

MOCK EXAMINATION SCORES AS A PREDICTOR OF ACHIEVEMENT IN SENIOR SCHOOL CERTIFICATE EXAMINATIONS IN GEOGRAPHY IN NASARAWA STATE NIGERIA

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Abstract

The Purpose Of This Study Was To Determine The Extent To Which Students' Achievement In Geography At Senior School Certificate Examinations (ssce) Can Be Predicted From Their Mock Examination Scores In Nasarawa State Of Nigeria. The Design Of The Study Was Correlational Research. Two Research Questions And Hypotheses Were Formulated To Guide The Study. The Population Of The Study Consisted Of All The 16,356 Students In Senior Secondary Schools In Nasarawa State Who Wrote Mock And Ssce Geography In 2022. The Two Sets Of Records Used Were The Mock Examination Scores And Ssce Results. Through Stratified And Random Sampling Procedures, A Sample Of 422 Students Was Obtained From Six Senior Secondary Schools In The Three Senatorial Zones Of The State For The Study. The Researcher Developed Format Which Was Used For Obtaining The Students' Scores From Mock And Ssce In Geography. Correlation And Simple Linear Regression Statistical Techniques Were Used For Data Analysis. It Was Found That A Positive Linear Relationship Exists Between Students Mock And Ssce Scores. This Implies That Mock And Ssce Scores Are Changing In The Same Direction. Achievement At Ssce Geography Could Validly Predict From The Mock Examinations Scores. There Was A Significant Relationship Between Mock Examination Scores And Achievement At Ssce Geography For Students' In Public And Private Schools. It Was Concluded That There Was A Sufficient Proof That Students Who Performed Excellently Well In The Mock Examinations Equally Performed Well In The Ssce Geography. Based On The Findings And Conclusion, Recommendations Were Made Among Others That The Mock Examinations Organized By Nasarawa State Ministry Of Education Should Continue.

Keywords: Achievement, Geography, Mock Scores, Predictor, Senior School Certificate Examination

Introduction

In The Nigeria Educational System, Achievement At Any Level Is Crowned With Certification For Those Who Successfully Complete The Course Of Study. This Certification Can Be Achieved By The Administration Of End Of Year Examinations Which Are Summative Evaluations. These Summative Evaluations Are Usually In The Form Of Examinations. Senyefia (2017) Defined Examination As A Measure Of Sample Of Behaviour Which Is Used For Certification. There Are

Two Major Forms Of Examinations Taken In Nigeria. These Are Internal And External Examinations.

The Internal Examinations Are Examinations Conducted At The End Of The Year By Various Schools And The Results Are Used For Administrative, Guidance And Instructional Purposes Such As Promotion, Placement, And Award Of Prizes And So On (anikweze, 2013). The External Examinations On The Other Hand, May Be Conducted At The National Levels Or At The Regional Level By External Examination Bodies Which Include West African School Certificate Examinations (wasse), National Examinations Council (neco) Which Conducts Both The Senior School Certificate Examinations And The Basic Education Certificate Examinations (bece) For All Unity Schools In Nigeria; The National Business And Technical Examinations Board (nabteb), Which Also Conducts External Senior School Certificate Examinations For Business, Secretarial And Technical Schools; And The Joint Admissions And Matriculations Board (jamb) Which Conducts The Unified Tertiary Matriculation Examination (utme).

Adeyegbe (2013) Stated That These Tests Used By Various Examination Boards Are Often Better Developed Than The One Prepared By The State Or Teachers In The School Setting. Examinations, Both Internal And External, Such As Mock Examination And Senior School Certificate Examinations Are Used For Grading And Placement In The Education System. This Is To Ensure That Goals Of Secondary Education That Are Spelt Out In The National Policy On Education Are Achieved. The National Policy On Education Stipulates That Secondary Education Has, Among Others, The Following Goals.

To Provide All Primary School Leavers With The Opportunity For Education Of A Higher Level, Irrespective Of Sex, Social Status, Religious Or Ethnic Background, Provide Trained Manpower In The Applied Science Technology And Commerce At Such Professional Grades, Inspire Students With A Desire For Self-improvement And Achievement For Excellence And Raise Generation Of People Who Can Thing For Themselves, Respect The Views And Feelings Of Others, Respect The Dignity Of Labour, Appreciate Those Values Specified Under Our Broad National Goals And Live As Good Citizens (federal Ministry Of Education, 2013, P.11).

From The Foregoing, Secondary Education Is Very Imperative And Plays A Prominent Role Towards National Development And Manpower Training. According To The 9 – 3 – 4 System Of Education That Is Operational In Nigeria, The Senior Secondary Education Takes Three Years. That Is The Senior Secondary School Runs For A Period Of Three Academic Sessions. In The Senior Secondary School Level, Many Subjects Are Offered; They Include The Arts, Vocational, Commercial, Sciences And Social Sciences. Geography Is A Social Science Subject Which Is Offered At Senior Secondary Education Level (nlebem, 2011).

In Order To Achieve High In Geography At The Senior School Certificate Examination (ssce), The Federal Government Of Nigeria In The National Policy Of Education (frn, 2013) Has Paid Particular Attention To Geography At The Senior Secondary Education Level Curricular. It Is Necessary To Include Geography Subject In The School Curriculum Because Of It General Importance On The Development Of The Citizens. Geography Is Concerned With The Study Of Places And The Relationships Between People And Their Environments (peter, 2013). Geography Is A Major Academic Discipline That Explores Both The Physical Properties Of Earth`s Surface And The Human Societies Spread Across It. The Importance Of Geography Cannot Be Over-emphasized. Students Must Learn And Obtain A Credit Pass In Geography At The Senior Secondary School Level Before They Can Be Admitted To Higher Institutions To Study Geography Or Any Other Related Course (fme, 2013). As A Result Of This, There Is Need To Continue To Seek For Variables Such As School Type Which Would Improve Student's Mastery Of As Well As Achievement In The Subject.

It Is Observed That Students' Academic Achievement Is Becoming Worse In Public Secondary Schools. Many Parents Prefer To Enroll Their Children In Private Schools Where Better Academic Achievement Is Guaranteed For Their Children (ajawu, 2013). It Appears That Some Parents Believe That Their Children Cannot Perform Very Well Academically In Public Schools. To This End, Many Of Them Would Prefer To Register Their Children In Private Schools For Senior School Certificate Examinations To Enhance Better Academic Achievement. Private Participation In Education Could Be Substantiated As A Result Of Breakdown Of The Public School Ownership Structure And Void In The Educational Sector Due To Failing Level Of Infrastructure In Public Schools As Well As The Low Morale Of Public Schools' Teachers Caused By Lack Of Structural Welfare With Non-payment Of Salaries (alwasilah, 2012). The Breakdown Of The Public Educational Sector Which Reflects The Falling Standard Of Education In Nigeria With A Significant Effect On The Students' Academic Achievement Paves An Easy Intervention Of The Private Schools Which Serve As A Saving Grace For The Falling Standard Of Education.

Most Publicly-owned Schools Which Are Characterized By Failing Structures, Physically Dilapidated Buildings, Teachers With Outdated Information, Examination Malpractices, Lack Of Planning And Non-motivated Teachers May Have A Negative Effect On The Students' Academic Achievement As They May Not Be Able To Compete With Their Private Counterpart. This Assumption Is Non-conclusive On The Achievement Of The Public Schools' Students' As Some Still Shine Against All Odds Over Their Private Schools' Counterparts. It Appears Most Of The Public Secondary Schools Cannot Compete Favourably With Private Schools In Terms Of Students' Academic Achievement As A Result Of Their Inefficiency. It Is Against This Background That This Study Investigated The Relationship Between School Type And Students' Academic Achievement At Ssce Geography In Nasarawa State. In Order To Achieve High In Geography At The Senior School Certificate Examination (ssce), Adequate Preparations Are Given To The Students Prior To The Senior School Certificate Examination. Some Of These Preparations Include Intensive Coaching For The Students, And Sitting For The Mock Senior School Examination.

Mock-senior School Certificate Examination Is A Pre-requisite Examination Which Prepares Candidates For The Final Senior School Certificate Examination. Nlebem (2011) Posits That The Senior School Certificate Examination Is An External Examination And The Mock Examination Is Set After The Pattern Of The Senior School Certificate Examination. The Mock Senior School Certificate Examination Therefore An Examination That Make Mockery Of The Senior School Certificate Examination Or Made To Look Exactly In Content And Cognitive Requirements As The Senior School Certificate Examination (emmanuel, 2011). In Nasarawa State The Mock Examination Is Organized By The Department Of Educational Resource Centre (erc) , Ministry Of Education (moe) In Terms Of Setting The Question Papers While The School Principals And Teachers Take Care Of The Administration Of The Examination. Mock Examination, As A Trial Examination, Is Supposed To Be Selective, Predictive And Diagnostic In Nature (nlebem, 2011). Thus, Mock Examination, Being Predictive In Nature Can Be Used For Predicting The Students Who Will Succeed In Further Academic Endeavours. It Also Prepares The Final Year Students In Readiness For The External Examinations. The Examination Is Administered To Students Towards The End Of The Second Term Of Senior Secondary Three (ss3) Level When Students In This Class Are Expected To Have Covered The Stipulated Syllabus. The Performance Of Students In Mock Senior School Certificate Examination Is An Important Indicator Or Factor That May Relate To Overall Achievement Of Students In Senior School Certificate Examinations.

The Ssce Is A Final Examination Organized By The Waec And Neco For Students Who Have Gone Through A Six-year Secondary Education Programme. The Examinations Are Sat For In Various Schools Approved By The Councils. The Question Papers For The Examinations Are Standardized For National And Regional Application And So Possess Inherent Validity In Terms Of Appropriateness For The Level Of Candidates And In Terms Of Comprehensiveness With Regard To

The Curriculum. The Examinations Are Supervised By Experienced Educationists, Marked By Qualified Subject Teachers And Moderated By Experts In Relevant Field Of Specialization. Therefore, The Results Of Examinations Are Believed To Be Valid And Authentic. Evidence Abounds To Show That Students' Achievement At Ssce Geography In Nasarawa State Has Not Been Encouraging. The Analysis Of Ssce Results Made By Nasarawa State Ministry Of Education In 2020 Shows That 36.54% Students Obtained Credit And Above In Geography. While In 2021, 39.42% Of Students Got Credit And Above. Under Normal Conditions A Student Who Scored High In Mock Should Equally Scores High In Ssce.

The General Assumption Is That High Achievement In Mock Is A Good Prediction For Achievement In Ssce. That Is Mock Scores Give The Opportunity For Correct Decision Making And Prediction Of The Students' Future Achievement In Ssce. However, The Predictive Validity Of Mock Scores In Courses Needs To Be Established To Reinforce The Confidence To Be Reposed On Continued Use Of Mock Examinations. Ukozor And Okorie (2022) Found In Their Study That Students In Private Schools Perform Significantly Better Than Students In Public Schools' Counterparts In Mathematics, But Akani (2019) Affirmed That School Type Has Little Or No Effect On Students' Academic Achievement In Mathematics. The Un-standardized Nature Of Mock Examinations Administered By State Ministry Of Education May Affect The Students' Academic Achievement At Ssce Geography In Nasarawa State. There Is The Need To Investigate, If There Is A Significant Relationship Between Mock And Ssce Geography In This Locus. Moreover, It Is Expected By Various Teachers And Schools That A Student Who Performed Well In Mock Examination Should Also Do Well In Ssce. The Need To Verify These Assumptions Necessitates This Study To Determine The Extent To Which Mock Scores Could Predict The Future Achievement Of Students At Ssce Geography In Nasarawa State Of Nigeria.

Statement Of The Problem

The Achievement Of Students In The Senior School Certificate Examination In Geography Has Not Been Encouraging. For Instance, Only 36.54% Of The Total Number Of Students Who Sat For Ssce Geography In 2020. While In 2021 Only 39.42% Obtained Credit And Above. This Poor Academic Achievement Of Students In The Senior School Certificate Examination Has Raised Doubt Whether Students' Scores In Mock Senior School Certificate Examination Have Any Relationship With Their Scores In Senior School Certificate Examination. Expectedly, The Scores In Senior School Certificate Examination Should Be Predicted From The Scores In Mock Senior School Certificate Examinations. This Is Because The Mock Senior School Certificate Examination Is Seen As An Effective Tool Towards Preparing Students For External Examination Such As The Senior School Certificate Examination. Therefore, This Study Examined How Effective The Mock Senior School Certificate Examination Adequately Prepares Students For Senior School Certificate Examination. This Implies That A Student Who Made An "a" Grade In Mock Senior School Certificate Examination Should Make At Least A "b" If Not An "a" In The Senior School Certificate Examination. It Therefore, Becomes Very Imperative To Carry Out The Study On The Predictive Validity Of Students Scores In Mock Senior School Certificate Examination For Senior School Certificate Examination Scores In Geography.

Previous Studies Have Questioned The Predictive Validity Of Tests Developed By The State Ministry Of Education Such As Mock Senior School Certificate Examination. It Is Believed That These Tests Have Poor Or Inadequate Psychometric Properties Such As The Difficulty Index, Discrimination Index, Distractor Effectiveness, Reliability And Validity Coefficient. Since These Tests Are Suspected To Be Poor In Psychometric Properties, It Became Necessary To Ascertain Whether Mock-senior School Certificate Examination Scores Significantly Predict The Senior

School Certificate Examination Scores In Geography Among Students In Nasarawa State. To What Extent Do Variable Like School Type Relate To Predictive Validity Of Geography Mock-senior Certificate Examination Scores For Senior School Certificate Examination Scores? Would It Be Logical To Assume That Those Who Performed Well In Mock-senior School Certificate Examination Could Equally Do Well In The Senior School Certificate Examination? This Study Was Intended To Answer These Questions To See What The Outcome Would Be. Specifically, The Thrust Of The Study Was To Investigate The Mock-examination Scores For Predicting Students' Academic Achievement At Ssce Geography In Nasarawa State.

Purpose Of The Study

The Purpose Of This Study Was To Determine The Predictive Validity Of Mock Examination Scores In Geography On Achievement At Senior School Certificate Examination (ssce). Specifically, This Study Sought To:

- I. Determine The Predictive Validity Of Mock Examination Scores And Students' Academic Achievement In Ssce Geography
- ii. Establish The Relationship Between Mock Examination Scores And Academic Achievement In Ssce Geography For Students In Public And Private Schools

Research Questions

In Order To Achieve The Purpose Of The Study, The Study Answered The Following Research Questions.

- I. What Is The Predictive Validity Of Mock Examination Scores And Academic Achievement Of Students In Ssce Geography?
- ii. What Is The Relationship Between Mock Examination Scores And Academic Achievement In Ssce Geography For Students In Public And Private Schools?

Hypotheses

The Following Hypotheses Where Tested In This Research Work At The 0.05 Level Of Significance.

- I. The Mock Examination Scores Do Not Significantly Predict The Corresponding Scores In Ssce Geography.
- ii. There Is No Significant Relationship Between Mock Examination Scores And Ssce Geography Scores For Students In Public And Private Schools

Methodology

The Research Design Adopted In This Study Was Correlational Design. Correlation Research Design Attempts To Analyse Mutual Relationship Between Two Or More Entities From The Same Group Of Subjects Looking For Relationship On Which To Base Prediction (emaikwu, 2013). This Study Was Set To Investigate The Relationship Between Mock Examination And Ssce Geography Scores And Whether The Ssce Scores Can Be Predicted From The Mock Examination Scores.

The Population For The Study Consisted Of 16,356 Students (public Schools 10200 And Private Schools 6156 Students) In 220 Senior Secondary Schools (public 140 And Private 80) In Nasarawa State Who Wrote Mock And Ssce Geography In 2022 (state Ministry Of Education, 2022).

A Sample Of 422 Students Were Selected For The Study. Stratified And Random Sampling Techniques Were Employed To Select Schools For The Study So That Every School Had An Equal Chance Of Being Selected. Emaikwu (2013) Stated That A Stratified Random Sampling Is The Process Of Dividing A Population Into Strata Or Sub-populations. After The Population Has Been Divided Into Strata, Samples Are Selected Randomly From Each Stratum. At The First Stage, Local Government Areas In The Three Senatorial Districts Of The State (south, North And West) Were

Grouped Together And One Local Government Area Was Selected From Each District. Schools In Each Sampled Local Government Area Were Divided Into Strata According To School Type (public And Private) From Which Two Schools (one Pubic And One Private) In Each Local Government Area Were Randomly Selected Through Lucky Dip. Hence, Six Schools With Total Number Of 422 Students Emerged As Sample For The Study. Two Hundred And Sixty Two Were From Public Schools. While One Hundred And Sixty Were From Private Schools Respectively.

The Instrument For Data Collection Consisted Of A Format That Was Developed For Extracting The Scores Of The Selected Students In Mock And Ssce Examinations. The Format Known As Profoma Indicates Columns For Name Of School, Serial Number, School Type, Mock Scores (predictor) And Ssce Scores (criterion) In Geography.

Face Validity Was Obtained For The Data Collection Instrument By Subjecting It To The Critical Appraisal Of Experts In Research Methods, Measurement And Evaluation In Federal University Of Lafia And Nasarawa State University Keffi. Their Comments Assisted In Refining The Instrument For Appropriateness And Precision. Reliability Was Built Into The Instrument By Ensuring Only Needed Information Were Recorded In The Format. Furthermore, The Instrument Personally Used By The Researcher Thereby Eliminating Any Possibility Of Misapplication And Errors In Documentation Since These Were Controlled By Ensuring That The Researcher Was In The Best Of Mood During Data Collection Exercise.

Results

Research Question One

What Is The Predictive Validity Of Mock Examination Scores And Academic Achievements Of Students' In Ssce Geography?

The Corresponding Hypothesis Is Mock Examination Scores Do Not Significantly Predict The Corresponding Scores In Ssce Geography.

Table 1: Correlation And Simple Linear Regression Of Students' Mock Scores, And Their Scores

Parameter	Value
N	422
Regression slope	0.33
Constant/Intercept	2.16
Regress Equation	$Y = 2.16 + 0.33x$
Correlation	0.368
SE	1.609
CD (r^2)	0.136
P-value	.000

Table 1 Shows The Structured Straight Line Regression Equation Relating Students' Mock Scores And Their Scores In Ssce. The Regression Equation Was $Y = 2.16 + 0.33x$. An Examination Of The Slopes Of X (mock) Was Positive Which Implies A Positive Leaner Relationship Between The Dependent Variable Y (ssce) And Independent Variable X (mock). It Therefore Means That As The Scores On The X Variable Increase, The Scores On The Y Variable Tend To Increase. This Has Answered Research Questions One, What Is The Predictive Validity Of Mock Examination Scores And Academic Achievement Of Students In Ssce Geography.

The Correlation Coefficient Was 0.368 Which Was Positive. This Indicates That There Is A Positive Relationship Between Students' Mock Scores And Their Scores At Ssce. The Coefficients

Of Determination (r^2) Was 0.136 And P-value Was .000. Since The P-value Was Less Than 0.05 The Prediction Is Significant At The 5% Level Of Significance. The Null Hypothesis Was Rejected. The Decision Is That Achievement At Ssce Geography Can Be Made From Mock Scores.

Research Questions Two

What Is The Relationship Between Mock Examinations Scores And Academic Achievement In Ssce Geography For Students In Public And Private Schools?

The Corresponding Hypothesis Is There Is No Significant Relationship Between Mock Examination Scores And Ssce Geography Scores For Students In Public And Private Schools.

Table 2: Correlation Coefficient And Calculated P-value Of Mock And Ssce Geography

School	N	R	p-value
Public	262	0.361	.000
Private	160	0.297	.000

Table 2 Shows Correlation Coefficient And Calculated P-values Of Mock And Ssce Geography Of Students In Public And Private Schools. The Calculated Correlation Coefficients Values Were 0.361 And 0.297. This Implies That There Is A Positive But Low Correlation Between Mock And Achievement At Ssce Geography Students In Both Public And Private Schools. This Has Answered Research Question Two: What Is The Relationship Between Mock Examination Scores And Academic Achievement In Ssce Geography For Students In Public And Private Schools? The P-values Were .000 And .000. Since The P-values Are Less Than 0.05, The Correlation Co-efficient Is Significant At The 5% Level Of Significance. Hence, The Null Hypothesis Was Rejected And The Decision Is That There Is A Significant Relationship Between Mock Scores And Ssce Scores For Geography Students In Both Public And Private Schools.

Discussion

This Finding In Table One Revealed That There Was Positive Linear Relationship Between Mock And Ssce Scores In Geography. This Implies That Achievement In Ssce Geography Could Be Made From The Mock Examination Scores. This Finding Agreed With The Findings Of Ukozor And Okorie (2022) Who Investigated The Predictive Validity Of Mock Examination Scores And The Performance Of Students In Senior School Certificate Examination Mathematics In Imo State And Found That There Is A Statistically Significant Relationship Between Mock Scores And Ssce Scores Of Students In Mathematics In Imo State. Achievement At Ssce Can Be Predicted From Mock Scores. The Finding Of This Study Is Also In Agreement With The Findings Of Akani (2019) Who Studied The Predictive Validity Of Mock Examination And Students' Achievement In Ssce Mathematics In Lagos State. Akani Found That Achievement In Ssce Mathematics Can Be Predicted Conveniently From Mock. This Study Also Agreed With The Study Of Ojaleye And Ebeh (2012) That Found A Significant Relationship Between Mock And Ssce Geography And That Mock Examination Is A Good Predictor Of Students' Achievement At Ssce. The Finding Of This Study Disagreed With The Findings Of Falaye And Afolabi (2010) Which Conducted A Study To Find Out Whether There Was Any Significant Relationship Between The Performance Of Students In Mock And Their Achievement At Ssce In Osun State. The Study Revealed That The Overall Performance In Mock Across The Six Subjects Investigated Was A Poor Predictor Of Ssce Achievement. The Reason For Contradictory Findings In Respect Of Level Of Students' Academic Achievement Might Be Connected With The Variation In Sample Used. The High Predictive Validity By This Study Might Be Attributed To Some Factors Outside The Scope Of The Study. These May Include High

Parental Involvement In School Administration, Good Motivation Of Teachers, Students' Hard Work, Good Supervision Of Teachers Among Others.

Another Factor That May Have Influenced The Present Result Was Mentioned By Akani, (2019). Akani Suggested That Classrooms Teachers Have The Technical Knowhow For Constructing Valid Assessment Instruments. Teachers Normally Contribute Questions For Examination And Such Questions Follow The Objectives Of Teaching In A Meaningful Fashion. Akani Further Stated That Classroom Teachers Generally Write Good Test Items And Construct Multiple Choice Items Well. From The Findings Of This Study, It Could Be Deduced That The Mock Examinations Organized By The State Ministry Of Education Were Reasonably Valid And Reliable. The Positive Linear Relationship Implied That Both The Mock Examination And Ssce Were Of Identical Content Validity. This Could Be More So That The Two Examinations Are Based On The Same Syllabus.

This Study Agrees With The Study Of Ukozor Et Al. (2022) That A Significant Relationship Exists Between Mock Examination And Achievement In Ssce Geography For Students In Both Public And Private Schools. The Significant Relationship In Performance Of Students In Private And Public Schools Indicated That Facilities In Both Private And Public Are The Same. The Relationship In The Performance Of Students In Both Public And Private Schools May Be Due To Other Factors That Could Enhance Achievement In Terms Of Teaching And Learning Conditions. The Presence Of Significance Relationship Between Mock And Ssce In Public Owned Schools Could Be Attributed To Good Environmental Structures, Learning Facilities, Planning And Teacher's Motivation That Have A Positive Effect On The Students' Academic Achievement As They Were Able To Compete With Their Private Counterpart As Suggested By Ojaleye Et Al. (2012). This Finding Implies That Whether A Student Attends Public Or Private School Does Not Make A Difference In His Academic Achievement. It Can Be Inferred From The Findings That The Allegation That Students In Private Schools Performed Better Than Those In Public Schools Was Not Supported By This Study.

Conclusion

Based On The Findings Of The Study, The Following Conclusions Were Drawn:

- I. The Nasarawa State Mock Examination Is Positively Related To The Achievement In Ssce Geography. Student's Mock Scores And Their Scores In Ssce Geography Arechanging In The Same Direction. This Implies That A Student Who Performed Well In Mock Examination Equally Did Well In Ssce Geography. The Nasarawa Sate Mock Is A Good Prediction Of Students' Achievement In Ssce Geography.
- Ii. Mock Examination Is An Effective Strategy That Prepares Students Towards Ssce Geography. It Helps Students To Pass Ssce Geography,
- Iii. School Type Is Significant Factor In Determining The Relationship Between Mock And Achievement At Ssce Geography.

Recommendations

Based On Findings And Conclusions Of This Study, The Following Recommendations Were Made:

1. The Mock Examinations Organized By The Nasarawa State Ministry Of Education Should Be Continued Since Achievement In Ssce Geography Can Be Made From Mock Examinations Scores.
2. Mock Examination Should Be Made Compulsory For Students Intending To Sit For Ssce, Since It Has Been Found To Be Helpful To The Students.
3. Secondary School Graduates Who Are Seeking For Employment In Nasarawa State Should Use Mock Results Before The Release Of Ssce Results.

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