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Mock Mathematics examination as a predictor of the GCE performance in Ordinary Level Mathematics in Fako Division, South West Region of Cameroon

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Abstract

Mathematics is a compulsory subject for all candidates at the Cameroon General Certificate of Education Examination (GCE). This study sought to investigate the use of mock Mathematics examination as a predictor of the GCE performance in Ordinary Level Mathematics in Fako Division, South West Region of Cameroon. The study used the correlation research design. The target population of this study comprised of all candidates who wrote the 2019 session of the mock GCE and the GCE Ordinary Level in mathematics examination and all the mathematics teachers in the schools. The accessible population consisted of all internal candidates who sat for both the mock and the GCE. Five (5) schools were purposively selected and a sample of 185 students and 33 mathematics teachers were drawn for the study. The data collection instruments were document analyses and a questionnaire. Descriptive statistics used

frequency counts and percentages, mean scores and standard deviations to answer the research questions. Inferential statistics used correlation analyses to test the degree of relationship between mock and GCE and regression analyses to predict GCE results given mock results (y on x). The study found that there was a significant relationship between students' academic performance in mathematics at the mock and at the GCE 2019 (adjusted $r^2 = .249$). Also, students' academic performance in ordinary level mathematics GCE results can be effectively predicted from the mock results using the regression line $y = 0.47x + 1.05$. It is therefore recommended that mock O/L mathematics examination should undergo some process of standardization to be an effective predictor of GCE Ordinary level performance in mathematics in Cameroon.

Keywords: Mock Mathematics examination, predictor, GCE performance in Mathematics, Secondary Schools in Fako Division, Cameroon

Introduction

The competences gained in the study of mathematics are widely used in all spheres of human life. Mathematics plays a key role in shaping how individuals deal with the various spheres of private, social, and civil life (Anthony & Walshaw, 2009). This justifies why the subject is compulsory to all students who go through basic and secondary education in Cameroon. Mathematics is therefore a core subject at these levels of education in Cameroon. It is regrettable, therefore, that in the contemporary times many students struggle with mathematics and perform abysmally low in their continuous and summative evaluation. According to the Chief Examiner's Report of 2007 in Cameroon, students' performance in mathematics at the secondary and high school levels have not been encouraging for a long time. Candidates are reported to exhibit poor understanding of mathematical concepts, lack problem-solving techniques and are unable to form the appropriate mathematical models which could be tackled with the requisite skills. It has also been realized that many students have developed negative attitude towards the study of mathematics as a result of mass failure of students in the subject. The success in learning mathematics is contingent on the myriad of factors like school, classroom, peer influence, student and teacher factors. The concept of examinations in mathematics is embedded in the last stage of curriculum process, which is evaluation. Evaluation in itself consists of two processes which are measurement and assessment. Measurement involves assigning numerals (scores) to objects or events according to set rules. It is a process of obtaining a numerical description of the degree to which a learner possesses a particular attribute. Evaluation gives a qualitative description of the behavior under study while measurement gives the quantitative description of the said behaviour. Evaluation is a much more inclusive term than measurement because evaluation goes ahead to give value judgments (grades) concerning the desirability of the results. Evaluation is therefore a systematic process of collecting, analyzing and interpreting information to determine the extent to

which learners are achieving instructional objectives. Assessment is the process that involves the collection of meaningful information to understand and help learners cope with the learning situation. It is the process of developing images, making decisions, and checking hypotheses about another person's behaviour in interaction with the environment. Assessment subsumes an evaluation of the cognitive, affective and psychomotor skills (Denga, 2003) [3].

Examinations in mathematics are more specific in that they are used to determine the achievement made in the subject with respect to instruction, course content, a unit of study, or objectives outlined in the syllabus. This is the case with the Mock General Certificate of Education Examination (Mock GCE) and the General Certificate of Education Examination (GCE). When the comparison between real outcome and expected outcome(s) is made, the result is referred to as feedback. In measurement and evaluation, feedback is the basis on which decision making with respect to what aspects need to be refined in the curriculum and instruction is made (Denga, 2003) [3].

In Cameroon, students' performance in mathematics has been a serious call for concern. Reports show that absenteeism in GCE Ordinary level mathematics is still very high though candidates have been warned against absenting from compulsory subjects which are Mathematics, English Language and French Langue. Also, mathematics registered the worst results in 2013 (15.10%), 2014 (9.40%), 2015 (12.40%), and 2016 (8.34%) out of the seventeen subjects written at the O/L. The CGCE Board and the educational authorities continue to be resolute that every candidate must score a certain minimum mark during its examination rather than stay away from it (Anyi, 2021) [2].

Statement of the problem

Mock examination has remained one of the examinations used to determine the level of preparedness of students for GCE O/L in mathematics by the various schools in Cameroon. Despite this, the perennial alarming rates at which students fail the GCE in mathematics at the Ordinary Level calls for attention and contemplation. Investigations from schools have shown that some students passed mathematics mock examination and failed the GCE in mathematics. Some fail woefully in the mathematics mock examination and pass the GCE while some fail both the mock and the GCE or pass in both the mock and the GCE. The question is, how valid and reliable is the content and standard of the mock examination questions for the students?

Some researchers have associated good performance in mathematics in the GCE with the good mock performance at both the Ordinary and Advance levels. They say that mock results in mathematics act as a wake-up-call to those students who are not studying hard in readiness for the final examination. This follows the common saying that, "*Failing to prepare is preparing to fail*". The researchers added that mock results give a student their first experience of a state examination. This experience is ultimately the real benefit for a student who sits for the mock examinations in mathematics and other mathematical sciences.

Mock examinations in mathematics and other mathematical sciences are diagnostic evaluations which teachers use to find out students' persistent or recurring learning difficulties

that are left unresolved by the corrective prescriptions of formative evaluation. Its primary objective is to determine the causes of learning problems for effective planning and remedial action. Therefore, teachers identify the problem areas in the syllabus and carry out revision by solving as many problems as possible in those areas coupled with additional examination tips well ahead of the summative examination. This diagnosis form mock examinations and the remediation actions help to motivate learners and prepare them better for the GCE examinations in mathematics.

On the other hand, some researchers say that mock examinations in mathematics only come to add to already overloaded second term with a lot of co-curricular activities. They argue that mock examinations cause stress to students and unnecessary expenditure which is often passed on to poor parents. They also argue that mock examinations in mathematics cause horror to students and are of absolutely no significance. According to these researchers, mock examinations in mathematics are a waste of time and resources. To them, the organization of the mock GCE examination in mathematics is a waste of educational resources of time, money and energy that would have been beneficially employed in other aspects of education. Similarly, other argues that mock examinations in mathematics and the mathematical sciences are Stochastic Aptitude Tests (SAT) which predict college performance among students. Hence, many students who did not do well in the mock in mathematics expressed fear that the mock performance would be used to determine their grade in the final year.

From these studies, the findings have conflicting stand points in relation to validity, reliability, usefulness and mock's predictive ability to GCE. It is based on such contradictory research findings on the predictive ability of mock on GCE examinations that this problem is posed as a question: To what extent does the use of mock performance in mathematics predict students' performance in GCE Ordinary Level mathematics examination in Fako Division in Cameroon.

Objectives of the study

The main objective of this study was to investigate Mock Mathematics examination as a predictor of the GCE performance in Ordinary Level Mathematics in Fako Division, South West Region of Cameroon.

Specifically, the study sought to find out;

1. The relationship between students' academic performance in ordinary level mathematics at the mock and GCE examinations.
2. The extent to which one can effectively predict a student's academic performance in mathematics at the GCE from the mock performance.

Research questions

The following research questions were used to guide the study:

1. What is the relationship between students' academic performance in ordinary level mathematics at the mock and GCE examinations?
2. To what extent can one effectively predict a student's academic performance in ordinary mathematics at the GCE from the mock performance?

Hypotheses of the study

The above stated research questions were transformed into the following research hypotheses and tested at $p < 0.5$ level of significance.

Specific hypotheses

Ho₁: There is no significant relationship between students' academic performance in mathematics at the mock and GCE examinations.

Ho₂: Mock mathematics performance is not a predictor of GCE ordinary level mathematics performance.

Justification of the study

Mooney (2006) argues that mock is a waste of time and has no value being done. Murray (2010) says that mock serves as a wakeup call for candidates. Such research findings are confusing and no such research is known in Fako Division, South West Region of Cameroon. It is based on such confusion research findings that there is a need to establish the relationship between mock and GCE performances in Fako Division, South West Region of Cameroon. This study is intended to provide an informed finding as to whether or not mock performance has a relationship and can predict students' performance in mathematics at GCE examinations in Fako Division, South West Region of Cameroon.

Research design

This study used the correlation survey design. Survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. A correlation survey design is a strategy in which the researcher seeks to assess the degree of relationship between two or more variables (Nworgu, 1991^[8]; Kisilu & Tromp, 2006). Correlation survey design was adopted because the study sought to establish whether there is a relationship between mock and GCE performances in mathematics in Fako Division, South West Region of Cameroon.

Area of the study

The study was carried out in Buea Sub Division found in the South West Region of Cameroon. The town is located on the eastern slopes of Mount Cameroon, and has an estimated population of above 200,000 inhabitants with the population of male standing at 49 percent (98,000) and that of female approximately 51 percent (102,000) in 2005. About 150,000 people live in Buea Municipality (including towns of bokwango, Muea, Likomba, Bomaka, Buea, Tole, Mile 16 (Bolifamba), Mile 17, Mile 15, Mile 14 (Dibanda), Bova, Bojongo, Likomba, Buea, Great Soppo, Molyko, Bwitingi, Mile 18 and rounding villages. According to the information from the Buea municipal council; the Buea municipality has a surface area of 870Sq.Km, 67 villages, four districts identified urban paces as per outline criteria (Buea station, Soppo, Molyko, Mile17 and Muea). It is a highly complex community caught between a blend of urban, semi urban, rural and traditional settings with equatorial climate, temperature is moderate with slight seasonal variation (raining and dry season). Buea has moderate economy with agricultural, administrative, business, tourism, and the financial sector taking the central stage of the town.

The Bakweri language is equally spoken by the natives is equally written and documented. English and French languages are the two officials' languages used for

generation interaction while pidgin is the lingua franca. Literacy rate is on the rise with some 60-75% of the youths having access to education. Buea host the University of Buea, Cameroon's first Anglo-Saxon University and several institutes of learning. Sources at the council say over 7,000 people migrate into the municipality each year for the following reasons: academic and research activities, professional and administrative services, business and commercial activities, jobs and lively hood search into the urban space, tourism, sports, leisure activities, agriculture due to the conducive climate and fertile soil.

Population of the study

A population is defined as the aggregate of objects or individuals having one or more characteristics in common that are of interest to the researcher and where influences are made in sampling study (Amin, 2005)^[1]. The population of the study comprised of all form five students and all the mathematics teachers from all secondary schools in Fako Division for the academic year 2019.

The target population of this study comprised of all candidates who wrote the 2019 session of the mock GCE and the GCE ordinary level in mathematics including all the mathematics teachers in the schools. The accessible population constituted internal candidates who sat for the mock GCE and the GCE and the mathematics teachers who taught form five during the 2019 session. It was therefore from this accessible population that a sample was drawn for this study.

Sample and sampling techniques

The purposive sampling technique was used to select five schools comprising government, confessional and lay private institutions that took both the mock and GCE examinations in the year 2019. Hence, mock and GCE results for 185 students in 2019 were collected from official documents and 33 mathematics teachers were also purposively sampled. The results of all the candidates who failed in both the mock and GCE examinations were eliminated from the study while the results of those who passed in one or both examinations (185 candidates) were used.

Instruments for data collection

The main instrument for data collection was document analysis consisting of mock mathematics results and GCE ordinary level mathematics results for the 2019 session collected from Presbyterian Comprehensive High School-Buea, Summerset Comprehensive High School-Buea, Baptist High School-Buea, Government High School-Buea Town, and Bilingual Grammar School-Molyko Buea.

The researchers made use of a questionnaire which was carefully designed for collecting data in accordance with the specifications of the research objectives and research questions. The questionnaire was a 4-point Likert scale type used to measure mathematics teachers' opinion on mock GCE performance as a correlate to GCE performance in Buea Sub Division.

Validity and reliability of research instrument

Validity is the degree to which results obtained from the data actually represents the phenomena under investigation (Orodho, 2009). The questionnaire was given to three experts who scrupulously read through the instrument and

made valuable inputs in terms of language, sequence, and relevance of items to the objectives of the study.

Reliability is the consistency by which an instrument measures what it was intended to measure (Amin, 2005) [1]. A trial testing was conducted using the questionnaire in two schools which were not included in the sample. The Cronbach Alpha reliability coefficient ($\alpha = 0.75$) showed that the instrument was valid and reliable for the study.

Administration of the instrument

Copies of the questionnaire were taken to the schools by the researchers and administered to the mathematics teachers. The respondents who had difficulties in some items on the questionnaire were given clarifications. The copies of the questionnaire were collected to ensure 100% return rate.

Procedure for data analysis

Data collected from document analyses and the questionnaires were analyzed using statistical packages for social sciences (SPSS). Descriptive statistics used were frequency counts, percentages, means scores and standard deviations to answer the research questions. Inferential statistics used were correlation and regression analyses to test the relationship between mock results and GCE results and the ability of mock to predict GCE performance in Fako Division (y on x). In this respect, Pearson product moment correlation was used to analyze the data relating to hypothesis one while the regression analyses were used to analyze the data to test the second hypothesis.

Data presentation and findings

In line with the practice of the Cameroon General Certificate of Education Examination Board (CGCEB) and for the purpose of this study, a failed grade was assigned no point (F = 0), C = 1 point, B = 2 points and A = 3 points. The table below presents the Ordinary Level mock GCE mathematics result statistics for the 2019 session.

Table 1: O/L Mock GCE Mathematics result statistics for the 2019 session

Grade	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F	34	18.4	18.4
	C	108	58.4	76.8
	B	34	18.4	95.1
	A	9	4.9	100.0
	Total	185	100.0	100.0

From the 185 students' results obtained from the mock GCE mathematics for 2019, 34 (18.4%) were graded F (Failed), 108 (58.4%) were graded C, 34 (18.4%) were graded B, and only 9 (4.9%) were graded A. The table below presents the Ordinary Level GCE mathematics result statistics for the 2019 session for the same candidates.

Table 2: GCE Mathematics result statistics for the 2019 session

Grade	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F	4	2.2	2.2
	C	92	49.7	51.9
	B	68	36.8	88.6
	A	21	11.4	100.0
	Total	185	100.0	100.0

From the same 185 students' results obtained from the GCE mathematics for 2019, 4 (2.2%) were graded F (Failed), 92

(49.7%) were graded C, 68 (36.8%) were graded B, and 21 (11.4%) were graded A. Analyses from the two tables above show that there was a remarkable improvement in the GCE results by percentage pass and quality from the mock GCE results in mathematics. This improvement might be associated to the candidates' consciousness that they were facing a very important examination in a major subject, the fact that they were mocked and had to sit up, and the remediation classes organized after the diagnostic examination by their teachers.

Decision rule: Mean, $\bar{x} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$

Respondents accept or agree with the opinion expressed in the items of the questionnaire if the mean score is 2.5 and above. Otherwise, they reject or disagree.

Research question one: What is the relationship between students' academic performance in ordinary level mathematics at the mock and GCE examinations?

The table below presents the questionnaire analyses from the respondents on the relationship between students' academic performance in ordinary level mathematics at the mock and that at the GCE in 2019.

Table 3: Respondents Opinion on the Relationship between Students' Academic Performance in Ordinary Level Mathematics at the Mock and that at the GCE

S. No	Items	\bar{x}	S	Dec.
1.	O/L mathematics mock exams determine GCE results.	3.51	0.62	A
2.	Tested items in the O/L mathematics mock come in the GCE.	3.45	0.62	A
3.	O/L mathematics mock exams are usually tougher than the GCE.	2.76	0.83	A
4.	O/L mathematics mock results cause students to relax during GCE preparation.	2.64	0.96	A
5.	Effective O/L mathematics revision after mock always leads to better GCE results.	2.97	0.77	A
6.	Completion of O/L mathematics syllabus after the mock always leads to better GCE results.	3.21	0.74	A
7.	An O/L mathematics teacher always displays a personal, approachable touch with their students after mock.	2.82	0.58	A
8.	The O/L mathematics mock examination is accorded the same format and conditions as there are in the GCE.	3.30	0.85	A
9.	Mock examinations administered to students towards the end of the second term when those classes have covered their examination syllabus.	2.85	0.76	A
10	Conditions under which mock examination in mathematics are done is striker than the GCE.	2.45	1.00	D
	Mean Response Score	3.00	0.77	A

\bar{x} = mean scores = standard deviation Dec. = Decision A = Accept D = Disagree

The respondents opined that there is a strong relationship between students' academic performance in ordinary level mathematics at the mock and at the GCE ($\bar{x} = 3.00 \pm 0.77$).

Ho1: There is no significant relationship between students' academic performance in mathematics at the mock and that at the GCE.

The table below presents the analyses on the relationship between students' academic performance in ordinary level

mathematics at the mock and at the GCE in 2019. To what extent can one effectively predict a student's academic performance in ordinary mathematics at the GCE from the mock performance?

Table 4: Data on the Relationship between Students' Academic Performance in Ordinary Level Mathematics at the Mock and that at the GCE

		Mock results	GCE results
Mock results	Pearson Correlation	1	.503**
	Sig. (2-tailed)		.000
	N	185	185
GCE results	Pearson Correlation	.503**	1
	Sig. (2-tailed)	.000	
	N	185	185

** . Correlation is significant at the 0.01 level (2-tailed).

In the table above the Pearson product moment correlation analysis ($\Gamma_{xy} = .503^{**}$, $p < 0.01$ level of significant) shows that there was a significant relationship between students' academic performance in mathematics at the mock and that at the GCE 2019.

Research question two: To what extent can one effectively predict a student's academic performance in ordinary mathematics at the GCE from the mock performance?

The table below presents the questionnaire analyses from the respondents on the effective prediction of students' academic performance in ordinary mathematics at the GCE from that at the mock.

Table 5: Respondents Opinion on the Effective Prediction of Students' Academic Performance in Ordinary Mathematics at the GCE from that at the Mock

S. No	Items	\bar{x}	S	Dec.
1.	There is a high positive linear correlation between the grades in Mock O/L mathematics and the GCE exam.	3.7	0.53	A
2.	Students' scores in the GCE can be highly predicted using their mock scores.	3.36	0.82	A
3.	O/L mock in mathematics is highly selective, predictive and diagnostic in nature as the GCE exam.	3.10	0.63	A
4.	Mock O/L mathematics exam is a great wake-up call to the underperforming students.	3.18	0.68	A
5.	Mock O/L mathematics examination undergoes a great process of standardization as the GCE	2.7	0.85	A

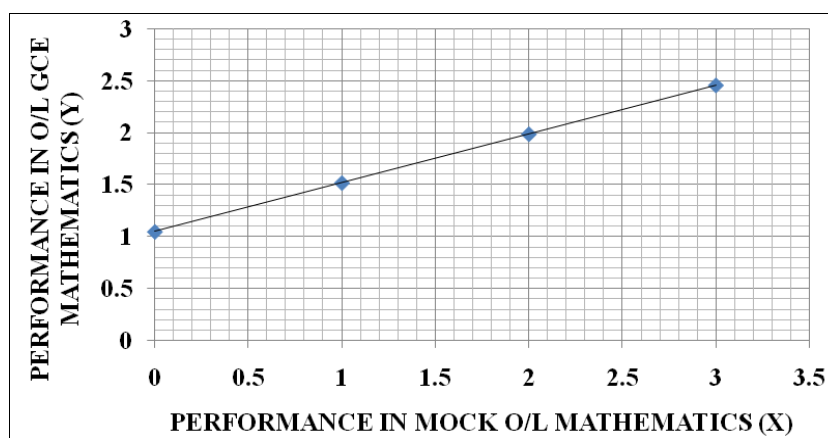


Fig 1: Regression line showing the Prediction of Students' Academic Performance in Ordinary Level Mathematics GCE Results (Y) from the Mock Results (X)

	exam.			
6.	O/L Mock mathematics examination covers the whole syllabus as the GCE exam.	2.91	0.91	A
7.	Those students who perform well in the mock also perform well in the GCE.	2.73	1.07	A
	Mean Response Score	3.10	0.78	A

\bar{x} = mean scores = standard deviation Dec. = Decision A = Accept D = Disagree

The respondents opined that students' academic performance in ordinary mathematics at the GCE can be effectively predicted from that at the mock ($\bar{x} = 3.10 \pm 0.78$).

Ho2: Mock mathematics performance is not a predictor of GCE ordinary level mathematics performance.

The table below presents the analyses on the prediction of students' academic performance in ordinary level mathematics GCE results from the mock results.

Table 6: Data on the Prediction of Students' Academic Performance in Ordinary Level Mathematics GCE Results from the Mock Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503 ^a	.253	.249	.62341

a. Predictors: (Constant), mock results

In the table above the regression analyses shows that students' academic performance in ordinary level mathematics GCE results can be effectively predicted from the mock results. It also reveals that the mock 2019 exam contributed 25.3% ($R^2 = 0.253$) of the students' academic performance in ordinary level mathematics GCE in that year.

The analyses further obtained the regression equation of Ordinary level mathematics GCE results (y) on Mock results (x) as shown below.

$$Y = 0.47x + 1.05$$

This implies that the regression equation can be used to predict a student's ordinary level mathematics results (y) given that his/her mock results (x) is known. The regression line y on x is a straight line with gradient .47 and the intercept on the y-axis is 1.05.

Summary of findings

The following major findings were arrived at from the data analyses:

- There was a significant relationship between students' academic performance in mathematics at the mock and that at the GCE 2019.
- Students' academic performance in ordinary level mathematics GCE results can effectively be predicted from the mock results.

Discussion of findings

The study found that the mean score of GCE results in mathematics improved and was higher than that of the mock examinations. The standard deviation was lower in GCE examinations than in the mock exams, an indication of less spread of GCE exams results compared to the mock exams. Also, the number of 'A-Grades' registered by candidates in the GCE increased by 12 from that in the mock. There was a similar increase in the number of candidates with 'B-Grades' by 34 with a percentage increase of 50%. It shows that as the mock examinations results improve, the results of the GCE examinations would also improve and vice versa. This is an indication that mock examinations can be used to predict what a student would get in the main examinations. This remarkable improvement at the GCE could be explained by the fact that the mock examination also functions as a diagnostic test. Thus, helping teachers to determine and verify problems peculiar to certain students (Tambo, 2003) [9]. When this is done appropriate decisions on remedial measures are taken and implemented to improve performance in the next examination, which is the GCE. The Pearson product moment correlation coefficient ($r_{xy} = .503^{**}$, $p < 0.01$ level of significant) showed that there is a linear significant relationship between mock results and GCE exams. This finding was in line with Charles Spearman's Critical Test Theory of 1904 indicating that both the mock and GCE O/L in mathematics in 2019 examination were valid and reliable.

There is a significant positive correlation at 0.01 levels (2-tailed) between the performance of the individual students at the mock and the GCE examinations. This is a clear indication that the mock examinations can be used to predict the GCE examinations for individual students as long as the judgment is based on specific structures which are well understood.

The study also revealed that there was a positive (linear) correlation between performance in Ordinary Level mathematics mock and GCE examinations. This implies that performance at the mock is a reliable predictive instrument of performance at the GCE. Thus, a student who performs well in mock ordinary level mathematics is likely to perform well in the GCE. The linear regression analysis yielded a regression coefficient of $R=0.253$. This value is the coefficient at which the independent variable (Mock mathematics results of 2019) predicted the dependent variable (GCE mathematics results of 2019). This coefficient of prediction is multiplied by 100 (0.253×100) to indicate the percentage prediction which was 25.3%. This implies that mock mathematics results of 2019 predicted GCE mathematics results of 2019 about 25.3 times for every 100 studies. Thus, mock mathematics results of 2019 were a predictor of GCE mathematics results of 2019 in secondary schools in Fako Division. Responses also revealed that about 60% tested concepts in the mock are also tested in

GCE examination. These findings were in line with Karen (2005) and Morrison (2002) [4] opinion that Scholastic Aptitude Test (SAT) was a valid predictor of success in colleges in America.

Conclusion

From the findings of the study, it was concluded that mock examination O/L mathematics performance can predict the performances in GCE mathematics performance in secondary schools in Fako Division and Cameroon at large. A progressive positive relationship exists between the mock O/L mathematics and the GCE in terms of the grades and points a student makes. Thus, a student who passes the mock in mathematics would perform better in the GCE. However, a student who fails the mock has a high chance of passing the GCE if remedial lessons are strictly followed. Thus, the mock is an effective predictor variable of academic performance (student's strengths and weaknesses which can affect a student's performance) at the GCE. Mock examinations should be encouraged as it is not a waste of educational resources. Conclusively, the instruments or items constructed locally in schools or regions are highly valid, reliable, usable and congruent with the objectives outlined in the GCE syllabus.

Recommendations

In the light of the above findings and conclusion, the following recommendations were made to improve the Cameroon's educational system.

- The linear significant relationship found to exist between the mock and the GCE justifies the existence of the mock examination in ordinary level mathematics and makes it very necessary. It is therefore recommended that the Ministry of Secondary Education should encourage the mock GCE in O/L mathematics by looking for ways and means to subsidize the cost and help teachers improve on its organization.
- Mock O/L mathematics examination should undergo some process of standardization to be able to compete favorably with the GCE which is a standardized examination. As a result, the moderation, invigilation and marking of O/L mathematics mock examination should meet the national standards. If possible, the services of external invigilators should be incorporated.
- Finally, it is recommended that the national mock examination body should be constituted to manage the conduct of the examination and to ensure the validity, reliability and uniformity to the examinations.
- Towards maintaining this strong linear relationship, it is recommended that mathematics teachers should improve on the teaching methods and strategies for teaching the subject in secondary schools at all levels of education. Mathematics students should be motivated and encouraged to remove the fear of difficulty often associated with the subject.

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