

Examining the Nexus among Formative, Summative and Students' Self-Assessment in Secondary Schools in Ekiti State

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ABSTRACT

The study examined the nexus among formative, summative and students' self-assessment in secondary schools in Ekiti State. Specifically, the study assessed formative assessment in secondary schools, examined summative assessment in secondary schools and assessed students' self-assessment in secondary schools. This study was conducted using descriptive research of the survey type to gather information from a representative sample of the population under study. No manipulation of the variables was involved. The population for this study comprised of 24,983 students in Secondary schools in Ekiti State, as obtained from the department of planning and statistics, Ministry of Education Science and Technology, Ado Ekiti, Ekiti State as at December, 2025. A total of 200 students were selected as sample for the study, using multistage sampling procedure. The instrument used in collecting data for this study were a self-constructed and validated questionnaire titled "Teachers' and Students' Self-Assessment Questionnaire" (TSSTAQ)", which consists of two sections. Section A presented socio demographic data such as students' age, gender and class, section B 15 items to assess their knowledge on formative, summative and self-assessment techniques. Both face and content validity of the instrument were ensured by experts in experts in Tests and Measurement in the Faculty of Education, Ekiti State University, Ado Ekiti. Cronbach alpha reliability method was used in ensuring the reliability of the instrument and a reliability coefficient of 0.72 was obtained. Copies of the instrument were administered on the sampled students by the researcher with the help of two trained research assistants. The data collected were analyzed using descriptive and inferential statistics. The research question raised was answered using mean, standard deviation, frequency and percentage while hypothesis formulated was tested, using Analysis of Variance (ANOVA) at 0.05 level of significance.

The study revealed that the extent to which students are being assessed in public secondary schools in Ekiti State is high and there is no significant difference among formative, summative and students' self-assessment in secondary schools in Ekiti State. It was concluded in the study that students are highly assessed and there is no difference in the mode of their assessment when compared. It was therefore recommended that teachers should maintain their high level of students' assessment in secondary schools and also employ more assessment techniques to determine their students' progress

Keywords: Formative Assessment, Summative Assessment, Students' Self-Assessment, Academic Performance

INTRODUCTION

Continuous Assessment according to Omirin (2024) is defined as a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behavior takes account of all his\her performance during a given period of schooling. Such an assessment involves the use of different modes of evaluation for the purpose of guiding and improving the learning and performance of the student.

One of the functions of a school is the certification of the individual learners under its embrace (Idowu & Esere, 2009). To effectively carry out this role, assessment of one kind or the other is a prerequisite. Assessment is a means whereby the teacher obtains information about knowledge gains, behavioural changes and other aspects

of the development of learners (Ogunneye, 2002). It involves the deliberate effort of the teacher to measure the effect of the instructional process as well as the overall effect of school learning on the behaviour of students. Assessment covers all aspects of school experience both within and outside the classroom. It covers the cognitive as well as the affective and psychomotor aspects of learning. Assessment covers all aspects of school experience both within and outside the classroom. It covers the cognitive as well as the affective and psychomotor aspects of learning.

Greaney (2001) defines assessment as any procedures or activity that is designed to collect information about the knowledge, attitude or skills of the learner or group of learners. Assessment is therefore a process through which the quality of an individual's work or performance is judged. Assessment is either internal or external. Internal assessment refers to school-based assessment. Which includes class assignments, teacher-made tests, recap exercises and field studies, all these tools form part of the classroom continuous assessment strategies. A Student assessment strategy refers to the different tools/procedures used in the classroom to understand the academic achievement levels of learners in terms of their knowledge, attitudes and values. Also, a strategy in assessment is a purposefully conceived and determined plan of action. It is a pattern of assessment that seems to attain certain outcomes and to guard against others (Olanrewaju 2021). External assessment refers to test that are produced by examining bodies away from school.

According to Omoifo (2006). What is termed 'assessment in many schools today is summative. Final, administrative, rigorous and content-driven rather than formative, diagnostic, private, suggestive and goal oriented, as such can be regarded as grading'. Summative assessment entails the focus on final examinations by teachers, parents and students. Surprisingly, formative assessment is geared towards the consolidation of students' performance in the final examinations rather than inculcating students with problem solving, critical thinking and life skills. The internal purposes for assessment include conveying to student's expectations about what is important to learn, providing information to students and parents about students' progress, helping students to judge their own learning, guiding and improving instruction, classifying and selecting students. The external purpose was to inform the education donors including parents, education departments and ministry about what happened in schools.

Assessment includes all activities that the teacher performs to collect data about the learner. Therefore, during the learning process, the trainer collects data on the effectiveness of its delivery and the learner's ability to master the knowledge learned. (Hanna & Dettmer, 2004). The vital characteristics of elevated-conditions are related to the consequences of evaluation on motivation of students, for the purpose of learning and the establishment of response towards guidance in learning.

Assessment can be in the form of diagnostic, summative or formative. In order to distinguish capabilities earlier in the direction of training is diagnostic assessment. Whereas summative assessment is evaluation of students in terms of grades at the end of a learning program, or taking conclusions approximately for the development and certification, while provision of responses in addition to the direction of the students, throughout the learning process is formative assessment.

Formative assessment refers to the recurrent, interactive valuation of students' progress to identify learning needs and shape teaching. Formative assessment at the secondary education includes a range of strategies such as classroom discussions and quizzes designed to generate feedback on student performance. This is done so teachers can make changes in teaching and learning based on needs of students. It involves the teacher using a communicative process to finding out what students know and do not know, and continually monitoring student progress during learning. Both teachers and students are involved in decisions about the next steps in learning while teachers use the feedback from formative tasks to identify what students are struggling with and adjust instruction appropriately (Lane, 2018). This could necessitate the teacher re-teaching key concepts, changing how he/she teaches or modifying teaching resources to provide pupils with additional support. Students also use feedback from formative tasks to reflect on and improve their own work.

Formative evaluation provides feedback during instructional process while learning is occurring (Aborisode, 2019). Formative evaluation does not only measure student's progress while teaching and learning is on-going but it also assesses the teacher's progress. Formative assessment takes place on a day-to-day basis during

teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If teachers and students understand what has been achieved to date, it is easier to plan the next step. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning. Formative assessments may be questions, tasks, quizzes or more formal assessments. Often, formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated. According to Looney (2011), formative assessment, which emphasizes the importance of actively engaging students in their own learning processes, resonates with countries' goals for the development of students' higher-order thinking skills and skills for learning-to-learn. It also fits well with countries' emphasis on the use of assessment and evaluation data to shape improvements in teaching and learning.

At the secondary education level, formative assessment should be seen as an integrated part of the teaching and learning process, rather than as a separate activity occurring after a phase of teaching. Two-way feedback - from students to teacher and teacher to students - is an indispensable feature of it. The merit of such feedback lies in the evidence of its effectiveness in diagnosing pupils' difficulty to improve learning. This denotes learning as a practice in which understanding is actively constructed by students. But when teaching is likened to "impartation of knowledge" and learning as "being taught", feedback from teacher to the student is merely watered down to the price of students' work.

In contrast, summative assessments evaluate pupils' learning, knowledge, proficiency or success at the conclusion of an instructional period, like a unit, course or programme. Summative assessments at the secondary education level are almost always formally graded and often heavily weighted (though they do not need to be). Trumbull and Lash (2013) observe that summative assessments receive the lion's share of students' attention because they tend to weigh heavily upon students' grades. They also tend to occur at key inflection points and/or endpoints within the overall scheme of the course, whether that be the end of a unit, at the midterm, or at the conclusion of the programme. As such, summative assessments tend to be opportunities to synthesize large amounts of content and/or skills and to engage with course material creatively. Some of the most common types of summative assessment at the basic education level include exams, term papers, portfolios, seminar presentations, project defense, etc. Summative assessments of individual learner may be used for promotion, certification or admission to higher levels of education (Nworgu, 2015).

Summative assessment according to Black and Wiliam (2009) is given occasionally to assess what pupils know and do not know. This type of assessment is done after the learning has been finalized and provides feedback and information that summarize the learning and teaching process. Typically, no more formal learning is occurring at this stage, other than incidental learning that may happen via completing the assignments and projects (Wuest & Fisette, 2012). Summative assessment measures what students have learned and mostly is conducted at the end of a course of instruction (Liu et al., 2021). For Woods (2015), the summative assessment provides information to judge the general values of the instructional programs, while the outcomes of formative assessment are used to facilitate the instructional programs. Based on Shepard (2006), a summative assessment must accomplish its major purpose of documenting what learners know and can do but, if carefully created, should also efficaciously fulfill a secondary objective of learning support.

Brown (2003) claimed that summative assessment aims at measuring or summarizing what students have learned. This means looking back and taking stock of how well those students have fulfilled goals but does not essentially pave the way to future improvement. Furthermore, the summative assessment also known as assessment of learning is clarified by Spolsky and Halt (2008) who stated that assessment of learning is less detailed, and intends to find out the educational programs or students' outcomes. Thus, summative assessment is applied to evaluating different language skills and learners' achievements. Even though summative assessment has a main role in the learners' evaluation, it is not sufficient to know their advancement and to detect the major areas of weaknesses, and this is the essence of formative assessment (Vadivel et al., 2021).

Summative assessments can be given as a test at the end of a term, chapter, semester, or year. Typically, summative assessments are used to gather how much information is retained throughout the unit. The summative assessment is evaluation that often limits feedback to the achievement report and is usually a letter grade (Glazer,

2014). Summative assessment sums up what a student has achieved at the end of a period of time, relative to the learning aims and the relevant state/national standards. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or mid-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage. Summative assessment at the secondary education provides students, teachers and parents with an understanding of the pupil's overall learning. Most commonly thought of as formal, time-specific exams, these assessments may include major essays, projects, presentations, art works, creative portfolios, reports or research experiments.

According to Lane (2018), the design and goals of summative assessments are generally standardized so they can be applied to large numbers of students, multiple cohorts and time periods. Data collected on individual student, cohort, school or system performance provides schools and administrators with a tool to evaluate student knowledge relative to the learning objectives. They can also compare them with previous cohorts and other schools.

In Secondary education, summative assessments are typically used to evaluate the effectiveness of instructional programmes and services at the end of an academic term, year or at a pre-determined intermittent time. The goal of summative assessments is to make a judgment of students' competency after an instructional phase is completed. Although information gained from summative assessments may be used to improve future teaching performance, but most often, it is not provided in a timely fashion to provide opportunities for revision or modification of instructional strategies while the teaching and learning is still in progress. Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment is congruent with the goals and expected outcomes of the instruction.

Bakari and Musa (2013) investigated the relationship between academic self-concept and academic performance of Junior High School (JHS) students in Ghana. Differences between the academic self-concept of male and female students as well as students from urban and rural schools were also investigated. The results showed a positive relationship between academic self-concept and academic performance of students. A significant difference was also found between the academic self-concept of students in urban and rural Junior High Schools with students in urban schools recording higher scores. The educational implications are discussed. This includes the suggestion that the actions and reactions of teachers, parents and significant others toward students should encourage, suggest, assure and reinforce the students that they are academically capable and competent.

Karaman (2021) conducted a meta – analysis on the impact of self-assessment on academic performance and found that traditional self-assessment interventions without external feedback have significantly a larger effect ($g = .47, p < .05$) than self-assessment with external feedback ($g = .28, p < .05$) on academic performance. However, effectiveness of other moderating variables (e.g. education level, assessment criteria type, self-assessment training) on academic performance were not statistically significant. The results suggest that further empirical studies are needed to reveal the moderating effects of self-assessment.

Edikpa (2024) investigated the relationship between self-assessment practices of students and academic performance in Enugu State and found that there was a significant relationship between self-assessment and the academic performance of students in Enugu state. Mahshanian et al. (2019) highlighted the significance of summative assessment in conjunction with teacher based (formative) assessments on the learners' performances and concluded that an amalgamation of summative and formative assessments can result in better achievements for EFL students than either summative or formative assessments discretely.

Toqir (2025) examined the relationship between summative assessment and student academic performance at elementary level in Bagh district, Pakistan. The findings revealed a significant correlation between summative assessment scores and students' academic performance. The study concluded that summative assessment plays a crucial role in evaluating students' knowledge and skills, providing feedback for improvement, and influencing their overall academic achievement. These findings have implications for educational policymakers, teachers, and parents in enhancing the effectiveness of summative assessment practices at the elementary level.

Olabiya (2015) examined the correlation that exists between summative assessments and academic performance of students in Junior Secondary School Examination in Urban and Rural areas of Oyo State and found that summative assessment has a positive relationship with academic performance in Oyo State.

Statement of the Problem

Despite the high premium placed on qualitative education, it appears that some secondary school teachers find it difficult in the implementation of the programme. Therefore, it is stated that: The validity of assessment records is often incomprehensive due to difference in school academic standards, enrolments, infrastructure, staffing, facilities and policies. Continuous assessment tests are not often goal objective oriented, due to the limitations of constant validity and test administration procedures.

It has been observed that there is an inadequacy in the availability of standardized instruments used for collating data in continuous assessment tests in secondary schools. There is a continuous decline in proper documentation and storage of continuous assessment records and related information in most secondary schools. Continuous assessment just like any other government policy cannot be implemented effectively if there are underlying problem.

Most teachers lack the skills on process as well as the practice of keeping the records of children's achievement as they are scored and graded and according to the weightings given to each component area that has been assessed. Another problem most teachers face is that of incompetence in developing valid assessment instrument for evaluation of behavioural outcomes in the three domains. Most teachers seem to be confused in the amount of material content that should be covered by each test.

The researcher also observed that students are not always allowed to assess themselves in the course of their learning, hence limiting the authenticity of the assessment process. When students are allowed to give a report of their own ability about a given subject, there seems to be a kind of accountability in leaning and showcase self-esteem, however, when they are disenfranchised on this, it resulted into teacher centered approach in teaching/learning

Purpose of the study

The main purpose of this study is to examine the nexus among formative, summative and students' self-assessment in secondary schools in Ekiti State. Specifically, the study:

- i. assessed formative assessment in secondary schools
- ii. examined summative assessment in secondary schools
- iii. assessed students' self-assessment in secondary schools

Research Question

The following research questions were raised in this study:

To what extent are students being assessed in secondary schools in Ekiti State?

Research Hypothesis

There is no significant difference between formative, summative and students' self-assessment in secondary schools in Ekiti State.

METHODOLOGY

This study was conducted using descriptive research of the survey type to gather information from a representative sample of the population under study. No manipulation of the variables was involved. This design enables the researcher to obtain accurate data and high response rate from the sample.

The population for this study comprised of 24,983 students in Secondary schools in Ekiti State, as obtained from the department of planning and statistics, Ministry of Education Science and Technology, Ado Ekiti, Ekiti State as at December, 2025. A total of 200 students were selected as sample for the study, using multistage sampling procedure.

The instruments used in collecting data for this study were a self-constructed and validated questionnaire titled “Teachers’ and Students’ Self-Assessment Questionnaire” (TSSTAQ)”. The TSSTAQ consists of two sections. Section A presented socio demographic data such as students’ age, gender and class, section B 15 items to assess their knowledge on formative, summative and self-assessment techniques.

Both face and content validity of the instrument were ensured by experts in experts in Tests and Measurement in the Faculty of Education, Ekiti State University, Ado Ekiti. Cronbach alpha reliability method was used in ensuring the reliability of the instrument and a reliability coefficient of 0.72 was obtained. Copies of the instrument were administered on the sampled students by the researcher with the help of two trained research assistants.

The data collected were analyzed using descriptive and inferential statistics. The research question raised was answered using mean, standard deviation, frequency and percentage while hypothesis formulated was tested, using Analysis of Variance (ANOVA) at 0.05 level of significance.

RESULTS

Research Question

To what extent are students being assessed in secondary schools in Ekiti State?

Table 1: Frequency and Percentage of the extent to which students are being assessed in public secondary schools in Ekiti State

S/N	Items	Agree		Disagree		Mean	S. D	Remarks
		Freq	%	Freq	%			
Teachers’ Formative Assessment Practices								
1	My teacher asks students questions during classroom learning	138	69.0	62	31.0	2.82	0.24	Moderate
2.	My teacher uses quizzes to check students’ understanding	156	78.0	44	22.0	3.15	0.18	High
3.	My teacher uses classwork to measure students’ understanding	140	70.0	60	30.0	3.14	0.21	High
4.	My teacher gives students homework after classroom learning	162	81.0	38	19.0	3.91	0.93	High
5.	He Uses class discussion to determine the level of students’ understanding	134	67.0	66	33.0	2.94	0.16	High
Teachers’ Summative Assessment Practices								
6	My teacher asks students questions at the end of classroom learning	130	65.0	70	35.0	2.90	0.14	High

7	My teacher checks and marks students' understanding	144	72.0	56	28.0	3.12	0.44	High
8	My teacher uses project work to measure students' understanding	128	64.0	72	36.0	2.96	0.16	High
9	My teacher asks for students' previous knowledge of a particular subject	154	77.0	46	23.0	3.11	0.38	High
10	My teacher gives students opportunity to develop critical thinking	134	67.0	66	33.0	2.75	0.21	Moderate
Students' Self – Assessment Practices								
11.	My teacher encourages students to reflect on their own learning	122	61.0	78	39.0	2.60	0.13	Moderate
12.	My teacher provides opportunities for students to set goals	112	56.0	88	44.0	2.64	0.19	Moderate
13.	My teacher provides opportunities for students to track progress	116	58.0	84	42.0	2.51	0.23	Moderate
14.	My teacher create avenue for students to discuss on new topic	110	55.0	90	45.0	2.61	0.26	Moderate
15	My teacher encourages students to identify their strength and weaknesses	108	54.0	92	46.0	2.59	0.41	Moderate
Grand Mean = 2.98								

Mean Cut Off = 2.50

Table 1 shows Frequency and Percentage of the extent to which students are being assessed in secondary schools in Ekiti State. Students' responses were collapsed to agree and disagree for easy interpretation. Using a mean cut off of 2.50 of the scale, all the items in the scale had a mean score higher than the mean cut off. When compared the mean cut off of the scale with the grand mean ($2.50 > 2.98$). It could be said from the above table that the extent to which students are being assessed in public secondary schools in Ekiti State is high.

Research Hypothesis

There is no significant difference among formative, summative and students' self-assessment in secondary schools in Ekiti State.

Table 2: Analysis of Variance showing significant difference among formative, summative and students' self-assessment in secondary schools in Ekiti State.

Source of Variance	Sum of Squares	Df	Mean Square	F	p
Between Groups	49.187	2	11.791	2.130	0.079
Within Groups	143.415	197	13.711		
Total	192.602	199			

$p > 0.05$

(Result Not Significant)

Table 2 shows that the F (2.130) is not significant at 0.05 level of significance. The null hypothesis is accepted; this implies that there is no significant difference among formative, summative and students' self-assessment in secondary schools in Ekiti State.

DISCUSSION

The finding of this study revealed that the extent to which students are being assessed in public secondary schools in Ekiti State is high. This could be evidenced in the efforts being put in place by the teachers in Ekiti State to see to it that students at all levels achieve their set goals in the state. This finding is in line with the submission of Omirin (2024) who submitted that assessment is a mechanism whereby the final grading of a student in the cognitive, affective and psychomotor domains of behavior takes account of all his/her performance during a given period of schooling and that such assessment involves the use of different modes of evaluation for the purpose of guiding and improving the learning and performance of the student.

The finding of this study also revealed that there is no significant difference among formative, summative and students' self-assessment in secondary schools in Ekiti State. This finding is in contrast to the finding of Edikpa (2024), who investigated the relationship between self-assessment practices of students and academic performance in Enugu State and found that there was a significant relationship between self-assessment and the academic performance of students in Enugu state. The finding is also in contrast to the finding of Toqir (2025), who examined the relationship between summative assessment and student academic performance at elementary level in Bagh district, Pakistan. The findings revealed a significant correlation between summative assessment scores and students' academic performance.

CONCLUSION

Based on the findings in this study, it was concluded that students are highly assessed and there is no difference in the mode of their assessment when compared.

RECOMMENDATIONS

Based on the findings in this study, the following recommendations were made:

1. Teachers should maintain their high level of students' assessment in secondary schools
2. Teachers should employ more assessment techniques to determine their students' progress

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