring the calibre of teaching and learning cannot be overstated.

The key requirements for quality assurance in primary schools are to: (a). be a crucial element of the quality assurance plan for education (Adegbesan, 2010; Adegbesan, 2011); (b). Determine the number of classrooms required based on the typical class size in order to control educational quality (Adegbesan 2011); (c). Ensure teaching and learning is conducted in a child-friendly environment (SUBEB, 2012); (d). Assist in monitoring and supervision of primary education; (e). Decide how good what the teacher teaches; (f). Ensure the availability of adequate infrastructure and establish functional counselling units; (g). Bring about the provision of adequate and effective planning of primary education services to meet performance standards (SUBEB, 2012). According to Ossai and Nwalado (2010), quality assurance is about continuously fulfilling requirements or doing things correctly the first time and every time. It is a comprehensive approach to locating and fixing issues within the educational system in order to guarantee ongoing quality improvement. QA is a procedure used in secondary schools to evaluate the efficiency and acceptability of instruction and learning in order to ensure the provision of a high-quality education. The ability of the institutions to meet the demands of the labour market in terms of the calibre of skills gained by the outputs is implied by quality assurance. According to Unimak and Unimke (2018), educational planners have two key issues: ensuring both quality and quantity. While quantity is concerned with how good or poor the items are, quantity deals with the numbers or bringing as many residents to school in the quickest time possible.

2.3 Empirical Review

The study of Ajayi and Olayiwola (2023) on "The Influence of Principals' Awareness of Educational Laws on Effective Supervision of Instruction in Secondary Schools in Ondo State, Nigeria", explore the relationship between school principals' understanding of educational laws and their effectiveness in supervising instruction. The authors note that effective instructional supervision is a cornerstone for achieving the aims of universal basic education, and this effectiveness is often influenced by how well school heads understand and apply legal and policy frameworks. The study posits that principals with high levels of awareness of educational policies and laws are more likely to enforce instructional standards and ensure curriculum compliance within their schools. Findings from the study revealed a significant and positive correlation ($r = 0.515, p < 0.05$) between principals' awareness of educational laws and their ability to supervise instructional activities effectively. Principals who demonstrated a better understanding of policy and legal guidelines were found to be more proactive in supervising teachers, monitoring lesson plans, ensuring adherence to curriculum content, and fostering an overall culture of accountability. Moyinoluwa (2015) carried out a study. The research adopted the descriptive research survey desire. One State Ministry of Education (SOME) official, one State Universal Basic Education Board (SUBEB) official, and eight Headteachers from BASIC schools in the study area were used as sample for the study. SMOE/SUBEB Official's Questionnaire, Principals'/Headteachers'

Questionnaire and BEC-TG Checklist were the instruments used. The result of the study showed that there was an inadequate supply of copies of the curriculum to the Basic schools in the state. It also showed that most of the basic schools in the state do not have the revised 9-Year BEC therefore, they are still engaged in the use of the National Primary Education Commission (NPEC). The study also showed that the Lack of proper communication and effective synergy between the SOME and SUBEB affected the distribution and implementation of the Basics Education Curriculum in the state. The study, therefore, recommended that there was a need for the SOME and SUBEB to make adequate provisions for curricula and relevant textbooks in the schools. The recommendation was also made that teachers should be trained while on the job so as to update their knowledge on the implementation of the revised 9-Year Basic Education Curriculum.

Habiba, (2012) submitted a dissertation titled "Assessment of the implementation of UBE Programme in Nigeria" (1999 – 2009). The study adopted the descriptive survey research design. 1325 (144 secondary school principals, 345 JSS teachers, 132 head teachers, 349 primary school teachers, 299 SUBEB staff and 36 education secretaries) samples were used for the study. A questionnaire was designed and used for the collection of data. The study's findings demonstrated that Nigeria's infrastructure and educational resources were insufficient for the implementation of UBEP. The study's findings further demonstrate that the implementation of UBEP was positively impacted by supervision, monitoring, and assessment. The researcher advised that schools be given access to suitable infrastructure, textbooks, and contemporary libraries, as well as a curriculum that follows the UBEP implementation standards.

3. METHODOLOGY

The study adopted the descriptive survey research design. The population for the study comprised 1,646 public schools in Ondo State including: 1,341 Headmasters/mistresses in Public Primary Schools and 305 Principals in Junior Secondary Schools as well as 4,361 teaching staff in Public Primary and Junior Secondary Schools that is, 1,169 Teachers and Heads of Departments in Primary Schools and 3,192 Teachers and Heads of Departments in Public Junior Secondary Schools who possess NCE as their minimum educational qualification from all the 1,646 Public Primary and Junior Secondary Schools across the three senatorial district in Ondo State (Ondo State Ministry of Education, 2024). The sample comprised 330 participants including 24 Headmasters/mistresses and 240 Teachers and Heads of Departments in Public Primary Schools; six Principals and 60 Teachers and Heads of Departments in Public Junior Secondary Schools using a research advisor. The Public Primary and Junior Secondary Schools in Ondo State were grouped according to the three senatorial districts within the State. Using a simple random selection technique, two Local Government Areas (LGAs) were chosen from each of the three Senatorial Districts in Ondo State, as well as five schools, consisting of four primary schools and one junior secondary school from each LGA. Using a simple random sample method, ten teachers from each of the schools were chosen, including Heads of Department. 300 teachers and department heads in total, including 240 teachers and department heads for primary schools and 60 teachers and department heads for junior secondary schools, were chosen from the six LGAs. All 24 Headmasters/mistresses and six Principals of the selected schools were selected using a purposive sampling technique. The rationale for the purposive selection is that respondents must have spent three years working in Public Primary or Junior Secondary School in Ondo State as designated Headmaster/mistress or Principal. This is to ensure that such respondents have adequate experience to respond appropriately to the instrument.

One self-designed research instrument titled "Assessment of Quality Assurance Policies Questionnaire (AQAP-Q)" was used in this study. The instrument was administered to Headmasters/mistresses, Principals, Teachers and Heads of Departments. The instrument AQAP-Q was used to elicit information on the quality assurance policies of the Universal Basic Education Commission and how these policies were put in to practice by the Ondo State Universal Basic Education Board. AQAP-Q will be divided into three sections namely: Section A – This section was designed mainly to collect demographic information from the headteacher, principals, teachers and heads of departments. Under this section, specific information about sex, age, academic qualifications, job position, work experience and area of specialization of the respondents were requested. Section B – was used to elicit information on the level of supervision by Ondo SUBEB in line with UBEC policies. It enabled the respondents to tick the appropriate columns as they perceived the level of supervision of the basic schools. Section C – was used to get information on the extent of moderation and provision of school curriculum by Ondo Universal Basic Education Board in line with Universal Basic Education Commission policies. It enabled the respondents to tick the appropriate columns as they perceived the level of moderation and provision

of school curriculum. Finally, AQAP-Q was on Likert scale scoring format of: Extremely High=5, High=4, Moderate=3, Low=2 and Extremely Low=1, to a Very Large Extent=5 for sections B. AQAP-Q also used Likert scale scoring format of: to a Large Extent =4, to a Moderate Extent =3, to a Low Extent =2 and to a Very Low Extent =1 for sections C. The items of the instrument were validated using face and content validity procedures.

The items on the instrument were checked by the researchers to make sure they linked to the study's objectives. For their necessary input and adjustments, which were taken care of during the development of the final draft of the questionnaire and other specialists in the Department of Educational Management were provided a sample of the questionnaire after which necessary corrections were made and a final copy produced for the collection of data. In order to ensure that the instrument was suitable for the study, appropriate and pertinent suggestions were given in order to improve the instrument's quality. The researchers used the test-retest reliability method to determine the reliability of the instrument. On two separate occasions over the course of a two-week period, the instrument was given to 20 instructors who were part of the population but not the intended sample region. In order to determine the instrument's internal consistency dependability, test-retest data was also subjected to a reliability test utilizing Pearson product moment correlation (PPMC). The instrument was deemed reliable for the investigation with a reliability value of 0.844. The instrument (Questionnaire) was personally administered by the researcher to the respondents through the face-to-face method. This was to ensure a high return rate in the collection of data. All the copies of the questionnaire were administered to Headmasters/mistresses, principals, teachers and heads of departments; the questionnaires were retrieved by the researcher after completion in each of the schools selected for the study. All the respondents were informed of the essence of the research and their cooperation and support were requested in the administration of the questionnaire. The researcher used a quantitative approach to analyse the data. Frequency counts, percentages and mean scores were used to analyse research questions.

4. RESULTS AND DISCUSSION OF FINDINGS

Research Question 1: What is the frequency of supervision of the basic schools by the Ondo State Universal Basic Education Board in line with UBEC policies in Ondo State?

The analysis of data in Table 1 reveals that the frequency of supervision carried out by the Ondo State Universal Basic Education Board (OSUBEB) in line with UBEC policies was generally moderate, with certain activities exhibiting high frequency. Specifically, a significant proportion of respondents (39.4%) affirmed that OSUBEB regularly supervised teaching and learning in both primary and junior secondary schools. Similarly, the same percentage reported that annual reports were moderately submitted by school heads. Other key supervisory tasks, such as monitoring salary structures and compliance with employment terms, were also carried out with moderate to high regularity. Notably, monitoring of instructional delivery, assessment, and evaluation, as well as support for teacher resettlement following transfers, were reported to occur frequently.

Further findings indicate that OSUBEB consistently engaged in various quality assurance practices, including ensuring compliance with school rules and encouraging the use of instructional materials. Approximately one-third of the respondents (33.0%) confirmed that these supervisory activities were frequent. However, certain practices such as advising teachers to develop their professional competencies and demonstrating best practices in instructional delivery occurred only at moderate levels. Nevertheless, one area of strong performance was the demonstration of effective lesson note preparation, which received the highest rating (40.9%) in terms of frequency. On average, the overall supervision frequency was moderate, with a mean value of 3.71, reflecting a commendable, though not exhaustive, engagement with supervisory responsibilities.

The findings align with previous research emphasizing the importance of school supervision for policy implementation and educational quality assurance. Scholars such as Mukhtar (2015), Olalaye and Babatope (2013), and Sowunmi and Yakubu (2018) underscore that effective supervision enhances instructional excellence and institutional accountability. Similarly, the results support the assertions by Ajayi and Olayiwola (2023) and Ikegbusi and Eziamaka (2016) that systematic monitoring contributes significantly to maintaining educational standards. These findings collectively reinforce the position that sustained and strategic supervision is essential for enhancing teaching and learning outcomes in public basic education institutions.

Table 1: Frequency of Supervision of the Basic Schools is in line with Universal Basic Education Commission policies

S/N	Supervision of the Basic Schools	Responses					Mean
		Very Often F (%)	Often F (%)	Moderately F (%)	Rarely F (%)	Never F (%)	
1	Co-ordinate and supervise teaching and learning in the state	130 (39.4)	64 (19.4)	122 (37.0)	14 (4.2)	0 (0.0)	3.94
2	Ensure that annual reports are rendered by heads of schools or teachers appointed to serve under them	64 (19.4)	92 (27.9)	130 (39.4)	44 (13.3)	0 (0.0)	3.53
3	Oversee the determination of teaching and non-teaching personnel salaries and allowances based on the service plan.	85 (25.8)	82 (24.8)	93 (28.2)	28 (8.5)	42 (12.7)	3.42
4	Ensure that teaching and non-teaching staffs comply with school rules and terms of their employment	115 (34.5)	115 (34.5)	72 (21.8)	21 (6.4)	7 (2.1)	3.94
5	Monitor and supervise the transfer of teachers into school, resume and help settle down into duty	80 (24.2)	109 (33.0)	106 (32.1)	28 (8.5)	7 (2.1)	3.69
6	Monitor and supervise instruction delivery, assessment and evaluation of instruction	92 (27.9)	109 (33.0)	101 (33.0)	21 (6.4)	7 (2.1)	3.78
7	Encourage teachers to improve on the use of instructional materials in the school	93 (28.2)	109 (33.0)	86 (26.1)	35 (10.6)	7 (2.1)	3.75
8	Advice teachers to improve their professional and academic skills	87 (26.4)	96 (29.1)	98 (29.7)	35 (10.6)	14 (4.2)	3.63
9	Demonstrate to the teachers in your school how best to improve on the use of instructional materials?	73 (22.1)	102 (30.9)	106 (32.1)	35 (10.6)	14 (4.2)	3.56
10	Demonstrate to teachers how best to prepare their lesson notes in your school?	135 (40.9)	83 (25.2)	70 (21.2)	28 (8.5)	14 (4.2)	3.90
	Avg. Total	95 (28.7)	96 (29.0)	98 (29.7)	28 (8.4)	14 (4.2)	3.71

Source: Field Survey, (2025).

Research Question 2: To what extent is the provision and moderation of school curriculum being carried out by the Universal Basic Education Board in the study area?

Table 2: Provision and Moderation of School Curriculum in line with Universal Basic Education Commission policies

S/N	Provision and Moderation of School Curriculum	Responses					Mean
		To a Very Large Extent F (%)	To a Large Extent F (%)	To a Moderate Extent F (%)	To a Low Extent F (%)	To a Very Low Extent F (%)	
1	Prescribes the minimum standards for the basic education programme throughout the State	108 (32.7)	78 (23.6)	130 (39.4)	14 (4.2)	0 (0.0)	3.85
2	Ensures effective implementation of the standards in line with Government policies and programme	71 (21.5)	109 (33.0)	122 (37.0)	21 (6.4)	7 (2.1)	3.65
3	Collates and prepares periodic master plans for a balanced and coordinated development of basic education in the state	56 (17.0)	87 (26.4)	135 (40.9)	23 (7.0)	29 (8.8)	3.36
4	Ensures that the state's basic and junior secondary schools are using the Basic National Curriculum and syllabi.	93 (28.2)	100 (30.3)	86 (26.1)	30 (9.1)	21 (6.4)	3.65
5	Has basic education data bank of all basic schools in the State	49 (14.8)	115 (34.8)	100 (30.3)	51 (15.5)	15 (4.5)	3.40
6	Prepares task analysis to obtain entry behaviours for new topics	96 (29.1)	70 (21.2)	113 (34.2)	51 (15.5)	0 (0.0)	3.64
7	Ensures that the necessary instructional materials are in use in basic schools in the state	100 (30.3)	50 (15.2)	128 (38.8)	52 (15.8)	0 (0.0)	3.60
8	Provides basic education curriculum on different subjects and revision of subject textbooks is in compliance with the curriculum	88 (26.7)	114 (34.5)	84 (25.5)	44 (13.3)	0 (0.0)	3.75
9	Ensures that relevant textbooks are available in the school library and accessible to both teachers and students	79 (23.9)	67 (20.3)	113 (34.2)	49 (14.8)	22 (6.7)	3.40
10	Conduct research on basic education in the State	131 (39.7)	63 (19.1)	84 (25.5)	35 (10.6)	17 (5.2)	3.78
11	Ensures operation of daily timetable for subjects	97 (29.4)	79 (23.9)	87 (26.4)	53 (16.1)	14 (4.2)	3.58
12	Ensures strict compliance with existing time management policy	100 (30.3)	64 (19.4)	106 (32.1)	14 (4.2)	46 (13.9)	3.48
13	Ensures that classes are not executed beyond stipulated periods on the time-table	37 (11.2)	71 (21.5)	148 (44.8)	28 (8.5)	46 (13.9)	3.08
		85 (25.8)	82 (24.9)	111 (33.5)	36 (10.9)	16 (4.9)	3.56

Source: Field Survey, (2025).

The analysis presented in Table 2 reveals that the Ondo State Universal Basic Education Board (OSUBEB) has carried out its responsibilities regarding curriculum moderation and provision to a moderate extent across basic schools in the state. Specifically, 39.4% of respondents reported that the Board prescribed minimum educational standards moderately, while 37.0% noted a similar moderate implementation of those standards in line with government policies. The preparation of periodic master plans for balanced curriculum development also showed moderate execution (40.9%). While these findings suggest structured efforts in planning and oversight, they also point to opportunities for deepened engagement and policy enforcement in curriculum implementation. Despite the general moderate trend, certain curriculum-related interventions were implemented to a large extent. About 34.8% of the respondents indicated that OSUBEB effectively established a data bank of all basic schools, and 30.3% confirmed substantial use of the national curricula and syllabi in primary and junior secondary schools. Furthermore, curriculum provision and textbook revision were viewed positively, with a significant proportion of respondents affirming compliance with curriculum standards (34.5%). However, some areas such as access to instructional materials, textbook availability in school libraries, and the scheduling of extracurricular activities during academic periods continued to show only moderate levels of attention. This suggests that while foundational structures exist, operational consistency and resource allocation require improvement. These findings contrast with those of Moyinoluwa (2015), who reported that many basic schools in Benue State lacked updated curricular materials due to poor communication between the state's Ministry of Education and its SUBEB. Conversely, the present results align with Amadioha and Akor (2019), who found moderately adequate curriculum provision in Rivers State, albeit with inconsistencies in subject availability. Overall, the study concludes that OSUBEB's role in curriculum moderation and provision in Ondo State is satisfactory yet leaves room for greater effectiveness, particularly in the full implementation of instructional resources and curriculum-based activities.

5. CONCLUSION

Based on the findings of this study, it can be concluded that basic schools in Ondo state complied moderately with the UBEC quality assurance policy as implemented by the Ondo State SUBEB in terms of supervision of instruction and implementation of provision of the school curriculum

5.1 Recommendations

Due to the study's findings, the following recommendations were made:

- The Ondo State Universal Basic Education Board (OSUBEB) should establish a more structured approach to ensure that the national curriculum and syllabi are strictly followed across all basic schools. This can be achieved by implementing regular monitoring visits, establishing compliance checkpoints and continuous communication between school administrators and the Board. Additionally, feedback from teachers and stakeholders should be systematically collected and used to adjust curriculum implementation.
- SUBEB and UBEC should prioritize the provision and equitable distribution of up-to-date teaching resources, including textbooks, reference materials and other instructional aids. Ensuring that all schools have access to these resources will significantly improve the quality of education. Furthermore, school libraries should be properly stocked with curriculum-aligned textbooks and educational materials that are readily available to both teachers and students.
- The OSUBEB Board should explore the use of digital platforms for curriculum delivery, especially in remote or underserved areas. Additionally, a digital database system for tracking curriculum progress, school performance and teacher development should be implemented. This would not only improve accessibility but also enables transparency in the education system.
- The OSUBEB should continue to promote and support research on the effectiveness of the curriculum and its implementation. This research should be used to inform curriculum adjustments and to provide insights into areas for improvement. Teachers, curriculum developers, and policymakers should regularly engage with these findings to refine teaching strategies and enhance educational outcomes.

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