

ASSESSING INTELLIGENCE IMPACT ON NIGERIA EDUCATION'S POLICY: A STUDY OF ONDO STATE MINISTEY OF EDUCATION AKURE, NIGERIA

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Abstract

This study examines Intelligence and Nigeria's Educational Policy: 6-3-3-4. Intelligence plays a vital role in every sector/segment of a country policies. Intelligence is the planning and direction, collection, processing, analysis and dissemination of information for national policy and security purposes, and it covers education. The Nigeria educational policy on the other hand is a national guidelines and requirements for the effective administration, management and implementation of education policy at all tiers of government. The scope of the study is 6-3-3-4 educational structure of the education policy in Nigeria. The sampling technique used is simple systematic random sampling. The research instrument employed in the study was a structured questionnaire for primary data collection, while the secondary data sources entail the use of books, journals, and other internet materials. The analysis was presented using the statistical tool which was aided by a frequency count and simple percentage. From the study it was deduced that educational policies are well focused but intelligence was not explored and the planning is often defective, making implementation difficult. Proper planning should be taken to make provisions for instructional materials needed for effective learning and proper implementation of educational policy in Nigeria, there should be proper monitoring and evaluation for effective implementation of educational policies, the goals and objectives set must be periodically evaluated to give room for innovations aimed at solving the emerging and unintended consequences.

Keywords: Assessment, Intelligence Impact, Educational Policy, 6-3-3-4 system, Nigeria.

Introduction

Intelligence plays a pertinent role in every segment of the National life of a country. It is a valuable tool in policy formulation and decision-making to realize set objectives (Kentebe, 2018). Intelligence guides the policymaker down the road to just and reasonable policy (Fred, 2009). In education as in other fields of human endeavor, every official action must have a backing or a basis; it is this purpose that a policy serves (Ukeje, 1986).

Education in Nigeria is regulated by the Ministry of Education at the Federal and State level. State Ministry of Education, Area Education Offices and Local Government Education Authority are responsible for implementing a state-controlled policy regarding public education as well as state schools (Adesina, 2004). The education system is divided into Kindergarten, Primary education, Secondary education, and Tertiary education (Universities, Colleges including Colleges of Education Polytechnics Monotechnics, and Institutes of Specialized Learning). The focus of this study is a national policy that stipulated six years of primary education, three years of junior secondary school, three years of senior secondary school, and then (the minimum) of four years of University Education. The objectives of this policy include to develop the individual into a morally sound citizen, to integrate the individual into the immediate community, Nigerian society, and the world; to develop appropriate skills, mental, social, and physical abilities and competencies to empower the individual to live and contribute positively to the society; to promote information technology capabilities at all levels, to ensure periodic review, effectiveness, and relevance of curriculums at all levels. The policy was formulated using human, capital, and material resources. Hence, Nigeria's Federal Government structure has been dominated by instability since declaring independence from Britain. Policies of the previous government were often discarded and discredited as soon as a new government comes into office, and, as a result, a unified set of education policies has never really been successfully implemented in Nigeria (Nnamani & Oyibe, 2016).

However, a strong and effective policy is needed to guide a nation for it to grow, which means stating what is needed to be achieved and how to achieve the policy and its impact on the people living in the country. Policy implementation in education is a visible problem in Nigeria; Hence, this study examines these problems and explore their implications for the development of education policy in Nigeria.

Statement of the problem

The 6-3-3-4 Nigeria's educational policy is a welcome development for the educational sector as nothing is wrong with the objective of the policy. However, the advocacy to follow it up to the realization of the goal of the system has fallen short. Over the years, the gap between educational policies and goal attainment due to inadequate implementation of these policies have become a great concern to many observers (Okoroma, 2006). This current educational policy in Nigeria has good intentions, but unfortunately, there is a gap between these intentions and the policymakers, making the problem of poor implementation. However, this poor implementation has led to issues affecting this policy. This poor implementation also stems from political instability, affecting the educational policy, thereby stopping it from meeting its objective. These instabilities such as corruption and economic instability caused inadequate provision of resources, which hindered. Therefore, this study tends to assess the impact of intelligence on Nigeria's educational policy and to identify factors that militate against the effectiveness of the 6-3-3-4 educational policy.

Study objectives

The major objective of this study is to determine the impact of intelligence on Education policy formulation in Nigeria. The specific objectives of the study are to;

- i. Identify how intelligence has influenced educational policy in Nigeria.
- ii. Examine the role of intelligence on policy implementation processes.

- iii. Assess the factors that militate against the effectiveness of the 6-3-3-4 educational policy in Nigeria.

Conceptual Clarification

Intelligence

Intelligence is a dynamic concept that does not have a universal definition. However, different authors and literature have defined intelligence according to what it means to them, according to Sherman Kent who is popularly referred to as the father of intelligence analysis, intelligence is the kind of knowledge a state must possess regarding other states to assure itself that its course will not suffer or undertake failure because its state men and soldiers plan an act in ignorance (Okeamonife 2013).

According to the Department of State Services, intelligence is the outcome of collected, collated, analyzed, and evaluated piece of information. However, The US Dictionary of Military Associated Terms defined intelligence as a product resulting from collection, processing, integration, analysis, evaluation, and interpretation of available information concerning the domestic environment and external area (Afolabi 2018).

Bodunde (2017) described intelligence as information that has been subjected to the intelligence process of collection, collation, evaluation, analysis, and assessment in order to produce the needed knowledge for national decision-making on policies and strategy. Intelligence tells policymakers what they need to know before knowledgeably choosing a course of action. Moore in Afolabi &Nwoke (2015), defined intelligence as a specialized form of knowledge that informs leaders, aiding their judgments and decision making. This definition by Moore also speculated that intelligence is meant for leaders alone to act upon before anything can be done, which makes the definition not suitable for this study.

According to Lowenthal (2008), intelligence is the process by which specific types of information that are important to national security are requested, collected, analyzed, and provided to policymakers, the product of that process, the safeguarding of these processes and this information by counterintelligence activities and the carrying out of operations as requested by lawful authorities. The limitation of this definition is that Lowenthal suggests that intelligence must be requested by policymakers. Does this mean that without the policymakers intelligence will not be produced?

Given the observed limitations in the above definitions. The definition by Gill and Phythian (2012) which defines intelligence as intelligence cycle is adopted. According to them, Intelligence is the planning and direction, collection, processing, analysis, and dissemination of information for national security purposes. This definition is adopted because of the focus of the study which is to examine the impact of intelligence on the 6-3-3-4 education structure for the interest of a nation. There are various types of intelligence which include; strategic intelligence, tactical intelligence, counterintelligence, Proactive intelligence, emotional intelligence, critical intelligence, descriptive intelligence. The study however adopted strategic intelligence which focuses on creating and implementing policy for the national interest.

History of Educational Policy in Nigeria

The educational policy in Nigeria has been in existence since the Second World War, which ignited the need by Nigerian nationalists' movement for self-government and educational relevance which gained momentum in 1944 (Fabunmi, 2005). Thus, from 1944 to independence in 1960, self-determination and educational expansion in Nigeria. This development formed the basis for the 1948 Education Ordinance, a milestone in British colonial educational policy in Nigeria because it was the first educational legislation covering the whole country. The Colonial government additionally reviewed its ten years educational plan for Nigeria and appointed a Director of Education as well as stated a clear procedure for assessing grants in aid by mission schools. At the time the educational system in the southern part of Nigeria comprised a four-year junior primary education, which was followed by a four-year senior primary education and a six-year secondary education, while in the more established secondary schools, the School Certificate examination was taken in Class 5 (Taiwo, 1980). In the northern part of Nigeria, on the other hand, the school system comprised of four years of junior primary schooling, three-year middle school and secondary classes 1 to 6, and in some places, middle school classes 1 to 6. The educational system was not uniform throughout the country (Fafunwa, 2004).

The creation of the Eastern, Western, and Northern region in the country, led to the announcement of the 1952 Education Ordinance which empowered each of the regions to develop its educational policies and systems (Taiwo, 1980 & Fafunwa, 2004) and the Colonial Education Board was abolished. During this period, there were some variations in the definition of components of the educational systems in the regions. Nevertheless, they had common administrative features and a statutory system of education which comprised three stages: primary, post-primary, and further education. The duration of primary education varied from region to region; however, the secondary components were similar (Sasnett & Sepmeyer, 1967). According to Tikly, 2001, during this period, the role of state and that of Missionaries in the governance of education was defined; the school system was geared towards producing the desired manpower for the civil service, intolerance was born due to the different regions.

In Nigeria, the educational policy at independence was most concerned with using schools to develop manpower for the economic development of the civil service (Woolman, 2001). In 1969 the National Curriculum Conference was convened which reviewed the educational system and its goals and identified new national goals for Nigeria which would determine the future and direction of education in the country (Nigerian Educational Research Council, 1972). The conference was the first national attempt to change the colonial orientation of the Nigerian educational system and promote national consciousness and self-reliance through the education process (Taiwo, 1980). The most significant changes of the period were the takeover of schools from the missionaries by the government resulting in a unified educational system based on the 7-5-2-3 educational policy: 7 years of primary education, 5 years of secondary school, 2 years Higher School Certificate Levels, and 3 years of university education. This was in the stead of the 8-5-2-3 educational policy: 8 years of primary education, 5 years of secondary school, 2 years Higher School Certificate Levels, and 3 years of university education. At terminal stages, candidates sat for external examinations and were certificated based on their performances.

The 1977 National Policy on Education was the first indigenous educational policy geared towards addressing the problems of educational relevance to the needs and aspirations of Nigerians and promoting Nigeria's unity and laying the foundation for national integration (Ibadin, 2004). In 1983, the National Policy on Education was again revised. However, this revision was aborted when the Military tumbled the second democratic government. The Federal Military Government thereafter promulgated several decrees to guide and regulate the conduct of education. There was yet another revision of the policy in 1998, 1983. This edition of the policy prescribed the First School leaving Certificate and the universal basic education (UBE) program the 9-3-4 system of education, comprising nine years of universal compulsory schooling to be given six years of primary education and three years of junior secondary education. At the end of the nine-year UBE program, all candidates are required to sit for an external examination and graduate with the Junior Secondary School Certificate. The educational system was designed to allow recipients to continue their careers through apprenticeships and other vocational training programs after nine years of schooling (Olaniyan and Obadara, 2008).

Nigeria has experienced several reviews, reforms, innovations educational policies, and programs (Woolman, 2001). Also, a lot of inconsistencies exist which has resulted in poor standards in the educational system. Frequent changes in policies and government tend to hurt the policies and programs of education. Odukoya (2015) observed that between 2000-2016, the nation passed through five different regimes. Notably from Babangida to Shonekan in 1993 to Abacha 1993-1998, Abubakar 1998-1999 Obasanjo 1999-2007. Within this period Nigeria had a series of ministers, Governors, commissioners with different views on how to administer the affairs of the education sector. This gave rise to inconsistencies even to date Nigeria is moving forward as regards educational policy and programs. There is a lack of continuity, this has hindered national development. There are also several modifications. For instance, the Universal Primary Education. Universal Basic Education, 6-5-4 system, 6-3-3-4 system 9-3-4 system. All the policies are accompanied by a framework, new proposals, and pronouncements.

Nigeria's Policy on Education

The National Policy on Education (NPE) is the prescription System that is aimed at streamlining efforts in the education sector. The NPE constitutes blueprints for successive education development as well as serves as the reference point for educational plan implementation.

The Nigerian education sector has the advantage of ample constitutional provisions and legislative support for the three tiers of government i.e the Federal, State, Local, and all other stakeholders to participate in the delivery of education at all levels. As a result, the private sector, Civil Society Organizations (CSOs), Non-Governmental Organizations (NGOs), International Development Partners (IDPs), communities, and private individuals are very active in the sector. The key challenges are to effectively coordinate activities and interventions and strengthen and deepen collaboration through appropriate policy guidelines, monitoring, and quality control. The Constitution of the Federal Republic of Nigeria stipulates the direction of national policy towards ensuring equal and adequate educational opportunities at all levels of education and the provision of compulsory, free and universal primary education; free university education; and free adult literacy program as

soon as practicable. It provides the basic legal framework for all the three tiers of government, federal, state, and local, to participate in the management and provision of education (<https://education.gov.ng/wp-content/uploads/2020/06>).

The National Council on Education (NCE) provides a forum for consensus-building on education policy directions to be implemented at different levels of education, with varying degrees of adaptations to suit specific State and local peculiarities. The Joint Consultative Committee on Education (JCCE) comprises professional officers of the Federal and State Ministries of Education as well as other relevant stakeholders. The Joint Consultative Committee on Education provides the necessary framework and recommendations for consideration by the National Council on Education. The Federal Ministry of Education has the overall responsibility of formulating national education policies, coordinating the implementation of policy provisions and quality control in service delivery, by National Council on Education resolutions and directives. The Nigerian education system is structured into Early Child Care and Development aged 0 -4 years; Basic Education aged 5 -15 years. It encompasses Pre- Primary 1 year, 6 years of Primary Education and 3years of Junior Secondary Education; Post-Basic Education of 3 years in Senior Secondary schools and Technical colleges and Tertiary education provided in the college of education, monotechnics, polytechnics, and the university, which is called the 6-3-3-4 structure.

The following are the aims of the National Policy on Education in Nigeria according to Cynthia, (2019):

- i. The national policy on education in Nigeria is aimed at building a free and democratic society.
- ii. It is also aimed at building a united, strong, and self-reliant nation.
- iii. It also helps to build a great and dynamic economy for the country.
- iv. The national policy on education aims at building a land full of bright opportunities for all citizens.
- v. It is aimed at building a just and egalitarian society.

Interface between intelligence and the Nigeria's 6-3-3-4 educational policy

Intelligence forms an integral part of how policy makers are assisted in carrying out their duties of guiding the country through policy formulation (Kentebe, 2018). Education is also an integral part of human endeavor. The use and importance of education cannot be overemphasized as it helps in growth and development of citizens which makes the need of a policy to ensure the effectiveness of education and its sector.

During the British colonial era there was no unified educational policy as each region had its own educational policy. This period however was only focused on producing the desired manpower for the civil service. Education during this era was not organized as various regions within the country had its own educational policy, meaning the importance of education in a region was different from another region. This led to the conference in 1969 which led to the creation of a unified educational policy in Nigeria and it was called 8-5-2-3 meaning 8 years of Primary Education, 5 years of Secondary Education, 2 years of Higher School Certificate and 3 years of University Education (Taiwo, 1980). The 8-5-2-3 was geared towards addressing relevant educational needs and aspirations, to also promote unity and

laying foundation for national integration. This policy however during this period had absence of consultation with local communities on education.

The 8-5-2-3 was weak because it was not a unified educational policy as each of the regions had their own educational policy, The Educational policy in the Southern region comprised of four year Primary education, Four year senior Primary education and Six years Secondary education (Fafunwa, 2004). The Northern region comprised of Four year Junior Primary School, Three year Middle School, The Eastern Region had similar educational policy as the South and the Western region had similar educational policy as Southern region. The educational policy focus was for classists, those in Literature e.t.c. It is pertinent to note that the Western region had Secondary Modern school which was mostly attended by girls, this was provided as a follow up to the free primary school education but it was majorly created for those who could not gain admission to higher secondary school or technical school (Obanya, 2006).

Although the 8-5-2-3 educational policy was geared towards making technical students as the two years higher school certificate creates room for people to either further into the technical world or they drop out. However, it is to be noted that intelligence helped to review this 8-5-2-3 educational policy, in which the 6-3-3-4 educational policy was suggested as the country needed a unified system just like how Countries around the World ran theirs.

The 6-3-3-4 educational policy however was deployed and it was derived from the American educational system as 6 stands for six years Primary School, 3 years Junior Secondary School (Which prepares students on which path they want to follow, this however is differentiated from the 8-5-2-3 which only prepares students for the technical world), 3 years Senior Secondary School where students then have various options such as Arts/Humanities, Science or Commercial Class after which they are prepare to go into 4 years Tertiary education to further from their chosen options. Therefore, this is to show that without intelligence the 6-3-3-4 educational policy will not function as much as it does now.

Methodology

Study Design

The paper survey design. It is used because of the descriptive nature of the work. The design collects primary data using questionnaires and secondary data using online sources; journals, internet sources (using e-library, National library Akure, Z- library), published books, and unpublished articles newspapers, and magazines. The data was presented formally to staff of Ondo state ministry of Education in Akure on 2nd of February, 2022 and it was collected on 15th of February, 2022.

Study Population

The targeted population was drawn from Ondo State Ministry of Education Akure staff. The study adopted 120 staff of the ministry, who are from various departments and also have knowledge of the subject matter. The technique adopted was the simple systematic random sampling, in which the use of odd numbers was used to select the 120 staff who participated in the survey.

Data Collection

The sources of data collection are primary and secondary sources. The primary source entails the use of questionnaire with close-ended questions to arrive at figures to be calculated mathematically. While secondary data contained the use of online sources; journals, internet sources (using ABUAD e-library, National library Akure, Z-library), published books, unpublished articles and newspapers. This study is quantitative research that aimed at producing the best available data, process, understanding of the study.

The questionnaire has two sections; Section A and Section B in which the first section consists of the demographic profiles, i.e. the personal information of the respondents, while the second section is directed at getting information on the variables under study using a five-point scale: Strongly Agreed, Agreed, Neutral, Strongly Disagreed and Disagreed. The questionnaire is one of the main instruments used in gathering data for this study consisting of 20 items.

It was a physical distribution of printed survey papers while Google Spreadsheet and Microsoft Excel were the analytical tools used.

Data Analysis

The data which was collected from the field was analyzed using bar charts and a simple statistical table/frequency counts to arrive at the deductions.

The percentage was calculated as $N/n \times 100/1$ for each distribution. e.g. distribution of the male respondent is 61 which means $N = 120$ while $n = 61$ there $N/n \times 100/1 = 120/61 \times 100/1$. The method of data presentation is graphic using Microsoft Word.

Analysis and Findings

A suitable design was structured, a five-point Likert scale for each variable. A five-point scale of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

Table 1

S/N	Question	SA	A	N	SD	D
1.	Intelligence helps in the decision making process of the policy. Do you agree?	32 (26.7)	35 (29.2)	40 (33.3)	3 (2.5)	10 (8.3)
2.	It is a proactive measure for good impact on the educational policy. Do you agree?	10 (8.3)	24 (20)	83 (69.2)	(-)	3 (2.5)
3.	Will you agree that Intelligence helps policy makers to know the weight and importance of policy decision in formulation?	38 (31.7)	42 (35)	26 (21.7)	2 (1.7)	12 (10)

Source: Authors' Field Study (2022)

From the response above, there were conflicting answers to the entire subject above as majority of the respondents seem to select Neutral which means they neither agree nor disagree to the roles of intelligence on the educational policy. Since most of the respondent's ticked Neutral to most of the questions, this means they may or may not have knowledge about the study, and they are aware that Intelligence is helpful in the decision making process, they know that Involving intelligence is a proactive measure for good impact on the educational policy and that intelligence helps policy makers to know the weight and importance in policy decision formulation. This is an indication that the respondents may or may not know what intelligence means and they are aware of the influence and impact of intelligence in the Nigeria's educational policy.

Table 2
Assessment of factors that militate against the effectiveness of the 6-3-3-4 educational policy of Nigeria

S/N	Questions	SA	A	N	SD	D
4.	Is poor planning without accurate data a factor?	35 (29.2)	32(38.4)	24(20)	10(12)	19(22.8)
5.	Lack of legislation which affects the implementation. Do you agree?	23(19.2)	21 (17.5)	43 (35.8)	23 (19.2)	10 (8.3)
6.	Can Lack of proper funding also enhance the effect?	42 (35)	38 (31.7)	28 (23.3)	(-)	12 (10)
7.	Do you agree that Lack of equipment for a good learning environment can also enhance the effect?	41 (34.2)	66 (55)	9 (7.5)	1(0.8)	3 (2.5)
8.	Do you agree that Lack of adequate man power can also have effect?	45 (37.5)	46 (38.3)	29 (24.2)	(-)	(-)

Source: Authors' Field Study (2022)

From the table above, the factors that militate against the effectiveness of the 6-3-3-4 educational policy was shown majority agreed that poor planning without accurate data is a negative factor that hinders the effectiveness of the policy while some respondents took a neutral ground and few of the respondents disagreed. From the table above the response from the respondents differ from each other as there is an agreement that lack of proper planning is not a factor that militates against the effectiveness of the educational policy, this follows with the second factor that majority agreed that lack of legislation that affects implementation is not a factor that militates against the effectiveness of the educational policy.

Table 3: MILITATING FACTORS

S/ N	Question	SA	A	N	SD	D
9.	Do you also agree that it will lead to capability problem as there will be a lot of constraints in every area of the educational sector?	52 (43.3)	37(30.8)	20(16.7)	2(1.7)	9(7.5)
10.	Can it affect the quality of education?	32 (26.7)	67 (55.8)	15 (12.5)	1 (0.83)	5 (4.2)
11.	Do you agree it will lead to degradation of the educational system?	44 (36.7)	50 (41.7)	26 (21.7)	(-)	(-)
12.	Do you know it can also lead to politicization in the educational system?	27 (22.5)	39 (32.5)	30 (25)	10 (8.3)	14 (11.7)

Source: Authors' Field Study (2022)

From the table above majority agreed to the implication of the negative factors on the educational policy which will lead to capability problem as there will be a lot of constraints in every area of the educational sector while the remaining few disagreed. The remaining questions showed that majority of the respondents agreed that those factors affect the 6-3-3-4 educational policy in Nigeria and that they are negative implications for the educational system.

Table 4

How can these factors be turned around to ensure effective educational policy?

S/N	Question	SA	A	N	SD	D
13.	Do you know that Consulting appropriate legislations during policy formulation and policy implementation can also have effect on educational policy?	51 (42.5)	40 (33.3)	26 (21.7)	1 (0.8)	2 (1.7)
14.	Do you agree that Non-Development of organizational capacity can also have effect?	46 (38.3)	39 (32.5)	30 (25)	(-)	5 (4.2)
15.	Provision of infrastructures by enabling good learning facilities alongside with appropriate equipment can also ensure effective educational policy, do you agree?	83 (69.2)	37 (30.8)	(-)	(-)	(-)
16.	The decision making body must be knowledgeable in the educational field.Do you agree?	45 (37.5)	46 (38.3)	29 (24.2)	(-)	(-)

Source: Authors' Field Study (2022)

The above table examines how the factors can be turned around to ensure effective educational policy. The table shows that the majority of respondents agreed that there should be consultation with appropriate legislation during policy formulation and implementation. Also majority of the respondents agreed that there should be development of organizational capacity and human resources capacity. From the response above, the respondents agree with the possible solutions of how the educational policy can be effective.

Discussion of Findings

The analysis above revealed that just a few of the respondents have little or no knowledge as to what intelligence means but they had basic knowledge of what educational policy means, they understand what the 6-3-3-4 educational policy is about and they know what the objectives of the policy seeks to achieve, which means that they understand fully what the 6-3-3-4 aims at achieving.

The respondents expressed concerns that key constraints included in the Nigerian educational policy includes lack of basic amenities for practical teaching, lack of instructional learning materials to facilitate effective learning process, inadequate teaching staff, lack of adequate workshops, inadequate laboratories and libraries, non-availability of guidance and counseling services., lack of political will and poor remuneration of lecturers, insufficient funds, corruption and poor supervision and monitoring. This is in agreement with Okoroma (2006) that enumerated the problems of non-implementation of education policies in Nigeria thus: lack of political will, corruption, poor supervision and monitoring and political instability. However, the findings of the result is also in line with the earlier work of Arubayi (2005) who found out that some of the factors responsible for non-implementation of educational policies include: inadequate funding of education, poor planning/ineffective implementation of educational plans and objectives, poor supervision and monitoring, inadequate vehicles for monitoring, inadequate number of qualified monitoring officers, inadequate office accommodation, and office equipment (e.g computers and ICT facilities) militated against effective supervision of educational programme in Nigeria's educational systems.

The findings of the study from the respondents revealed that the Consulting appropriate legislations during policy formulation and policy implementation, Development of organizational capacity and human resources capacity, provision of enabling learning facilities and equipment's, provision of conducive learning environment, use of unprepared instructional materials, Provision of education to meet the target of the sustainable development goals, provision of functional education as a leeway out of youth unemployment, provision of quality infrastructural facilities to make school environments learners-friendly for all learners, provision of life-long learning opportunities for all and promoting technical and vocational education and training (TVET) are major strategies for effective implementation of the education policy in Nigeria educational system. This is in line with the view of Oviawe (2017) who affirmed that for effective implementation of educational policy in Nigeria can adopt the following strategies which include: provision of enabling facilities and equipment such as equipment and tools will go a long way to facilitate the effective implementation of educational policy in Nigeria. The findings of the study is also in line with Kelly (2011) and Akpan (2018) who postulated the use of improvised instructional materials, provision of inclusive and equitable education; the provision of life-long learning opportunities for all; and the means to promote technical and vocational education and

training (TVET) will also foster the implementation of educational policies in Nigeria. From these findings, Intelligence was involved at the early stage of the policy as the previous policy gave room for a review that led to the creation of the 6-3-3-4 educational policy. There were good intentions for the policy as the objectives were duly stated but there is a gap between these intentions and those formulating the policy which has led to poor implementation of the 6-3-3-4 policy. These questions should however come to mind; Is there proper planning? Are the right bodies or legislations involved? Because the policy is definitely backed by law but who are the subsequent bodies or institutions reviewing this policy for better effectiveness.

Conclusion

This study focused on Intelligence and Nigeria's Educational Policy: 6-3-3-4. In the course of the study. It was discovered that most educational policies are well focused but the planning is often defective, making implementation difficult. Resources available for the implementation of a given educational policy are often over-estimated and thereby elicit unrealistic expectations that fail to materialize. Since educational policies are usually translated into plans before implementation, studies have shown that the costs of implementing such plans have often been under-estimated. Most educational policies have become stalled at the planning stage. Reliable data have not been a popular feature in planning education in Nigeria. This situation has not facilitated the effective implementation of educational plans. The following are necessary recommendations; Proper planning should be made to provide for instructional materials by the Ministry of Education for effective learning and proper implementation of educational policy in Nigeria, Consulting appropriate legislations during policy formulation and policy implementation, There should be proper monitoring and evaluation of the policy by the government for effective implementation of educational policies, The goals and objectives of all academic programs should be reviewed every academic year by the Ministry of Education, Nigerian governments and leaders should develop the necessary political will for growth of education.

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