

Descriptive Analysis on the Influence of Parent's Educational Attainment, Family Size, School Location and Availability of Structural Facilities on Pupils Education Accessibility and Completion Rate in Oyo State

ADEDIRAN, Aliu Adedayo

Email: adediranadedayo@rocketmail.com

Emmanuel Alayande University of Education, Oyo.

Abstract: Education is considered a fundamental human right, and it is widely accepted as a fundamental key to individual, societal, and socio-economic development most especially at the foundation level. To pupils specifically, it has significant effect on the holistic wellbeing/development i.e social, emotional, language, physical, moral and intellectual development. Owing to this fact, it becomes imperative to note that the benefit of educating pupils at this stage qualifies it paramount. Sadly, it is an established fact that the accessibility and completion rate of the education at this level is dwindling such that the rate of out of school pupils is alarming. Some notable factors that precipitated the unprecedented reduction as revealed in research are, family size, parents-socio-economic status, family income level, education level of parents, school location, parent and pupils readiness amongst other factors. Hence, the paper examined descriptive analysis on the influence of parent's educational attainment, family size, school location and availability of structural facilities on pupils education accessibility and completion rate in oyo state. Eight research questions were answered. The study adopted descriptive survey research design. The population of the study comprises all primary school teachers in Ibadan North Local Government. Simple random sampling technique was adopted to select 100 teachers as sample for the study. Four self-designed instruments were used for data collection. The instrument were validated and tested for reliability. Descriptive statistics was used to analyze the data collected. The finding of the study revealed that, the extent to which Parent's Educational Attainment Influence Pupils's Education Accessibility and completion Rate is High $\{(WA=3.5), (WA= 3.2)\}$. Also, the extent to which family size Influence Pupils's Education Accessibility and completion Rate is High $\{(WA=3.35), (WA=3.7)\}$, the extent to which school location Influence Pupils's Education Accessibility and completion Rate is High $\{(WA=3.7), (WA= 3.4)\}$, the extent to which personnel and structural facilities Influence Pupils's Education Accessibility and completion Rate is High $\{(WA=2.7), (WA= 3.2)\}$. It was recommended based on the findings that, efforts should be geared towards citing school sites in a conducive and stimulating environment. Also, school owners should ensure proper monitoring and strict security measures of retaining pupils in schools.

Keywords: Influence, Primary Education, Accessibility, Completion Rate, Education Attainment, School Location

Introduction

Education can be defined as a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society to be achieved, education remains a germane tool for its achievement.

Education as a development agent, is valued by all nations of the world because it has brought total liberation to man. It has transformed man from ignorance and misery to knowledge and happiness. It has made man useful to himself, his generation and beyond. As rightly observed by Umoh (2006), education helps the individual to develop physically, mentally, morally, spiritually, and emotionally by providing suitable environment, teaching him new knowledge, attitudes and skills that will enable him to be useful to himself and his society. Education at this level strengthens the learner's feet to climb the educational ladder to the zenith of academic attainment if a good foundation is laid.

Furthermore as pointed out by Comfort, Usen & Ekpenyong (2013), primary education is the foundation for a child's learning on which every other level of learning depends. In the light of this, the Federal Republic of Nigeria (2004), states that primary education refers to education given to children aged 6 to 11 plus in primary schools and that the primary level is the key to the success or failure of the whole system since the rest of the education system is built upon it. This statement confirms the fact that the primary level of education is most crucial to the success of other levels, hence the need for the stakeholders to do everything possible to lay a solid foundation for its sustainability.

For primary education to be the bedrock of educational system, Umoh (2006), maintains that it must bring to the learners elementary and general knowledge of science, by teaching them to use and operate scientific objects and gadgets so that they may be conversant with such foundational knowledge as they advance to other levels. In other to give the primary school (education) the focus FRN (2004) enumerated the goals of this level as to: Inculcate permanent literacy and numeracy, and ability of communicate effectively; Lay a sound basis for scientific and reflective thinking; Give citizenship education as a basis for effective participation

in and contribution to the life of the society, Mould the character and develop sound attitude and morals in the child and also Develop in the child ability to adapt to the child's changing environment.

From the foregoing, these objectives and some benefit of enrolling in primary education programme to pupils specifically, has significant effect on the holistic wellbeing/development i.e social, emotional, language, physical, moral and intellectual development. Owing to this fact, it becomes imperative to note that the benefit of educating pupils at this stage qualifies it paramount also as the rate of successful completion.

World Bank defined completion rate as the central indicator of quality by the as the ratio of the number of children graduating from primary school each year to the population of official graduating age. Hence, Pupils' school completion is a crucial element of how quality the education system and the society it serves is, is because education is one of the most effective instruments a nation has at its disposal for promoting sustainable social and economic development.

Njau and Wamahu (1994) on this note, opinionated that traditional beliefs and attitudes greatly influence the enrolment of pupils and equally influence the decision to withdraw them from schools, also that girls who had undergone initiation (FGM) find it difficult to return to school and therefore fail to progress on to secondary school education. Chege and Sifuna (2006) observe that parents fear investing a lot of money on girls who may me pregnant or get married before completing school.

However, non-completion of primary schooling continues has raised a lot of concern to both policy makers and practitioners worldwide (Gray & Mark, 2009). Many of which noted pupils readiness as a germane factor that undermines both access and completion of the primary education level, such of which are that pupils come late to schools in the morning, while many of them participate in collective worship at assembly, they leave schools before closing hours for other unauthorized activities and in some cases too, a handful number of these students will not even bother to come to school (Fagbenle, 2008). Though this absenteeism being exhibited by the primary school pupils may be with genuine reasons, majority of them displayed this attitude for no condonable reasons (Fagbenle, 2008).

Other factors that undermines the education access of primary school pupils, these are according to Millicent (2015) include;

- Household-and individual background factors: The demand for girls' labour, Family size and composition, and female age at marriage. Most parents would prefer for the girl child to stay home doing house chores rather than taking them to school. The work load for girls at home and for boys in the field can be cited as key factors which negatively affect education. Domestic chores for girls may be enormous and very demanding and may not give them ample time to study. Some parents may keep their children off school during market days, planting/weeding seasons among other key events
- Parents' / Guardians' educational levels: The education levels of most of the families in the may play a major role in determining whether the children will be enrolled in schools or not. If the parents have not been to school or may have just attained the minimum level of education, they don't see the need to educate their children more than themselves.
- Parents' /Guardians' attitudes towards Education: If the household observes that school cannot provide children with life basic skills they may decide that an investment in education is not worth the small return.
- Government policies (i.e. Funding, employment teachers and provision of meals): Successful provision of these variables may lead to high levels of enrolment in primary schools under the free primary education. If these variables are not provided the enrolments may decrease despite the free primary education.
- Age, gender, health, interest readiness, peer groups and indiscipline: Pupil personal characteristics/background may play a major role in determining their enrolment to school. The parents may enrol them but if they have no interest in school, or are not ready in terms of attitude they may not attend school. Their peers can also influence them negatively in making decisions on whether to attend school or not even though the education is free
- Communal factors, Security, health (HIV/aids, malaria)other social services, may also affect the enrolment of children in school.
- Location of the schools: the location of the school may have a significant impact on enrolment. School characteristic such as distance is also an important factor of school enrolment and completion. Distance to the nearest school from the homestead may negatively impact attendance and increase dropout rate, especially in rural areas
- Faculty and Staff: faculty and staff is the primary connection that a family makes with the school. These educators will be the ones to teach and mentor students. When they deliver a high quality educational experience and personally connect with the students in a positive way, this experience may impact enrolment quality of school. These resources may be such as teachers' qualifications, availability of textbooks and classroom facilities are important factor because returns to schooling is dependent on child's acquisition of basic skills and knowledge
- Poor school quality, schools considered to be of low quality by the community members may experience low enrolment rates: this may thus discourage households from sending their children to school. For children who are in school, parents may withdraw their children from school and involve them in income generating activities or household's domestic works
- Culture is generally defined as a set of shared attitudes, values, goals, and practices that characterize an institution, organization or group These various cultural aspects will determine who may access education or not. In some cultures girls

may be left to take on domestic responsibilities, and boys often receive preference when parents have to choose who in gender terms enrolls and attends school

- Early marriages and teenage pregnancies, early marriages and teenage pregnancies can affect the schooling of pupils since they lead to dropouts

Research findings revealed that pupils whose parent had any form of formal education were more likely to complete primary education (Lloyd, Mete and Grant, 2009). Apart from parental level of education, household income determines pupils' completion rates. Bangladesh, for instance, has a five-grade education system. Yet, merely 50 per cent of pupils completed primary school (Ahmed, 2012). Croft (2002), viewed that family income was a key factor in determining pupils' participation in education. Nigeria had a completion rate of 72 percent in 2009-2014 (UNESCO, 2016), since educating a child invites some probable costs such as school fees, uniforms, and the mid-day lunch. Despite geographical shift, this agrees with Glick and Sahn (2000) research in Guinea which indicated that an improvement in household income leads to more investment in child's education. Renzulli and Park (2000), in Tanzania indicated that the main hurdle to all families in enrolling their children to school was mainly monetary and their inability to pay school levies especially those from lower income households.

In addition, family size greatly influences child's schooling cycle. In a study in Australia, Boyle (2004) indicated that the number of children within a household was a significant determinant of access to education. Enyegue (2000) stated that contrast to pupils with fewer siblings, pupils with more siblings were likely to enter school late, repeat classes more frequently and leave school earlier. In addition, Enyegue (2000) stated that larger households were faced with economic challenges. Therefore pupils were more likely to go to school irregularly and often drop out. If the family size is greater (and in particular the number of children) and parents do not have sufficient family monthly income to sustain children in school, then there is a likelihood of pupils dropping out of school.

Ogunmoyela (2009) noted that school physical facilities like classrooms of public schools have no roofs, windows and doors, some walls are cracked, instructional facilities are lacking while teachers are frustrated consequent upon lack of equipment/facilities to meet educational endeavours. Physical facilities are the fundamental factors in better learning and achievements of the students (Saeed and Wain, 2011). All facilities must be provided to the schools for the students' better, concrete, and real experiences. Physical facilities help to enhance the learning of the students. Research shows that availability of the physical facilities including classrooms, water, electricity, boundary wall, toilets, furniture, playgrounds, libraries, and dispensaries have a significant positive influence on the performance of the pupils and their academic achievement (Saeed and Wain, 2011).

Saeed and Wain (2011) reported that, physical conditions have direct positive and negative effects on teacher morale, sense of personal safety, feelings of effectiveness in the classroom, and on the general learning environment. Adeyemi and Igbeneweka, (2000) emphasized the significance of various categories of physical facilities towards the quality of education at the different levels of the educational system. Saeed and Wain, (2011) identified school buildings, classroom accommodation, furniture such as desks and chairs, libraries, laboratories, recreational equipment, apparatus and other instructional materials as contributing to academic achievements. Ethnographic and perception studies have also indicated that inadequate school physical facilities have a negative impact on teachers' motivation that in turn negatively affects students' academic achievement

Hence, since primary education plays not only a pivotal but its effect also has fundamental significance on the holistic wellbeing/development i.e social, emotional, language, physical, moral and intellectual development. Owing to this fact, it becomes imperative to note that the benefit of educating pupils at this stage qualifies it paramount. Sadly, it is an established fact that the accessibility and completion rate of the education at this level is dwindling such that the rate of out of school pupils is alarming. Some notable factors that precipitated the unprecedented reduction as revealed in research are, family size, parents-socio-economic status, family income level, education level of parents, school location, parent and pupils readiness amongst other factors. Furthermore, the general conditions but specifically managerial lapses in primary school in Nigeria is devastating and these have undermined both enrolment and completion rate among primary school pupils. Noteworthy is the fact that, most schools in the selected scope of the study are notably characterized with inadequate provision of both structural and infrastructural facilities e.g light, insufficient facilities, ill-equipped and dilapidated buildings with inadequate ventilated capacity. These factors if aggravated would ultimately have negative effect on pupils school accessibility and completion rate. Hence, the paper examined parental characteristics and school quality as factors determining pupil's accessibility and school completion rate in Ibadan North Local Government.

Research Questions

1. To what extent does parent's educational attainment influence pupils's education accessibility?
2. To what extent does parents educational attainment influence pupils's school completion rate?
3. To what extent does family size influence pupils's education accessibility?
4. To what extent does family size influence pupils's school completion rate?
5. To what extent does school location influence pupils's education accessibility?
6. To what extent does school location influence pupils's school completion rate?
7. To what extent does personnel and structural facilities influence pupils's education accessibility?

8. To what extent does personnel and structural facilities influence pupils's school completion rate?

Methodology

This study adopted descriptive survey research design. The population of this study consists of all primary school teachers in Ibadan North Local Government area of Oyo State. The study adopted simple random sampling technique to select Ibadan North Local Government and also simple random sampling technique was adopted to select 100 primary school teachers in selected 10 primary schools in Ibadan North Local Government. The study used four self-designed instrument for data collection, titled "Questionnaire on the influence of parent's education attainment on pupil's education accessibility and completion rate (Q_IPEAPEACR)", "Questionnaire on the influence of family size on pupil's education accessibility and completion (Q_IFSPEACR)", Questionnaire on the influence of school location on the pupil's education accessibility and completion rate (Q_ISLPEACR)" and Questionnaire on the influence of personnel and structural facilities on pupil's education accessibility and completion rate (QIPSFPEACR)". The instruments were validated and tested for reliability using Cronbach alpha (α) reliability technique, hence the questionnaires are reliable and the reliability index are; (Q_IPEAPEACR (α)=0.75), (Q_IFSPEACR (α)=0.78), (Q_ISLPEACR (α)=0.82), (Q_IPSFPEACR (α)=0.70). The data collected was analyzed using descriptive statistics of (simple percentage, frequency, mean, standard deviation).

Results

Research Question One: To what extent does parent's educational attainment influence pupils's education accessibility?

Table 1 showing the Extent to which Parent's Educational Attainment Influence Pupils's Education Accessibility

PARENTS EDUCATION ATTAINMENTS							
S/N	Education Accessibility	SA	A	D	SD	Mean	SD
1	The education levels of most of the families in the may play a major role in determining whether the children will be enrolled in schools or not.	66	30	4	–	3.62	0.56
2	Parents with higher education often accord more importance to children's enrolment in primary schools compared to parents with lower education attainment	42	45	12	1	3.28	0.71
3	The level of education of parents often help them to understand the complexity and importance of primary education thereby providing gender impartiality in males and female children enrolment	63	35	2	–	3.61	0.53
4	Parents irrespective of level of education are expected to enrol their children in primary education programme	38	44	16	2	3.22	0.59
5	The level of parents' education should determine their exposure and understanding of the benefit of enrolling their children in primary education programme.	76	24	–	–	3.78	0.44
WA=3.50 (87.55) High Extent							

The table above revealed that the influence of parent's education attainment influence pupils education accessibility is **High (WA=3.50)**. Based on the mean score of the items, majority of the teachers accept that The education levels of most of the families in the may play a major role in determining whether the children will be enrolled in schools or not, Parents with higher education often accord more importance to children's enrolment in primary schools compared to parents with lower education attainment, The level of education of parents often help them to understand the complexity and importance of primary education thereby providing gender impartiality in males and female children enrolment, Parents irrespective of level of education are expected to enrol their children in primary education programme and that, The level of parents' education should determine their exposure and understanding of the benefit of enrolling their children in primary education programme.

Research Question Two: To what extent does educational attainment influence pupils's school completion Rate?

Table 2 Showing the extent to which parent's educational attainment influence pupils's school Completion Rate

S/N	Completion Rate	SA	A	D	SD	Mean	SD
1	Parents with higher education attainment provides children with educational supplements that fosters home-school transition of children	50	39	8	3	3.40	0.74
2	Provision of education necessary materials for pupils should not be based on parents education attainment	47	37	12	4	3.31	0.81
3	Provision of the physiological needs of children to successfully cope and complete their education hinges on parental education attainment	27	46	21	6	2.97	0.81
4	Parents education attainment allows them to consider proximity of school to home	46	41	11	2	3.35	0.73
5	Prompt payment of tuition and other required fee by parents is often attributed to parental level of education	32	39	21	8	3.02	0.95

WA=3.21 (80.25) High Extent

The table above revealed that the influence of parent's education attainment influence pupils school completion rate is **High (WA=3.21)**. Based on the mean score of the items, majority of the teachers accept that Parents with higher education attainment provides children with educational supplements that fosters home-school transition of children, Provision of education necessary materials for pupils should not be based on parents education attainment, Provision of the physiological needs of children to successfully cope and complete their education hinges on parental education attainment, Parents education attainment allows them to consider proximity of school to home and that, Prompt payment of tuition and other required fee by parents is often attributed to parental level of education.

Research Question Three: To what extent does family size influence pupils's education accessibility?

Table 3 Showing the extent does family size influence pupils's education accessibility

Family Size							
S/N	Education Accessibility	SA	A	D	SD	Mean	SD
1	The family size should not be a determining factor of children enrolment in schools	43	40	14	3	3.27	0.79
2	Families with large number of children often have difficulty with children enrolment in schools	50	38	9	3	3.39	0.75
3	Family size often result in preference of male child schooling over girl child education	47	43	10	–	3.37	0.66
4	Family size if not favourable result in child labour at the detriment of child schooling	53	40	4	3	3.51	0.66
5	Large family size often result in inadequacies in meeting with the admission requirements of schools	36	49	12	3	3.22	0.75

WA=3.35 (83.75) High Extent

The table above revealed that the influence of school location pupils education accessibility is **High (WA=3.35)**. Based on the mean score of the items, majority of the teachers accept, the family size should not be a determining factor of children enrolment in schools, Families with large number of children often have difficulty with children enrolment in schools, Family size often result in preference of male child schooling over girl child education, Family size if not favourable result in child labour at the detriment of child schooling and that, Large family size often result in inadequacies in meeting with the admission requirements of schools.

Research Question Four: To what extent does Family Size Influence pupils's School Completion Rate?

Table 4 showing the extent to which Family Size Influence Pupils's School Completion Rate

Family Size							
S/N	Completion Rate	SA	A	D	SD	Mean	SD
1	The family size should not be a determining factor of children enrolment in schools	89 (89)	11 (11)	----	-----	3.89	0.31
2	Families with large number of children often have difficulty with children enrolment in schools	73 (73)	25 (25)	2 (2)	-----	3.69	0.58
3	Family size often result in preference of male child schooling over girl child education	67 (67)	31 (31)	1 (1)	1 (1)	3.64	0.56
4	Family size if not favorable result in child labor at the detriment of child schooling	64 (64)	30 (30)	3 (3)	3 (3)	3.58	0.70
5	Large family size often result in inadequacies in meeting with the admission requirements of schools	71 (71)	26 (26)	----	3 (3)	3.63	0.74
WA= 3.7 (92.5%) High Extent							

The table above revealed that the influence of school location pupils completion rate is **High (WA=3.7)**. Based on the mean score of the items, majority of the teachers accept that The family size should not be a determining factor of children enrolment in schools, Families with large number of children often have difficulty with children enrolment in schools, Family size often result in preference of male child schooling over girl child education, Family size if not favorable result in child labor at the detriment of child schooling, and that Large family size often result in inadequacies in meeting with the admission requirements of schools.

Research Question Five: To what extent does School location influence pupils's Education Accessibility?

Table 5 showing the extent to which school location influence pupils's Education Accessibility

School Location							
S/N	Education Accessibility	SA	A	D	SD	Mean	SD
1	Location of schools in terms of proximity to home often have significant impact on enrolment	64 (64)	33 (33)	1 (1)	----	3.63	0.73
2	School location often determine the level of opportunities accrued to pupils enrolled in such school	66 (66)	32 (32)	2 (2)	-----	3.64	0.52
3	The place where a school is located pupils healthy lifestyles and life skills promotion	69 (69)	30 (30)	1 (1)	-----	3.67	0.53
4	Schools located in a conducive environment often provides opportunity for pupils to take responsibilities of their learning	72 (72)	28 (28)	-----	-----	3.72	0.45
5	A school should be located in a safe, secure, free from violence and abuse, and also sales/marketing or trafficking	79 (79)	19 (19)	2 (2)	-----	3.77	0.67
WA=3.7 (93%) High Extent							

The table above revealed that the influence of school location pupils completion rate is **High (WA=3.7)**. Based on the mean score of the items, majority of the teachers accept that Location of schools in terms of proximity to home often have significant impact on enrolment, School location often determine the level of opportunities accrued to pupils enrolled in such school, the place where a school is located pupils healthy lifestyles and life skills promotion, Schools located in a conducive environment often provides opportunity for pupils to take responsibilities of their learning, and that a school should be located in a safe, secure, free from violence and abuse, and also sales/marketing or trafficking.

Research Question Six: To what extent does School Location Influence Pupils's School Completion rate?

Table 6 Showing the extent to which School Location Influence Pupils's School Completion Rate

School Location							
S/N	Completion Rate	SA	A	D	SD	Mean	SD
1	Schools located in isolated area gives opportunity for absenteeism and sneaking out	68 (68)	27 (27)	5 (5)	-----	3.63	0.58
2	Pupils finds it easy to drop out of schools without adequate security	56 (65)	34 (34)	8 (8)	2 (2)	3.44	0.73
3	School completion rate is low in cases of mismanagement of school personnel	38 (38)	50 (50)	10 (10)	2 (2)	3.24	0.71
4	A school that discourages and provides less support for children growing capacities as learners often reduce school completion rate	38 (38)	51 (51)	10 (10)	1 (1)	3.26	0.68
5	Pupils who are enrolled in Schools located in urban area are less prone to dangers of unsuccessful school completion	49 (49)	43 (43)	7 (7)	1 (1)	3.34	0.64
WA= 3.4 (85%) High Extent							

The table above revealed that the influence of school location pupils education accessibility rate is **High (WA=3.2)**. Based on the mean score of the items, majority of the teachers accept that Schools located in isolated area gives opportunity for absenteeism and sneaking out, Pupils finds it easy to drop out of schools without adequate security, School completion rate is low in cases of mismanagement of school personnel, a school that discourages and provides less support for children growing capacities as learners often reduce school completion rate, and that a school that discourages and provides less support for children growing capacities as learners often reduce school completion rate.

Research Question Seven: To what extent does personnel and structural facilities influence pupils's Education Accessibility?

Table 7 showing the extent to which personnel and structural facilities influence pupils's Education Accessibility

Personnel and Structural Facilities							
S/N	Education Accessibility	SA	A	D	SD	Mean	SD
1	Schools well equipped with qualified teachers foster pupils enrolment	42 (42)	48 (48)	7 (7)	3 (3)	3.29	0.73
2	Schools with enough building facilities often encourage parents to enrol their children	45 (45)	46 (46)	6 (6)	3 (3)	0.33	0.73
3	Schools with conducive environment have higher rate of pupils enrolment	43 (43)	44 (44)	6 (6)	7 (7)	3.23	0.85

4	Schools with quality security facilities often encourage parents to enrol their children as safety is assured	47 (47)	45 (45)	5 (5)	3 (3)	3.36	0.72
5	Parents often prefer to enrol their children in schools with enough play equipment	47 (47)	48 (48)	3 (3)	2 (2)	3.40	0.65
WA= 2.7 (68%) High Extent							

The table above revealed that the influence of personnel and structural facilities on pupils education accessibility rate is **High (WA=3.2)**. Based on the mean score of the items, majority of the teachers accepts that Schools well equipped with qualified teachers foster pupils enrolment, Schools with enough building facilities often encourage parents to enrol their children, Schools with conducive environment have higher rate of pupils enrolment, Schools with quality security facilities often encourage parents to enrol their children as safety is assured, Parents often prefer to enrol their children in schools with enough play equipment.

Research Question Eight: To what extent does personnel and structural facilities influence pupils's school completion rate?

Table 8 Showing the influence of personnel and structural facilities on pupils school completion rate

Personnel and Structural Facilities							
S/N	Completion Rate	SA	A	D	SD	Mean	SD
1	Presence of quality assurance team often help schools against any possible student drop out	11	88	–	–	3.11	0.31
2	Presence of school counsellor is a good measure to increase pupils school completion rate	21	79	–	–	3.21	0.41
3	Presence of quality PTA often facilitate mutual understanding on devising modalities for fostering pupils school completion rate	42	57	1	–	3.41	0.51
4	Provision of quality intellectual services often encourage pupils to complete their schooling cycle	32	39	18	11	2.92	0.97
5	Provision of quality health personnel and facilities do encourage parents and pupils to compete their schooling cycle	56	23	21	–	3.35	0.81
WA= 3.2 (80%) High Extent							

The table above revealed that the influence of personnel and structural facilities on pupils school completion rate is **High (WA=3.2)**. Based on the mean score of the items, majority of the teachers accepts that Presence of quality assurance team often help schools against any possible student drop out, Presence of school counsellor is a good measure to increase pupils school completion rate, Presence of quality PTA often facilitate mutual understanding on devising modalities for fostering pupils school completion rate, Provision of quality intellectual services often encourage pupils to complete their schooling cycle, and that Provision of quality health personnel and facilities do encourage parents and pupils to compete their schooling cycle.

Discussion of Findings

Influence of parental characteristics on Pupils Education Accessibility and Completion Rate

The finding of the study revealed that all the parental characteristics (parents education attainment, and family size) to a high extent influence pupils education accessibility and completion rate. Many household characteristics have been identified as influencing completion rates of pupils in primary school education. Factors such as household income (household poverty), parental level of education (poor motivation), child Labor, and household size are notable contributory factors to high dropout and low completion rates after an initial high enrolment rate.

Influence of personnel and structural facilities on Pupils Education Accessibility and Completion Rate

Research finding in line with this results noted supported that the evaluation of buildings, in light of reform movements, allows planners and educators to align academic initiatives, such as improved test scores, with the tangible factors of the school house such as lighting and indoor air quality (Blair and Pollard, 1998 in Robert, 2007). Recent studies has seen reasons to delve into the study for instance; studies in the Capistrano Unified School District (CUSD) in Orange County, California found that the students in classrooms with natural lighting, large windows or well-designed skylights performed 19 to 26 percent better than their peers in classrooms without these features (Hale, 2002). Also, recent concerns with mold-related health issues are driving schools to focus on the impact that poor indoor air quality has on the attendance and achievement rate of students (De Patta, 2002). Furthermore, (Earthman, Cash and Van Berkum, 1996 in Robert, 2007) found that 11th grade students in above standard buildings scored higher as measured by the Comprehensive Test of Basic Skills than did their counterparts attending class in substandard facilities.

Conclusion

It was concluded that, parents characteristics and school quality have significant influence on pupils education accessibility and school completion rate. Akomolafe and Adesua (2016) noted that, quality personnel and school facilities as the school plant, that is, the school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures that would likely motivate students towards learning. Physical facilities provide and maintain, safe, clean, and creative educational environments that are conducive to high achievements of the students. School facilities strive to give pupils a comfortable atmosphere in which they work and learn.

Recommendation

It was recommended based on the findings of the study that;

- Efforts should be geared towards citing school sites in a conducive and stimulating environment.
- Also, school owners should ensure proper monitoring and strict security measures of retaining pupils in schools
- Adequate provision of basic amenities and infrastructural facilities that will enhance the optimal level of learning and development in pupils by school owners and government should to be taken into consideration.
- Adequate provision of appropriate instructional materials which the pupils can interact with would expose pupils to creative and reflective thinking.

References

- Boles, K., and Troen, V. (2000). Why new teachers quit. *Teacher Magazine*, 11(7), 59.
- Bray, L., and Kuhnen, S. (2002). It's a draw. *American School and University*, 75(3), 357-359.
- Carey, K. D. (2001). Hearing the public voice. *Learning By Design*, 10, 10-13.
- Colgan, C. (2003a). Building boom. *American School Board Journal*, 190(6), 26-29.
- Colgan, C. (2003b). Is mold the new asbestos? *American School Board Journal*, 190(10), 14-18.
- Cook, G. (2002). What works and why: The Learning By Design review panel explores trends and challenges. *Learning By Design*, 11, 6-7.
- Daniels, S. H. (2003). School construction: Technology is changing the way kids learn...and the classrooms in which they do it. *Architectural Record*, 191(3), 159-163.
- Day, C. W. (2001). From the reviewers: Rethinking school design. *Learning By Design*, 10, 4-6.
- Earthman, G. I., and Lemasters, L. (1996). Review of research on the relationship between school buildings, student achievement, and student behavior. Paper presented at the Annual Meeting of the Council of Educational Facility Planners, International, Tarpon
- Fickes, M. (2003a). Learning to share. *School Planning and Management*, 42(11), 29-30.
- Fickes, M. (2003b). Teacher connections. *School Planning and Management*, 42(10), 26-27.
- Fielding, R. (2000). Lighting the learning environment. *School Construction News*, 3(4), 20-21.
- Geiger, P. E. (2002). Deferred school maintenance creates national crisis. *School Business Affairs*, 68(1), 43.
- Howley, C., and Bickel, R. (2002). The influence of scale. *American School Board Journal*, 189(3), 28-30.
- Kacan, G. M., and Bolling, R. E. (2002). A call for preservation. *American School and University*, 75(3), 338-340.
- Long, L. (2000). Listening to another voice. Assessing the work environment. *Facilities Manager*, 16(2), 35-38.
- Moore, D. (2003). Building good community relations. *School Planning and Management*, 42(11), 16-20.
- Reeves, D. (2002). The daily disciplines of leadership: How to improve student achievement, staff motivation and personal organization. San Francisco: Jossey-Bass.
- Sack, J. L. (2002). Razing objections. *Education Week*, 21(22), 38-43.
- Sandham, J. L. (2001). Doling out facilities aid proves tricky. *Education Week*, 20(41), 21-24.