

EFFECTS OF LEARNING PASSPORT ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN COMPUTER STUDIES IN EKITI STATE, NIGERIA

BY

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Abstract

The study investigated the effects of Learning Passport on secondary school students' academic performance in Computer Studies in Ekiti State. The study examined the more effective strategy to teach Computer Studies between Learning Passport and conventional method, and the influence of Learning Passport on students' performance in Computer Studies based on gender. The study adopted Quasi experimental of pre-test post-test control group design. 127 JSS II students were selected using multistage sampling procedure. A researcher designed instrument "Computer Performance Test" (CPT) was used in this study. Face and content validity of the instrument was ascertained, and the reliability coefficient of 0.85 was obtained using Pearson's Product Moment Correlation. Mean and standard deviation were used to answer the research question while the hypotheses were tested using t-test at 0.05 level of significance. The finding revealed a significant difference between the post-test performance scores of experimental and control groups. Also, the finding showed that Learning Passport has no significant influence on performance based on gender. It was recommended that the use of Learning Passport should be encouraged for teaching Computer Studies in secondary schools. Also, computer laboratories in schools should be provided with internet to enhance the use of the Learning Passport.

Keywords: Education, Learning Passport, gender, Computer Studies, academic performance

Introduction

Education is regarded as the transmission of knowledge, skills, traits and characters that are required for human development (Chazan, 2022). Technological transformation has continued to affect the way we interact and our education system is not exempted. Experts maintain that African countries, including Nigeria, must prioritize integrating technology into their education systems to enhance quality, accessibility, and prepare the workforce for the digital age (ThisDay, 2024; Obiageli, 2015). For an individual to thrive in the present age, there is a need for digital literacy. Computer Studies was introduced into the national curriculum to educate learners about the basic concepts of the computer system and its applications (Oyemomilara, 2019).

Academic performance refers to the measurable outcome of a student's learning, usually determined by grades, test scores, or achievement in a teacher-made test. It is also described as the outcome of educational

process, which is influenced by a range of factors, including students' characteristics, instructional quality, and institutional context. It is commonly measured through examination or continuous assessment, and shows the extent to which students achieve the standards required by their institutions. Research has identified several factors that influence academic performance to include students' prior knowledge and experience in a subject area, students' motivation and engagement in learning; teaching and instructional quality, socio-economic status; students' learning strategies and habits, availability and accessibility of learning resources, (Brew, Nketiah, & Koranteng, 2021). Academic performance is quantified by student's grades, test scores, project performance, attendance and participation, and other academic achievements. Several factors can influence academic performance. These include intelligence, motivation, learning strategies, teaching methods, family and social-economic

factors, as well as emotional and mental health. It is important to note that one of the factors that could enhance learning outcomes is the teaching method used in the classroom.

The complete act of teaching involves more than the presentation and development of lesson materials. Before embarking on a fresh stage of instruction, teachers must be reasonably clear about the capabilities, achievements, strengths and weaknesses, background and interests of their learners, and the short and long-term objectives they anticipate to achieve in a lesson and sequences of lessons. Those curricular strategies will have to be put into effect in the light of what is known about the students and will result in the actual tactics of the teaching-learning situation. Also, technology has modified teachers' role to include digital content creation and use of online facilities as innovative tools for instruction and policy implementation to enhance learning outcomes (Abanikannda, 2023).

Learning Passport is an online learning platform developed through a partnership between UNICEF, Microsoft, and the University of Cambridge. It provides learners, teachers, and education ministries with access to curriculum-aligned and offline-capable educational content from early childhood through senior secondary levels. It functions as a portable, interoperable digital repository of learning resources that can be accessed through the internet, mobile application, or low-bandwidth channels. A core feature is learner account portability: a learner's progress, badges, and certifications remain accessible even if they move across schools, regions, or countries. The Learning Passport addresses three persistent gaps in education systems, particularly in low-resource and crisis contexts (Cambridge University Press & Cambridge Assessment, 2020). Firstly, it enables continuity of learning during disruptions such as conflict, displacement, pandemics, or climate events by providing offline-first content. This reduces learning loss during school closures. Secondly, it provides equity and access to marginalized learners, including refugees, internally displaced persons, and out-of-school children by hosting Open Educational Resources (OERs) in multiple languages and formats. Thirdly, it offers a scalable, national-level platform to

digitize and standardize curriculum delivery, teacher professional development, and learning assessment in various subjects including Computer Studies (UNICEF, 2022). Learning Passport is designed for flexible deployment across contexts with core functionalities such as curriculum-mapped lessons, videos, e-books, interactive exercises, and assessments. Content can be contextualized by countries to reflect national curricula, and downloadable for offline use on digital devices, with syncing when connectivity is available. In schools, the platform can be integrated into classroom teaching as a teaching and learning tool. It promotes self-directed learning; learners can access content independently for homework, remediation, or skill developments. Learners and teachers are required to register for a free account via web or mobile app. In offline models, content packs can be pre-loaded onto digital or storage devices.

Statement of the Problem

In spite of the potential benefits of online learning facilities, research suggests that their impact on students' learning outcomes in Computer Studies in Ekiti State remain below excellence. In Ekiti State, the adoption of online facilities for learning in secondary schools is increasing, but the effectiveness of these facilities in enhancing students' learning outcomes is largely unexplored. There is a dearth of research examining the impact of Learning Passport on students' academic performance in Computer Studies in Ekiti State. This research aims to address these gaps by conducting a study that investigates the effects of Learning Passport on secondary school students' learning outcomes in Computer Studies in Ekiti State.

The integration of online facilities into educational systems is widely regarded as a transformative approach to enhancing teaching and learning experiences. This is particularly relevant in Computer Studies, which requires a blend of theoretical knowledge and practical skills that could be effectively facilitated through online learning platforms. However, despite the availability of online facilities in some secondary schools in Ekiti State, there remains a lack of comprehensive understanding of their actual impact on students' performance in Computer Studies. Many schools in Ekiti State still face challenges such as limited access to reliable

internet, inadequate technological infrastructure, and a lack of teacher training on the effective use of online tools.

Also, the persistent decline in the academic performance of students in the last three years in the Junior Secondary School Certificate Examination in Computer Studies as evident from the analysis of results from 2018 to 2024, poses a significant challenge to education stakeholders. Despite efforts to improve education quality, the inconsistent and declining trend in students' performance warrant an investigation into the effectiveness of current teaching methods. In addition, it may also undermine the country's efforts to develop a digitally literate workforce and hinder its socio-economic development. Therefore, this study aims to investigate the effects of Learning Passport on performance in Computer Studies among secondary school students, with a view to identifying evidence-based strategy for improving teaching and learning practices in Computer Studies education.

Purpose of the Study

The main purpose of the study was to investigate the effects of Learning Passport on secondary school students' academic performance in Computer Studies in Ekiti State. Specifically, the study purported to:

- i. explore the performance of secondary school students in Computer Studies when Learning Passport is used;
- ii. examine the influence of the use of Learning Passport on secondary school students' performance in Computer Studies based on gender.

Research Questions

In this study, one research question was raised to guide the work:

1. What is the difference in the performance of students in Computer Studies before and after the treatment?

Research Hypotheses

The following null hypotheses were formulated to guide the research:

1. There is no significant difference in the pre-test performance of experimental and control groups in Computer Studies.
2. There is no significant difference in the post-test performance of the experimental and control groups in Computer Studies.

3. There is no significant difference in the post-test performance of male and female students in the experimental group.

Literature Review

Technology has changed teachers' job from old instructors to digital learning facilitators, as information and Communication Technology (ICT) has reshaped education and given academics new duties (Abanikannda, 2023). There are a lot of technological devices which teachers can use to deliver their lessons to the students. There are many ICT devices and online facilities that can be used to facilitate teaching and delivering learning to the students. Nowadays, teachers use projectors interactive smart screens and computers in the classrooms for delivering lessons to the students. With the aid of computers, projectors and interactive smart screens, teachers can use online learning platforms to present visually to the students in any location. It is assumed that these digital tools could be better used alongside the Learning Passport to produce improved performance in Computer Studies.

Concept of Computer Studies

The integration of Computer Studies in the educational system has become increasingly essential in the 21st century, driven by the global technological revolution. Okekeokosisi and Okigbo (2021) emphasize that education systems must adapt to rapid advancements by leveraging computer technologies to solve modern problems. In Nigeria, as in many other countries, the implementation of Computer Studies at the secondary school level has become an essential component of preparing students for the demands of the modern workforce and the digital age. Computer Studies is a subject offered at the primary, secondary and tertiary levels in Nigeria. It is a practical-oriented subject which involves hand-on activities and manipulations. It plays the role of equipping individuals with skills, knowledge and attitudes that would enable them engage in a life-time of productive work and retraining employees so as to fit into jobs, offering of entrepreneurial skills and development programmes. It also creates access to quality job competencies and skills needed for steady employment.

Exposure to Computer Studies has been linked to improving the performance,

particularly in subjects requiring analytical skills. Eme, Maidoh, and Onwe, (2015) found that students with computer education showed enhanced problem-solving abilities and academic achievements. Computer Studies, as a subject, serves as foundation for various career paths in the digital economy. Yusuf, Adegbola, Njoku, and Owolabi, (2021) observed that students with computer education are better prepared for careers in technology and related fields, contributing to national development. Computer Studies in Nigerian secondary schools have undergone significant developments, with increased policy support and curriculum integration. However, challenges such as infrastructure deficits, inadequate teacher training, and resource constraints linger.

Concept of Online Facilities for Teaching and Learning

The term 'online facility' generally refers to digital tools, online learning platforms, and resources that are accessed over the internet to facilitate teaching, learning, and communication. Online facility is designed to support and augment traditional face-to-face learning, allowing for flexible, accessible, and often personalized learning experiences. These facilities are digital resources or tools accessed through the internet that are utilized in educational settings to support teaching and learning activities. They encompass a broad range of technologies, including but not limited to, e-learning platforms, virtual classrooms, video-based instruction, educational software, and digital repositories of learning materials. They are designed to enhance the educational experience by providing flexible, personalized, and interactive learning opportunities (Bates, 2015). Digital learning tools and mobile technologies enable both educators and students to engage in learning activities outside the traditional classroom environment, fostering a more inclusive and diverse approach to education (Ekwu, Njoku, Ikwuanusi, & Madu, 2025; Onyema, 2021).

In Nigeria, the integration of these tools has proven essential in bridging the gap for learners in rural areas and those with special needs by providing flexible and personalized instructional materials (Nwachukwu & Musa, 2024). Overall, online facilities are seen as an indispensable aspect of modern education, offering a versatile means of supporting and enhancing both academic performance and

student engagement (Ajayi & Oyemomilara, 2025). Olaniyi and Ajayi (2020) opined that the interactivity of technologies helps students to interact without any fear and receive feedback on their performances. The prevalent use of these resources in secondary schools is increasingly important as educational systems globally strive to incorporate more technology into their curricula, especially in science and technology-related fields like Computer Studies. The effective utilization of online facilities is influenced by multiple factors that span technological, psychological, pedagogical, infrastructure, cultural and socio-economic domains.

Concept of Learning Passport

The concept of a **Learning Passport** refers to a digital or physical tool used to track, document, and assess a student's educational journey. In secondary schools, Learning Passport provides a personalized and comprehensive record of learning activities, achievements, and competencies that support continuous learning and help guide student progress. Learning passport often includes various forms of assessments, feedback, self-reflection, and evidence of skills acquired over time. Over the years, the role of Learning Passport has evolved from a basic assessment tool to a key element in fostering personalized learning experiences, especially in the digital age.

The Learning Passport is an innovative education model designed for basic and secondary level education, specifically tailored to support children who are out of school or need extra support to ensure they receive quality education (Learning Passport, 2022). This platform offers certified and free educational content, both online and offline, making it accessible to everyone. Learning Passport is powered by Microsoft and includes learner and teacher modules to facilitate better interaction and teaching material preparation (Learning Passport, 2022). It is an initiative designed to complement the conventional teaching approach. The Learning Passport was basically designed for pre-primary, primary and secondary school children but the youth, and teachers have the advantage of using it too because they can access the digitalized curriculum and provides supportive measures needed on learning

materials in all core curriculum subjects for primary one to six classes, and as well all junior and senior secondary school classes (Shehu & Sule, 2024). It is a personalized, digital portfolio that enables learners to track their progress, achievements, and skills acquired throughout their learning journey.

The Learning Passport is an innovative educational model designed for basic and secondary level education, specifically tailored to support children who are out of school or need extra support to ensure they receive quality education. This platform offers certified and free educational content, both online and offline, making it accessible to everyone (UNICEF, 2022). The Learning Passport has the capability to track different types of curriculum subjects that each student learns and guides them through additional materials, with little to no parental support. The initiative is an innovative global platform that provides localized curriculum for students around the world and it is seen as a new solution designed to close the learning poverty gap. Originally, this platform could be used online or off-line with mobile technological devices, enabling high quality and flexibility in learning. Developed countries that have this learning alternative quickly make a switch-shift and students continue learning at all stages but on the contrary in countries not equipped with this advantage their educational systems suffer throughout it and continue to grapple with challenges stemming from the pandemic period. Before the crisis, the world had an estimated 35 million children already displaced globally as a result of war, natural disasters, disease outbreaks, and other related crises. Research revealed that, in many countries, efforts to mitigate pandemic risk have separated 463 million students from school entirely due to a lack of an alternative to learning policies or a lack of devices needed at home (UNICEF, 2020).

The Learning Passport is an initiative which is one of the most recent efforts by the Federal Government of Nigeria in collaboration with United Nations International Children's Emergency Fund (UNICEF) aimed to reduce learning poverty among students and bridge gaps in regards to the digital literacy of basic education provision in the country, gave birth to its introduction and was formally launched. This initiative is a digitalized learning platform which students interact with, to access learning content based

on basic education curriculum and sequentially organized and arranged around that purpose. The interactivity with the platform to access learning content is based on a series of subjects offered in basic education which could be online or offline, at home or in the school system.

Initially, the project covered the core-north-west zone of the country that comprised Sokoto, Katsina, Kebbi and Zamfara States, this was based on the fact that the mentioned states were considered educationally disadvantaged and backward in respect to the acquisition of basic literacy education, however, the initiative has been scaled up to covered all the remaining Nigeria States including Abuja (FCT), (UNICEF, 2021) The rationale around the introduction of this novel idea is to help in the reduction of inequality and bridge the existing gaps in basic educational provisions in Nigeria, especially in the northern states. State governments were enjoyed to create an enabling circumstance and provide the additional resources and facilities to enable the initiative to flourish and be sustained by ensuring the Centre was well managed, more students were trained on the creation of ID and login process with the use of hand-held mobile technologies made available by the state government through basic education sector.

The unique advantage of the platform is that, with mobile online and offline capability learners continuously have access to quality education, therefore, given its flexibility and adaptability, it would allow states to easily and quickly adopt the platform as their learning management systems or rather use it to complement existing digital learning efforts. The suite of online and offline functions that caters for deployment in places with poor connectivity, often locations where children find themselves unable to access quality digital education. It was built to serve national curriculum content as well as global supplementary resources - OERs in supporting learners and improving learning outcomes. Nigeria's early childhood education provision, primary & secondary education, adolescent skills, and as well technical & vocational education can all benefit from it (UNICEF, 2021).

Curriculum design plays a pivotal role in shaping learning outcomes in Computer Studies. A well-structured and updated

curriculum that incorporates both theoretical and practical aspects of Computer Science can significantly improve students' knowledge and skills. Alaba and Adeyemi (2015) opined that a curriculum that integrates hands-on activities and problem-solving exercises is more effective in promoting understanding and retention of Computer Studies concepts. In their study, they found that students who engaged in practical programming tasks demonstrated better problem-solving skills and higher academic performance in Computer Studies. de Jesus, Pereira, Guterres and Goncalves (2025) evaluated how the Learning Passport Platform enhances the students' understanding of the Simple Present Tense. The objectives were to assess the impact of using the Learning Passport platform to teach the simple present tense and to identify if there was significant difference before and after its implementation. It was found that there were significant improvements after using the Learning Passport platform to teach the Simple Present Tense. The study concluded that the Learning Passport is an effective teaching tool for improving English grammar skills and introducing students to essential digital learning environments. The effectiveness of Learning Passport to enhance students' performance in Computer Studies has not been ascertained.

Methodology

A quasi-experimental of pre-test, post-test control group design was adopted for the study. The population for the study consisted of all 21651 JSS II students in public secondary schools in Ekiti State. The sample consisted of 127 students drawn from four schools in Ekiti State. The selection of the sample was done using multistage sampling procedure. One Senatorial District was randomly selected from the three Senatorial Districts in Ekiti State. Two Local Government Areas were selected from the Senatorial District selected. One rural and one urban school were selected using stratified

sampling technique from each of the Local Government Areas. Intact class was used in each of the schools selected. The schools selected were grouped into experimental and control groups and the Computer Studies teacher of each school was used as the research assistant. Computer Performance Test (CPT) was the instrument used in the study to measure the performance of the students in Computer Studies. CPT comprised 25 multiple choice questions with four options a to d. The items covered all the topics taught for six weeks. CPT was used for both pre-test and post-test. The validity of the instrument was ascertained using face and content validity through the help of a Test, Measurement and Evaluation expert and a Computer teacher. The reliability of CPT was determined by administering it on 35 students outside the sample using test re-test method. The scores were correlated using Pearson's Product Moment Correlation which yielded a reliability coefficient of 0.85, which was adjudged to be reliable and suitable for the study. The experimental procedure for the study was in three stages: the pre-treatment stage (one week), the treatment stage (six weeks) and the post-treatment stage (one week). The pre-test and post-test were administered on the students and their responses were scored and subjected to statistical analysis of mean and standard deviation for the research question and t-test for all hypotheses at 0.05 level of significance.

Results

Research Question: What is the difference in the performance of students in Computer Studies before and after the treatment?

In order to answer the question, the performance mean scores of students in the experimental and control groups were obtained and compared before and after the treatment as presented in Table 1.

Table 1: Mean and standard deviation of pre-test and post-test performance scores of Experimental and Control Groups

Treatment	Test	N	Mean	SD	Mean Difference
Learning Passport Conventional Method	Pre-test	67	27.58	9.97	-2.95
	Pre-test	60	30.53	10.02	
Learning Passport Conventional Method	Post-test	67	51.28	12.55	11.55
	Post-test	60	39.73	10.64	
Total		127			

Table 1 showed the performance of students in Computer Studies before and after treatment. The table revealed that the pre-test performance score of students exposed to Learning Passport was 27.58 while conventional method was 30.53 with their corresponding standard deviation as 9.97 and 10.02 respectively. The post-test performance score of students exposed to Learning Passport was 51.28 and conventional method was 39.73 with their corresponding standard deviations as 12.55 and 10.64 respectively. The mean difference of the experimental group was found to be 23.70 while that of the control group was 9.20. The

performance difference between the experimental and control groups before treatment was -2.95 while after treatment it was 11.55. This implied that the use of Learning Passport and conventional method had positive difference on the performance of students in Computer Studies, but the use of Learning Passport had greater difference than conventional method.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the pre-test performance of experimental and control groups in Computer Studies.

Table 2: t-test analysis of the pre-test performance of experimental and control groups in Computer Studies

Variations	N	Mean	SD	df	t	p
Experimental Group	67	27.58	9.97	125	1.66	0.99
Control Group	60	30.53	10.02			

$p > 0.05$

Table 2 showed that the t value was 1.66 and the p-value was 0.99. The p-value is greater than 0.05 level of significance. This implies that the null hypothesis was not rejected. Hence there was no significant difference in the pre-test performance of students in experimental and control groups

in Computer Studies. By implication, the students in the experimental and control groups were homogenous at the commencement of the study.

Hypothesis 2: There is no significant difference in the post-test performance of students in the experimental and control groups in Computer Studies.

Table 3: t-test analysis of the post-test performance of students in experimental and control groups in Computer Studies

Variations	N	Mean	SD	df	t	p
Experimental Group	67	51.28	10.43	125	3.41	0.00*
Control Group	60	39.73	10.64			

* $p < 0.05$

Table 3 shows that the t value is 3.41 and the p value was 0.00*. It shows that p value was less than 0.05 level of significance. The null hypothesis was therefore rejected. This means that there was significant difference in the post-test performance of students in experimental and control groups in Computer Studies. The mean score shows a large difference in favour of experimental group,

an indication that Learning Passport had positive effect on the academic performance of the students in Computer Studies.

Hypothesis 3: There is no significant difference in post-test performance of male and female students in the experimental group in Computer Studies.

Table 4: t-test analysis of the post-test performance of male and female students in experimental group in Computer Studies

Variations	N	Mean	SD	df	t	p
Male	30	50.80	10.46	65	0.33	0.73
Female	37	51.68	10.53			

$p > 0.05$

Table 4 showed that the t-value was 0.33 and the p-value was 0.73. The p-value was greater than 0.05 level of significance. This implies that the null hypothesis was not rejected. Hence there was no significant difference in the post-test performance of male and female students in experimental group.

Discussion

The study investigated the effects of Learning Passport on students' learning outcomes in Computer Studies in secondary schools in Ekiti State. From the finding of this study, it was revealed that there was no significant difference in the academic performance of students taught Computer Studies with the Learning Passport and conventional method before the treatment. It also showed that there was no significant difference in the attitude of students taught Computer Studies with the Learning Passport and conventional method before treatment. Their pretest performance and attitude scores were not different from each other statistically. This is an indication that the students in the experimental and control groups were homogenous at the commencement of the study, which suggests that their academic performance and attitude baseline were statistically, equal.

This finding of this study further revealed a significant difference in the performance of students taught Computer Studies with Learning Passport and conventional method after treatment, with the students exposed to Learning Passport performing higher than those who were taught with conventional method. This indicated that the Learning Passport had positive effect on students' performance in Computer Studies. The finding agrees with previous research indicating that online learning platforms can enhance academic performance when effectively implemented. This is in line with the finding from the study of Okereke and Akinyemi (2018) who found that students in

schools with better access to computer laboratory and high-speed internet achieved significantly higher marks in Computer Studies. The finding is also consistent with the submission of de Jesus et al (2025) who found that there were significant improvements after using the Learning Passport platform to teach the Simple Present Tense.

A comparison of the performance of male and female students taught with Learning Passport after treatment revealed no significant difference. This is an indication that gender has no influence on the performance of students in Computer Studies if appropriate strategy is used. This suggests the Learning Passport was equally effective for both genders, aligning with Oyemomilara (2019) who found that gender has no effect on students' performance in Computer Studies with the use of e-learning. This agrees with the findings of Oyemomilara and Ajayi (2025) who found that the use of e-learning for teaching Computer Studies enhanced the performance of students based on gender. The finding contradicts the findings of Akinyemi and Ebimomi (2020); Chikwendu and Okeke (2020) who found that gender has significant influence on students' competence in Computer Studies.

Conclusion

Based on the findings of this study it was concluded that the experimental and conventional groups were homogenous before the commencement of the treatment. The use of Learning Passport is more effective than conventional method in enhancing secondary school students' academic performance in Computer Studies. The study also established the effectiveness of Learning Passport in teaching Computer Studies. It was also found that gender has no significant influence on students' academic performance when Learning Passport was used for teaching Computer Studies.

Recommendations

Based on the findings of this study, it was recommended that:

1. The use of Learning Passport should be encouraged in secondary schools for teaching and learning Computer Studies so as to enhance the academic performance of students.
2. Government should ensure that computer laboratories in schools across Ekiti state are not just equipped with computer systems, but also provided with internet subscriptions to enhance the use of the Learning Passport by all teachers.
3. Curriculum planners should integrate the use of Learning Passport into the Computer Studies curriculum for secondary school students.
4. School administrators, teachers and parents should encourage the use Learning Passport for teaching Computer Studies in secondary schools across Ekiti State.

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