Effect of National Assembly Constituency Projects on Educational Infrastructure Development in Selected Rural Communities, Federal Capital Territory, (FCT) Abuja

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Abstract
This study assessed the effect of National Assembly constituency projects on educational infrastructure development in selected rural communities, (FCT), Abuja 2015-2023. It examined how these projects have affected the availability of educational infrastructure development in selected rural communities. The research employed a mixed-methods approach, integrating quantitative analysis through surveys and qualitative insights from document review and stakeholders. The quantitative component utilised a structured survey questionnaire based on a Likert scale to assess community perceptions of the National Assembly constituency projects' effect in addressing educational infrastructure development needs in rural communities. Additionally, chi-square tests were employed to analyse the relationship between National Assembly constituency projects and their effect on the availability of educational infrastructure development in selected rural communities, FCT, Abuja. Key findings revealed that National Assembly constituency projects have significantly affected the availability of educational infrastructure development in selected rural communities, Federal Capital Territory, Abuja. The study recommended that policymakers should sustain funding of National Assembly constituency project interventions on educational infrastructure development in the rural communities, FCT, Abuja and beyond.

Keywords: National assembly, constituency projects, educational infrastructure development, rural communities.

Introduction
Globally, educational infrastructure plays a pivotal role in fostering equitable access to education and ensuring quality learning environments. The United Nations Sustainable Development Goal (SDG) 4 emphasizes the importance of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all (United Nations, 2015). Investment in educational infrastructure, such as schools, libraries, and technological resources, is crucial for achieving these goals. Various international models demonstrate that targeted investments in education can lead to significant improvements in literacy rates, educational attainment, and overall socio-economic development (World Bank, 2018).

On an international scale, the importance of educational infrastructure is evident through numerous development initiatives and funding programs aimed at improving educational facilities, especially in underserved regions. For instance, international organizations like UNESCO and the World Bank provide financial and technical assistance to countries in need, focusing on improving infrastructure and educational quality (UNESCO, 2020; World Bank, 2021). These efforts highlight a consensus on the necessity of robust educational infrastructure to support learning and development.

In Africa, educational infrastructure challenges are prevalent, particularly in rural and underserved areas. Many countries on the continent face significant disparities in educational resources, which hinder access to quality education (African Development Bank, 2019). Efforts to address these challenges include initiatives by both governmental and non-governmental organizations, which aim to improve school facilities, teacher training, and educational materials (UNICEF, 2021). In rural communities, targeted interventions are essential to bridge the gap between urban and rural educational facilities.

In Nigeria, the development of educational infrastructure has been a priority for various governments. The National Policy on Education emphasizes the need for improving educational facilities to enhance teaching and learning outcomes (Federal Ministry of Education, 2014). However, there are significant disparities in educational infrastructure between urban and rural communities. The National Assembly constituency projects in Nigeria represent a significant policy mechanism for infrastructural development aiming to address pressing needs within various communities. Among these needs, educational infrastructure development stands as a cornerstone for societal advancement, especially in rural communities (World Bank, 2018); (National Assembly, 2020). The need for improved educational facilities in these rural areas is critical. Research has linked poor infrastructure in schools to lower educational outcomes, such as reduced student attendance, poor academic performance, and lower teacher retention rates (UNESCO, 2020).

Empirical studies have shown that well-implemented constituency projects can significantly enhance rural development (Olaniyan and Lawal, 2017). For instance, Uwaifo (2019) found that projects focused on building and equipping classrooms directly improve learning conditions and educational outcomes in targeted areas. However, there are concerns regarding the effectiveness and sustainability of these projects, often hindered by issues such as poor planning, corruption, and lack of community involvement (Nwachukwu, 2018).

Despite the allocation of large sums of money to National Assembly constituency projects, concerns persist regarding their effectiveness, transparency, and impact on rural development (Idris, 2019). Criticism ranges from mismanagement of funds to inadequate monitoring and evaluation methods, casting doubt on the extent to which these projects enhance sustainable development in rural communities in the FCT, and across the country, as confirmed in the studies of Oluwatoyin and Olawale (2019).

Amidst these challenges, it is imperative to examine the effect of National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres improving educational infrastructure in rural communities in the FCT. Questions arise concerning the allocation and utilization of funds meant for these projects, the availability and sustainability of these infrastructural developments, and their overall effect on educational outcomes and rural development. Addressing these questions is critical for informing policy decisions, enhancing accountability, and entrenching inclusive development strategies targeted at meeting the educational infrastructure development needs of rural communities within the FCT and across the country. On this note, this research paper focuses on assessing the effect of these projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres on educational infrastructure development in selected rural communities of the FCT 2015-2023, providing insight into their effectiveness and areas for improvement.

The Specific Objectives of the Study are to:

i. examine the effect of National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres on the availability of educational infrastructure in selected rural communities within the Federal Capital Territory (FCT).
ii. evaluate the extent to which National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have addressed

the specific educational infrastructure needs in selected rural communities of the Federal Capital Territory.

The Hypotheses Tested are:

$H0_1$: National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have not affected the availability of educational infrastructure development in selected rural communities of the Federal Capital Territory (FCT).

$H0_2$: The National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have not significantly addressed the educational infrastructure development needs of selected rural communities in FCT.

Conceptual Clarification

National Assembly

The National Assembly is a critical institution within the framework of democratic governance, serving as the legislative body responsible for representing the people's interests and enacting laws in many countries, including Nigeria. In Nigeria, the National Assembly consists of two chambers: the Senate and the House of Representatives. Each chamber plays distinct roles in the legislative process, with the Senate representing the states and the House of Representatives representing constituencies based on population.

According to Section 4 of the 1999 Constitution of the Federal Republic of Nigeria, as amended, the National Assembly holds the primary responsibility for making laws for the peace, order, and good governance of the country. Benson (2018) conceptualised the National Assembly by its functions, which encompass the creation, amendment, and repeal of laws regulating various aspects of society, including governance, economy, social welfare, and justice. It also exercises oversight functions over the executive arm of government through committees that monitor government agencies, ensuring transparency and accountability in governance. This oversight role is crucial in ensuring that the executive's policies and actions align with the citizens' interests, as outlined in Section 89 of the 1999 Constitution, as amended.

Moreover, the National Assembly serves as a forum for debate and deliberation on national issues, providing a platform for diverse viewpoints and facilitating consensus-building among legislators. Through public hearings, consultations, and legislative debates, it fosters public participation in the democratic process and promotes inclusivity in decision-making.

The National Assembly in Nigeria embodies the principles of representative democracy by legislating, overseeing the executive, and facilitating public discourse to advance national development and uphold democratic values. Akinsanya (2016) viewed the National Assembly as the supreme legislative body of Nigeria, comprising the Senate and the House of Representatives, vested with the constitutional powers for law-making, overseeing the executive arm of government, and representing the interests of Nigerian citizens.

Constituency Projects

Constituency projects in Nigeria refer to development initiatives initiated by members of the National Assembly to address development gaps within their constituencies, funded by the government. These projects aim to improve infrastructure such as schools, hospitals, roads, and water supplies in both rural and urban areas across the country. Primarily funded through the national budget, each legislator is allocated a specific amount annually for projects within their constituency (National Assembly, 2023).

The World Bank (2012) conceptualised constituency projects as government initiatives aimed at directly involving constituents in decision-making processes regarding the allocation and implementation of development projects at the local level. These projects address specific needs and priorities within a constituency.

The concept of constituency projects emerged to decentralize development efforts and ensure equitable distribution of resources across Nigeria's diverse regions. However, the execution and impact of these projects have faced scrutiny due to issues of transparency, accountability, and politicization (Okoli, 2019). Critics argue that while constituency projects aim to address local needs, they often encounter challenges such as delays, mismanagement of funds, and inadequate monitoring mechanisms (Olowu, 2020).

Nevertheless, supporters contend that constituency projects empower legislators to directly respond to constituents' demands, promote grassroots development, and enhance democratic representation (Omotola, 2012). Despite the many controversies surrounding it (Atakpa et al., 2020), constituency projects remain a significant aspect of Nigeria's governance structure, influencing rural development trajectories and shaping the socio-economic landscape of communities across the nation. Onuoha (2018) described constituency projects as government-financed initiatives designed to meet developmental needs within legislative constituencies. Funds are allocated to lawmakers, who nominate and monitor projects according to the demands of the rural communities they represent.

Educational Infrastructure Development

The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2020) states that educational infrastructure development encompasses the provision of physical facilities, resources, and systems essential for effective learning and teaching within educational institutions. This includes buildings, classrooms, laboratories, libraries, computers, projectors, furniture, sanitation facilities, and transportation, all of which play vital roles in facilitating quality education across communities. The availability and quality of these infrastructures directly affect educational outcomes, student retention rates, and overall learning experiences (UNICEF, 2019).

Jain (2013) defines educational infrastructure development as the availability of tangible components of an educational system, such as buildings, equipment, and technology, as well as intangible elements like policies, curriculum frameworks, and administrative structures. These components collectively promote the effective transfer of knowledge from teachers to learners.

According to UNESCO (2020), adequate educational infrastructure development supports equitable access to education, especially in rural and underserved areas where infrastructure deficiencies often hinder educational opportunities. This development not only involves construction but also the maintenance and continuous improvement of facilities to meet growing educational needs (World Bank, 2019); Okoli & Onah (2015) also highlight that educational infrastructure comprises physical facilities such as schools, classrooms, libraries, and laboratories, along with institutional components like curriculum development and teacher training. This conceptualisation underscores the pivotal role of adequate infrastructure in promoting access to quality education, particularly in rural areas.

For instance, modern educational facilities equipped with technology enhance teaching methods and student engagement (OECD, 2015). Additionally, the physical condition and adequacy of educational infrastructure can influence student motivation, health, and safety (UNICEF, 2019). Therefore, investment in educational infrastructure development is crucial for fostering inclusive and quality education, aligning with global sustainable development goals (World Bank, 2015). Efforts to improve educational infrastructure aim to create environments conducive to effective teaching and learning, ultimately contributing to educational equity and societal development.

Rural Communities

According to the United Nations (2018), rural communities are typically characterised by their spatial and demographic features, often located outside urban centres, with lower population densities, inadequate infrastructure, and a reliance on agriculture or natural resources for livelihoods. Similarly, Cloke (2014) describes rural communities as marked by spatial remoteness, high dependence on agriculture or natural resource-based economies, and distinctive socio-cultural traditions, which foster

a strong sense of collective belonging and solidarity among residents. These areas often lack access to urban amenities and rely on traditional occupations, enhancing a strong local identity and interdependent communal connections.

Berry (2018) states that rural communities are areas where primary economic activities are related to agriculture, forestry, and extractive industries, and where social structures are more homogeneous and interconnected.

In the context of the Federal Capital Territory (FCT), rural communities share similar characteristics, with limited access to basic services such as education, water, healthcare, and electricity compared to urban areas (FCTA, 2020). This disparity gives rise to inequality in access to education in rural communities within the FCT.

Rural communities are more closely connected to the natural environment than urban areas, primarily engaging in farming and sharing a strong sense of unity. Education in rural areas faces numerous challenges, including inadequate school facilities, a shortage of qualified teachers, and limited access to educational resources (UNESCO, 2020). These challenges affect educational outcomes and contribute to disparities between rural and urban educational systems. National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres among others aim to address some of these disparities by allocating funds for the development of infrastructure, including educational facilities, in rural communities (World Bank, 2020). However, the effectiveness of these projects in improving educational infrastructure varies and is influenced by factors such as governance, funding mechanisms, and community involvement (OECD, 2015).

Understanding the specific context of rural communities in the FCT is crucial for assessing the effect of National Assembly constituency projects on educational infrastructure development. This study aims to explore how these projects have addressed educational needs in selected rural communities, providing insights into their efficacy and identifying areas for improvement.

Empirical Review

Aliyu & Hassan (2018) conducted a study on the effect of National Assembly constituency projects on educational infrastructure development in Abaji Area Council, FCT. The study examined how constituency projects influence the educational infrastructure development in Abaji Area Council. Utilizing a mixed-methods approach and a descriptive survey design, the primary data were collected through questionnaires and interviews. The sample comprised 30 respondents from 3 communities and 3 schools. The results indicated that National Assembly constituency projects led to the construction of classroom blocks and the provision of furniture, thereby enhancing educational infrastructure in the communities. However, challenges such as delays in project completion were noted. The study recommended adequate funding and monitoring to ensure projects meet budgeted timelines.

Okafor & Nwosu (2018) conducted a comparative analysis of National Assembly constituency projects on educational infrastructure development in Bwari Area Council, FCT. The study examined the impact of constituency projects and other government programs. The study adopted a desk review method for data collection, the findings revealed that while constituency projects have contributed to the construction of classroom blocks and provision of furniture, they also led to a lack of water and toilet facilities in some communities. The study recommended increased funding for educational infrastructure in rural communities, emphasising that such investments are crucial for rural and national development.

Adewale & Ahmed (2019) used a descriptive survey design to evaluate the effect of National Assembly constituency projects on educational infrastructure development in Gwagwalada Area Council, FCT. The study assessed the effectiveness of these projects in improving educational infrastructure in rural communities. The sample size for the study consisted of 100 respondents purposively selected from six communities that benefited from constituency projects. Primary data were collected using questionnaires, and secondary data were sourced from existing materials. The

findings revealed significant improvements in educational infrastructure availability, quality and student learning environments. The study recommended sustained investment and community involvement to ensure the long-term sustainability of education-related constituency projects

Sani & Ahmed, (2019), using a descriptive survey design, evaluated the effect of National Assembly constituency projects on educational infrastructure in Gwagwalada Area Council, Abuja. The study's goal was to assess the effectiveness of National Assembly constituency projects in improving educational infrastructure in the rural communities of Gwagwalada Area Council. The sample size for the study was 100 respondents, drawn from the stakeholders in the six communities in the Area Council that have benefited from National Assembly constituency projects. The study collected primary data using a questionnaire and sourced secondary data from secondary materials. The findings revealed that constituency projects have made significant improvements in infrastructure quality and conducive student learning environments. The study determined that insufficient upkeep and unequal project allocation were the main causes. The study recommended sustained investment and community involvement to ensure the long-term sustainability of education-related constituency projects.

Yusuf & Ahmed, (2020) evaluated the effect of National Assembly constituency projects on educational infrastructure development in Kuje Area Council, FCT. The objective was to assess the quantitative changes in educational infrastructure before and after project implementation. The study adopted a descriptive-analytical technique and utilized both primary and secondary data sources. A purposive sample selection included five schools from five communities across five political wards. The study concluded that when executed to quality standards, National Assembly constituency projects positively affect educational infrastructure development. Significant improvements in infrastructure quantity were observed, and the study recommended adequate monitoring and evaluation to ensure adherence to quality standards for durability.

Hassan & Musa, (2020) examined the effect of National Assembly constituency projects on educational infrastructure development in rural communities in FCT, Abuja. The objective of the study was to examine the effect of these projects on the development of educational infrastructure in rural communities of FCT. The findings revealed that significant progress has been made, but there exist some gaps due to inadequate funding and oversight. The study recommended adequate funding as well as effective oversight by the government agencies saddled with this constitutional responsibility.

Theoretical Framework

The study adopted the Political Representation Theory and Community Development Theory, as postulated by Pitkin (1967). This theory posits that elected representatives or officials act on behalf of their constituents' interests. In the context of this study on constituency projects, politicians allocated funds for the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres for educational infrastructural development to meet the needs of their constituents and improve educational infrastructure within the constituency, thereby enhancing teaching and learning in the rural communities of their respective constituencies in the Federal Capital Territory and across the country.

Similarly, Fennock et al. (1968), cited in Adewale & Ahmed (2019) support the representative political theory, stating that political representation entails ensuring that the electorate's voices, opinions, and perspectives are captured in the government's policy-making process. Benson (2019) reinforces this theory by positing that electorates consider effective representation to be evidenced through constituency projects attracted or cited in the constituency during their representatives' tenure in office. This standard of assessment helps maintain support and secure re-election. This view is also upheld by Balla & Deering (2013), cited in Atairet & Ibanga (2021), who noted that even in the U.S. Congress, representatives value their constituency projects, known as the Pork Barrel Policy, more than any other legislative function.

Community Development Theory, propounded by Chambers (1983), emphasizes the importance of community participation and empowerment in development projects. Concerning this study of constituency projects, it is suggested that involving rural communities in the decision-making

process regarding the development of educational infrastructure ensures that projects are tailored to the specific needs and priorities of the communities. This approach also ensures the quality and sustainability of the infrastructure within their rural communities.

Methodology

The study employed a descriptive research design with a mixed-methods approach, combining quantitative and qualitative techniques. Data were collected through surveys and semi-structured interviews. Secondary data were sourced from journal articles, budget reports, National Assembly Budget Oversight Reports, government publications, and other online materials. By integrating multiple data collection techniques, the study generated sufficient data to address the research objectives, contributing to knowledge and policy development in educational infrastructure and National Assembly constituency projects in rural communities of FCT, and beyond.

According to the National Population Commission (2006), the population of these communities is 3,082. The study selected six communities across the three Area Councils of Bwari, Kuje, and Kwali, covering six electoral wards. The selected areas are Bwari Area Council (Byazhin ward, Byazhin community, Shere ward, Shere community); Kuje Area Council (Guabe ward, Guabe community, Chibiri ward, Kiyi community); and Kwali Area Council (Dafa ward, Wako community, Wako ward, Kwaita community). The sample size for the study was 354 respondents, determined using Taro Yamane's (1967) sample size determination formula. Purposive sampling was used to select stakeholders, and 354 questionnaires were distributed. Of these, 324 were returned, representing a response rate of 91.53%, while 30 were not returned, accounting for 8.47% thus:

$$n = \frac{N}{1+N(e)^2}$$

Where n = sample size

N = total population size

1 is constant

e = the assume error margin or tolerable error which is specified as 5% (0.05) in this study.

$$n = \frac{N}{1 + N\,(e)^2} = \frac{3080}{1+3080\,(0.05)^2} = \frac{3080}{8.7} = 354$$

Table 1: Shows Constituency Projects on Educational Infrastructure Development Executed in the Sample Communities in the National Budget (2015-2023) in FCT, Abuja

TYPES OF EDUCATION INFRASTRUCTURE PROJECTS	BENEFITED COMMUNITIES	AREA COUNCIL	ELECTORAL WARD	YEAR	NAME OF PROJECT SPONSOR
a) Construction of block of 3 classrooms with furniture, staff room, toilet, and borehole at Government Junior Secondary School Byazhin, Bwari Area Council	Byazhin Community	Bwari	Byazhin	2016	SEN. PHILIP ADUDA
b) Construction of block of 3 classrooms, with furniture, toilet and borehole at Local Education Authority (LEA) Primary School Shere Bwari Area Council	Shere Community	Bwari	Shere	2022	HON. JIBA Y. MICAH
c) Construction of a block of 3 classrooms, with furniture, toilet and borehole at Government Junior Secondary	Guabe Community	Kuje	Guabe	2018	SEN. PHILIP ADUDA

School Guabe, Kuje Area Council					
d) Construction of a Library and computer laboratory, equipped with books and computers and accessories at Government Senior Secondary Kiyi, Kuje Area Council	Kiyi community	Kuje	Chibiri	2021	HON. HASSAN ,S. USMAN
e) Construction of Information and Communication Technology (ICT) center, with toilet and borehole at Government Senior Secondary School Kwaita, Kwali Area Council	Kwaita Community.	Kwali	Dafa dada	2020	SEN. PHILIP T. ADUDA
f) Construction of block of 3 classrooms, with furniture, toilet, and borehole at Local Education Authority (LEA) Primary School wako Kwali Area Council	Wako Community	Kwali	Wako	2017	HON. ANGULU, U. ZAKARI

Source: Field Survey 2024 & Federal Ministry of Finance Zonal Intervention Projects FCT 2015-2023

Data Presentation and Discussion

Table 1 shows specific National Assembly constituency projects on educational infrastructure development sited in schools within the selected communities that were sampled for the study in the Federal Capital Territory (FCT) that were sponsored by members of the National Assembly that represented FCT within the period of the study, (2015-2023). These projects are aimed at bridging the gap in educational infrastructure between the urban and rural communities in the Federal Capital Territory, Abuja by creating opportunities for rural children to learn in a conducive environment, as well as enhancing rural development in their respective electoral constituencies.

Table 2: Responses on whether National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have affected the availability of educational infrastructure development in selected rural communities of the Federal Capital Territory (FCT).

Responses	Frequency	Percentage (%)
Agreed	104	32.1
Strongly Agreed	159	49.1
Undecided	11	3.4
Disagreed Strongly	28	8.6
Disagreed	22	6.8
Total	**324**	**100**

Sources: Field Survey, 2024

The data analysis reveals that 32.1% of respondents agreed, while 49.1% strongly agreed that National Assembly constituencies on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have positively affected the availability of educational infrastructure development in their communities. Additionally, 3.4% were undecided, 8.6% strongly disagreed, and

6.8% disagreed. This analysis indicates that a majority of respondents (81.2%) have a generally positive perception regarding the effect of these projects on educational infrastructure development.

However, the presence of 15.4% who either disagreed or strongly disagreed suggests that some respondents perceive the effect of these projects as inadequate. The findings highlight a varied response, indicating that while a significant portion (81.2%) perceive improvements in educational infrastructure development, the 3.4% who were undecided may lack a clear position on the effect of these projects. The 15.4% who disagreed with the current state of educational facilities implies that policymakers need to examine their concerns to understand their Position.

Policymakers should identify potential disconnects or constraints that may have occurred in the project cycle in these communities, such as communication breakdowns regarding the objectives of the projects. By addressing these issues and continuing to expand these projects, they can further improve educational infrastructure development in rural communities within the FCT, Abuja.

Table 3: Responses on whether there has been improvement in the availability of educational infrastructure development such as (the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres) due to National Assembly constituency projects.

Responses	Frequency	Percentage (%)
Agreed	113	34.9
Strongly Agreed	62	19.1
Undecided	18	5.5
Strongly Disagreed	67	20.7
Disagreed	64	19.8
Total	**324**	**100**

Sources**:** Field Survey, 2024.

The data analysis reveals that 34.9% of respondents agreed that the availability of educational facilities has significant improvement, while 19.1% strongly agreed that there is some significant improvement, 5.5% were undeceived in responses, and 20.7% strongly disagreed. Equally, 19.8% of respondents agreed that there is no improvement. These percentages suggest a generally positive perception among the majority regarding the improvement in the availability of educational infrastructure**.** However, the presence of 19.8% of respondents stating that there is no improvement indicates areas where improvements may still be necessary. This indicates that policy-makers need to intensify efforts for further improvement and targeted initiatives to enhance effectiveness and community satisfaction. And also intensify efforts to reach out to them to know the views of those respondents with negative opinions on improvements recorded by these projects in the communities.

Table 4: Responses on whether the National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have significantly addressed the educational infrastructure development needs in selected rural communities, FCT, Abuja.

Responses	Frequency	Percentage (%)
Agreed	64	19.7
Agreed Strongly	56	17.2
Undecided	29	9
Strongly Disagreed	123	38
Disagreed	52	16.0
Total	**324**	**100**

Sources: Field Survey, 2024.

Concerning the extent to which National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have addressed the specific educational infrastructure development needs of rural communities, the data show that out of the total respondents 324 sampled, 19% respondents agreed that these projects significantly addressed their educational infrastructure needs, 17.2%, strongly agreed that the projects addressed their needs, while 8.9% were not certain in their responses. A larger proportion, 37.9% strongly disagreed and 16% disagreed that the projects have not adequately addressed the educational infrastructure needs of their rural communities.

However, this distribution of respondents 53.9% disagreeing and strongly disagreeing suggests that constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have not adequately addressed educational infrastructure needs in rural communities, albeit with room for improvement. Further investigation, as well as statistical tests, such as chi-square analysis or correlations between project funding and reported effect, could provide deeper insights into the factors affecting project effectiveness. Understanding these distinctions is crucial for policymakers and stakeholders aiming to optimize the effect of these projects on educational infrastructure development in rural communities, FCT, Abuja.

Data Analysis

In analyzing the data collected from the field, the researcher used the simple frequency conversion of responses to percentages method of data analysis tables, while the Chi-Square tool was used for testing the formulated hypothesis for the study.

Chi-square $\chi^2=\frac{\sum(F0-Fe)^2}{Fe}$

Where: Z means Summation
fo = observed frequency
fe = expected frequency

$H0_1$: National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have not affected the availability of educational infrastructure development in selected rural communities, FCT, Abuja.

Hypothesis (1) Computation with the use of Chi-square $\chi^2=\sum\frac{(F0-Fe)}{Fe}$

F0	Fe	F0-Fe	$(F0-Fe)^2$	$\frac{(F0-Fe)^2}{Fe}$
32	20	12	144	7.20
49	20	-29	841	42.05
3	20	-17	289	14.45
9	20	-11	121	6.05
7	20	.-13	169	8.45

$X^2=78.20$

Degree of Freedom (df)= (C-1)=(r-1)=1=5-1= 4

95% margin of error

Significance level =0.5
Table value approximately= 9.49
Calculated value: $X^2 = 78.20$

Decision Rule: Reject the null hypothesis (H0) if the chi-square calculated value is greater than the chi-square table value and accept the alternative hypothesis (H1). Reject the alternative hypothesis (H1) if the chi-square calculated value is less than the table value and accept the null hypothesis (H0).

From the computation above, it is seen that x^2 Calculated value of $X^2 = 78.20$ is greater than x^2 table value of 9.49. The null Hypothesis (H0) is therefore rejected, while the alternative hypothesis (Hi) which states that National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have affected the availability of educational infrastructure development in selected rural communities, FCT, Abuja is hereby accepted.

$H0_2$: The National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have not significantly addressed the specific educational infrastructure development needs of selected rural communities in FCT.

Hypothesis (2) Computation with the use of Chi-square $\chi^2=\sum \frac{(F0-Fe)^2}{Fe}$

F0	Fe	F0-Fe	$(F0-Fe)^2$	$\frac{(F0-Fe)^2}{Fe}$
20	20	0	0	0
17	20	-3	9	0.45
9	20	-11	121	6.05
38	20	-18	324	16.20
16	20	.-4	16	0.80

$X^2=23.5$

Degree of Freedom (df) = (C-1)=(r-1)=1=5-1= 4

95% margin of error

Significance level =0.5

Table value approximately = 9.49
Calculated value: X^2 23.5

Decision Rule: Reject the null hypothesis (H0), if the chi-square calculated value is greater than the chi-square table value and accept the alternative hypothesis (H1). Reject the alternative hypothesis (H1) if the chi-square calculated value is less than the table value and accept the null hypothesis (H0)

From the computation above it is seen that x^2 Cal=23.5 is greater than x^2 tab 9.49. The null Hypothesis (H0) is therefore rejected and the alternative hypothesis accepted which states that the National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have significantly addressed the specific educational infrastructure needs of selected rural communities in FCT is hereby accepted.

Discussion of Findings

The findings indicate that the computed chi-square value (χ^2 =78.20) is greater than the chi-square table value (χ^2 tab = 9.49). This suggests that there is sufficient evidence to reject the null hypothesis.

Based on the findings, the National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have significantly affected the availability of educational infrastructure in selected rural communities, Federal Capital Territory, Abuja. This finding is in agreement with the responses received from both the questionnaire and interview conducted as well as in conformity with those of previous studies by Okafor & Nwosu

(2018), Sani & Ahmed (2019) and Adeyemi et al. (2020). This result also indicates that while some inadequacy may have been observed by the minority respondents, it falls short of establishing statistically significant evidence that these projects have not affected the availability of educational infrastructure in the rural communities of the FCT, Abuja.

The finding from testing the hypothesis indicates that the computed chi-square value (x^2 Cal=23.5) exceeds the chi-square table value (x^2 tab=9.49), specifically (x^2 Call=23.5 > x^2 tab=9.49), leading to the acceptance of the alternative hypothesis (Hi). This finding implies that National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres have significantly addressed specific educational infrastructure needs in selected rural communities, FCT, Abuja. This is also supported by the responses from respondents in both the questionnaire and interview conducted. The divergence between majority respondents and minority respondents on project goals about community perceptions highlights that there may be some minor potential gaps in project implementation or effectiveness. Addressing these shortcomings could involve revisiting funding allocation strategies, enhancing community engagement, or evaluating the criteria for project selection to better align with the educational priorities of rural communities. This finding is consistent with previous studies such as Okafor & Nwosu (2018) and Sani & Ahmed (2019).

Conclusion

The statistical analysis conducted has demonstrated a positive effect of National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centre educational infrastructure development in the selected rural communities, Federal Capital Territory, Abuja. This conclusion is supported by the analysis of simple
Percentages, frequency tables, and chi-square testing, all of which indicate significant improvements in the availability of educational infrastructure development as a result of these projects.

Recommendations

The study therefore recommends the following:

1. The government should sustain funding of the National Assembly constituency projects on the construction of blocks of classrooms, furniture, toilets, portable water, libraries and ICT centres to enhance the development of educational infrastructure in rural communities, FCT, Abuja in order to sustain the improvement recorded.
2. Since these projects have significantly addressed the specific educational infrastructure needs of the rural communities, there is need for the National Assembly to provide a legal framework for the National Assembly constituency projects that will enhance community participation, as this would empower the rural communities to contribute to decision-making processes and prioritize projects base on the needs and priorities of the rural communities through enactment of a law, as existed in other climes such as Kenya, Gambia, Ghana among others, this recommendation is similar to previous studies by Okafor & Nwosu (2018) and Atairet & Ibanga (2021).

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