An Analysis of Factors Influencing Urbanite Woman Learner-Participation in Functional Literacy Programs in Selected Christian Churches, Accra

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The promotion of adult functional literacy programs per se, neither creates the necessary motivation for learning, nor enhances the participation of adult learners in work-oriented or socio-cultural functional literacy programs. The task in learning-teaching transaction is to create the enabling environment for harnessing and enhancing learner-related factors that influence the learners' successful and significant participation. The research sets out to investigate, analyze, and establish the factors, which influences urbanite woman learners-participation in adult functional literacy programs of selected churches in Accra. Study used survey method to collect data from study area in Nima and Maamobi, East Ayawaso sub-district of Accra, and chi-square test for statistical analysis. Three classes of factors were identified: (1) Internal factor (or the bio-psychosocial characteristics of learner, such as adult's experience and perception) which most influenced the urbanite learner-participation; (2) External factor related to the cultural setting and organization; and (3) Integrated factor which constitutes the interplay of both internal and external factors. Integrated factor contributed the least level of influence. Findings established a crucial foundation that adult functional literacy programs designed, deployed, and developed with learner-friendly models utilizing internal factors, will most enhance learner-participation in both work-oriented and socio-cultural functional literacy programs in continuing education.

Keywords: factors, influence, functional literacy, urbanite woman, learner-participation

Introduction

Of what benefit will adult functional literacy be to the learners, community, and agency, if learners do not participate as anticipated. Learners-participation becomes crucial to the overall success of a program. What factors influence learner-participation? This exploratory study is an attempt to capture these factors and find their significance in influencing learner-participation of active classes with high attendance and involvement of learners. This is of particular interest to churches to make the most of their existing adult functional literacy programs in Accra.

Factors Influence Participation

Previous work on integrated functional literacy by Bown and Okedera (1981) shows success in Christian churches of West Africa. Anard (1991) and Momsen (1991) observed that women learners outnumber men in

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work-oriented and socio-cultural functional literacy programs in developing countries. David (1962), in his work submitted to UNESCO (United Nations Educational, Scientific, and Cultural Organization) reasoned that, these learners participating in especially work-oriented functional literacy undergo continuing education mitigating deficiencies in their compulsory education as they cope with technological changes in their working life which should bring income generation capacity along with education. "One's occupation may bring book into confrontation with oral tradition in which he or she had grown", said Hobsbawn (1984). In addition, Pellow (1977), in her work on women in Adabraka, Accra, explained that the urbanite woman is distinct from her rural counterpart in having special needs and highly motivated to meet them by developing certain urban-survival competencies to make her functional in the highly competitive urban community.

Stanton (1982) established that elements of internal factor include "motivating", "persuading" and "controlling" and elements of external factor are "planning", "organizing", "providing", and "controlling", do contribute an individual or organization participating in a program. "Controlling" is common to both factors; hence, it is the element of integrated factor of influence. Further, the fundamental to learning is communication. Moreover, perception enhances learning process and one's participation in functional literacy program explained by Cronback (1963) and Feldman (1987). Perception does enrich adults' experience; by this, adults enter their learning-teaching transaction, according to Knowles (1973). An adult learners' perception of an innovation that will enhance learner-participation should include clarity of elements of innovation and effective communication explained by French, Israel, and As (1960). This view is supported also by Knowles (1973), Bown and Olu Tomori (1979) and Walters and Manicon (1996). These elements have been included in Table 2.

Exploratory Questions and Hypotheses

The exploratory questions of this paper are as follows:

What demographic characteristics predispose respondents to perceptions literacy programs and participation in them? What factors are mostly influencing urbanite woman learner-participation in functional literacy programs in selected Christian churches in Accra?

The hypotheses of this paper are:

Ho_1: Learners' perception of functional literacy enhances learners-participation of functional literacy program;

Ho_2: Design and delivery of program making learners less useful to community predisposes agency, community, and learners to abandoning program all together;

Ho_3: Community-based and personalized adult functional literacy program sustains interest of both learners and agencies.

Methodology

Methodology consisted of three stages: the pre-field stage (research design), the file stage (collection and collation of data), and the post-field stage (analysis of data). Studies employed survey method, Gosling (1995) for sociological studies to collect quantitative and qualitative information about the population.

Research Design

Study area. Nima and Maamobi suburbs are located in the East Ayawaso sub-district in the Accra Metropolitan District. Other suburbs of this area are 441, Kanda and Pig Farm; with land mass of about 36 sq. km., and human population of 200,000 (estimated). Major languages represented are Ga, Twi, Frafra, and

Hausa. Churches have a concentration of activity including functional literacy programs here.

Sample. Literacy organizers selected from population of six functional literacy classes that were most active and successful, with significant numbers and learners able to complete their year one learning units and advancing to the year two learning units. Sampling yielded 181 learners who become respondents.

Collection and Collation of Data

Questionnaire instrument was based on the exploratory questions and hypotheses. Questionnaire (57 questions in four sections) consists of scales as the following: (1) Perception of functional literacy and communicating of functional literacy as relates to innovation associated in relation to hypotheses I; (2) Abandonment of program and usefulness associated with hypotheses II; and (3) Sustainability of interest and community-based, personalized programs for hypotheses III. There was a section on demographics.

Questionnaire was pre-tested in an adult literacy class at Mamprobi, Accra. These belonged to the Non-formal Educational Division of the Ministry of Education. Pre-tested questionnaire was finally administered to sample of 181 learners over a period of three weeks. Raw data were collated using quantitative methods and frequency and contingency tables for perception/effective communication, usefulness of program/pre-disposition to abandon program, and community-based/sustained interest were constructed.

Analysis of Data

Chi-squared statistical instrument was used to test validity of hypotheses according to McClave and Benson (1988), and bar graph (see Figure 1) was drawn to present the respective influences of internal, external, and integrated factors.

Results and Discussion

Five (83.33%) of the six literacy classes were Episcopal Christ Methodist Church, Christ Evangelical Mission, Methodist Church, Saint Havia Catholic Church located in Maamobi; and one (16.67%), Ebenezer Pentecostal Ministry in Nima. Editing yielded 116 (77.33%) respondents (properly completed questionnaire) out of 181 (150 females and 31 males) respondents' total interview. However, 34 female respondents (improperly completed) and 31 male respondents were excluded.

Demographic Characteristics of Respondents

Table 1 presents respondents' age, marital status, formal education, occupation, and denominational affiliation. Most learners were in their most productive years (age 20–50 s) for economic activity and family life activities. It was characteristic of them to participate in work-oriented and socio-cultural functional literacy to equip them to be competent and confident.

Age

Sixty-five (56.03%) of respondents aged 30−40 years were in the majority. Those aged 50 years numbered 17 (14.66%). Thirteen (11.21%) were teenagers. Fifteen (12.93%) were aged between 20−29 years. The youngest learner, one (0.86%) was 14 years old. The elderly learners 2 (1.72%) were formed by 70 years old learners.

Marital Status

Seventy-eight (67.24%) respondents were M (married) and majority of them were in their 30 s. Twenty

(17.24%) were NM (not married) and most of them in their teens. There were 18 (15.52%) S (divorcees and single parents).

Table 1

Age and Other Information of Respondents

Age (years) of respondents		Marital status			Formal education					Occupation						Denominational affiliation			
Range	No. resp.	M	NM	S	NF	PS	MS	JS	V	P	T	U	S	H	A	CIC	CC	CS	GPC
0−9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10−19	13	0	10	3	3	5	0	5	0	2	2	1	6	0	2	7	6	0	0
20−29	15	10	1	4	3	5	3	3	1	6	4	3	0	0	2	3	7	3	2
30−39	32	30	2	0	25	2	5	0	0	25	4	1	0	2	0	17	6	7	2
40−49	33	28	1	4	27	3	3	0	0	28	3	1	0	1	0	7	13	10	3
50−59	17	9	5	3	11	3	3	0	0	12	4	0	0	1	0	5	4	2	6
60−69	4	1	0	3	2	1	1	0	0	1	1	2	0	0	0	1	2	0	1
70+	2	0	1	1	0	1	1	0	0	0	0	2	0	0	0	0	2	0	0
Total	116	78	20	18	71	20	16	8	1	74	18	10	6	4	4	40	40	22	14
			116				116					116						116	

Notes. M: Married; NM: Not married; S: Divorcees and single parents; NF: Had no formal education; PS: Primary school; MS: Middle school; JS: Junior high school; V: Vocation school; P: Petty traders; T: Trade; U: Unemployed; S: Students; H: Housewife; A: Apprentices; CIC: Council of Independent Churches; CC: Christian Council of Ghana; CS: Catholic Secretariat; GPC: Ghana Pentecostal Council.

Formal Education

Seventy-one (61.21%) learners were NF (had no formal education) and were in their 30−40 years. Thirty-five (38.79%) learners had attained some formal education previously: 1 (0.86%) V (vocation school), 8 (6.90%) JSS (junior secondary school), 20 (17.24%) PS (primary school), and 16 (13.79%) MS (middle school).

Occupation

Ten (8.62%) respondents were U (unemployed). Ninety-six (82.76%) respondents had occupation for which they needed some work-oriented functional literacy to increase their competence and generate financial income. Seventy-four (63.79%) respondents were P (petty traders) who selling foodstuffs, clothes, and provisions. Eighteen (15.52%) were occupied with a T (trade) as woodworkers, dressmakers, hairdressers, and bakers. Four (3.45%) were H (housewife), whiles another four (3.45%) were A (apprentices) in hairdressing and dressmaking, and 6 (5.17%) were S (students) who joined to improve their language skill.

Denominational Affiliation

Respondents were affiliated to denominational grouping as follows: Council of Independent Churches 40 (34.48%), Christian Council of Ghana 40 (34.48%), Catholic Secretariat 22 (18.97%), Ghana Pentecostal Council 14 (12.07%). Accra has eight denominational church councils and associations representing CS (Catholic Secretariat), CC (Christian Council of Ghana), Council of African Indigenous Churches, CIC (Council of Independent Churches), GPC (Ghana Pentecostal Council), Mission Related Churches, and the Seventh Day Adventist Churches. However, in National Association of Charismatic and Christian Churches, some (50%) of these above-mentioned representing mainstream denominations were represented.

Mother Tongue

Forty-eight (41.38%) Ewe-speaking respondents, 53 (43.96%) Akan-speaking (Asante Twi Fante, Akwapim Twi, and Akyem) respondents, 3 (2.59%) Guan-speaking respondents (Breku), and 12 (10.35%) Ga-speaking respondents. Second languages spoken by respondents were as follows: Twi: 41 (26.42%), Hausa: 20 (17.24%), Ga: 38 (32.76%), and Dangme: 4 (3.45%). Second language of some learners who had attained JSS level or were Togolese Ewes were as follows: 9 (7.55%) English and 4 (3.45%) French.

Validity of Hypotheses I, II, and III

Hypothesis I. Learners' perception of functional literacy enhances learner-participation of functional literacy program.

H_0: Learners' perception of functional literacy does not enhance learner-participation of functional literacy program;

H_1: Learners' perception of functional literacy does enhance learner-participation of functional literacy program.

Null hypothesis is H_0 and alternate hypothesis is H_1.

Perception of functional literacy program. This related to the ability of learners to conceptualize the value of the innovation of functional literacy. Their degree of acceptance of the program or being willing to enroll for functional literacy program depends on their perception of it. Sixty-two (53.45%) learners perceived the innovation to be functional literacy. Fifty-four (46.55%) learners had perception of program as traditional literacy, i.e., not functional literacy.

Communication. Table 2 shows ranked responses to the clarity of content and the effectiveness of communication dynamic that helped respondents gain adequate perception of the program.

Table 2

Clarity and Effectiveness of Communication

Clarity and effectiveness of communication parameters (with their respective rankings)			Question number	Number of respondents	Percentage (%)
Clarity of what was communicated	42.12	Goal	2a	60	61.82
		Timing (urgency of the program)	2l	56	48.28
		Relative advantages	2g	52	44.83
		Impact on social relations	2h	52	44.83
		Divisibility	2i	52	44.83
		Complexity (less complex)	2p	52	44.83
		Objective	2b	48	41.38
		Compatibility	2k	40	34.48
		Reversibility	2j	20	17.24
Effectiveness of how it was communicated	35.04	Explanation/verbal in mother tongue	2m	56	48.28
		Timing of the communication	2d	56	48.28
		Trustworthy communicator	2c	56	48.28
		Familiar setting	2e	44	37.83
		Animation	2n	20	17.24
		Role-play	2o	20	17.24

By the analyses of the results, the "clarity of what was communicated" category contributed 42.12 just as important as "effectiveness of how it was communicated" category contributed 35.04 to the clarity and effectiveness of the communication process. This shows that they are equally important contributing effective communication.

Group A elements of internal factors. (1) Sixty (61.82%) respondents for "goal" and "timing" (sense of

urgency) attracted 56 (48.28%) respondents. For 56 (48.28%) respondents, the "timing" of communication was important. "Explanation/verbal in mother tongue" was scored by 56 (48.28%) respondents. Again, 56 (48.28%) respondents saw "trustworthy communicator" (pastor, agency worker, or family member) at church, home, and personal visit as crucial to the effectiveness of communication. "Divisibility" made impact on 52 (44.83%) respondents, while "relative advantages" impressed the same number of 52 (44.83%) respondents. "Impact on social relations" was 52 (44.83%) respondents. "Complexity" (low level of complexity) also attracted 52 (44.83%) respondents, and "objective" scoring 48 (41.38%) respondents were all rated in the top 10 on the rating scale; (2) "Familiar setting" (church gathering or notice board, TV or Radio, pulpit announcement or discussion or sensitization) and "compatibility" which scored 44 (37.83%) and 40 (34.48%) responses respectively were in the middle two of the rating scale; and (3) "Reversibility", "animation", and "role-play" all scored 20 (17.24%) responses each, and were in the bottom three on the scale.

Thirty-eight (32.76%) learners had received information for up to one year, whiles 78 (67.24%) learners for more than one year up to two years, before enrollment and during classes.

The internal factors of influence contributed a total of percentage point of 38.58.

Test of Hypothesis I. From Table 3 and with degree of freedom of 14 and critical value 0.950, they corresponded on the chi-square table to 6.57063, E (expected frequency) was 6.57063.

Calculated O (observed frequency) is based on figures in Table 3, O = 327.19852; E < O.

Therefore, there is significant relationship, hence, reject H_o and accept H_1 to proved that Hypothesis I valid.

Level of significance is: S = O – E = 320.

Table 3

Contingency Table—Perception/Effective Communication

Perception	Clarity and effectiveness of communication: Questions															Total
	2a	2b	2c	2d	2e	2g	2h	2i	2j	2k	2l	2m	2n	2o	2p	
Functional literacy	60	48	56	56	44	52	52	52	20	40	56	56	20	20	52	684
Traditional literacy	16	36	52	48	48	48	52	52	16	48	56	52	16	4	52	616
Total	76	84	108	104	92	100	108	108	36	88	116	112	36	24	108	1,300

Hypothesis II. Design and delivery of program making learner less useful to community, predisposes agency, community, and learners to abandon program all together.

H_0: Design and delivery of program making learner less useful to community, does not predispose agency, community, and learners to abandon program all together;

H_1: Design and delivery of program making learner less useful to community, does predispose agency, community, and learners to abandon program all together.

Abandonment of program. Question 2g found out the willingness of learners to abandon the program if design and delivery of program did not make them useful to their community. Six (5.17%) learners would not. However, 110 (94.83%) of respondents said that they would if program did not make them useful. This also reflected the opinion of organizers, community, and churches leaders when asked.

Usefulness. This was to find the usefulness of functional literacy programming finding direct application of it in their life. Table 4 shows learners' ranked responses.

Table 4

Usefulness of Program

Aspects of usefulness	Question	Number of respondents	Percentage (%)
Prioritized areas of life	3a	100	86.27
Functional literacy need	3b	96	82.76
Sense of usefulness program to community	3h	96	82.76
Usefulness to priorities	3f	80	68.96
Interest (competing)	3e	76	65.52
Content of program	3c	76	65.52
Useful content with immediate application	3d	72	62.06

Group B elements of external factors. (1) One hundred (86.27%) respondents indicated that the program was useful for enhancing the priority areas of their usefulness to community. Of these 100 persons, details of their responses to question relating to prioritized area of life for progress, "What area of life do you want to achieve progress for yourself, family, and community in the near future", when ranked showed that: Twenty-nine (29.00%) respondents for community development including health, sanitation, civic/political responsibility, social enlightenment, i.e., socio-cultural functional literacy. Twenty-four (24.00%) respondents for economy: Income generation and financial responsibilities, i.e., work-oriented functional literacy. Eighteen (18.00%) respondents for family life: Family planning, sex education, childcare practice, home extension services, i.e., socio-cultural functional literacy. Sixteen for religion (16.00%): Spiritual interest, church, i.e., socio-cultural functional literacy. For life-long education career, learning was 13 (13%).

To the question: "What would you need to be able to achieve the desired progress for yourself, family, and community?". Prose, document, and quantitative literacy ranked as follows: Prose literacy, 5 (38.46%); document literacy, 4 (30.77%); and quantitative literacy, 4 (30.77%);

(2) Eighty (68.96%) respondents stated that the use of functional literacy enhanced their interest for community;

(3) Regarding what they study in their literacy programs, those in their second year said that they had acquired some proficiency in the use of writing and reading skills and could sign their names and do simple arithmetic operations involving addition and subtraction. They had started acquiring some skills in soap making, weaving, tie-and-dye, and simple needlework to generate extra income. First year learners were also learning to write and read their mother tongue. All of them found the content of the literacy program beneficial;

(4) In addition, 76 (65.52%) respondents applied immediately the functional literacy skills they acquired;

(5) Seventy-six (65.52%) respondents had other interests the literacy program's time schedule was competing with. They gave the following answers: Twenty-seven (35.53%) respondents for business related issues (workload that is opportunity cost), 17 (22.37%) respondents for travelling and extended family commitments, such as funerals and family meetings, 13 (17.11%) respondents for home activities (baby-sitting, childcare, and cooking), 10 (13.16%) respondents for ill-health (medication, drunkenness, and poor eyesight), 7 (9.21%) respondents for afternoon classes, and 2 (2.62%) respondents for church programs.

The factors of influence contributed a total of percentage points of 73.39.

Test of Hypothesis II. From Table 5 and having degree of freedom 6 and critical value 0.95, the E is 1.63539.

From calculated O and based on figures from Table 5, O = 264.22855, and E = 1.63539, O = 264.22855,

$E < O$.

Therefore, there exists a significant relationship. Hence, it rejects H_0 and accepts H_1. Hypothesis II is valid.

Level of significance is: $S = O - E = 252$.

Table 5

Contingency Table—Usefulness of Program/Pre-disposition to Abandon

Pre-disposition	Usefulness							Total
	3a	3b	3c	3d	3e	3f	3h	
No	4	4	4	4	4	4	0	24
Yes	100	96	76	72	76	80	96	596
Total	104	100	80	76	80	84	96	620

Table 6

Community-Based and Personalized Program

Community-based and personalized parameters (with their respective rankings)		Questions	Number of respondents	Percentage (%)
Catalyst role of the facilitator in facilitating personalized program	64.66	4g	80	68.97
		4f	80	68.97
		4e	76	65.52
		4d	64	55.17
Indigenous post literacy alternatives based on reality and the actual practice of subject	57.26	4j	80	68.97
		4i	72	62.06
		4h	68	56.62
		4x	104	89.66
		4b	76	65.52
Philosophy for literacy based on principles of social transformation (human development and community development)	49.91	4w	64	55.17
		4l	64	55.17
		4k	64	55.17
		4v	24	28.67
		4a	0	00.00
Participation of the people, i.e., the larger population	48.42	4m	64	55.17
		4n	64	55.17
		4o	44	37.93
		4s	64	55.17
		4c	56	48.27
Massive community empowering, organization, mobilization, training, and evaluation	28.59	4r	48	41.38
		4q	40	34.48
		4t	0	00.00
		4y	0	00.00
Management of literacy classes at local level	28.32	4p	34	28.32

Hypothesis III. Community-based and personalized adult functional literacy program sustains the interest of both learners and agency:

H_0: Community-based and personalized literacy program does not sustain interest of both learner and agency;

H_1: Community-based and personalized literacy program does sustain interest of both learner and agency.

Sustainability of interest. This was the measure of a learner's indication of her willingness to continue on the program. To the question: "Does the literacy program compete with other interests of yours?", 76 (65.51%)

respondents answered "Yes" and 40 (34.49%) said "No".

Community-based and personalized programs. Table 6 shows the ranked responses for community-based and personalized approach of the functional literacy program delivery.

Ranked response showed weighted average of 28.59 for community empowering through capacity building processes. Similarly, 64.66 showed that the facilitator plays a catalyst role and 49.91 for philosophy and literacy based on principles. Management of literacy classes at local level had 28.32. Post literacy alternatives based on reality and the actual practice of subjects ranked 38.86. Participation of the people in the larger population also ranked 48.42 as shown in Table 6.

Group C elements of integrated factor. (1) On questions related to community capacity building through empowering, organization, mobilization, evaluation, and training, the following responses were recorded: 56 (48.27%) respondents had their facilitators living in their community. Thirty-four (28.32%) respondents saw the literacy program as a personal thing and not the responsibility of the community.

All 116 learners had their literacy materials readily available within their community, and did not have to travel outside their community to get them. Respondents did not know exactly how many learners were in one class or other. Twenty-four (28.67%) of those who responded had attempted teaching others and their children in the community as their capacity increased through attending literacy classes;

(2) As to the catalyst role of the facilitator, 72 (62.06%) responses showed that every facilitator taught in the mother tongue of learners. Eighty (68.97%) learners indicated that their facilitators called them by their personal names, and took personal interest and care in explaining what they could not easily understand. Individualized attention was in place. With regard to learner-facilitator rapport, 52 (45.83%) learners did not know much about their facilitators to go beyond classroom acquaintance, but 64 (55.17%) learners did. Seventy-six (65.52%) learners felt their facilitators showed good understanding of the people in the community and did relate well with them;

(3) On the philosophy for literacy based on the principle of personal identification with the program and its use, 64 (55.17%) respondents had written their personal names and house numbers in their literacy primers and exercise books. Among them were some that did not know their house numbers or street names. One hundred and four (89.66%) respondents were personally identified with the program and its materials.

One hundred (86.20%) respondents live up to two kilometers from the venue of their literacy class. Only four (3.45%) respondents lived up to 15 kilometers away. Twelve (10.35%) respondents required and used vehicles to attend classes, while the rest walked to their classes. In response to the question, regarding the existence of any community strategy for literacy program, 46 (44.83%) respondents were not aware of any such policy or its implementation. Of the 64 (55.17%) respondents who considered there was some "community strategy", half of their number saw it as more of the strategy of their church for evangelistic and Bible reading activities. In response to why there should be literacy program at all in the community, the 104 (89.66%) respondents, who answered positively, gave the following reasons for being its being beneficial.

> The reasons are: It was good to learn and read and contribute to the community's welfare; It "brought light and opened our eyes"; "We are no more to be cheated"; and "We can read our letters".
> The confidence and competence are: "It transforms the individual to influence society positively"; "It helps the Akan"; "It helps us the non-school goers"; "Help us understand one another"; "Participation in program produces knowledge for doing our work and business"; "The program enables us to read the Bible by ourselves and to their children"; "It improves my relationship with my husband"; and "It increases our understanding".

(4) Regarding management of literacy classes at local level, 34 (28.32%) of the respondents did not see their community (organs, committees, and assemblymen) supporting it in any concrete terms;

(5) Post literacy alternatives: eight (8.66%) respondents who were Ga by mother-tongue and Hausa by patriality were learning to read and write in Akwapim Twi, because the church they attended was monolingual—Akwapim Twi. They attended the church's literacy program. Sixty-eight (56.62%) respondents understood that the literacy class was established to enhance their ability to communicate better within their community to meet community needs;

(6) Considering participation of people, that is, the larger population of the community, 52 (44.83%) people felt that there was need for responsiveness of the part of larger community. However, the remaining 64 (55.17%) people indicated that their churches supported the literacy programs by providing the venue, facilitators, lights, and classroom furniture, regularly announcing the existence of literacy program, and recruiting new learners at church. On the other hand, 44 (37.97%) people were aware that people within their family and community made fun of their participation in the literacy classes. Nevertheless, this did not deter them, because they knew what the benefits of literacy were, and therefore, could not be "ridiculed out" of it. 72 (62.07%) people were positive that no one was making fun of him or her. Anyway, they did not worry about what people would say. None of the zones had a literacy committee at the community or local level, as was apparent from 96 (82.76%) of respondents from all classes indicated this. However, 11 (17.24%) respondents showed that their literacy class had a representation on the church's education committee. All respondents indicated the things studied at that the literacy class made them become more aware of, understand, and participate in, their community life better. Sixty-four (55.17%) respondents had recruited with some success new learners at an average of 32 persons in a year from within their community. All 116 respondents were positive about how long literacy programs should be in their community.

> The reason is: "Until all of us in our community can read and write our language (mother tongue) and English, we cannot achieve our aim in life". In addition, they estimated a period of three to ten years to achieve this.

The factors of influence contributed a total of percentage points of 46.19.

Test of Hypothesis III. From Table 7, with degree of freedom 22 and critical value of 0.95, the corresponding value on the percentiles of the chi-square table is 12.3380. $E = 12.3380$, and $O = 181.0$, $E < O$.

There exists significant relationship. H_0 rejected and H_1 accepted. Hypothesis III proved valid.

Level of significance, $S = O - E = 168$.

Table 7

Contingency Table—Community-Based/Sustained Interest

Sustained interest	Community-based and personalized (related questions)																							Total
	4a	4b	4c	4d	4e	4f	4g	4h	4i	4j	4k	4 l	4m	4n	4o	4p	4q	4r	4s	4t	4v	4w	4x	
No	28	32	24	36	36	28	36	32	36	36	28	36	16	32	36	36	36	20	24	4	28	32	32	684
Yes	0	76	56	64	76	80	80	68	72	80	64	64	64	64	44	34	40	48	64	0	24	64	104	1484
Total	28	108	80	100	112	108	116	100	108	116	92	100	80	96	80	70	76	68	88	4	52	96	136	2228

Comparing the Factors

Figure 1 shows the significant level of influence by respective factors. It would be observed that internal factors exerted the highest level of significance, 320. External factors had a relatively medium level

significance of 252. The least level of significance 168 was contributed by integrated factors in this study.
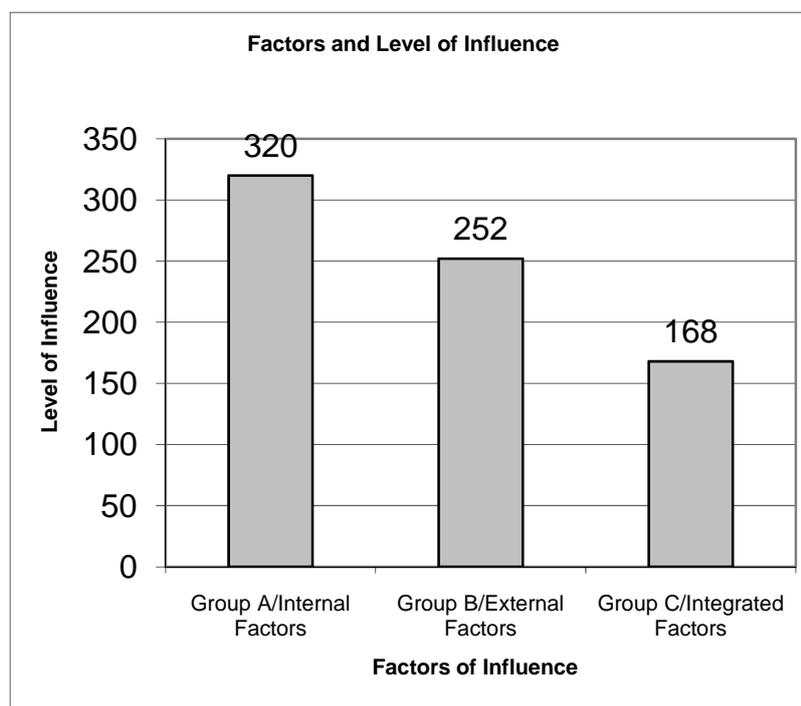

Figure 1. Factors of influence and level of significance on participation.

Conclusion

Factors do influence urbanite woman learner-participation in functional literacy program in Ghana. Study has captured these factors pertaining to functional literacy programs of churches in Accra. The internal factor influenced learner-participation the most and included elements of motivation and learners' perception of functional literacy program to meet their work-oriented and socio-cultural functional literacy needs. Also, persuasion or trust in the program as an innovation, self-direction, i.e., learners being in control of their participation and learning transaction did influence learner-participation.

Recommendation

Organizations involved in facilitating non-formal adult learning for work-oriented and socio-cultural functional literacy may find the study beneficial; as it highlighted and explored the major elements of internal and external factors that enhance adult functional literacy learning and organization. They may incorporate elements of innovation and motivation in communication cited in this study to design, develop, and deploy functional literacy programs for high urbanite woman learner-participation and success rates. Findings of this study are recommended to Planned Parenthood Associations, Ministry of Women and Children Affairs, NGOs (non-governmental organizations) advocating for women and social education, and Non-formal Education Division of Ministry of Education in Ghana.

Tertiary educational institutions may also use learner-friendly, learner-centered approaches exposed in this study for delivering work-oriented functional literacy programs in their continuing education. Also, it could be effective in their community-based learning and outreach activities.

Further, this study may be done to find why the integrated factor had the least influence, which there was no synergy. There probably existed conflict as to who was in control at what time, allowing neither learner nor agency to utilize the controlling element of the integrated factor for a possible synergic effect. Were both agency and learner trying to control each other? Was community control part of it? Was there conflict of interest?

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