

Effects of Constituency Allowances on Tertiary Education (NCE Programmes) Development in North-Central Nigeria

Obukeni Clifford Orona; & Ogoyi Christopher Simon

Department of Political Science, School of Secondary Education, Arts and Social Science Programmes, Federal College of Education, Pmb 39, Kontagora

Corresponding Author: obukenicliford25@gmail.com

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Abstract

The development of tertiary education, particularly Nigeria Certificate in Education (NCE) programmes, is critical for addressing the growing demand for qualified teachers in Nigeria. However, North-Central Nigeria faces numerous challenges that hinder the growth and effectiveness of these programmes. Constituency allowances, allocated to legislators for community development projects, have been touted as a potential mechanism for addressing some of these shortfalls within tertiary institutions. This study therefore investigated the Effects of Constituency Allowances on Tertiary Education (NCE Programmes) Development in North-Central Nigeria. The research employed survey research design with 150 sampled populations. A structured questionnaire was administered on the respondents to gather data which were analyzed using ANOVA and Cramer's v statistics. The Institutional and Resource Dependency theories were adopted as theoretical framework for the study.

From the research findings, it is established that, although legislators expend constituency funds for the development of tertiary education particularly NCE programmes in North-Central Nigeria, dispensation of such funds is challenged by inefficiency, bureaucratic bottlenecks, and lack of accountability. The study concludes that the judicious utilization of constituency allowances has the potential to enhance academic infrastructure, increase student enrolment, and improve the quality of teachers' education in North-Central Nigeria. The study therefore recommends amongst others that accountability mechanisms should be put in place to ensure that constituency allowances are effectively utilized for tertiary education development.

Introduction

Education, the world over, has been accepted as an instrument of change. In fact, it is fundamentally, an agent of social mobilization. This is one of the reasons the National Policy on Education in Nigeria (2004) envisions a democratic and egalitarian society where all citizens will have unfettered access to educational services such that will avail them the opportunity to compete globally, (John, Ogoyi and Arowolo, 2023). Obukeni observes that an impoverished and malnourished populace is an indication of underdevelopment and stagnation (Obukeni, 2023). Consequently, development of human capital will no doubt form a sound basis for the overall development of the country. Thus, the execution of projects in these areas through constituency allowances would ensure infrastructural development in tertiary institutions across the region.

In recent years, there has been a growing concern about the impact of constituency allowances on tertiary education development, particularly on NCE (National Certificate in Education) programmes in the North-Central region of Nigeria. This said region in Nigeria which is home to several tertiary institutions offering NCE programmes, are crucial for the development of the education sector in the country. However, these institutions often face challenges in terms of funding, infrastructure, and quality of education. The

allocation of constituency allowances to Legislators from this region could potentially have a significant impact on the development of NCE programmes in these institutions.

As earlier noted, the Constituency allowance was conceived primarily with the objective of addressing poverty by dedicating revenue to infrastructural development. One of the ways of addressing poverty and illiteracy is judicious use of constituency allowances. Effective Constituency Projects must work towards infrastructural development of tertiary institutions through the provision of modern facilities of learning such as laboratories and classrooms, libraries, workshops for lecturers, giving of scholarships to students, and so on. Tertiary education plays a crucial role in Nigeria's education system providing advanced training and moderate skilled labour for students who have completed secondary education. NCE programmes are a key component of Nigeria's tertiary education system, providing training for teachers and educators. Regrettably, tertiary education in North-Central Nigeria has been hindered by inadequate funding and resources (Adebayo, 2019; Beth & George, 2020). Constituency allowances have been introduced as a means of addressing funding challenges facing tertiary institutions in Nigeria (Adeyemi, 2018; Awofeso & Irabor, 2020). These allowances can support infrastructure development, staff development and training, students support services, and curriculum development and review (Ogunyemi, 2020).

Despite potential benefits of constituency allowances, there is limited research on their impact on tertiary education particularly NCE programmes in North-Central Nigeria. Recently, there have been questions on the impacts of constituency allowances and increasing focus on how these allowances are used to support tertiary education development in North-Central Nigeria. It is from this premise that this research is set to appraise the impact of Constituency allowance on development of tertiary education in North-Central Nigeria, particularly NCE programmes.

Statement of the Problem

It is the general desire of the vast majority of the Nigerian population to access education irrespective of their political, economic and social status in order to improve their living conditions. And with not less than 65% of the county's total population still grappling to access quality education, the development of the educational sector will no doubt form a sound basis for the overall development

of the country through provision of learning equipment, building of modern laboratories, sponsoring workshops and seminars for teachers, giving scholarships, to say the least. Thus, one of the measures put in place by government to facilitate development at the grassroots is constituency funds to ensure equitable distribution of public goods through constituency-based projects. According to Oluwaseun and Kolawole (2016), constituency allowances have the potential to positively impact education development in Nigeria. They maintain that if these funds are judiciously utilized by members of parliament, they can be channeled towards improving educational infrastructure, providing educational resources, and supporting educational programs in their respective constituencies.

The NCE Programme, which stands for the National Certificate in Education, is a teacher training program aimed at producing qualified educators for the country's education system. It is considered a crucial component of Nigeria's efforts to improve the quality of education and ensure that every child has access to a quality education. With the increasing demand for qualified teachers in North-Central Nigeria, politicians are expected to use their constituency allowances to support the development of NCE Programme in the region. This include but not limited to funding new teacher training institutes, providing scholarships for aspiring educators, and investing in resources and infrastructure to enhance the quality of education.

Although trillions of monies have been spent on the execution of projects as a way of ensuring equal spread of dividends of democracy through representatives of the people, schools in some local communities in North-Central Nigeria are still without the much hoped federal presence. To corroborate this assertion Oyedemi (2017; Ajayi, 2019), highlighted how the misuse and mismanagement of constituency allowances by political representatives have hindered the development of education in Nigeria. He asserts that corrupt practices such as embezzlement and misappropriation of these funds have led to a lack of essential resources and infrastructure needed for the improvement of the educational sector. In other words, over the years, unimaginable amount of public funds have been appropriated for Constituency Projects across the geopolitical zone, yet the impact of such huge spending is hardly seen. Who are we to blame for this monumental failure? What is the level of impact of Constituency Projects in schools in North-Central Nigeria? Are there factors militating against the judicious use of constituency allowance in tertiary

education development in North-Central Nigeria? The answers to these questions provoked this study.

Objectives of the Study

The general aim of the study is to assess the impacts of constituency allowance on tertiary education development in North-Central Nigeria. However, the specific objectives of the study are highlighted as follow:

1. To assess the level of awareness of tertiary education students (NCE Programmes) Constituency interventions in tertiary education by legislators in North-Central Nigeria
2. To examine the impacts of Constituency allowance on teachers' education in North-Central Nigeria
3. To determine the challenges confronting effective implementation of constituency allowances in tertiary institutions in North-Central Nigeria.

Research Questions

1. Are tertiary education students aware of Constituency allowances and interventions by legislators in North-Central Nigeria?
2. What are the impacts of Constituency allowances on teachers' education in North-Central Nigeria?
3. What are the challenges confronting effective implementation of constituency allowances in tertiary institutions in North-Central Nigeria?

Significance of the Study

First, the academic significance of the study is that, it will add to existing knowledge and literature on constituency allowances and educational development of north-central Nigeria. This aspect has been understudied and underutilized. Examples of such work reviewed are Constituency Projects and its Implication for Democratic Development in Nigeria: (Nnamdi, Ekoh and Joe-Akume, 2021), Legislature and Constituency Projects in Nigeria, (Yusuf, et.al., 2018); Nigerian National Assembly and the Oversight of Constituency Fund in Nigeria (Awofeso and Irabor, 2020); etc. They failed to examine the impact of Constituency allowances on the development of tertiary education in North-Central States. It is the aim of this work to address this vacuum. The study therefore, will add to knowledge and serve as secondary data for subsequent studies by prospective researchers.

To policy makers, the study has the potential of providing direction that will serve as recommendations to policy makers the benefits of constituency allowances, and the need to legalize it as —the main carrier of equal spread of development and the engine for social and economic growth in Nigeria's constitution. The study will further help government to be aware of problems encountered in embarking on constituency projects as identified and nominated by Legislators and executed by the Executive through Federal Ministries, Departments and Agencies (MDAs). It will also help government to identify areas requiring attention, thus stimulating government into proper directing of constituency allowance to improve upon existing projects in the education sector.

Finally, to the local people who are beneficiaries of constituency projects, the study will enable them to be aware that, to prevent delivery of substandard projects and ensure effective execution of constituency projects that would improve education, their involvement will be paramount in monitoring such projects, and demand from their representatives adequate presentation of their needs and aspirations at the National Assembly as far as education is concerned. Conclusively, this study is proposed to be timely considering the sorry state of infrastructural decay in our schools especially in North-Central Nigeria at the where majority of her population are out of school and have become ready-made materials for crimes. This will inadvertently encourage government (Lawmakers, Executive and various MDAs) to committedly and judiciously channel appropriated tax payers monies in the development of education in various local communities across the North-Central States of Nigeria.

Scope of the Study

The scope of this study is limited to three colleges of education in North-central Nigeria. They include, federal college of education Kontagora, college of education Minna and College of Education Zuba-FCT.

Empirical Review

Several studies have explored the level of awareness of tertiary education students of constituency allowances and legislative interventions in North-Central Nigeria. A study by Akpan et al. (2018) found that only 40% of tertiary education students surveyed were aware of constituency allowances and the role of legislators in community development. Moreover, the study highlighted

variations in awareness levels based on factors such as field of study, socio-economic background, and geographical location of the institutions. In contrast, a report by the Public Policy Research Institute (PPRI, 2019) revealed a higher level of awareness among tertiary education students in urban centers compared to rural areas, reflecting disparities in access to information and civic engagement opportunities. Ojo and Bello (2020) did a qualitative study on the significance of peer influence, social media, and educational programmes in enhancing students' awareness of constituency allowances and legislative intervention. The findings show that a significant number of tertiary education students are aware of constituency allowances but hard benefit from such projects. This implied that such monies are rather cornered by legislators for personal and political gains.

A study Okonkwo, et al. (2018) in their study found that the utilization of constituency allowances for teacher training programmes led to improved professional development opportunities and enhanced teaching quality in schools. Similarly, a report by the National Institute for Legislative and Democratic Studies (NILDS, 2019) highlighted the positive impact of constituency allowances on the provision of educational resources and infrastructure in the region.

However, other studies have raised concerns about the challenges confronting the effective implementation of constituency allowances in tertiary institutions in North-Central Nigeria. Okolie et al. (2019) highlighted that there are key challenges hindering the utilization of constituency allowances for developmental projects in tertiary institutions especially colleges of education. These challenges often result in delays, inefficiencies, and suboptimal outcomes in the implementation of funded initiatives. To corroborate this, a report by the Nigerian Economic Summit Group (NESG, 2020) identified inadequate stakeholder consultation, poor project planning, and corruption as additional challenges that impede the effective utilization of constituency allowances in tertiary institutions. Okeke and Onuoha (2017) observed that funds intended for teacher training and capacity building were often mismanaged or diverted for other purposes, resulting in limited impact on educational outcomes. Additionally, Ndako and Ibrahim (2020) noted disparities in the distribution of constituency allowances among schools, with some institutions receiving more funding than others, leading to inequalities in teachers' education.

Theoretical Framework

Institutional Theory and Resource Dependency Theory

The impact of constituency allowances on the development of tertiary education, specifically NCE programs in North Central Nigeria, can be explained using a combination of Institutional Theory and Resource Dependency Theory.

Institutional Theory

Institutional Theory posits that organizations, including educational institutions, are influenced by their environments, which includes norms, values, and regulations (DiMaggio & Powell, 1983). In the context of this study, Institutional Theory suggests that the development of NCE programs in North Central Nigeria is influenced by the institutional environment, including government policies, funding, and regulatory frameworks.

Resource Dependency Theory

Resource Dependency Theory posits that organizations including educational institutions are dependent on their environment for resources, including financial, human, and technological resources (Pfeffer & Salancik, 1978). In other words, organizations like institutions of learning are dependent on external resources, such as funding and support from government agencies or political agencies. In the context of this study, Resource Dependency Theory suggests that tertiary educational institutions in North Central Nigeria are dependent on constituency allowances for financial resources to develop their NCE programs. Constituency allowances provided by political representatives may serve as a crucial source of funding or support for NCE programmes. By analyzing the influence of these allowances on educational outcomes, we can better understand the dynamics of resource dependencies in the education sector.

Combining Institutional Theory and Resource Dependency Theory

By combining Institutional Theory and Resource Dependency Theory, we can gain a deeper understanding of how constituency allowances impact the development of NCE programs in North Central Nigeria. The framework suggests that the institutional environment, including government policies and funding, influences the availability and allocation of constituency allowances, which in turn impact the development of NCE programs.

For instance, the Nigerian government's policy of allocating constituency allowances to tertiary educational institutions can be seen as an institutional factor that influences the development of NCE programs. The allocation of constituency allowances can provide financial resources to institutions to develop their NCE programs, which in turn can improve the quality of education and increase access to tertiary education.

Empirical evidence from studies on the impact of funding on educational development supports the theoretical framework. For example, a study by UNESCO (2017) found that increased funding for education can lead to improved educational outcomes, including increased access to tertiary education. Another study by the World Bank (2018) found that funding for education can have a positive impact on economic growth and development.

This theoretical framework provides a useful lens for understanding the impact of constituency allowances on the development of NCE programs in North Central Nigeria. By examining the institutional environment and resource dependencies, researchers can gain a deeper understanding of how constituency allowances influence educational development in this context.

Literature Review

Conceptualizing Constituency Allowances

Constituency allowances in Nigeria are a controversial aspect of the country's political landscape. The concept refers to the funds allocated to legislators to carry out development projects and address the needs of constituents in their respective constituencies. These allowances are meant to enable lawmakers to directly impact the lives of the people they represent and contribute to the overall development of their communities. In other words, constituency allowances are funds allocated to elected lawmakers by the government to enable them to address the needs of their constituents and undertake development projects in their respective constituencies.

One of the major concerns surrounding constituency allowances in Nigeria is the lack of transparency in their utilization. Many critics argue that these funds are often misused or diverted for personal gains by legislators, rather than being used for the intended purposes of community development. In their study, "Constituency Development Fund and Developmental Projects in Nigeria: A Critical Review", Alabi, Onipede, and Nwofor (2020) highlighted the importance of addressing issues of corruption and mismanagement in the allocation and

utilization of constituency allowances. To corroborate this, Ayeni in his article, “Constituency Allowance and Corruption in Nigeria”, highlights the role of constituency allowances in perpetuating corruption in the Nigeria political system. He argues that the lack of transparency and accountability in the disbursement of constituency allowances has made it easy for lawmakers to divert funds meant for development projects into their personal accounts. This has undermined the effectiveness of constituency allowances as a tool for grassroots development, especially in the area of education.

Another criticism of constituency allowances in Nigeria is the lack of effective monitoring and evaluation mechanisms to ensure that the funds are used efficiently and effectively. A study by Fadamiro and Abolade (2019), titled “The Role of Constituency Projects in Community Development in Nigeria: A study of Oyo State”, points to the need for increased oversight and accountability in the implementation of constituency projects to prevent waste and ensure impact.

Despite the above criticisms, constituency allowances also have their proponents who argue that they play a vital role in ensuring that legislators remain connected to the needs and concerns of their constituents. By providing funds for development projects at the grassroots level, constituency allowances can help improve local infrastructure, healthcare, education, and other essential services.

The origin of constituency allowances in Nigeria can be traced back to the Fourth Republic, which began in 1999 after decades of military rule. The implementation of constituency allowances was part of the restructuring of the country’s political system to enhance democratic representation and enable legislators to address the needs of their constituents more effectively. This allowance system was seen as a means to bridge the gap between the government and the people, by providing funds for lawmakers to undertake development projects in their constituencies.

According to Osumah, Obuzor, and Nwadialo (2013) in their study “Constituency Representation and Legislative Behaviour in Nigeria: The Challenges of the Fourth Republic”, constituency allowances were introduced to empower legislators to fulfill their responsibilities as representatives of the people. The allocation of these funds was intended to enable lawmakers to engage in meaningful interactions with their constituents, identify their needs, and implement projects that would directly benefit them. In the same vein,

Ajibola and Akinbi (2016) opine that constituency allowances were seen as a way to address the socio-economic challenges faced by many communities in Nigeria. Lawmakers were expected to use these funds to implement projects such as road construction, healthcare facilities, schools, and other infrastructure that would contribute to the overall development of their constituencies. Hence on the whole, the introduction of constituency allowances was well-intentioned effort to empower legislators to better serve their constituents and promote even development, education inclusive across the nooks and crannies of the country.

Education and Constituency Allowances in Nigeria

Education is an important tool of empowering people for prosperity (Obare, 2004) and for making women and men productive in the labor market and also in the households. Education is human capital which is essential for one to be socially productive in the society (Schultz, 1982). A person with education benefits not only himself but also the society. The provision of education to a population is found to increase the economic growth of a nation. Allocation of government resources to develop education will enable her citizens to access education. Education therefore remains a profitable investment yet many students cannot afford to finance it out of their own family resources (Psacharopolous and Woodhall, 1985).

It is worthy of note that the stated aim of government all over the world is to achieve or accomplish good governance. By good governance, we imply the delivery of goods and services to the people. It also entails the provision of quality education in the society. Compared to the experience of other types of government (Military regimes, for instance) goods and services are better delivered under a democratic dispensation in which checks and balances between the different arms of government are ensured. In a democratic government where leaders are representatives of the people, elected on a periodic basis, they try to ensure that the real benefits of democracy (both material and moral) are readily and consistently accruable to the citizenry (Ukpoju, 2002). Jibo, (1993) cited in Ukpoju,(2002) contends that, the processes of socio-economic development have been better enhanced under a democratic dispensation. The establishment of industries and institutions respectively across the country has been used as reference points.

As at May 1999 when another democratically elected government was enthroned in North-Central Nigeria in particular, there was a total or near absence of basic amenities in most communities. Schools and health care delivery systems were in a very dilapidated state. Hence, most of them were considered educationally disadvantaged States. It was prevailing conditions such as these that became campaign issues during the electioneering campaign leading to the 1998 general elections in the Zone.

Inyang (2016) called on every lawmaker in the National Assembly to invest at least 10 per cent of their constituency allowances in education. The National President of the association, Mr. EyamAbeng, who made this known while briefing journalists in Calabar on the poor condition of education in the state, said there is an urgent need for every action to be taken to reverse the trend. Abeng (2016) described the poor standard of education in Nigeria as worrisome and needs urgent attention from all stakeholders. He said that though the federal and state governments are doing their best to revive the sector, stakeholders at all levels should support the drive and efforts to invest in education or risk destroying the future of the next generation. He regrettably reiterated that, Nigerians are not feeling the impact of the lawmakers, especially in the area of education, as such National Assembly members ought to attract a lot of federal projects to their states tertiary institutions (Thisday life, 2016). He further stressed that the task to develop the education sector in Nigeria cannot be left to the state governments alone. What are the National Assembly members doing with their constituency allowances? If things continue like this, we may risk destroying the next generation because of our poor standard of education. I have travelled to over 20 states in Nigeria which includes states in the South-west, South-east and some states in the South-south geopolitical zones. I have seen how federal lawmakers attract projects to their state owned tertiary institutions especially but here, they don't seem to have any interest in the education sector.

Over the years, the Nigerian government has struggled to meet the recommended allocation of 15% of the budget to education, as advised by the United Nations Educational, Scientific and Cultural Organization or UNESCO in its 'The Dakar Framework for Action' report. This chronic underfunding of education in Nigeria has led to subpar learning environments, insufficient teaching resources, and understaffed schools. Consequently, only families with the financial means can afford to send their children to tertiary institutions. In

contrast, less privileged children face inadequate resources and perform below expectations in poorly funded public schools. Addressing these funding issues is crucial to ensuring equitable access to quality education for all Nigerian children (Primeprogressing.com, 2023).

The development of education involves the provision of infrastructure and facilities to accommodate a higher student population and to offer a wider curriculum. The infrastructure includes classrooms, laboratories, offices, dormitories, play grounds etc. Classrooms improve learning achievements and reading comprehension. The classrooms should be well ventilated with good lighting with reduced distractions to provide conducive learning environment (blog. room to read. org.). This allows learners to concentrate in learning without unnecessary distraction. This is collaborated by the European Union which found that construction of classrooms and their furnishing promotes active participation in learning (European Union, 2008). In Bangladesh class sizes are limited to thirty three students by the Bangladesh rural advancement committee on access to education to ensure quality learning (Karlen, 2005). This enables teachers to control the students and maintain class attention with small classes. For students with special needs the special education classroom is valuable to the student allowing them to work one-on-one with special education teachers, addressing any need for remediation during the school day (Ijaiya, 2000). Special classes modified depending on the special need allows those with special needs to learn with comfort and ease.

The availability of laboratories affects the students' performance in examination. A national focus group on teaching of science in India (2005) found that the main reason for failure in exams by a large number of students and their limited understanding of concepts in mathematics and science was marginalization of experiments in the school science curriculum. The focus group suggested that investments were needed to improve laboratories and workshops to promote experimental culture. At least a science laboratory with the necessary equipment needed to be set up in each secondary school and at least three laboratories for science subjects in higher secondary schools (UNESCO, 2002). Muhammed Ibrahim, a professor at the Department of Curriculum Studies and Educational Technology, Usmanu Danfodiyo University in Sokoto State, said, "What the education sector gets is not fair enough to cater for the resources necessary to enhance its growth."

Overview of Tertiary Education Development (NCE Programme) in North-Central Nigeria

Tertiary education development in North-Central Nigeria has witnessed significant growth and expansion in recent years. One program that has played a pivotal role in this development is the Nigerian Certificate in Education (NCE) Program. The NCE program is a teacher education program that prepares individuals to become qualified teachers in schools across the country.

The NCE program in North-Central Nigeria has its roots in the establishment of teacher training colleges in the region in the early 20th century. These colleges were initially set up to train teachers for Primary and Junior Secondary Schools. However, with the increasing demand for qualified teachers at all levels of education, the NCE program was introduced to provide a more comprehensive and specialized training for individuals seeking to become teachers in primary, secondary, and even tertiary institutions.

Over the years, the NCE program has continued to evolve and adapt to meet the changing needs of the education sector in North-Central Nigerian. The program now offers a wide range of specializations, including science, arts, social sciences, and vocational education. This diversity in the NCE program has played a crucial role in producing qualified teachers who are equipped to meet the diverse needs of students in the region.

Despite the progress made in the development of the NCE program in North-Central Nigeria, there are still several challenges that need to be addressed. These include inadequate funding, lack of qualified faculty, outdated curricula, and limited access to resources and facilities, to address these challenges, there is need for greater investment in the program, recruitment of qualified faculty, revision of curricula to meet current educational trends, and improvement of infrastructure and facilities.

Although the NCE program has played a significant role in the development of tertiary education in North-Central Nigeria, there is still a need for continued investment and reform to ensure the program remains relevant and effective in preparing high-quality teachers for schools in the region. By addressing the challenges facing the NCE program, North-Central Nigeria can further enhance its tertiary education system and contribute to the overall development of the region.

Significance of NCE Programme in Nigeria education curriculum

The National Certificate in Education (NCE) programme is a critical component of Nigeria's education curriculum. Introduced in 1990, the NCE programme is

designed to provide teacher education and training for students who wish to pursue a career in teaching (Federal Ministry of Education, 2014). The significance of NCE programmes in Nigeria's education curriculum can be discussed from several perspectives.

Teacher Education and Training

The NCE programme is designed to provide teacher education and training, which is essential for producing high-quality teachers. The programme provides students with the necessary skills, knowledge, and competencies to teach effectively in primary and secondary schools (Okoro, 2017). According to Adeyinka (2013), the NCE programme has been instrumental in improving teacher quality in Nigeria.

Addressing Teacher Shortages

Nigeria faces significant teacher shortages, particularly in rural areas. The NCE programme helps address this shortage by producing qualified teachers who can teach in primary and secondary schools (Adeyinka, 2013). According to the Federal Ministry of Education (2014), the NCE programme has contributed significantly to increasing the number of qualified teachers in Nigeria.

Improving Education Quality

The NCE programme is designed to improve education quality in Nigeria. By providing teachers with the necessary skills, knowledge, and competencies, the programme helps improve teaching effectiveness and student learning outcomes (Okoro, 2017). According to Okeke (2018), the NCE programme has been instrumental in improving education quality in Nigeria.

Promoting Education Access

The NCE programme promotes education access in Nigeria, particularly for disadvantaged groups. The programme provides opportunities for students from rural areas and disadvantaged backgrounds to pursue a career in teaching (Adeyinka, 2013). According to the Federal Ministry of Education (2014), the NCE programme has contributed significantly to increasing access to education in Nigeria.

Economic Development

The NCE programme contributes to economic development in Nigeria. By producing qualified teachers, the programme helps improve education quality,

which is essential for economic development (Okoro, 2017). According to Okeke (2018), the NCE programme has been instrumental in promoting economic development in Nigeria.

Contributing to National Development: The NCE programme helps in producing qualified and competent teachers who can contribute to the overall improvement of the quality of education in schools and other educational settings. By so doing, it plays a crucial role in the development of Nigeria's education system.

Bridging the Gap: The NCE programme serves as a bridge between knowledge at the secondary level and the higher education. It prepares students for higher studies in education-related disciplines and provides them with a solid foundation to pursue advanced degrees and certifications in the field of education.

In a nutshell, the NCE programme is a vital component of the education system that helps in producing well-trained and qualified teachers who are essential for the development and progress of North-Central region and Nigeria at large. In conclusion, the NCE programme is a significant component of Nigeria's education curriculum. The programme provides teacher education and training, addresses teacher shortages, improves education quality, promotes education access, and contributes to economic development. As noted by Adeyinka (2013), the NCE programme has been instrumental in improving teacher quality and education outcomes in Nigeria.

Impacts of Constituency Allowances on Tertiary Education Development in North-Central Nigeria

Constituency allowances have been a significant source of funding for tertiary education development in Nigeria, particularly for NCE programs in North Central Nigeria. The impact of these allowances on tertiary education development in the region is a subject of interest for researchers and policymakers.

Infrastructure Development

Constituency allowances have been used to fund infrastructure development projects in tertiary institutions offering NCE programs in North Central Nigeria. For example, a study by Adeyemi (2018) found that constituency allowances were used to construct new classroom blocks, libraries, and laboratories in several tertiary institutions in the region.

Staff Development and Training

Constituency allowances have also been used to fund staff development and training programs for lecturers and educators in NCE programs in North Central Nigeria. A study by Ogunyemi (2020) found that constituency allowances were used to sponsor lecturers for further studies and training programs, which improved their teaching and research capacities.

Student Support Services

Constituency allowances have been used to fund student support services, including scholarships, bursaries, and other forms of financial assistance. A study by Ajayi (2019) found that constituency allowances were used to provide scholarships to students in NCE programs in North Central Nigeria, which improved their access to tertiary education.

Curriculum Development and Review

Constituency allowances have been used to fund curriculum development and review projects in NCE programs in North Central Nigeria. A study by Oyebade (2020) found that constituency allowances were used to review and update the curriculum of NCE programs in the region, which improved their relevance and quality.

Despite the positive impact of constituency allowances on tertiary education development in North Central Nigeria, there are several challenges and limitations that need to be addressed. For example, a study by Adebayo (2019) found that the allocation and utilization of constituency allowances were often characterized by lack of transparency and accountability, which undermined their effectiveness.

Although constituency allowances have had a significant impact on tertiary education development in North Central Nigeria, particularly for NCE programs. However, there are several challenges and limitations that need to be addressed to ensure that these allowances are utilized effectively and efficiently.

Factors that Influence the Allocation and Utilization Constituency Allowances in Nigeria

The allocation and utilization of constituency allowances for development of tertiary institutions in North Central Nigeria are influenced by several factors, which can be broadly categorized into institutional, political, economic, and social factors.

Institutional Factors

Governance structure: The governance structure of the institution, including the role of the governing council, management, and staff, influences the allocation and utilization of constituency allowances (Adeyemi, 2018).

Financial management: The financial management practices of the institution, including budgeting, accounting, and auditing, affect the allocation and utilization of constituency allowances (Ogunyemi, 2020).

Institutional culture: The institutional culture, including values, norms, and traditions, influences the allocation and utilization of constituency allowances (Ajayi, 2019).

Political Factors

Government policies: Government policies, including funding priorities and budgetary allocations, influence the allocation and utilization of constituency allowances (Adebayo, 2019).

Legislative influence: The influence of legislators, including their interests and priorities, affects the allocation and utilization of constituency allowances (Oyebade, 2020).

Party politics: Party politics, including the dominant party and opposition parties, influence the allocation and utilization of constituency allowances (Adeyemi, 2018).

Economic Factors

Funding availability: The availability of funding, including the amount and timing of constituency allowances, influences the allocation and utilization of these funds (Ogunyemi, 2020).

Institutional income: The institutional income, including tuition fees, grants, and donations, affects the allocation and utilization of constituency allowances (Ajayi, 2019).

Economic conditions: The economic conditions, including inflation, recession, and economic growth, influence the allocation and utilization of constituency allowances (Adebayo, 2019).

Social Factors

Community needs: The community needs, including education, healthcare, and infrastructure, influence the allocation and utilization of constituency allowances (Oyebade, 2020).

Stakeholder interests: The interests of stakeholders, including students, staff, and parents, affect the allocation and utilization of constituency allowances (Adeyemi, 2018).

Cultural values: The cultural values, including the importance of education and the role of tertiary institutions, influence the allocation and utilization of constituency allowances (Ajayi, 2019).

In conclusion, the allocation and utilization of constituency allowances in North Central Nigeria are influenced by a complex interplay of institutional, political, economic, and social factors.

Challenges confronting the implementation of constituency allowances in tertiary institutions in North-Central Nigeria

Lack of Transparency and Accountability

One of the major challenges confronting the implementation of constituency allowances in tertiary institutions in North Central Nigeria is the lack of transparency and accountability (Adebayo, 2019). The allocation and utilization of constituency allowances are often shrouded in secrecy, making it difficult to track the use of these funds.

Inefficient Management

Another challenge confronting the implementation of constituency allowances in tertiary institutions in North Central Nigeria is inefficient management (Adeyemi, 2018). The management of constituency allowances is often characterized by bureaucratic delays, inefficiencies, and corruption.

Limited Funding

Constituency allowances are often limited, and the funding is usually inadequate to meet the needs of tertiary institutions in North Central Nigeria (Ogunyemi, 2020). This limited funding hinders the ability of tertiary institutions to implement projects and programs that can have a significant impact on the development of the institution.

Politicization of Funding

The allocation of constituency allowances is often politicized, with funds being allocated based on political considerations rather than need or merit (Ajayi, 2019). This politicization of funding can lead to the misallocation of resources and the neglect of critical needs.

Corruption

Corruption is another challenge confronting the implementation of constituency allowances in tertiary institutions in North Central Nigeria (Oyebade, 2020). Corruption can take many forms, including embezzlement, bribery, and nepotism.

Inadequate Infrastructure

Tertiary institutions in North Central Nigeria often lack adequate infrastructure, including classrooms, libraries, and laboratories (Adebayo, 2019). This lack of infrastructure hinders the ability of tertiary institutions to provide quality education and to implement projects and programs funded by constituency allowances.

Limited Capacity

Tertiary institutions in North Central Nigeria often lack the capacity to manage and implement projects and programs funded by constituency allowances (Adeyemi, 2018). This limited capacity can lead to the mismanagement of funds and the failure to achieve project objectives.

Community Expectations

Tertiary institutions in North Central Nigeria often face high community expectations, including the provision of jobs, infrastructure, and services (Ogunyemi, 2020). These community expectations can create pressure on tertiary institutions to allocate constituency allowances in ways that may not align with institutional priorities or needs

Political interferences: Another challenge is the potential for political interference in the allocation and distribution of constituency allowances. Politicians may use their influence to prioritize certain constituencies over others, leading to inequitable distribution of resources and potentially disadvantaging marginalized communities. This can create tensions and divisions within the society and undermine the effectiveness of the programme.

Inadequate Monitoring and Evaluation: The lack of a robust monitoring and evaluation mechanism is another challenge in implementing constituency allowances for NCE programmes in North-Central Nigeria. Without proper monitoring, it may be difficult to track how the funds are being used and whether they are effectively contributing to the development of education in the constituencies. This can lead to inefficiencies and a lack of impact assessment, which in turn hinders the improvement of the programme.

Capacity Constraint: Implementing constituency allowances for NCE programmes in Nigeria also faces capacity constraints within government agencies responsible for managing the funds. There may be limited expertise and resources available to effectively oversee the allocation and utilization of funds, leading to inefficiencies and delays in implementing the programme. Strengthening the capacity of government agencies and providing training and support to staff can help address this challenge.

In conclusion, addressing these challenges is critical to ensuring that constituency allowances are used effectively and efficiently to support the development of tertiary institutions in North Central Nigeria.

Research Methodology

Survey Research Design was adopted in this study. Surveys are commonly used method of data collection in the Social sciences. It provides effective means of gathering data from a larger population, especially, when the necessary data cannot be found in statistical records, for the purpose of generalization. 150 respondents were selected randomly from three colleges of education namely,

Federal College of Education Kontagpota, College of Education, Minna and College of Education, Zuba FCT, all within the North-Central Nigeria. Structured questionnaires were administered to elicit responses from the respondents. ANOVA and Cramer's v statistics Statistical tool were used to analyze the data collected.

Presentation and Analysis of Data

Results

The Researchers obtained opinions of 158 participants distributed along the bio data presented in table 1 below;

Table 1: Bio-Data of Respondents/Participants (Frequency and Percentages)

Variable	Range	Frequency	%
Age	18-28	139	88.0
	29-38	14	8.9
	39-48	3	1.9
	49-58	2	1.3
School	Name	Frequency	%
	FCE Kontagora	48	30.4
	FCE Zuba	53	33.5
	COE Minna	57	36.1
Sex	Type	Frequency	%
	Male	101	63.9
	Female	57	36.1
Profession	Category	Frequency	%
	Students	151	95.6
	Staff	7	4.4
Marital Status	Position	Frequency	%
	Single	128	81.0
	Married	26	16.5
	Divorced/Separated	4	2.5

Source: fieldwork 2024

The distribution of respondents according to bio data complied favourably with the diversity of opinions that are needed for this study. Table 1 shows respondents within ages 18-28 with 139 frequency and 88.0%, 29-38 with 14

frequency and 8.9%, 39-48 with 3 frequency with 1.9, 49 and above with 2 frequency and 1.3%; FCE Kontagora had 48 frequency with 30.4%; FCE Zuba had 53 with 33.5% while COE Minna had 57 frequency with 36.1%; male respondents had 101 frequency with 63.9%, female respondents had 57 with 36.1%; students' respondents had 151 frequency with 95.6% while staff had 7 frequency with 4.4%; single respondents had 128 with 81.0%, the married had 26 with 16.5%, the divorced/separated respondents had 4 frequency with 2.5%. From the above, the indications showed that 18-28 ages scored the highest with 139 frequency; COE Minna scored the highest with 57; male respondents scored the highest with 101 frequency; students' respondents scored the highest with 157 frequency. Single respondents scored the highest with 128 frequency.

Research Question 1

Accessibility of Consistency Allowance to Students of Tertiary Education in North-central Nigeria

The data obtained on items in the questionnaire that elicited respondents' opinion on accessibility were analyzed using both the descriptive and inferential statistics of mean, standard deviation and Analysis of Variance (ANOVA) respondents. The results of the analysis are as presented in table 2 below:

Table 2: Means Scores on Accessibility of Constituency Allowance by Students of Tertiary Education in North Central Nigeria According to Variables Considered

Variable	Range	N	X	Std. Dev
Age				
	18-28	139	13.40	3.212
	29-38	14	13.93	3.792
	39-48	3	16.00	2.646
	49-58	2	12.00	2.828
School	Name			
	FCE Kontagora	48	13.50	3.080
	FCE Zuba	53	14.57	2.089
	COE Minna	57	12.46	3.928
Sex	Type			
	Male	101	13.63	3.019
	Female	57	13.21	3.729
Profession	Category			
	Students	151	13.42	3.230
	Academics/Non Academic	7	14.71	3.729
Marital Status	Position			
	Married	26	13.54	2.565
	Single	128	13.40	3.405
	Divorced/Separated	4	15.75	0.500

Source: Fieldwork, 2024

Table 3: ANOVA on Accessibility of and level of Constitutional Allowance according to Variable considered

Variance		Sum of Squares	df	Mean Squares	F	Sig
Age	Between Group (Combined)	27.076	3	9.025	.851	.468
	Within Groups	1632.367	154	10.600		
	Total	1659.443	157			
School	Between Group (Combined)	122.284	2	61.525	6.165	.003
	Within Groups	1537.159	155	9.917		
	Total	1659.443	157			
Sex	Between Group (Combined)	6.524	1	6.525	.616	.434
	Within Groups	1652.919	156	10.596		
	Total	1659.443	157			
Profession	Between Group (Combined)	11.140	1	11.140	1.054	.306
	Within Groups	1648.303	155	10.566		
	Total	1659.443	157			
Marital Status	Between Group (Combined)	21.552	2	10.776	1.020	.363
	Within Groups	1637.891	155	10.567		
	Total	1659.443	157			

Source: fieldwork, 2024

Table 2 indicates that the respondents mean scores according to each of the variables were closely related which implied that they concurred with the items on the instrument that solicited opinions so rated the same way.

The agreement of the respondents on the items as spelt out thus: that according to age, school name, sex, profession and marital status, respondents agreed with higher percentage that students in tertiary institution were not aware of constituency intervention from their legislators; but that legislators have helped to build laboratories, classrooms blocks, bought shuttle buses which they donated to campuses in their domain; tertiary education students have enjoyed bursaries from their legislators in support of students academics development; there was regular constituency intervention to students in tertiary institutions in the area; legislators made publicity of constituency intervention to tertiary institutions in their area; regular briefing by legislators on the utilization of constituency allowances was a common practice in the constituency.

The ANOVA results on table 2 confirmed the descriptive statistics accordingly. As can be observed, there was no significant difference in the opinions of respondents based on age with $f(3,154) = .851$ at $\alpha = .468$. A significance difference however was required in the opinions of respondents according to school with $f(2,155) = 6.165$ at $\alpha = .003$ for others such as according to sex, profession and marital status, there were no significant difference in respondents opinions with $f(1,156) = .616$ at $\alpha = .434$ for sex; $f(1,156) = 1.054$ at $\alpha = .0306$ for professions and $f(2,155) = 1.020$ at $\alpha = .363$ for marital status respectively. This implied that students of tertiary Education in the North Central Nigeria have access to constituency allowances through, help donations, bursaries directly and indirectly through publicity, briefing and other educational strategies.

Research question 2

Effects of constituency allowance on the development of tertiary Education in North-Central Nigeria

This question was addressed with the use of cross-tabulation by means of chi-square (χ^2) on data obtained from items on the questionnaire and are presented in tables that follows according to variables considered.

Table 4: χ^2 -Test on Effects on constituency allowance on Tertiary Education development in North Nigeria by variables considered.

Variable	N	χ^2 -value	Df	Cramer's v	Sig (2-sided)
Age	158	63.263	57	.365	.265
School	158	55.615	38	.420	.032
Sex	158	24.923	19	.397	.163
Professional	158	67.451	38	.462	.002
Marital status	158	46.380	38	.383	.165

Source: Fieldwork, 2024

Table 4 reveals that χ^2 = values of the opinions of the respondents according to age, school, sex, profession and marital status as; 63.263, 55.615, 24.923, 67.451 and 46.380 respectively with significance requested with school and professional as =.032 and .002 respectively. The Cramer's v statistics was calculated because it is strategically required whenever researchers wish to perform χ^2 analysis on a contingency table. Similarly Cramer's v statistics applied only and preferred to plu-coefficient when the contingency table is larger than the standard 2x2 size. In this case, age = (4x4); school=(3x4); sex=(2x4); profession=(2x4) and marital status=(3x4). All the Cramer's v coefficient in table 3 are close to zero which implied that a weak effect of constituency allowance on the factors considered (age, school, sex, profession and marital status) despite being significant on school and profession.

This revealed the fact that despite the availability of constituency allowances for tertiary institution students in North Central Nigeria, the number of NCE graduate has not increased significantly with reference to interventions which could come in the form of bursaries/scholarship to students and building/renovation of hostel/resources centers, sinking of boreholes, donation of textbooks to libraries, installation of solar panels to supply street light on campus to support students and staff academic activities; provision of internet connectivity/WIFI and e-learning platform to support students/staff digital literacy and skills development; research grants, fellowship and mentorship programmes that could encourage students and teacher research activities; From the foregoing therefore, legislators' utilization of constituency allowance to educational needs of students and staff of tertiary Education in North Central Nigeria was non-proportional.

Research Question 3**Challenges confronting effective utilization of constituency allowance by lawmakers in North Central Nigeria**

To address this research question 3 headlong, a frequency count and percentage response of the respondents were conducted and computed and presented in the following table.

Table 5; Frequency and percentage responses on challenges confronting effective utilization of constituency allowance in North Central Nigeria

S/N	Items	Responses SA (%)	A (%)	SD(%)	D(%)	Decision
1.	Inadequate monitoring and evaluation of constituency allowances to tertiary education students, Lack of Accountability, and interferences etc hinder the development of tertiary education in North Central Nigeria.	53(33.5%)	63(39.9%)	32(20.3%)	10(6.3%)	(73.4%) Agreed
2.	Inability to demonstrate Capacity to manage disbursement of allowances to tertiary education students are constraints militating against effective implementation of constituency allowances in North Central Nigeria	49(41.1%)	65(44.1%)	28(17.7%)	16 (10.1%)	(72.2%) Agreed
3.	Lack of Transparency and Public Participations are often associated with constituency allowances and interventions in north central Nigeria	56(35.4%)	64(40.5%)	27(17.1%)	11(7.0%)	(75.9%) Agreed
4.	Corruption and self-enrichment of the legislators make constituency allowances a conduit pipe for milking the public of funds and deny them capital for projects to enhance teachers' education in North Central Nigeria	46(29.1%)	69(43.5%)	33(20.9%)	10(6.3%)	(72.8%) Agreed
5	Lack of maintenance culture by the end-users of constituency projects is a serious problem in north central Nigeria	51(32.3%)	73(43.7%)	24(15.2%)	10(6.3%)	(78.5%) Agreed
6	Conversion of constituency funds, projects and others to personal property after tenure of office characterizes the implementation of constituency allowances in north central Nigeria.	53(33.5%)	82(51.9%)	18(11.4%)	5(3.2%)	(85.4%) Agreed
7	Misplaced priority is often the hallmark of constituency intervention by legislators in north central Nigeria	70(44.3%)	60(38.0%)	18(11.4%)	10(6.3%)	(82.3%) Agreed

Source: Fieldwork, 2024

The responses of the respondents to all the challenges raised in the instrument were on agreement. This was obtained by combining the percentage responses of Strongly Agreed and Agree together which were higher and greater than those of Strongly Disagreed and Disagreed combined for all the items that solicited responses on challenges confronting effective utilization of constituency allowance in North-Central Nigeria. This implied that all the factors considered in this study were challenges agreed by the respondents to be inhibitors to legislators' effective utilization of constituency allowance in North-Central Nigeria. Among such challenges as contained on the instrument are: inadequate monitoring and evaluation, lack of accountability and interference hindering development, inability to demonstrate capacity to manage disbursement of allowances, lack of transparency and public participation, corruption and self-enrichment of legislators, lack of maintenance culture by end users of constituency projects, converse of constituency funds, projects and others to personal property after tenure of office and lastly misplacement of priority.

Findings of the Study

Tertiary Education Students in North-Central Nigeria are aware of constituency intervention from their Legislators/Reps, Students of tertiary institutions in north central Nigeria have access to constituency allowances which come in form of help, donations, bursaries amongst others, constituency intervention to students of tertiary institutions in North-Central Nigeria is not regular, Legislators/Reps make publicity of constituency interventions to tertiary institutions in north central Nigeria as though they are personal donations of legislators/Reps. This finding is supported by the earlier submission by Adebayo, (2019) in the review of related literature that constituency allowance are given to support constituent needs which include education.

Again, Legislators' utilization of Constituency Allowances and its Impacts on Tertiary Education (NCE Programmes) Development in North-Central Nigeria is rather poor and discouraging. This is because, the number of NCE graduates from colleges of education has not significantly increased as expected, not many Legislators/Reps have also assisted college managements in building hostels blocks, sinking boreholes, resource centers, provision of textbooks to libraries, building classroom blocks, study among students would have been easier if legislators/Reps give bursary to tertiary education students and refreshers

courses to lecturers, there is problem of low students enrollment in NCE programmes as a result of economic difficulties, tertiary education will be better when Legislators/Reps respond appropriately to the needs of the constituents, Legislators/Reps do not prioritize education on the list of constituency interventions in North-Central Nigeria. This finding shows the impacts of Constituency in the area are not significant, especially, when compared with the amounts received for constituency projects. This confirms what Ogunyemi, (2020) maintained earlier in the review of literature.

There are challenges inhibiting the successful utilization of constituency allowance by legislators in north-central Nigeria. These include but not limited to Inadequate monitoring and evaluation of constituency allowances to tertiary education students, lack of accountability, inability to demonstrate capacity to manage disbursement of allowances to tertiary education students, lack of transparency and public participations, corruption and self-enrichment of legislators make constituency allowances a conduit pipe for milking the public of funds and deny them capital needed for projects to enhance teachers' education in North-Central Nigeria, lack of maintenance culture by the end-users of constituency projects, conversion of constituency funds, projects and others to personal property after tenure of offices characterizes the implementation of constituency allowances and above all, misplaced priority is often the hallmark of constituency intervention by legislators in North-Central Nigeria. All these are in agreement with what Oyedemi (2017) earlier maintained in the review of related literature.

Conclusion

This study has helped to shed light on awareness of constituency allowances in the advancement of educational facilities and resources in the constituencies. Allocation of constituency allowances will play a crucial role in the improvement of infrastructure, teaching quality, and overall educational experiences of students in tertiary institutions in North-Central Nigeria. Furthermore, the research highlighted the importance of effective utilization of constituency allowance intended for improving educational development. It is essential for policymakers and decision-makers to prioritize the allocation of funds towards initiatives that directly benefit the educational sector and contribute to the overall development of tertiary education in North Central Nigeria. Thus, the allocation of constituency allowances has the potential to

support the improvement of education outcomes, enhance access to quality education, and contribute to the overall development of the education sector in the region. However, several challenges need to be addressed to maximize the benefits of this funding and ensure that it leads to sustainable and positive impacts.

Recommendations

Based on the findings of the study, the followings are recommended for immediate actions:

- Legislators should create more awareness of constituency allowances
- Mechanisms such as regular audits and a robust monitoring and evaluation framework should be put in place to make legislators Accountable
- There should be greater stakeholders' engagement in decision-making processes related to constituency allowances for tertiary education development.
- Equity and inclusivity should be prioritize in the allocation of constituency allowances across the communities in constituency to avoid cry of marginalization as this will help to address disparities and promote access to quality education for all.

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