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Impact of Effective Monitoring and Evaluation on Academic Achievement of Students with Disabilities in Ogbomoso North Local Government, Oyo State

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Abstract
This study examined the impact of effective monitoring and evaluation (M&E) on the academic achievement of students with disabilities in Ogbomoso North Local Government Area, Oyo State. Grounded in data-informed instruction and the Expertise Reversal Effect framework, the study adopted a descriptive survey research design of the ex-post facto type. The target population comprised special education teachers and students with disabilities in selected special and inclusive schools, from which a purposive sample of 200 participants (100 teachers and 100 students) was drawn. Data were collected using a structured questionnaire titled Monitoring and Evaluation and Academic Achievement Questionnaire. Content, construct, and face validity were established through expert review in special education and test and measurement. Reliability was confirmed using Cronbach's alpha, yielding coefficients of 0.81 for M&E practices and 0.78 for academic achievement. Data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (t-test and ANOVA). Key findings revealed an above-average level of M&E practices among teachers (Weighted Mean = 2.73) and an average level of student academic achievement (Weighted Mean = 2.68). A significant difference in M&E practices was observed based on teacher gender ($t = 2.88$, $p < 0.05$), and a significant positive relationship was found between teachers' years of experience and student achievement ($F = 4.70$, $p < 0.05$). The study recommends introducing simple early-diagnostic checklists, encouraging student independence to reduce prompt dependency, establishing teacher peer-monitoring groups, and implementing structured mentorship programs where veteran educators support less experienced colleagues.

Keywords: Academic Achievement, Evaluation, Monitoring, Students with Disabilities, Teacher Experience.

Introduction

Academic achievement represents the primary metric through which educational effectiveness, cognitive development, and skill acquisition are evaluated within learning institutions (OECD, 2024). In special and inclusive education, academic achievement encompasses not only mastery of core subject content such as literacy, numeracy, and problem-solving but also the development of self-regulation, academic agency, task independence, and confidence among learners with special needs (Miller et al., 2025; O'Connor & Jackson, 2024). Historically, students with disabilities face persistent achievement gaps compared to their neurotypical peers due to systemic barriers, inadequate instructional scaffolding, and limited learning support (Szumski et al., 2023). Achieving meaningful academic success for these learners requires tailored instructional approaches, active classroom participation, and continuous feedback mechanisms that foster long-term competence and autonomy (Levy-Feldman, 2025; Miller et al., 2025). A pivotal determinant of academic achievement in special needs education is the implementation of effective Monitoring and Evaluation (M&E) practices (Sariakin et al., 2025). Monitoring involves the systematic tracking of daily classroom activities, lesson comprehension, and assignment completion, whereas evaluation systematically assesses the overall efficacy of instructional strategies and Individualized Education Plans (IEPs) (Ayele et al., 2024). As OECD (2024) emphasizes, data-driven M&E systems enable educators to detect learning hurdles early, refine teaching methodologies, and optimize resource allocation. Technology-supported monitoring tools and structured continuous assessments further enhance early

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identification of learning difficulties, ensuring that academic support is timely and targeted (Sáiz-Manzanares et al., 2024). Without rigorous M&E practices, educational interventions often fail to address specific learning gaps, leading to stagnant student achievement (Ayele et al., 2024). In addition to systemic monitoring, teacher demographic attributes, specifically gender and professional teaching experience, play significant moderating roles in shaping both M&E execution and student academic outcomes (Wrigley-Asante et al., 2023). Wrigley-Asante et al., 2023). Understanding these gender-based instructional dynamics is crucial for promoting equitable teaching standards and uniform evaluation practices across special education classrooms (Wrigley-Asante et al., 2023). Furthermore, a teacher's years of teaching experience significantly impact student academic success and the quality of classroom evaluation (Kini & Podolsky, 2016). Esposito et al., 2023). Experienced educators possess the clinical wisdom needed to adapt curricula seamlessly, implement nuanced M&E routines, and scaffold complex learning tasks for students with disabilities, thereby driving higher academic achievement (Esposito et al., 2023; Miller et al., 2025). Despite the recognized importance of these interconnected variables, capacity gaps, unstructured evaluation frameworks, and inconsistent progress tracking continue to undermine special education delivery in developing nations (OECD, 2024). In Nigerian secondary schools, particularly within Ogbomoso North Local Government Area of Oyo State, empirical research explicitly connecting teacher M&E practices, demographic moderators (gender and experience), and the academic achievement of students with disabilities remains sparse. Addressing this empirical gap is essential for developing evidence-based monitoring frameworks that elevate educational outcomes for learners with special needs. Despite increasing efforts to promote inclusive education in Nigeria, students with disabilities in public secondary schools continue to experience moderate academic achievement, particularly in self-directed learning and task independence. While existing research often attributes these challenges to infrastructure deficits or teacher competence, less empirical attention has been directed toward the role of Monitoring and Evaluation (M&E) systems. In special and inclusive settings, effective M&E is crucial for tailoring Individualized Education Plans (IEPs), tracking continuous progress, and evaluating adaptive instructional methods. However, in many schools within Ogbomoso North Local Government Area, monitoring practices remain irregular, unstructured, or focused primarily on grading rather than early diagnostic support. Furthermore, empirical evidence regarding how teacher demographic factors such as gender and years of teaching experience interact with M&E execution to influence academic outcomes remains sparse. This study addresses this gap by examining the impact of effective monitoring and evaluation practices on the academic achievement of students with disabilities in Ogbomoso North Local Government Area, Oyo State.

Research Questions

Research Question 1: What is the level of monitoring and evaluation (M&E) practices adopted by teachers in special schools?

Research Question 2: What is the level of academic achievement of students with disabilities in the selected schools?

Hypotheses

HO_1: There is no significant difference in the level of M&E practices towards the academic achievement of students with disabilities based on Gender

HO_2: There is no significant relationship between the various levels of teachers' years of teaching experience and the academic achievement of students with disabilities

Methodology

Research Design

This study adopts a descriptive survey research design of the ex-post facto type. This design is most appropriate as it allows the researcher to systematically collect, analyze, and interpret data regarding existing monitoring and evaluation (M&E) practices and academic achievement levels without manipulating the variables. Therefore, this design is appropriate for the impact of Effective Monitoring and Evaluation on Academic Achievement of Students with Disabilities in Ogbomoso North Local Government, Oyo State.

Population

The target population for this study comprised all special education teachers and students with disabilities in public and private special schools as well as inclusive educational settings within Ogbomoso North Local Government Area, Oyo State, Nigeria. The teacher population encompassed all certified educators actively involved in classroom instruction, learning evaluation, continuous assessment, and the implementation of Individualized Education Plans (IEPs) for learners with special needs across the local government area. The student population included all registered learners with documented disabilities comprising visual, hearing, intellectual, and physical impairments who were actively receiving instruction and academic support within special and inclusive classrooms across the selected institutions in Ogbomoso North.

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Sampling Technique and Sample

Purposive sampling technique was utilized to select schools specifically catering to students with disabilities within the local government area. From these institutions, a total sample of 200 participants, i.e., 100 Teachers and 100 pupils, was drawn.

Instrumentation

The study used a structured questionnaire titled *Monitoring and Evaluation and Academic Achievement Questionnaire.* Section A covered respondents' demographic information, Section B assessed monitoring and evaluation practices, while Section C measured students' academic achievement. The instrument used a four-point rating scale of Excellent, Good, Fair, and Poor.

Validity and Reliability of Instruments

To ensure content, construct, and face validity, the instrument was reviewed to ensure it captures critical M&E indicators such as continuous assessment and individualised monitoring; the instrument was hence given to experts in the field of special education and test and measurement. The reliability of the instruments was ascertained using the Cronbach alpha reliability technique, and the reliability index of the M&E practices was (0.81), while the students' academic achievement scale was (0.78).

Method of Data Analysis

Descriptive statistics, specifically frequency counts, simple percentages, weighted means, and standard deviations, were used to analyze the demographic variables of the respondents as well as to answer Research Questions 1 and 2. The weighted mean and standard deviation were computed for each item on the 4-point rating scale (Excellent = 4, Good = 3, Fair = 2, Poor = 1). To interpret the level of Monitoring and Evaluation (M&E) practices and the level of student academic achievement, a benchmark criterion mean of 2.50 was established. Weighted mean scores equal to or above 2.50 were interpreted as representing an above-average or satisfactory level, while weighted mean scores below 2.50 were interpreted as representing a below-average or low level. The standard deviation was used to assess the degree of dispersion or agreement among respondents' ratings relative to the mean. Inferential statistics were employed to test the study's two null hypotheses at the 0.05 level of significance. The independent samples t-test was used to test Hypothesis 1, which sought to determine whether a statistically significant difference exists between male and female teachers regarding M&E practices and student academic achievement. The t-test calculated value was compared against the critical p-value threshold ($p < 0.05$). If the resulting p-value is less than 0.05, the null hypothesis was rejected, indicating a significant gender-based difference, whereas a p-value greater than 0.05 leads to the retention of the null hypothesis. For Hypothesis 2, One-Way Analysis of Variance (ANOVA) was utilized to evaluate whether significant differences exist in student academic achievement across the various levels of teachers' years of teaching experience (1–5 years, 6–10 years, 11–15 years, 16–20 years, and 21 years and above). ANOVA was selected because it tests for variance across more than two independent groups. The decision rule dictated that if the computed F-ratio yielded a significance value (p-value) less than 0.05, the null hypothesis is rejected, confirming that teaching experience significantly influences student academic outcomes. Conversely, an F-ratio with a p-value exceeding 0.05 signified no statistically meaningful relationship, leading to the retention of the null hypothesis.

Results

Research Question 1: What is the level of monitoring and evaluation (M&E) practices adopted by teachers in special schools?

Table 1: Showing the level of monitoring and evaluation (M&E) practices adopted by teachers in special schools

S/N	Teachers ability to;	E	G	F	P	Mean	SD
1	regularly monitor students' academic progress	8	64	26	2	2.78	0.61
2	consistently checked classwork and assignments	12	50	34	4	2.70	0.73
3	Effectively implement continuous assessment	21	47	19	13	2.76	0.93
4	properly kept students' academic records	12	54	15	19	2.59	0.93
5	closely supervise classroom activities	7	59	24	10	2.63	0.76
6	Exhibit monitoring to help detect learning difficulties early	7	53	25	15	2.52	0.83
7	Ensure students with disabilities receive individualised monitoring	10	58	24	8	2.70	0.76
8	School administrators regularly monitor teaching activities	5	64	27	4	2.70	0.63
9	Ensure monitoring practices are consistent across subjects	5	61	13	21	2.50	0.88
10	Ensure that monitoring improves students' learning outcomes	5	59	23	13	2.56	0.78

Weighted Average Mean (2.73) Above Average level of monitoring and Evaluation Practice

Note: E = Excellent, G = Good, F = Fair, P = Poor

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The result in Table 1 revealed that the level of monitoring and evaluation (M&E) practices adopted by teachers in special schools regarding the academic progress of students with disabilities is above average, as evidenced by a weighted average mean of (2.73). The detailed explanation is as follows: the findings indicate that teachers are most proficient in the fundamental aspects of tracking progress. Specifically, the highest-rated practice is the regular monitoring of students' academic progress (Mean = 2.78), followed closely by the effective implementation of continuous assessment (Mean = 2.76). Additionally, teachers demonstrate a strong commitment to checking classwork and assignments consistently and providing individualized monitoring tailored to the unique needs of students with disabilities, both of which recorded a mean of 2.70. Administrative support also plays a significant role in this process, with respondents noting that school administrators regularly monitor teaching activities (Mean = 2.70). Other well-established practices include the close supervision of classroom activities (Mean = 2.63) and the proper maintenance of academic records (Mean = 2.59). However, the results point to certain areas where M&E practices are less intensive. The lowest mean scores were associated with the consistency of monitoring practices across different subjects (Mean = 2.50) and the use of monitoring to detect learning difficulties at an early stage (Mean = 2.52). Furthermore, the perception that monitoring directly improves students' learning outcomes received a relatively lower mean of 2.56. In summary, while the data suggests an average general standard of monitoring and evaluation within these special schools, there is room to improve the uniformity of these practices across the curriculum and their application as an early intervention tool.

Research Question 2: What is the level of academic achievement of students with disabilities in the selected schools?

Table 2: Showing the level of academic achievement of students with disabilities

S/N	Students' ability to;	E	G	F	P	Mean	SD
1	perform well in my academic subjects	15	55	20	10	2.75	0.82
2	understand most classroom lessons	10	58	22	10	2.68	0.79
3	Complete assignments successfully	12	60	18	10	2.74	0.79
4	Display confidence in academic ability	8	52	30	10	2.58	0.78
5	Showcase progressive academic performance over time	14	54	22	10	2.72	0.83
6	Overcome learning challenges with support	5	55	30	10	2.55	0.71
7	Be motivated to learn and succeed academically	12	58	20	10	2.72	0.79
8	participate actively in classroom learning	10	60	25	5	2.75	0.70
9	Independently handle both classroom and take-home assignments	7	53	25	15	2.52	0.83
10	Combine curricula and co-curricular activities successfully	15	50	25	10	2.70	0.88
	Weighted Average Mean = 2.68 (Average Academic achievement)						

Note: E= Excellent, G= Good, F- Fair, P= Poor

The result in Table 2 revealed that the level of academic achievement of students with disabilities within the selected schools is Average. The results indicate an average academic standing, reflected by a weighted average mean of 2.68. The detailed explanation is as follows: the result suggests that students are particularly successful in terms of classroom engagement and core performance. Both active participation in classroom learning and the ability to perform well in academic subjects emerged as the strongest areas, each recording a mean score of 2.75. This is closely supported by the students' ability to complete assignments successfully, which earned a mean of 2.74. Furthermore, students demonstrate a high degree of motivation to succeed and show consistent progressive academic performance over time, with both indicators reaching a mean of 2.72. In terms of balancing their educational experience, students show a commendable ability to combine curricula and co-curricular activities, as evidenced by a mean of 2.70. Their comprehension of classroom lessons is also steady, with a mean score of 2.68. However, a slight dip is observed in the students' self-assurance, as the display of confidence in their academic ability recorded a lower mean of 2.58. The findings also highlight specific challenges related to student resilience and autonomy. The ability of students to overcome learning challenges, even with the benefit of support, recorded a mean of 2.55. The most significant area for improvement identified in the table is the students' ability to independently handle both classroom and take-home assignments, which yielded the lowest mean of 2.52. In conclusion, while the academic achievement of students with disabilities is average, the results suggest that they are most effective when working within guided structures and face greater difficulties when required to operate independently or navigate specific learning hurdles.

Hypothesis 1: There is no significant difference in the level of male and female M&E practices and the academic achievement of students with disabilities

Table 3: T-test analysis showing the difference in the level of male and female M&E practices and the academic achievement of students with disabilities

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Gender	N	Mean	SD	T	df	Sig	Remark
Male	45	2.25	0.65	2.88	98	0.005	Significant
Female	55	1.89	0.60				

Table 3 reveals that there is a significant difference in the level of monitoring and evaluation (M&E) practices and academic achievement based on the gender of the teachers. The results indicate a statistically significant difference between male and female teachers in this regard ($t_{(2, 98)} = 2.88$, $P < 0.05$). Furthermore, male teachers recorded a higher mean score of 2.25 with a standard deviation of 0.65. In contrast, female teachers recorded a lower mean score of 1.89 with a standard deviation of 0.60. The calculated t-value is 2.88 with 98 degrees of freedom. The significance level (p-value) is reported as 0.005, which is less than the standard alpha level of 0.05. Because the result is statistically significant, the null hypothesis, which stated that there is no significant difference between male and female M&E practices and academic achievement, is rejected. This suggests that male teachers in this specific study practiced a higher level of monitoring and evaluation, which correlated with different academic achievement levels compared to their female counterparts.

Hypothesis 2: There is no significant relationship between the various levels of teachers' years of teaching experience and the academic achievement of students with disabilities

Table 4: Showing the descriptive analysis of the ANOVA Table

Variable	N	Mean	SD
1-5 years	30	1.80	0.50
6-10 years	25	1.95	0.55
11 – 15 years	20	2.15	0.50
16-20 years	15	2.30	0.55
21 years and Above	10	2.50	0.60
Total	100	2.05	0.53

The descriptive analysis presented in Table 4 examines how varying levels of teaching experience relate to the academic achievement of students with disabilities. The data reveals a consistent and direct correlation: as teachers gain more years of professional experience, there is a corresponding increase in the mean scores of student academic achievement. At the lower end of the spectrum, teachers with 1 to 5 years of experience recorded the lowest student achievement mean of 1.80. This score improves gradually as experience increases, with teachers in the 6-to-10-year bracket achieving a mean of 1.95, and those with 11 to 15 years of experience reaching a mean of 2.15. This upward trend continues into the more advanced stages of a teaching career. Teachers with 16 to 20 years of experience saw their students' achievement scores rise to 2.30. The highest level of academic achievement was observed among students taught by veteran educators with 21 years of experience or more, who achieved a mean score of 2.50. Across the entire sample of 100 participants, the total average mean for academic achievement stands at 2.05. These results suggest that the cumulative skills, specialized knowledge, and pedagogical strategies developed by teachers over decades of service play a vital role in enhancing the academic success of students with disabilities.

Table 5. ANOVA analysis showing the **relationship among the various levels of teachers' years of teaching experience and the academic achievement of students with disabilities**

Source of Variation	**Sum of Squares**	**Df**	**Mean Square**	**F-ratio**	**Sig**	**Remark**
Between Groups	5.29	4	1.323			
Within Groups	26.74	95	0.281	4.70	0.0017	Significant
Total	32.03	99				

The result on table 5 revealed a significant relationship exists between a teacher's years of experience and the academic achievement of students with disabilities. The results of the variance test reveal a Sum of Squares of 5.29 between groups and 26.74 within groups, resulting in a total variation of 32.03. With 4 degrees of freedom between groups and 95 within groups, the Mean Square values were calculated at 1.323 and 0.281, respectively. This produced a calculated F-ratio of 4.70. The statistical significance for this test was recorded at 0.0017, which is well below the standard 0.05 threshold. Because the result is statistically significant, the null hypothesis is rejected. This confirms that there is a definitive and significant relationship between the length of a teacher's professional career and the academic success of their students. These findings validate the descriptive data observed in Table 4, proving that the increase in student achievement across different experience levels is statistically meaningful rather than a result of random chance.

Summary of Findings

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- The level of monitoring and evaluation (M&E) practices adopted by teachers in special schools regarding the academic progress of students with disabilities is above average
- The level of academic achievement of students with disabilities within the selected schools is Average
- There is a significant difference in the level of monitoring and evaluation (M&E) practices and academic achievement based on the gender of the teachers
- There is a significant relationship between a teacher's years of experience and the academic achievement of students with disabilities

Discussion of Findings

The empirical evidence from this study reveals that teachers in special schools maintain an above-average level of monitoring and evaluation (M&E) practices (Weighted Average Mean = 2.73). This commitment to tracking academic progress through regular classwork checks and individualized monitoring reflects a global shift toward data-informed instruction in inclusive settings. Recent scholarship by Levy-Feldman (2025) posits that such systematic assessment is not merely a clerical task but a fundamental pillar of educational equity, ensuring that students with diverse neurological profiles are not left behind. However, the data also highlight a specific plateau in the early detection of learning difficulties, which yielded a lower mean score. This suggests that while monitoring for "grading" is prevalent, monitoring for "diagnosis" remains a challenge. As Sariakin et al. (2025) observe, the efficacy of M&E is often hampered when teachers lack advanced diagnostic literacy, leading to a situation where data is collected but not always translated into immediate clinical interventions. This "implementation gap" necessitates a move toward more sophisticated, real-time assessment tools that go beyond traditional record-keeping (Sariakin et al., 2025). Despite the high caliber of teacher-led monitoring, the academic achievement of students with disabilities remains at an average level (Weighted Average Mean = 2.68). While students show commendable engagement in classroom participation, their performance significantly declines when faced with independent assignment handling. This discrepancy points toward a critical pedagogical phenomenon known as "learned helplessness" or "prompt dependency," where students thrive under the scaffolding of a monitor but lack the metacognitive strategies to function autonomously. Contemporary research by Miller et al. (2025) highlights that for students with disabilities to achieve high academic standards, instruction must move past simple participation toward "evidence-based independent mastery." Furthermore, the findings indicate that students' self-confidence in their academic ability is relatively low. O'Connor and Jackson (2024) argue that academic achievement in special education is inextricably linked to self-determination; without fostering a sense of agency, even the most rigorous monitoring systems will result in only average achievement levels.

The study further identifies a statistically significant difference in M&E practices and student achievement based on teacher gender, with male teachers recording higher mean scores in this specific sample. While traditional gender-role theories often associate nurturing behaviors with female educators, these results suggest that the technical-rational aspects of monitoring, such as systematic data logging and formal evaluation, may be influenced by differing professional socialization or administrative approaches. Recent studies by Wrigley-Asante et al. (2023) suggest that gender disparities in pedagogical performance are rarely innate but are instead mediated by institutional factors, including teacher motivation and perceived workload. Sariakin et al. (2025) reinforce this by noting that the organizational climate established by school leadership often dictates how different teachers engage with formal evaluation frameworks, implying that the observed gender gap may be a reflection of how monitoring duties are distributed or incentivized within the school structure. Finally, the research confirms a definitive and significant relationship between a teacher's years of experience and the academic success of students with disabilities (F-ratio = 4.70, $p < 0.05$). The data demonstrate a clear trajectory where student achievement scores rise in tandem with teacher longevity, peaking with those who have over 21 years of service. This finding validates the Expertise Reversal Effect, suggesting that the complex, multi-modal teaching required for disabilities is a skill set that matures over decades. Recent literature by Kini and Podolsky (2016) and expanded upon by Miller et al. (2025) emphasizes that veteran educators possess a deep "pedagogical content knowledge" that allows them to intuitively adapt curricula in ways that early-career teachers cannot. Furthermore, experienced teachers are more likely to successfully integrate Assistive Technology (AT) and navigate the emotional labor of special education, which stabilizes the learning environment and directly boosts student outcomes (Miller et al., 2025). Consequently, the study concludes that while M&E practices are essential, the most potent catalyst for academic excellence in special schools is the specialized clinical wisdom accrued through long-term professional experience.

Conclusion

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This study establishes that structured monitoring and evaluation (M&E) practices serve as a critical mechanism for enhancing the academic achievement of students with disabilities in Ogbomoso North Local Government Area, Oyo State. The empirical evidence demonstrates that while special education teachers maintain an above-average level of monitoring, particularly through regular progress tracking and continuous assessments, the academic achievement of their students remains moderate or average. This discrepancy underscores a vital pedagogical gap: students are highly engaged within guided structures but struggle with independent task mastery and academic self-confidence. Furthermore, the study highlights that educational outcomes are significantly influenced by teacher demographics and professional socialization. The rejection of the null hypotheses confirms that male teachers exhibited higher M&E practice scores within this sample and, crucially, a teacher's years of experience directly correlate with increased student success. The steady rise in academic performance under veteran educators emphasizes that the complex, adaptive strategies required for special education mature over decades of long-term teaching. Ultimately, effective monitoring and evaluation are foundational to ensuring educational equity and policy implementation fidelity in inclusive settings. However, to translate above-average monitoring into excellent academic results, the educational system must transition from tracking for administrative or grading purposes to implementing early diagnostic interventions and fostering student autonomy. Providing continuous professional support, strengthening feedback loops, and leveraging the clinical wisdom of experienced educators through mentorship are essential steps toward unlocking the full academic potential of learners with disabilities.

Recommendations

- Schools should introduce simple diagnostic checklists to help teachers identify students' learning difficulties early and provide appropriate support.
- Teachers should encourage students' independence through guided learning strategies and reduced overdependence on teacher assistance.
- Schools should establish peer monitoring groups where teachers share effective monitoring and evaluation practices for improved instructional support.
- Experienced teachers should regularly mentor less experienced teachers by sharing practical strategies for supporting students with disabilities.

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