

**CROSS-CULTURAL VIEW OF EDUCATION SYSTEMS: A SALIENT  
MEANS FOR MANAGEMENT AND STANDARDIZATION OF  
NIGERIAN EDUCATION SYSTEM**

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**Abstract**

The paper exclusively dwells on cross-cultural perspective of various educational systems ranging from their philosophies, objectives, structures, administration and management. The worth of education as an investment depends solely on its capability to satisfy continuously the demand of its consumer or clients better. Countries such as United States of America that operates 6-3-3-4 system of education with decentralized administration and philosophy based on liberty, permissiveness, pragmatism and liberalism. Its objectives remain the cultivation and sustenance of integrated multi-disciplinary environment that will facilitate excellence in research and creative activities. France education remains centralized as its philosophy centres on the teachers' authority, individual competition, creativity and high academic expectation. Its education structure is 6-4-3-4 system as its administration remain centrally controlled aimed at preparing the learners for self-fulfillment and meaningful social life. France therefore operates a highly traditional system of education based on knowing and examination. Britain a country govern by London parliament philosophically upholds education based on freedom of experimentation and responsibility with the objective based on academic excellence, preservation and maintenance of value and cultural heritage, self and social discipline and enhancement of science and technology. Structurally it operates 6-5-2-3 system. Administratively, its policy is carried out by members of different central government departments. China a socialist nation

remains a developing society systematically uses education as a measure to promote its vision. Its philosophy is based on building disciplined society with high moral standard, expansion of education opportunity, improvement of standard cultural and scientific planning and coordination of all sectors in the modernization of the socialist society. Its structure of education is 5-3-2-4 system. Ghana a West African nation operates 6-3-2-2-3 system of education with philosophy of free and compulsory education, creation of education authorities that is responsible for building, equipping and maintaining grant for primary education; equal education opportunity devoid of gender disparity. Its educational administration and management is centralized as such is devoluted to the various levels of government. Nigerian education system is structured 9-3-4 system with the philosophy of free and democratic nation, great and dynamic economy. Its administration remained shared responsibility of the three tiers of government. Its educational objective is to inculcate national consciousness and national unity to its citizens.

The quality of education remain a focal interest of many nations of the world be it developed, developing or third world nations; but cross-cultural view/comparison are generally made in terms of outcome. The result of international studies has been used to show and explain how educational outcome differs across countries. This comparison revealed how functional and effective an educational system could be as well as performance level of students in other countries. This makes cross-cultural view of students' achievement in a particular education system to go beyond documentary event of differences across nations; ensure parallel trends in the development of educational practices and assessment across globe which remains a guide to educational policy makers in learning from other countries experience of success, failure in educating and providing education for their youths. It has also provided the policy makers the insight on ensuring innovative changes in the education pattern of their societies through proper understanding of other countries successful reformation of educational activities.

Historically, comparative education could be traced back to the work of Baron de Montesquieu titled "le spirit desLois in 1747 which suggested that both historical approach and formulation of principles be used in the classification of the rules that guides comparative studies in any discipline. This shows that in global education, curriculum activities, development and implementation strategies exists but differs in its purpose in various countries. The constant innovation, development and new outlook in educational sector all over the world lead to comparative studies in education and other fields of study. Notably, human existence has passed through diverse developmental era ranging from primitive to technological era. This entails that there were stone era, and dark era etc. which each of these era signifies a certain level of development. Looking at the 21<sup>st</sup> century education system, teaching and learning thus has gone digital thereby paving way for easy understanding and comprehension of concepts and new ideas using

emergent technologies. Wiles and Bondy (2011), aptly questioned how nation can design and develop educational programmes that promotes their values and aspiration? How can leaders of all nations clarify these values; understand capacity, limitations and govern issues; and restructure schooling for the desired effect? This, they summed up by saying that the paradigm presently holds the curriculum/ the scaffolding for one communication research and practices. These view therefore reveals the importance of comparative studies to meet with the required global standard as such enhance quality manpower production for sustainable economic development and industrial expansion in a nation.

### **Concept of Comparative Studies**

Comparative studies/education is a systematic examination of other cultures and other systems of education deriving from those culture in other to discover if there is any resemblance, why the resemblance and thus using variant solutions to solve a given problem in a system. This makes comparative studies to look into common origin and their differentiation through historical development. This differences/variation in method, content, philosophies, objectives, structures, curriculum and educational culture remain in the pedagogical approaches. These pedagogies for teaching and learning culture include philosophy of the nations education, structure, objectives, curriculum (instructional material, learning environment and methodologies for teaching and learning exercise). The underlying principle in comparative studies is that for one to be able to evaluate its own environment, it becomes imperative to know about the status of others peoples environment. This when put differently connotes the position to make rational evaluation on ones' environment. Saliently, it may be difficult to study or define the concept of comparative education to mere findings or relationship rather comparative education remain an established academic field that examines education in one country or group of countries using data and insight drawn from the practices and situation in another country. Ehinero in Assionye (2016) captured the objective of the comparative education study and adaptation centre to involve the introduction of change and innovation into the educational system through curriculum development, identification and evolvement of more suitable system of education that is continually adapted a responsive to the nation's economic and social aspirations and to use appropriate and relevant research to adapt through modification, educational practices in other countries to the taste of Nigeria.

Hans (1955) opined that comparative education is not only comparing existing system but to envisage reform for best suited to new social and economic conditions. Deducing from this view, the essence of comparing education system is to improve standard of education system of the comparing nation, ensure standard in operation and for societal improvement. This may involve a systematic examination of other cultures and systems deriving from the cultures in order to discover similarities and differences.

Some factors such as political, economic, socio-cultural, religious and linguistic factors are determinants of educational development. Oyewole (2015) opined that efforts geared towards meeting the target of MDG's nutrition-related millennium goal recorded little success due to myriad challenges of weak political ownership (will) take advantage position; coupled with lack of specificity in coordination of nutrition programme. The purpose of comparative education is to discover the principles that govern development in different national educational systems, to reform the educational system to meet with the societal demand, compare various systems of education and envisage reforms that will suite the new social technological and economic condition as such provides strategies for problem solving in the national education system.

### **Technology and the 21<sup>st</sup> Century Education System**

Technologies today have taken over world educational system; this has made the 21<sup>st</sup> century schooling easily accessible and usable at ones' convenience. Teaching and learning activities has gone digital thereby allowing the students to use internet facilities for learning such as Whatsapp, wikis, video-conferencing, yahoo mail, game console, Gmail etc. Wile and Bondy (2016) is of the view that computer skill curriculum prepares the students in the use of computer to access and apply data necessary to solve problems in a technology-based society. Looking at this view, the bases for engrafting computer/technological literacy within the curriculum remain the extension of use within basic education subject content. This begins with the awareness of what computers is, pass through literacy level, mastery in understanding and practice of advanced applications and sophisticated programming techniques in using technologies in our schools. Obunadike (2016) aptly noted that the new globalized access to information introduces yet another dimension and a very robust challenge to education system and the curriculum; students constructed hypermedia learning, using internet resources has actually changed things. This view honestly proves that the obsolete/outdated measure of teaching and learning in education world is fastly warning out thus paving way for internationalization/globalization of the educational system.

### **Education System of United States of America**

United states of America belong to western educational system and are the most typical western democracy founded under the principle of capitalist system of economy. It is a nation formerly under the British colonial rule who become a united nation as a result of quest for common security. The nation from its inception has made available education services to its aborigine as a fundamental right; its public education operates from the primary through tertiary institution in accordance with tax payers' support and a budget approximately 1.5 trillion. This makes its education futuristic with the philosophy based on liberty, permissiveness, pragmatism and liberalism (openness). The pragmatic nature of its education system gave rise to philosophy of creativity, progress

and individualism; as its permissiveness awakens the spirit of improving individual knowledge and potentials development for societal benefit; the liberty entails equality at primary and secondary education which is free and compulsory.

Mentionably, the united states of Americas' educational objective remain the cultivation and sustenance of integrated multidisciplinary environment that will facilitate excellence in research and creative activities; educate and prepare the next generation of researchers, teachers and practioners to effectively meet the public related needs of both individuals and community; to conduct and translate research and creative activity to advance knowledge worldwide; to develop potential of all children including handicapped through general education and enlightenment and to provide education access and equality to all children through free and compulsory education.

Its educational administration is decentralized. Legally, the authority that controls the education system from the pre-primary, secondary and higher education is the state government except when delegated to the federal government. Its three major administrative levels of educational control are federal/ state/ and local district government. The federal government by constitutional authority and moral responsibility for general and specific purpose for public education performs the functions of representing USA internationally in education, provide advisory services to both state and local district educational institution, support of research for defense and general welfare of citizens, ensure equal educational opportunities for its citizens and protect the citizens right and access to free education in public schools. The state Government according to each states constitution defines its authority and responsibilities of education. Its agencies comprises of State Education Board (SBE) whose members are appointed by Governor and State Department of Education (SDE). The SDE is charged with the duty of determining the general policy and guideline in the development of education of the state and general finance provision. The local district education in USA is divided into school district except Hawaii. The Local School Board (LSB) members are appointed and at times elected. LSB is responsible for posting and promotion of teachers' and other personnel; determine the curriculum content and textbooks; purchase of school equipments and supply; provide and maintain school building and stipulate rules and regulations consistent with the state demand.

More-so, its educational structure is 6-3-34 system of education. However, few states operate 6-4-2-4or 6-4-3-4 system of education as only New York State operates 4-4-4-4 system of education. The pre-primary education starts at the age of 2-4 years with the curriculum content of good health habit, good use of language, citizenship education, reading, writing and mathematics as the primary education is free and compulsory for all children which starts at the age of 6year and last for 6years.Eya (2016)opined that curriculum is an educational programme of experience offered to the learner under the guidance of the school so as to effect necessary changes in the learners behavior. Its basic programme is based on continuous assessment. The secondary school in USA is divided into two sections; the junior school which last for 3years and senior high school

that last for 3years. This form of education starts from the age of 11years and ends at 18years. The high school is free and compulsory as such is designed to give every child the opportunity of potential development with comprehensive curriculum that focuses on commercial, vocational, technical and art subjects. The junior high school serves as a psychological balancing and differentiation with English, mathematics, history and civic education as a core subjects as the senior high school offers up to 250 courses. These courses are classified into classical, modern, technical, commercial, manual art, house hold art, fine art and music. The higher education proper is of three types which are the private foundation university, state university and missionary university which takes 2years to complete.

American education system globally is unique in its general nature of decentralized control. Obunadike (2016) opined that education based on US constitution is a residual right reserved for the individual state. This in implication shows that there is nothing like national curriculum as such all operational materials/resources for educational functioning are availably provided by the state and local districts. This situation permits each state to define education as citizenry's wish provided that the curriculum does not violate the right of all citizens as enshrined in the national constitution. Looking at the developed societies globally, the decision of US about education will define its future. During late 90s' internet became a public instrument s such the challenges of assumptions about how education is been conducted emerges. As most developed economies become global, curriculum of schools appears more difficult in definition, implementation cost of new curriculum becomes high, implementing cost of new instructional technologies in schools appears unbearable and difficult to afford. Irrespective of the achievement of US school operating with the highest computers, there is apparent failure to see the ferments as an innovative delivery device. Looking at emergent technologies as an instrument that can personalize learning for each and as every learner continuous to be utilized in most schools as a substitute to textbooks or teachers. There is therefore the need to redefine the role of national government in educational system of United States of America.

### **Education System of France**

France operates a unitary system with its educational system coentralized and organized with many sub-divisions. Its people are homogenous with French as their language. Its educational system is marked for logical, clear and uniform in its operation. Its reputation in education world provides the system with national curriculum, traditional method of teaching, high academic standard and discipline. Its philosophy emphasized the authority of the teacher, individual competition that involves absolute grading system stress on analytical thought and role of learning as opposed to creativity and high academic expectation. Its education system could be traced to the era of Charlemage (742-814AD) and its modern form of le'cole republican (republic school)

to 1880's when attendance is compulsory until 15 years of age as enacted by the education minister. The France education objective or goal is based on progress of ideas and the cult of reason. It is aimed at intellectualism which is the doctrine of knowledge; the state thus creates an educational system that enables the citizens to access education; it also creates conditions that enable development within the entire nation through creation of capable men and women who can work efficiently to improve the nation both social, cultural and economical wise; it also promotes the France values through democracy, liberty, personal and civic morality, human rights as such upholds the law and regulations of the society and enhance the nations culture by creating men and women who will participate actively in the national activities as well as contributes to the advancement of science.

Structurally, France education system operates 6-4-3-4 system of education which the compulsory education system is divided into 3 which are the primary school, middle school (college) and high school. Its pre-school education provides children from 2-3 years old until they are 6. This level of education were not obliged for students to attend which its curriculum targets preparing children for primary school as such involves reading, writing, numeracy and at times foreign language. Its primary education starts at the age of 5-6 years to 11 years with school week of 24hrs and close partly on Wednesdays. There are lessons on literacy, numeracy, geography/history and commonly foreign language (English) which form its curriculum. The middle school starts from the age of 11 to 15 years which is attended by France students. All pupils are accepted without any entrance examination or requirements for state schools. The enrollment into the middle college is done through local mairie. Its curriculum constitutes of French Language, Mathematics, History/Geography, Civic Education, Biology, Physics, Technology, Art, Music and Physical Education. During the 4 years of the study, academic students tends to choose more general classes as the less academic students tends to take more vocational classes. Students at the 4 years course must seat for the brevet the diploma national du brevet. Here the students are tested on French, mathematics, and history/geography. Students at the end of this study may leave educational system or continue their education in high school.

More-so, high school or Lycee is an education that last for 3 years which may be high school general/technical or high school professional. Students take the same core curriculum of eight or nine subjects but are offered thee elective and an artistic workshop. At the end of this year, the key decision is made as to which field the student will pursue. This stage of education leads to university education which the student will choose career on either literacy studies, economics and social studies or sciences which is considered the toughest.

Administratively, the education system of France is centrally controlled and its aim is to prepare the learners for self-fulfillment and meaningful social life. French education has been centralized from the time of napoleon aimed at regulating the political and national opinion of the learner. Its central government through the

parliament enacts law and through the Ministry of National Education (MNE) exercise control at all the levels of educational policy and planning, curriculum, textbooks, standards, examinations and certification, promotion of teachers and the teaching methods. The minister for education remains the highest educational officer in France who is a member of the parliament. The minister has educational delegates or representatives in the various educational zones in the country. These educational zones are referred to as academics and its educational districts are called departments. Academics are headed by a rector who is appointed by the president and the departments are headed by an educational inspector. The departments are responsible for primary education as council is responsible for the employment, training and promotion of primary school teachers. France therefore operates a highly traditional system of education that is based on knowing and examination which is stable and comparable by developing nation's world over. Its educational system produces quality manpower with high educational attainment. Its major problem remains inability to prepare the nation for a technological base future and global economy. Information and communication technology with the help of global emergent technologies world over is present diverse societies with alternatives of accessing retrievable knowledge, knowledge access, knowledge application, storage of knowledge as such access both lettered and non-lettered individuals with easy digital information acquisition.

### **Education System of Britain**

Britain is made up of England, Scotland, Wales and Northern Ireland which is popularly known as United Kingdom. It is governed by a London parliament with a monarchical constitutional government with a tradition of democracy. Its philosophy of education centres on freedom of experimentation and educating for responsibility. Frankena, Rayback, and Burbles (2002) contended that the philosophy of education may be either philosophy of process of education or the philosophy of the discipline of education. This entails that philosophy may be a discipline as it concerns with aims, forms, method or result of the process of educating or educated. Its educational goals/objectives involve education based on academic excellence, presentation and maintenance of values and cultural heritage, self and social discipline and enhancement of science and technology.

Structurally, its past education is 6-7-4 system of education with primary education that last for 6-11years with curriculum involving English, Basic science, Social studies, health science, Craft and domestic science; secondary school education which is referred to tripartite structure of education. Vocational education which deals on prevocational and general education which offers 5years course for general certificate of education O' level and 2years G.C.E A' level in English, literature, history, geography, mathematics and science. Its technical education last for 5years and provides general related to future occupation as regards to practical application of science and mathematics. Its modern school is designed for majority of students which last for



3years with curriculum combination of general education and practical education geared towards individual and local employment needs, interest and opportunities such as dress making, laundry, needle work, wood and metal work, technical drawing, chemistry and physics.

Imperatively, its present education system is divided into four categories of learning involving primary, secondary, further and higher education with structure of 6-5-2-3 and compulsory primary and secondary education that runs from 5years to 16years old. This education system is divided into key stages that range from key stage 1:5 to 7years old, key stage 2:7 to 11years old, key stage 3:11-14 years old and key stage 4:14-16years old. Here the key stage 1 and 2 undertakes primary education which ends at 11years. The secondary education starts at the age of 11 through 16years which prepares the students for further education. This kind of education includes secondary grammar school, secondary technical school and secondary modern school. Further education is an optional education which provides the students with the opportunity of taking A level, GNVQ's, BTEC or such qualification. The higher institution is made up of university, college of education and polytechnics. The university is funded by the central government through the university grant committee (UGC).

Administratively, its educational policy has been carried by a number of different central government departments. Its department for education, employment and social security were changed to department for education and skills (DFES) and the department for works and pension. By 2007, its educational ministry were divided into department for children, schools and families (DSFS) was formed with board responsible from the department of health. The department for innovation, universities and skills took over the responsibility for all higher and further education as well as science policy.

### **Education System of China**

The People Republic of China is a socialist nation with estimated population of 600million people. It occupies a vast territory and operates an agrarian economy. China remains a developing nation that systematically uses education to promote its vision. China because of its educational advancement for economic modernization has demonstrated competence in social engineering through its curriculum planning. The country has commitment in advancement of science and technology which could be obtainable only through education. Its education was designed to satisfy the needs and aspiration of the people and serve as an effective instrument for effective desired social change in the society.

Objectively, its educational system is geared towards bringing up fighters for the workers and builders of communist state who are skilled, well informed, physically strong and healthy. It also seeks to enhance science, technology, agriculture and national economy in order to improve standard and condition of her teeming population. Its

philosophy centres on disciplined society with high moral standard, expansion of education opportunity, improvement of standard of cultural and scientific planning and coordination of all sectors in the modernization of the socialist society. Structurally, Chinese education system operates 5-3-2-4 system of education. The pre-school education of children runs from the age of 3-7years as provided by public and community. The education departments at various levels run public pre-schools while the communes and production brigades run community pre-schools. This stage of education is compulsory and starts at the age of 6years with the curriculum of drilling the child through physical activities, collective work and the development of non-materialistic outlook of childish belief.

Its primary education remains free and compulsory and lasts for 5years. Its curriculum relates to the central theme related to nature, labor and society. The curriculum is thus regarded as complex scheme or method which provides for social education through labour involving the study of Contemporary Life, Music and Rhythmic Activities, Art and Physical Training. Its subjects include Chinese Language, Mathematics, General Knowledge on natural world, Foreign Language, Political knowledge, Physical Education, Music and Art. Its secondary education is divided into 3years junior, secondary or middle school which is free and compulsory. The curriculum involves Physics, Chemistry, Biology, History, Geography, Basic Knowledge of Agriculture and Physiology and Hygiene. This level of education embraces vocational/technical education with a lot of practical work. Its secondary education is categorized into general and/preparatory school, vocational and technical education. Here the general/preparatory senior secondary school prepares students for admission into higher education institutions, as the vocational and technical school train the intermediate cadre for the factories, industries, offices and commerce. The specialized schools offer 3 or 4years course to junior secondary school graduate and 2years course to senior secondary school graduates. The Chinese therefore raise standard and ensure high quality of education.

Administratively, the management of education system remains highly centralized under the direct supervision of the state council and the communist party. The supervisory authority of education in respect of setting up education commission is delegated to 21 provinces, 5 autonomous regions and 3 autonomous municipalities (cities) of china. The state education commission is in-charge of general supervision of Chinas' education as well as the administration. The commission controls the curricula, ensure the provision and development of school building, facilities, equipments, appointment and promotion of teachers. Saliently, the commission is headed by vice-premier of the state council. The vice-premier has 8 deputies, delegating educational authorities to the education departments of the provinces, 5 autonomous region and 3 autonomous municipalities that organize general and non-formal education and implement state policy according to local requirements and needs. Financially, education in China is not solely financed by the government, funds are provided by the State,

Provinces, Regions, Municipalities, various Government departments, Factories and Educational institutions. Therefore the idea behind China's sporadic development on highly quality education programme remain its examination policy used in directing its populace to the countries targeted area of needs (technology and mathematics), key schools and study abroad policy. Obunadike (2016) aptly opined that the school population of china is so large as such the nation has effectively used oversea institutions of higher education to train many of their leaders. She further noted that about 20,000 students of China study in United States of America each year for advanced and specialized academic training.

### **Education System of Ghana**

Ghana a West African state had its first contact with Portuguese merchants during the 15<sup>th</sup> century. Later in 1919 British colonial government took over the territory after the Ortovon Bismarck's balkanization of Africa in 1918. Education started in the country by the catholic missionary. Philosophically, its education centres on free and compulsory education, creation of education authorities responsible for building, equipping and maintaining grant for primary education, equal education devoid of gender disparity and open admission to mission schools irrespective of religious belief. Its education system remains centralized.

Administratively, its education control/responsibility is devoted to various levels of government as the public education remains the national government responsibilities. Policies are formulated by the minister of culture and education headed by a minister. Here the ministry administration is grouped into the Ghana education service (GES) headed by a director general with 20 deputy director general and 9 directors. These directors are responsible for the education regions in Ghana with the sole duty of inspecting, supervising and financing secondary schools, training colleges, commercial schools and practical institutions within the region. The regions are divided into district headed by district education officer (DEO) and district education committee headed by assistant director with the principal superintendents, superintendent and assistant superintendent. These district education officers' functions as the school inspector and visitor, equipping the school, preparing district estimate, organizing and staffing of district education office, ensure school welfare, salaries and relationship with other development and organization.

Structurally, Ghana previously operates 6-3-2-2-3 system of education with 6years compulsory and free primary education that starts at the age of 6 followed 3years comprehensive junior secondary school with curricula centred on commercial, technical, vocational and agricultural education. Its senior secondary education offers 2years senior secondary lower and 3years technical vocational commercial school. Presently, there is a total restructuring of the education system in Ghana introducing 6-3-3-4 system of education. The education is splinted into three parts comprising basic

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education, secondary circle and tertiary education. The basic education last for 11years and starts at the age of 4-15years. At this level, education is free and compulsory. Basic education is divided into 2years kindergarten, 3 years primary which are two modules and junior high school of 3years. The senior high school last for 3years and 4 years tertiary education. The curriculum of the kindergarten education is based on language and literature, creative activities, mathematics, environmental studies, movement and drama and physical education. The 6years primary education curriculum comprises of English, Akan language and culture, information and communication technology, mathematics, environmental studies, social studies, pre-vocational skills, pre-technical skills, religious and moral education and physical activities. There is no certificate of completion at the end of primary education. Importantly, the junior secondary school last for 3years and ends with basic education certificate examination with curriculum based on English, Ghanaian language and culture, social studies, integrated science, mathematics, basic design and technology, ICT, French which is optional and religious and moral studies. The senior high school last for 4years. Entrance is based on pass of BECE. Its curriculum focuses on core subjects and elective subjects. The core subjects are English, mathematics, integrated science (science, ICT and environmental studies) and social studies (economics, history, government and geography) as the elective subjects remain agricultural programme, general programme, business programme, vocational programme and technical programme. Students therefore do choose 3-4 elective subjects. The senior high school ends with West African Secondary School Certificate Examination (WASSCE). The tertiary institution last for 4years which operates in private, public and international level. Entrance is based on high performance in WASSCE precisely 24 points as its polytechnics offer vocational education and last for 3years.

### **Education System of Nigeria**

Nigeria a West African nation, giant of Africa and centre piece of Africans foreign policy was colonized by Britain and gained her independence in 1960. The nation Nigeria is a heterogeneous state with about 250 diverse ethnic groups. Its education objectives centres on inculcation of national consciousness and national unity, equal education opportunity, inculcation of rightful value and attitude to is citizens and acquisition of appropriate skills, ability and competence and training of mind and understanding of the world around. Its philosophy is built on integration of individual into sound and effective citizens, free and democratic nation, united and self-reliant society, just and egalitarian nation, great and dynamic economy and land full of bright and opportunities for all citizens,(NPE 2004).

Administratively, Nigerian education system is a shared responsibility of the three tiers of government namely the federal, state and local government. The federal government makes policy, law, supervision and control of national education

development through the national council on education and joint consultative committee on education. The federal ministry of education is headed by a minister assisted by directors as the state ministry of education is headed by a commissioner. Structurally, Nigerian as an independent nation has practiced many system of education but currently operates 9-3-4 system of education. Its basic education remains pre-school commonly found in cities and semi-cities. It is referred to as creche or kindergarten which starts from 6months-2years while the age of 2-5 years attends nursery school. With curriculum of color identification, writing, good habit, shape and form identification, rudiment number, social norms, creativity and language. Its primary education is known as basic education. Basic education 1-6 starts from the age of 5-10 or 11 years as its entrance is based on successful transit from pre-school that is based on cognitive test of writing alphabets, identification etc. Its curricula centres on basic science, mathematics, English, social studies, civic education, computer science, French, agricultural science, and one Nigerian language (Igbo/Hausa/Yoruba). Education at this level is free and compulsory. Junior secondary education which is basic 7-9 last for 3 years. Entrance at this level is based on national common entrance examination. Its curriculum involves English, mathematics, one Nigerian language, basic science, home economics, agricultural science, French, fine and applied art, music, business studies (short hand writing, and type writing), health education and religious studies. These subjects covers both vocational and non-vocational field; junior secondary certificate is issued at the completion of the course to students. The senior secondary education last for 3 years which is divided into 4 categories: the science class, arts class, engineering class and commercial class. Entrance is based on successful pass and completion of junior secondary examination certificate.

Its curriculum is based on 6 core subjects and 3 electives. The core subjects for the science students include English, biology, chemistry, physics, mathematics and civic education. The arts students' core subjects includes government/history, English, biology, mathematics, literature-in-English and civic education. The elective subjects for the science and arts students includes food and nutrition, agricultural science, home economics, animal husbandry, fine art, economics, commerce, Nigerian language, religious study, further mathematics, electrical electronics, technical drawing, woodwork, and geography. Higher education in Nigeria last for 4years and is grouped into university, polytechnics, monotechnics and colleges of education. These institutions are owned by both the public, missionary and private. Admission into high institution is based on 5 credits including mathematics and English in West African Secondary School Certificate Examination (WASSCE) and must meet with the required score by Joint Admission.Matriculation Board (JAMB). The university education last for 4years with B.A, B.Ed, B.Sc, B.Enginewhile the polytechnic, monotechnic awards OND and HND as the college of education award NCE.

### **Conclusion**

Education globally remains a vital instrument for national and global development in terms of industrial expansion and sustainability, manpower production, technological advancement and quality standard of living. Cross-cultural perspective or view of educational systems becomes essential in guiding individual nation on effective management, administration and standardization of their education system to meet with the global desire on education. There is therefore need for quality re-structuring of education system in Nigeria and other developing nations to meet with technological paradigm in education as such ensure computer-based curriculum that will make provision for proper selection and use of emergent technologies for teaching-learning activities.

### **WayForward**

Based on the findings of the various educational systems globally ranging from their philosophy, objectives, structure and administration, the following recommendations was made by the researcher:

1. Comparative education/studies should be encouraged globally in order to ensure standardization of education in developed, developing and third world nations.
2. There should be effective management of Nigerian education system in other to meet with the global standard/target.
3. There is need for total re-structuring of Nigerian education curriculum as such incorporates practical science and technology as its utmost priority.
4. Computer-based curriculum remains a stepping stone to technologization of Nigerian education system.
5. There should be quality planning activities of the Nigerian education curriculum involving curriculum experts/personnel.
6. There is need to re-direct free and compulsory education scheme to technological courses and cost effectiveness of art and commercial education be raised. This will help in reduction of unemployment and thus encourage vocational technical education that will be of sustainable help to Nigerian economy.
7. There is need to abolish quota system of education and encourage equality of education access through merit.
8. There is need for effective security system in nigeria thus paving way for conducive learning atmosphere for teaching-learning transaction.
9. There is need to put to an end the rigorous process of againing admission into higher institutions. This in essence will encourage partronize of Nigerian education by foreign students.

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