THE SPECIAL EDUCATOR
A Journal Publication of
The Nigeria Association of Special Education Teachers (NASET)
Print ISSN: 1597-1767 e-ISSN: 2971-5709
https://www.tspeducator.com
Volume 24; Issue 3; September 2026; Pages 71- 80.

Quality Assurance Appraisal Systems of Special Needs Education Services in Nigeria

***Nsiegbe, C.G., & Anim, D.**
Department of Educational Foundations, Faculty of Education, Rivers State University

***Corresponding author email:** nsiegbechristy@yahoo.com

Abstract
The study examined quality assurance appraisal systems of special needs education services in Nigeria. Specifically, it examined how school inspection practices, teacher evaluation systems, supervision of instructional delivery, and learner assessment procedures influence special needs education services in Nigeria. A descriptive survey research design was adopted. The population comprised 3,180 male and female special needs education teachers in Nigeria, and a sample of 355 respondents was selected using the Taro Yamane formula and simple random sampling. A structured questionnaire was used for data collection, and 339 copies were retrieved and analyzed, representing a 95.5% response rate. Descriptive statistics, specifically mean and standard deviation, were used to answer the research questions, while independent-samples t-tests were employed to test the hypotheses at the 0.05 level of significance. Findings revealed that school inspection practices, teacher evaluation systems, supervision of instructional delivery, and learner assessment procedures significantly influence special needs education services in Nigeria. The study also found significant differences in some mean ratings of male and female teachers on selected variables. The study concluded that effective quality assurance appraisal systems enhance the quality of special needs education services in Nigeria. The study recommended strengthening inspection practices, teacher evaluation systems, instructional supervision, and learner assessment procedures to improve service delivery in special needs education.

Keywords: Appraisal Systems, Instructional Supervision, Learner Assessment, Quality Assurance, School Inspection

Introduction

Education is widely recognised as a key driver of national development and human capital formation, as it equips individuals with the knowledge, skills, and competencies needed for societal advancement. It also promotes social inclusion, economic productivity, and personal empowerment. In recent educational discourse, emphasis has shifted toward inclusive and equitable education systems that ensure access for all learners, including those with special needs. Scholars such as Ezeani (2022) and Okeke (2023) emphasise that modern education systems must prioritise quality, accessibility, and learner-centred approaches to meet diverse educational demands. This perspective aligns with global and national efforts to strengthen education as a tool for sustainable development. Quality assurance appraisal systems refer to the organized mechanisms used to monitor, evaluate, and improve the quality of educational provision. These systems ensure that schools adhere to established standards in teaching, learning, curriculum implementation, and administration. According to Aghenta (2021), quality assurance in education is an ongoing process that maintains accountability and improves performance outcomes. Similarly, Nwankwo (2022) explains that quality assurance systems help institutions identify gaps in service delivery and implement corrective measures. These systems are therefore essential for ensuring that educational objectives are achieved effectively. In another dimension, quality assurance appraisal systems use structured processes to ensure consistent, effective educational delivery. Ubulom (2023) notes that these systems include monitoring, evaluation, inspection, and feedback mechanisms that enhance institutional performance. They also promote transparency and accountability among education stakeholders. Okorosaye-Orubite (2022) argues that without effective quality assurance, educational institutions may experience a decline in standards and poor learning outcomes. Hence, continuous appraisal is necessary to sustain quality education.

Cite this article as:
Nsiegbe, C.G., & Anim, D. (2026). Quality Assurance Appraisal Systems of Special Needs Education Services in Nigeria. *The Special Educator, 24*(3), 71- 80.

Furthermore, quality assurance systems also serve as instruments for educational reform and improvement. Nwadiani (2021) asserts that effective quality assurance promotes evidence-based decision-making and supports policy implementation in schools. It ensures that teaching and learning processes are aligned with national educational goals. Similarly, Igwe (2023) emphasizes that quality assurance mechanisms help in identifying underperforming areas within schools and provide corrective interventions that enhance effectiveness. In addition, quality assurance appraisal systems contribute to strengthening accountability in education. Akpa (2022) explains that accountability mechanisms ensure that teachers, administrators, and policymakers are responsible for educational outcomes. These systems also encourage continuous professional development and institutional improvement. Through regular monitoring and evaluation, schools are able to maintain standards and improve learner achievement (Eze, 2023). The independent variables of quality assurance appraisal systems in this study include school inspection practices, teacher evaluation systems, supervision of instructional delivery, and learner assessment procedures. School inspection practices involve external evaluation of school performance to ensure compliance with standards. Teacher evaluation systems focus on assessing teachers' instructional effectiveness and professionalism. Supervision of instructional delivery ensures that classroom practices align with curriculum objectives, while learner assessment procedures measure students' academic progress and learning outcomes. According to Nworgu (2022) and Ukeje (2023), these components collectively determine the effectiveness of educational quality assurance systems. Special needs education services refer to educational provisions designed to meet the unique learning needs of individuals with disabilities or learning difficulties. These services aim to promote equity, inclusion, and access to quality education for all learners. In Nigeria, special needs education has gained attention as part of inclusive education reforms aimed at integrating learners with disabilities into mainstream education settings. Emenalo (2022) explains that special needs education involves specialized instructional strategies, adapted curricula, and supportive learning environments tailored to learners' needs. In Nigeria, special needs education services are provided through special schools, inclusive classrooms, and resource centers. These institutions are expected to support learners with visual, hearing, intellectual, and physical disabilities. However, implementation remains inconsistent due to challenges such as inadequate funding, shortage of trained personnel, and insufficient instructional materials. According to Obani (2023), many schools lack the necessary assistive technologies required to support effective learning for students with special needs. This limits the quality and accessibility of educational services provided. Furthermore, policy implementation gaps and infrastructural constraints shape special needs education services in Nigeria. Maduewesi (2021) notes that although inclusive education policies exist, their execution is often weak due to poor monitoring and evaluation systems. Teachers in special education settings also face challenges related to inadequate training and lack of professional support. Consequently, learners with special needs may not receive the quality education they require for effective development and social integration. Quality assurance appraisal systems play a critical role in enhancing special needs education services in Nigeria by ensuring that educational standards are maintained. These systems help monitor teaching effectiveness, curriculum adaptation, and learner support services. However, their implementation in special education settings is often weak because quality assurance officers have limited expertise and resources are inadequate. According to Afe (2022), weak supervision and poor evaluation systems contribute significantly to the decline in service quality in special education institutions. Furthermore, systemic obstacles, including inadequate funding and a lack of evidence-informed policy and practice, constrain the effectiveness of quality assurance mechanisms in special needs education. Nwankwo (2023) observes that many quality assurance activities are irregular and poorly coordinated, leading to ineffective monitoring of special education services. This affects the ability of schools to provide consistent support to learners with disabilities. Strengthening these systems is therefore essential for improving educational outcomes.

Previous studies have examined quality assurance and special needs education separately, but few have explored their integration in the Nigerian context. For instance, studies by Igbo (2022) and Okeke (2023) found that quality assurance mechanisms improve general school performance but did not specifically focus on special needs education. Similarly, Ezeani (2023), highlighted challenges in special education delivery but did not link them directly to appraisal systems. The gap identified in the literature is that there is limited empirical evidence on how specific quality assurance appraisal components such as inspection, teacher evaluation, supervision, and learner assessment affect the effectiveness of special needs education services in Nigeria, particularly in South-South states.

Statement of the Problems

The ideal situation in special needs education services in Nigeria is one in which quality assurance appraisal systems function effectively to maintain educational standards and improve service delivery. School inspection practices are expected to ensure compliance with established standards; teacher evaluation systems should assess and improve teachers' professional and instructional competencies; supervision of instructional delivery should ensure appropriate teaching practices, while learner assessment procedures should accurately identify learners' progress and educational needs. When these mechanisms operate effectively, they should promote accountability,

Cite this article as:
Nsiegbe, C.G., & Anim, D. (2026). Quality Assurance Appraisal Systems of Special Needs Education Services in Nigeria. *The Special Educator, 24*(3), 71- 80.

inclusive teaching, appropriate support services, and improved educational outcomes for learners with special needs. However, the continued concern about the quality and effectiveness of special needs education services suggests that these quality assurance mechanisms may not be functioning at the expected level. In practice, special needs education services in Nigeria are confronted with several challenges associated with the implementation of quality assurance appraisal systems. School inspection practices may be irregular and insufficiently focused on the unique requirements of special needs education, while teacher evaluation systems may not adequately assess competencies required for inclusive and specialized instruction. Supervision of instructional delivery may also be inadequate, resulting in limited monitoring of teachers' use of appropriate instructional strategies, adapted materials, and learner support techniques. Similarly, learner assessment procedures may not always adequately accommodate the diverse needs and abilities of learners with disabilities. These problems are further compounded by inadequate funding, shortage of trained quality assurance personnel, insufficient teacher preparation, limited instructional and assistive resources, and weak monitoring structures. Consequently, weaknesses in quality assurance appraisal may contribute to inconsistent instructional quality, ineffective learner assessment, and inadequate educational support for learners with special needs. The persistence of these challenges creates the need to strengthen quality assurance appraisal systems as a means of improving special needs education services in Nigeria. This could be achieved through regular and specialized school inspection practices that focus on the requirements of special needs education, improved teacher evaluation systems that assess inclusive and specialized teaching competencies, strengthened supervision of instructional delivery by adequately trained quality assurance personnel, and learner assessment procedures that are responsive to the diverse abilities and educational needs of learners with disabilities. Adequate funding, professional development of quality assurance officers and teachers, provision of appropriate monitoring tools, and effective use of appraisal findings for corrective action are also necessary. Therefore, there is a need to empirically examine the relationship between school inspection practices, teacher evaluation systems, supervision of instructional delivery, learner assessment procedures, and the effectiveness of special needs education services in Nigeria.

Purpose of the Study

The aim of this paper was to determine the Quality Assurance Appraisal Systems of Special Needs Education Services in Nigeria. Hence, the objectives are as follows:

1. To determine the extent to which school inspection practices influence special needs education services in Nigeria.
2. To examine the extent to which teacher evaluation systems affect special needs education services in Nigeria.
3. To assess the extent to which supervision of instructional delivery influences special needs education services in Nigeria.
4. To determine the extent to which learner assessment procedures affect special needs education services in Nigeria.

Research Questions

1. To what extent do school inspection practices influence special needs education services in Nigeria?
2. To what extent do teacher evaluation systems affect special needs education services in Nigeria?
3. To what extent does supervision of instructional delivery influence special needs education services in Nigeria?
4. To what extent do learner assessment procedures affect special needs education services in Nigeria?

Hypotheses

1. There is no significant difference in the mean rating of male and female teachers on the extent to which school inspection practices influence special needs education services in Nigeria.
2. There is no significant difference in the mean rating of male and female teachers on the extent to which teacher evaluation systems affect special needs education services in Nigeria.
3. There is no significant difference in the mean rating of male and female teachers on the extent to which supervision of instructional delivery influences special needs education services in Nigeria.
4. There is no significant difference in the mean rating of male and female teachers on the extent to which learner assessment procedures affect special needs education services in Nigeria.

Methods

This study employed a descriptive survey research design to gather respondents' perspectives on quality assurance appraisal systems and special needs education services in Nigeria. Conducted within special education settings across selected institutions, the study focused on teachers in special schools and inclusive education units. The target population comprised 3,180 male and female teachers, from which a sample of 355 respondents was determined using the Taro Yamane formula. A simple random sampling technique ensured equal selection opportunity for all teachers. Data were collected using a structured questionnaire developed by the researcher, aligned with the study's objectives and covering school inspection, teacher evaluation, instructional supervision,

Cite this article as:
Nsiegbe, C.G., & Anim, D. (2026). Quality Assurance Appraisal Systems of Special Needs Education Services in Nigeria. *The Special Educator, 24*(3), 71- 80.

learner assessment, and special needs service delivery. The instrument's face and content validity were established through expert review by three lecturers in the Department of Educational Measurement and Evaluation at Rivers State University, whose feedback guided the final refinement. Reliability was confirmed via a pilot test with a comparable group outside the study area, with internal consistency measured using Cronbach's Alpha. The researcher personally administered 355 questionnaires to ensure proper distribution and retrieval. Of these, 339 were successfully returned and deemed usable, yielding a 95.5% response rate. Data analysis employed both descriptive statistics (mean and standard deviation) to address the research questions and inferential statistics (independent-samples t-test) to test the hypotheses at a 0.05 significance level.

RESULTS

Research Question 1: To what extent do school inspection practices influence special needs education services in Nigeria?\

Table 1: Mean Ratings of Respondents on the extent to which school inspection practices influence special needs education services in Nigeria (N = 339)

S/N	Questionnaire Items	(Male teacher) N= 157		(Female teacher) N= 182		Average Mean $\frac{\chi^1 + \chi^2}{2}$		
	Questionnaire Items	**$\bar{X}_1$**	**Std₁**	**$\bar{X}_2$**	**Std₂**	Mean	**Std**	**RMK**
1	School inspection practices ensure compliance with standards in special needs education services.	3.39	0.94	3.22	1.04	3.30	0.99	HE
2	Regular school inspection improves the quality of teaching in special needs education.	3.46	0.94	3.41	0.76	3.43	0.85	HE
3	School inspectors effectively monitor instructional activities in special needs education schools.	3.59	0.86	3.32	0.82	3.45	0.84	HE
4	Inspection practices help identify challenges facing special needs learners.	3.54	0.76	3.21	0.86	3.37	0.81	HE
5	School inspection promotes accountability among teachers in special needs education in Nigeria in special needs education.	3.47	0.84	3.20	1.05	3.33	0.86	HE
6	Effective inspection leads to improvement in learning outcomes of special needs learners.	3.54	0.86	3.38	0.87	3.46	0.86	HE
7	School inspection ensures proper use of instructional materials in special needs education	3.43	0.93	3.30	0.93	3.36	0.93	HE
	Grand Mean/SD	**3.48**	**0.87**	**3.29**	**0.90**	**3.38**	**0.87**	**VHE**

Source: Field survey, 2026

The analyzed data in Table 1 for research question one revealed that all the items were rated to a great extent by teachers in special needs education in Nigeria. This was confirmed by grand mean scores of 3.48 and 3.29 with standard deviations of 0.87 and 0.90 for both male and female teachers, respectively. These values are above the criterion mean benchmark of 2.50, indicating that respondents generally agreed that school inspection practices significantly influence special needs education services in Nigeria. Specifically, the findings show that school inspectors effectively monitor instructional activities in special needs education schools and that effective inspection leads to improvement in learning outcomes of special needs learners. The results therefore suggest that regular and effective school inspection practices play a vital role in enhancing instructional quality and ensuring accountability in special needs education services in Nigeria.

Research Question 2: To what extent do teacher evaluation systems affect special needs education services in Nigeria?

Table 2: Mean Ratings of Respondents on the extent to which teacher evaluation systems affect special needs education services in Nigeria (N = 339)

S/N	Questionnaire Items	(Male teacher) N= 157		(Female teacher) N= 182		Average Mean $\frac{\chi^1 + \chi^2}{2}$		
	Questionnaire Items	**$\bar{X}_1$**	**Std₁**	**$\bar{X}_2$**	**Std₂**	Mean	**Std**	**RMK**

Cite this article as:
Nsiegbe, C.G., & Anim, D. (2026). Quality Assurance Appraisal Systems of Special Needs Education Services in Nigeria. *The Special Educator, 24*(3), 71- 80.

8	Teacher evaluation systems improve teaching effectiveness in special needs education.	3.45	0.93	3.26	0.99	3.35	0.96	HE
9	Regular evaluation of teachers in special needs education in Nigeria enhances instructional quality in special needs education.	3.54	0.88	3.06	0.94	3.30	0.91	HE
10	Teacher evaluation identifies areas of weakness in teaching special needs learners.	1.71	0.88	3.15	0.92	2.43	0.90	LE
11	Evaluation systems promote professional development of special education teachers in special needs education in Nigeria.	1.52	0.96	3.25	0.90	2.38	0.93	LE
12	Teacher evaluation improves classroom management in special needs education.	3.40	0.95	3.16	1.01	3.28	0.98	HE
13	Performance appraisal motivates teachers in special needs education in Nigeria to improve instructional delivery.	2.72	0.76	3.12	1.07	2.92	0.91	HE
14	Teacher evaluation ensures the use of appropriate teaching methods for special needs learners.	3.50	0.93	3.35	0.86	3.42	0.89	HE
	Grand Mean/SD	**2.83**	**0.89**	**3.19**	**0.95**	**3.01**	**0.92**	**HE**

Source: Field survey, 2026

The analyzed data in Table 2 for research question two revealed that five items were rated to a great extent, while two items were rated to a low extent by teachers in special needs education in Nigeria. This was confirmed by grand mean scores of 2.83 and 3.19 with standard deviations of 0.89 and 0.95 for both male and female teachers, respectively. These values are above the criterion mean benchmark of 2.50, indicating that respondents generally agreed that teacher evaluation systems affect special needs education services in Nigeria. The findings specifically show that regular evaluation of teachers in special needs education enhances instructional quality, improves professional competence, and ensures the use of appropriate teaching methods for special needs learners. However, the presence of a few low-rated items suggests that some aspects of teacher evaluation systems are not yet fully effective or consistently implemented. Overall, the results indicate that teacher evaluation plays a significant role in improving the quality of special needs education services in Nigeria.

Research Question 3: To what extent does supervision of instructional delivery influence special needs education services in Nigeria?

Table 3: Mean Ratings of Respondents on the extent to which supervision of instructional delivery influences special needs education services in Nigeria (N = 339)

S/N	Questionnaire Items	(Male teacher) N= 157		(Female teacher) N= 182		Average Mean $\frac{\chi^1 + \chi^2}{2}$		
	Questionnaire Items	$\bar{X}_1$	**Std$_1$**	$\bar{X}_2$	**Std$_2$**	Mean	**Std**	**RMK**
15	Supervision of instructional delivery improves teaching quality in special needs education.	1.44	0.85	3.31	0.92	2.37	0.88	LE
16	Supervisors ensure that teachers in special needs education in Nigeria use appropriate methods for special needs learners.	3.50	0.85	3.27	1.04	3.38	0.94	HE
17	Instructional supervision enhances classroom effectiveness in special needs education.	3.55	0.88	3.46	0.77	3.50	0.82	HE
18	Regular supervision improves learner participation in special needs education.	3.64	0.65	3.52	0.72	3.58	0.68	VHE
19	Supervision ensures proper implementation of inclusive	3.64	0.74	3.40	0.80	3.52	0.77	VHE

Cite this article as:
Nsiegbe, C.G., & Anim, D. (2026). Quality Assurance Appraisal Systems of Special Needs Education Services in Nigeria. *The Special Educator, 24*(3), 71- 80.

	education practices.							
20	Supervision improves teacher performance in special needs education.	3.69	0.76	2.75	1.07	3.22	0.91	HE
21	Effective supervision enhances overall educational service delivery.	3.76	0.47	2.67	1.11	3.21	0.79	HE
	Grand Mean/SD	**3.31**	**0.74**	**3.19**	**0.91**	**3.25**	**0.82**	**HE**

Source: Field survey, 2026

The analysis of data presented in Table 3 for research question three indicated that teachers in Nigerian special needs education rated three items to a high extent and two items to a very great extent. This is supported by grand mean scores of 3.31 (SD = 0.74) for male teachers and 3.19 (SD = 0.91) for female teachers, both exceeding the 2.50 criterion mean benchmark. These results suggest that respondents concur that instructional supervision significantly influences special needs education services. Specifically, the findings demonstrate that supervision enhances classroom effectiveness, improves teacher performance in delivering instruction to learners with disabilities, and contributes positively to instructional quality, classroom organisation, and the effective implementation of inclusive education practices.

Research Question 4: To what extent do learner assessment procedures affect special needs education services in Nigeria?

Table 4: Mean Ratings of Respondents on the extent to which learner assessment procedures affect special needs education services in Nigeria (N = 339)

S/N	Questionnaire Items	(Male teacher) N= 157		(Female teacher) N= 182		Average Mean $\frac{\chi^1 + \chi^2}{2}$		
	Questionnaire Items	$\bar{X}_1$	**Std$_1$**	$\bar{X}_2$	**Std$_2$**	Mean	**Std**	**RMK**
22	Learner assessment procedures improve identification of learners' needs in special education.	3.68	0.66	2.87	1.06	3.27	0.86	HE
23	Continuous assessment enhances learning outcomes of special needs learners.	3.75	0.50	2.90	1.12	3.32	0.81	HE
24	Assessment procedures help teachers in special needs education in Nigeria adjust instructional methods effectively.	1.53	0.91	3.18	0.87	2.35	0.89	LE
25	Learner assessment improves academic performance in special needs education.	3.71	0.71	2.81	1.03	3.26	0.87	HE
26	Assessment results guide instructional planning for special needs learners.	3.43	0.83	2.85	0.97	3.14	1.80	HE
27	Assessment procedures support individualized learning in special education.	3.57	0.88	3.52	0.71	3.54	0.79	VHE
28	Effective assessment procedures improve overall special needs education services.	3.46	0.78	3.36	0.99	3.41	0.88	HE
	Grand Mean/SD	**3.30**	**0.75**	**3.07**	**0.96**	**3.18**	**0.98**	**HE**

Source: Field survey, 2026

The results presented in Table 4 for research question four indicated that teachers rated five items as high and one item as very high concerning the influence of learner assessment procedures on special needs education services in Nigeria. This is supported by grand mean scores of 3.30 (SD = 0.75) for male teachers and 3.07 (SD = 0.96) for female teachers, both exceeding the 2.50 criterion benchmark. These findings confirm that respondents agree that learner assessment practices significantly affect special needs education services. Specifically, the study reveals that continuous assessment enhances learning outcomes for learners with disabilities and improves the identification of individual learner needs. Furthermore, the results suggest that effective assessment practices

strengthen instructional planning, facilitate individualized learning, and contribute to better educational decision-making for learners with special needs.

Test of Hypotheses

H01: There is no significant difference in the mean rating of male and female teachers in special needs education in Nigeria on the extent to which school inspection practices influence special needs education services in Nigeria.

Table 5: t-test Analysis on the Extent male and female teachers in special needs education in Nigeria on the extent to which school inspection practices influence special needs education services in Nigeria.

Respondents	N	x	Std	df	t-cal	t-crit	LS	Decision
Male teacher	157	3.48	0.87					
					2.11	±1.96	0.05	rejected
				337				
Female teacher	182	3.29	0.90					

Table 5 reveals that the calculated t-value of 2.11 exceeds the critical value of ±1.96 at a 0.05 significance level with 337 degrees of freedom. Consequently, the null hypothesis was rejected, indicating a statistically significant difference between male and female teachers' mean ratings regarding the influence of school inspection practices on special needs education services in Nigeria. This finding suggests that gender influences teachers' perceptions of the effectiveness of school inspection practices in enhancing the quality of special needs education services.

H02: There is no significant difference in the mean rating of male and female teachers in special needs education in Nigeria on the extent to which teacher evaluation systems affect special needs education services in Nigeria.

Table 6: t-test Analysis on the Extent to which teacher evaluation systems affect special needs education in Nigeria among male and female teachers in special needs education in Nigeria.

Respondents	N	x	Std	df	t-cal	t-crit	LS	Decision
Male teacher	157	2.83	0.89					rejected
					3.6	±1.96	0.05	
				337				
Female teacher	182	3.19	0.95					

The results in Table 6 show a calculated t-value of 3.60, which exceeds the critical value of ±1.96 at a 0.05 significance level with 337 degrees of freedom. Consequently, the null hypothesis was rejected, indicating a statistically significant difference between the mean ratings of male and female teachers regarding the influence of teacher evaluation systems on special needs education services in Nigeria. This finding implies that gender shapes teachers' perceptions of how evaluation systems improve instructional quality and service delivery in special needs education.

H03: There is no significant difference in the mean rating of male and female teachers in special needs education in Nigeria on the extent to which supervision of instructional delivery influences special needs education services in Nigeria.

Table 7: t-test Analysis on the Extent male and female teachers in special needs education in Nigeria on the extent to which supervision of instructional delivery influences special needs education services in Nigeria.

Respondents	N	x	Std	df	t-cal	t-crit	LS	Decision
Male teacher	157	3.31	0.74					
					1.33	±1.96	0.05	accepted
				337				
Female teacher	182	3.19	0.91					

Table 7 reveals a calculated t-value of 1.33, which is less than the critical value of ±1.96 at the 0.05 significance level with 337 degrees of freedom. Consequently, the null hypothesis was accepted, indicating no statistically significant difference between the mean ratings of male and female teachers regarding the influence of instructional supervision on special needs education services in Nigeria. This finding suggests that male and female teachers share comparable perceptions of how instructional supervision affects the effectiveness and quality of special needs education services.

Cite this article as:
Nsiegbe, C.G., & Anim, D. (2026). Quality Assurance Appraisal Systems of Special Needs Education Services in Nigeria. *The Special Educator, 24*(3), 71- 80.

H04: There is no significant difference in the mean rating of male and female teachers in special needs education in Nigeria on the extent to which learner assessment procedures affect special needs education services in Nigeria.

Table 8: t-test Analysis on the Extent to which male and female teachers in special needs education in Nigeria perceive that learner assessment procedures affect special needs education services in Nigeria.

Respondents	N	x	Std	df	t-cal	t-crit	LS	Decision
Male teacher	157	3.30	0.75					Reject
					2.55	±1.96	0.05	
				337				
Female teacher	182	3.07	0.96					

Table 8 reveals a calculated t-value of 2.55, which exceeds the critical value of ±1.96 at the 0.05 significance level with 337 degrees of freedom. Consequently, the null hypothesis was rejected, indicating a statistically significant difference between the mean ratings of male and female teachers regarding the influence of learner assessment procedures on special needs education services in Nigeria. This finding suggests that gender significantly shapes teachers' perceptions of how assessment practices contribute to the effectiveness and improvement of special needs education services.

Discussion of findings

The finding on research question one revealed that school inspection practices significantly influence special needs education services in Nigeria, as respondents agreed that effective inspection improves instructional monitoring and learner outcomes. This finding is in agreement with the view of Ubulom (2023), who stated that school inspection is a key quality assurance mechanism that enhances teaching effectiveness through regular monitoring and feedback. It also aligns with Okorosaye-Orubite (2022), who emphasized that continuous inspection ensures compliance with educational standards and improves school performance. Based on the findings of the study, it is evident that effective school inspection practices contribute positively to the quality of special needs education services by ensuring accountability and improved instructional delivery. The finding on research question two showed that teacher evaluation systems significantly affect special needs education services in Nigeria, particularly in improving instructional quality and professional competence. This is in line with the view of Igwe (2023), who noted that teacher evaluation is essential for identifying instructional gaps and enhancing teaching effectiveness. It also agrees with Nwankwo (2022), who observed that systematic teacher appraisal promotes professional development and improves learner outcomes. In agreement with these views, the present study confirms that regular teacher evaluation enhances the use of appropriate teaching methods and strengthens service delivery in special needs education. The finding on research question three indicated that supervision of instructional delivery significantly influences special needs education services in Nigeria, as it enhances classroom effectiveness and improves teacher performance. This finding is in agreement with the view of Eze (2023), who stated that instructional supervision is vital for ensuring effective classroom practices and improving teaching quality. It also supports the view of Ukeje (2023), who emphasized that supervision provides guidance and corrective feedback that strengthens instructional delivery. Based on the findings of the study, supervision of instruction is therefore a critical factor in improving the effectiveness of special needs education services in Nigeria.

The finding on research question four revealed that learner assessment procedures significantly affect special needs education services in Nigeria by improving identification of learners' needs and enhancing learning outcomes. This finding agrees with Nworgu (2022), who asserted that assessment is essential for measuring learner progress and guiding instructional decisions. It also aligns with Afe (2022), who noted that effective assessment procedures support individualized learning and improve educational planning. In agreement with these views, the present study shows that proper learner assessment contributes significantly to the effectiveness of special needs education services by ensuring accurate evaluation and targeted instructional support.

Conclusion

The study concluded that quality assurance appraisal systems, particularly school inspection practices, teacher evaluation systems, supervision of instructional delivery, and learner assessment procedures, play a significant role in enhancing special needs education services in Nigeria. The findings established that these variables collectively contribute to improving instructional quality, accountability, and learning outcomes for learners with special needs. However, the effectiveness of these systems varies, as differences in implementation and perception among male and female teachers were observed in some areas. Overall, the study affirmed that strengthening quality assurance mechanisms is essential for improving the standard and effectiveness of special needs education services in Nigeria. It was further concluded that effective implementation of quality assurance appraisal systems is crucial for achieving inclusive and equitable education for learners with special needs. When properly applied,

Cite this article as:
Nsiegbe, C.G., & Anim, D. (2026). Quality Assurance Appraisal Systems of Special Needs Education Services in Nigeria. *The Special Educator, 24*(3), 71- 80.

these systems ensure that teachers are adequately monitored, instructional practices are improved, and learners are appropriately assessed based on their unique needs. Therefore, enhancing the consistency and efficiency of these appraisal systems will significantly improve service delivery in special needs education across Nigeria.

Recommendations

1. Government and education authorities should strengthen school inspection practices by ensuring regular, specialized, and well-coordinated inspection visits to special needs education schools.
2. Educational administrators should improve teacher evaluation systems by incorporating inclusive education competencies into performance appraisal processes.
3. School supervisors should intensify supervision of instructional delivery through continuous classroom monitoring and professional support for special education teachers.
4. Education stakeholders should standardize learner assessment procedures to ensure they are tailored to meet the diverse needs of learners with special needs in Nigeria.

References

Afe, J. O. (2022). *Assessment practices and quality assurance in special education*. Lagos: Educational Research Press.

Afe, J. O. (2022). *Quality assurance and special education development in Nigeria*. Lagos: Educational Publishers.

Aghenta, J. A. (2021). *Educational planning and quality assurance in Nigeria*. Benin City: Wisdom Press.

Akpa, G. O. (2022). Accountability mechanisms in the Nigerian education system. *Journal of Educational Management*, 14(2), 45–58.

Emenalo, F. C. (2022). Inclusive education and learners with special needs in Nigeria. *African Journal of Special Education*, 9(1), 33–47.

Eze, M. U. (2023). Instructional supervision and teacher performance in Nigerian schools. *Journal of Contemporary Educational Studies*, 11(3), 60–72.

Eze, M. U. (2023). School supervision and educational quality in secondary schools. *Journal of Contemporary Education Studies*, 11(3), 60–72.

Ezeani , A. O. (2023). Nigerian special needs education in the 21st century: A reality or mirage? International Journal of Contemporary Issues in Education, 5(1); 45-67

Ezeani, A. O. (2022). Transforming education for sustainable development in Nigeria. *International Journal of Educational Research*, 18(1), 15–28.

Igbo, J. N. (2022). Quality assurance practices and school effectiveness in Nigeria. *Nigerian Journal of Educational Administration*, 10(2), 77–90.

Igwe, L. E. B. (2023). Educational quality improvement strategies in Nigerian schools. *Journal of Educational Development*, 12(1), 22–36.

Igwe, L. E. B. (2023). Teacher evaluation and instructional effectiveness in secondary schools. *International Journal of Educational Development*, 12(1), 22–36.

Maduewesi, B. U. (2021). Challenges of inclusive education in Nigeria. *Journal of Special Needs Education*, 7(2), 41–55.

Nwadiani, M. (2021). Educational reform and quality assurance in Nigeria. *Delta State University Journal of Education*, 8(1), 10–25.

Nwankwo, J. I. (2022). Quality assurance and teacher professional development in Nigeria. *Journal of Educational Theory and Practice*, 13(2), 50–66.

Nwankwo, J. I. (2022). Quality assurance in Nigerian tertiary and basic education. *Journal of Educational Theory and Practice*, 13(2), 50–66.

Nwankwo, J. I. (2023). Monitoring and evaluation in special education services. *African Journal of Educational Studies*, 15(1), 28–42.

Nworgu, B. G. (2022). *Educational measurement and evaluation: Theory and practice*. Nsukka: University Trust Publishers.

Obani, T. C. (2023). Assistive technology and special needs education in Nigeria. *Journal of Inclusive Education Research*, 6(1), 19–34.

Okeke, C. I. (2023). Inclusive education and learner diversity in Nigerian schools. *Journal of Educational Innovation*, 10(2), 55–70.

Okorosaye-Orubite, A. K. (2022). Quality assurance and school effectiveness in Nigeria. *Rivers State University Journal of Education*, 9(1), 12–26.

Okorosaye-Orubite, A. K. (2022). School inspection and quality assurance in the Nigerian education system. *Rivers State University Journal of Education*, 9(1), 12–26.

Ubulom, W. J. (2023). School inspection practices and instructional quality in Nigeria. *International Journal of Education and Development*, 11(2), 40–54.

Ubulom, W. J. (2023). Supervision and instructional quality in Nigerian schools. *International Journal of*

Education and Development, 11(2), 40–54.
Ukeje, B. O. (2023). Evaluation practices in the Nigerian education system. *Journal of Curriculum Studies*, 14(1), 30–44.
Ukeje, B. O. (2023). Supervision of instruction and educational improvement in Nigeria. *Journal of Curriculum Studies*, 14(1), 30–44.