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BARRIERS TO ENROLMENT IN THE LOCAL LANGUAGE PROGRAMME

OF THE NATIONAL FUNCTIONAL LITERACY PROGRAMME IN THE

WEST GONJA DISTRICT, GHANA

ISHMAEL OSMAN

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UNIVERSITY FOR DEVELOPMENT STUDIES, TAMALE

BARRIERS TO ENROLMENT IN THE LOCAL LANGUAGE PROGRAMME OF THE NATIONAL FUNCTIONAL LITERACY PROGRAMME IN THE WEST GONJA DISTRICT, GHANA

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(UDS/MDM/0339/14)

A THESIS SUBMITTED TO THE DEPARTMENT OF PLANNING AND MANAGEMENT, FACULTY OF PLANNING AND LAND MANAGEMENT, UNIVERSITY FOR DEVELOPMENT STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE IN DEVELOPMENT MANAGEMENT

OCTOBER, 2019

DECLARATION

CANDIDATE'S DECLARATION

I hereby declare that this thesis is the result of my own original work and that no part of

it has been presented for another degree in this university or elsewhere.

Candidate's Signature:--------------------------------- Date:------------------------

 Name: Ishmael Osman

 (UDS/MDM/0339/14)

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this thesis were supervised by

me in accordance with the guidelines as laid down by the University for Development

Studies, Tamale.

Supervisor's Signature:-------------------------------------Date:--------------------

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ABSTRACT

The high level of illiteracy in Ghana is reflected in the West Gonja District. This condition led to the creation of the Non-Formal Education Division (NFED) with the mandate of increasing the level of literacy in both English and Ghanaian languages under the National Functional Literacy Programme (NFLP). Despite the availability of NFLP, fewer people are enrolling in the local language programme. Consequently, this study investigates the barriers to enrolment in the local language programme of the NFLP of NFED. A mixed methods design guided the study. Primary data were collected from 175 participants of the NFLP and key informants from NFED while secondary data were from reports of NFED. Data analysis was done using descriptive statistics and thematic analysis. The study found that, generally, enrolment trends from 2005 (65 learners) to 2017 (92 learners) in the Gonja NFLP have been erratic with the trend from 2010 (327 learners) to 2017 (92 learners) showing constant decline. Also, it emerged that the drop in enrolment is mostly accounted for by situational barriers like poor performance in the past, job and home responsibilities as well as dispositional barriers such as low confidence in ability to learn and not knowing what participating would lead to. Furthermore, community entry was found to be the measure used to tackle the barriers to enrolment. The study concludes that situational and dispositional barriers triggered a decline in enrolment in the Gonja NFLP. As such, the study recommends that effective publicity campaign, organising classes for apprentices, NFED reviving income generating activities and flexibility in meeting times of the classes will help address the barriers to enrolment, thereby, increasing learner enrolment.

ACKNOWLEDGEMENTS

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DEDICATION

To my wife, Alhassan Ayisha and son, Ishmael Su-ad Wunitibu Boresa

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LIST OF ACRONYMS

ABE	Adult Basic Education
FLP	Functional Literacy Programme
FLSP	Functional Literacy Skills Project
GSS	Ghana Statistical Service
HDI	Human Development Index
ISD	Information Service Department
NALA	National Adult Literacy Agency
NFE	Non-Formal Education
NFED	Non-Formal Education Division
NFLP	National Functional Literacy Programme
NGOs	Non-Governmental Organisations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a panacea to a nation's development (Asikhia, 2010; Fuseini & Abudu, 2014). For instance, education reduces poverty, boosts job opportunities, fosters economic prosperity, increases people's chances of leading a healthy life and empowers women (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2014). However, globally, about 774 million people are illiterate, and in developing Countries about 764 million are illiterate while in Sub-Saharan Africa about 182 million people have not had any formal education (Benavot, 2008, p. 7; UNESCO institute for Statistics [UIS], 2013, p. 5). In Ghana, about 4.3 million of people who are 15 years and older do not have formal education (Ghana Statistical Service [GSS], 2012, 2013). These low levels of literacy especially in developing countries have influenced educational policy makers to think of alternative ways to boost literacy levels, particularly among the economically active adults who have not experienced mainstream formal education.

Consequently, non-formal education (NFE) was introduced primarily in developing countries where most people had no access to formal education (Mernier, 2007; Jena & Wangchuk, 2011). Non- formal education also called functional literacy programme (FLP) involves out of school education/training for illiterate persons of the society, unemployed youths, civic education for men and women to enable them play the various roles assigned to them by their society (Beatrice, Sababa & Jacob, 2016). Planners and economists from the World Bank, international agencies including the common-wealth and donor agencies saw NFE as an option both to avoid many serious difficulties connected with formal education and to solve major developmental problems (Bray, 1985; Abudu, Fuseini & Nuhu, 2013).

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The policy shift that non-formal education was the alternative to provide education for those who had no access to formal education (Mernier, 2007; Benavot, 2008; Jena & Wangchuk, 2011), resulted in many developing countries including Ghana embracing the NFE concept. Subsequently realizing the need for NFE in Ghana, Ghana instituted formal structures to support NFE programmes under the auspices of UNESCO (Innovation in Non-Formal Education, 2001; Aryeetey & Kwakye, 2006; Egbezor & Okanezi, 2008; LDMEA, 2012). The need for NFE in Ghana, led to the establishment of the Non-Formal Education Division (NFED) within the Ministry of Education in 1987 to implement programmes to eliminate illiteracy (Ghana Audit Service, 2003; Aoki, 2005; Aryeetey & Kwakye, 2006).

Since its inception, NFED has implemented programmes such as the Functional Literacy Skills Project (FLSP) and National Functional Literacy Programme (NFLP) with the aim of improving the level of literacy and quality of life of poor people in Ghana with particular focus on women in rural areas (Aryeetey & Kwakye, 2006; Owusu-Mensah, 2007). Thus, the mandate of NFED is to provide non-formal education to all Ghanaians especially women and the rural poor aged 15 years and above who are not literate (Ministry of Education, Ghana, 2013, 2016). The NFLP rolled out three components namely: local language, Basic English and occupational English literacy project (Ministry of Education, Ghana, 2013, 2016).

The NFLP is a 21-month cycle of teaching and learning. Most of the classes are held in rural communities and in the night after learners have completed their daily chores (Ministry of Education, Ghana, 2013). The classes are run in batches. Batch one of the local language classes NFLP started in 1992, whereas the Batch one of English language classes NFLP started in 2000 (Agodzo, 2010; Aryeetey & Kwakye, 2006). Current batches now in operation are batch 21 local language classes and Batch seven

English language classes both of which started in 2017. Apart from outcomes of reading, writing and numeracy skills development information, knowledge in the three broad areas of life (life skills/health issues, occupational skills, and civic awareness and good citizenship skills) are expected to be achieved by learners of all the three components (Ministry of Education, Ghana, 2013, 2016). The NFLP is being implemented in every administrative district in all ten regions of Ghana (Ministry of Education, Ghana, 2013) with about three quarters (75%) of classes located in rural areas (Overseas Development Institute, 2006).

As the government alone cannot deliver on its aim of providing literacy for all, this has resulted in non-governmental organisations (NGOs) such as Action Aid, World Vision Ghana and School for Life making investment in NFE with an objective of increasing the literacy levels (Abudu et al., 2013). In spite of all these efforts from both the government of Ghana and NGOs to improve the literacy levels in Ghana, available literature suggests that, not many people are enrolled in the NFE programme (Ghana Audit Service, 2003). The seeming non enrolment of the target population in NFE, suggests that perhaps, there could be barriers that deter people from enrolling into the programme.

1.2 Statement of the Problem

According to the 2010 Population and Housing Census, 28.5 percent of the adult population in Ghana is illiterate (GSS, 2002). This figure, literature shows that illiteracy levels in the country are still high. From Table 1.1, the total enrolment in the NFLP in Ghana as of 2008 was 31,368, which rose to 51,257 (an increase of 63.4%) for 2014 but later dropped to 35,000 for 2015.

Table 1. 1: Learners Enrolled in the NFLP in Ghana

Year	Enrolled		
	Male	Female	Total
2006/ 08	12,164	19,204	31,368
2007/ 09	11,573	19,612	31,185
2008/ 10	14,813	24,041	38,854
2009/ 11	17,224	24,796	42,020
2010/ 12	18,904	31,777	50,681
2012/ 14	18,459	32,798	51,257
2013/ 15	14,000	21,000	35,000

Source: Adapted from Ministry of Education, Ghana (2013, p. 74)

Juxtaposing enrolment in NFLP against illiteracy level, in the year 2000, 4,730,831 (42.6%) people aged 15 years and older were illiterates. Of this figure, 196,170 (4.1%) of them enrolled for 2008 local language literacy classes of the NFLP of NFED leaving a whooping excess of 4,534,661 illiterates who have not enrolled (GSS, 2002; Agodzo, 2010; Overseas Development Institute, 2006).

Of the 4,334,846 (28.5%) illiterates in the year 2010 who are 15 years plus in Ghana, a total of 50,681 of them enrolled for 2012 local language literacy classes of NFED (GSS, 2012; Ministry of Education, Ghana, 2013) leaving an excess of 4,284,165 who have not enrolled. This low enrolment is occurring in spite of the fact that FLP ensures increases in literacy levels, opens new vistas, helps in decision-making, bolsters confidence, spreads awareness and makes better citizens through the instructions learners get from the classes (Agodzo, 2010; Gbadamosi, Onuoha & Nwosu, 2013). This hints of the presence of certain barriers to enrolment in the NFLP.

In the study area, that is, the West Gonja District, 58.3 percent of the adult population were not literate in the year 2000 (National population fact sheet, 2005), this figure, however, reduced to 53.2 percent in 2010 (GSS, 2014). In spite of the decline by about 5 percentage points, illiteracy level is high because 47.7 percent of the people are still illiterates in the District (GSS, 2014). The presence of NFED in the district is seen as

an opportunity of further ensuring a reduction in the illiteracy rate. Table 1.2 shows the enrolment in the local language NFLP in the West Gonja District. As regards 2008, the enrolment was 72 adult learners which increased continuously to 228 adult learners for 2014, thereafter, enrolment consistently reduced to 170 adult learners for 2015. This trend suggests that the enrolment is fluctuating, but for most of the periods, the enrolment has largely been on the decline.

Table 1. 2: Learners Enrolled in Gonja NFLP in the West Gonja District

Batch	Year	Enrolled
13	2006/ 08	72
14	2007/ 09	122
15	2008/ 10	228
16	2009/ 11	182
17	2010/ 12	327
18	2012/ 14	310
19	2013/ 15	170

Source: Adapted from West Gonja District NFED (2013, 2015, 2017)

As many potential participants are not enrolling in the local language NFLP, it depicts that certain obstacles limit their ability to enrol. Earlier studies on NFE found that; cost, job responsibilities, home responsibilities, time required to complete, no time available, course schedule, and too old for school as barriers to enrolment in the literacy programmes (Beder, 1990; Ellsworth et al., 1991; Sundet & Michael, 1991; Fuseini et al., 2014). These previous studies, however, failed to identify the main barriers to enrolment in NFE. Also, in Ghana and particularly the study area, the West Gonja District, studies on barriers to NFE are limited. As such, this study investigates the barriers to enrolment in the local language programme of the NFLP of NFED in the West Gonja District.

1.3 Research Questions

1.3.1 Main Research Question

The major research question of this study is: Why are people not enrolling in the local language programme of the NFLP in the West Gonja District?

1.3.2 Specific Research Questions

The specific research questions are:

1. What is the enrolment trend in the local language programme of the NFLP in the West Gonja District?

2. What are the barriers to enrolment in the local language programme of the NFLP in the West Gonja District?

3. What measures should be instituted to arrest the barriers to enrolment in the local language programme of the NFLP in the West Gonja District?

1.4 Objectives of the Study

1.4.1 Major Objective

The main objective of the study is to investigate the barriers to enrolment in the local language programme of the NFLP in the West Gonja District.

1.4.2 Specific research objectives

The specific objectives are to:

1. Examine the enrolment trend of the local language programme of the NFLP in the West Gonja District;

2. Ascertain the barriers to enrolment in the local language programme of the NFLP in the West Gonja District; and

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3. Explore measures to arrest the barriers to enrolment in the local language programme of the NFLP in the West Gonja District.

1.5 Justification

Scholars whose studies centre on barriers to enrolment in NFE provide data on factors serving as obstacles to enrolment in literacy programmes (Andrews, 2007; Arnason & Valgeirsdottir, 2015; Beder, 1990; Jena & Wangchuk, 2011; Long, 2001). However, these studies have mostly failed to identify the major barriers to enrolment as they focused on providing general factors. This creates a knowledge gap. In addition, few studies in Ghana have looked at trends in enrolment in the NFLP of NFED in Ghana (Aryeetey & Kwakye, 2006; Agodzo, 2010) as well as barriers to enrolment in the NFLP of NFED (Fuseini et al., 2014). This equally produces grey areas, which necessitate an investigation.

Furthermore, the findings of this study on the barriers to enrolment in the NFLP of NFED will inform policy makers and implementers of the programme (i.e, NFE) as to the appropriate strategies to take to make sure the target beneficiaries enrol in the NFLP. Finally, the findings of this study will serve as information for researchers in adult literacy.

1.6 Organisation of the Study

This study is in five chapters. Chapter One consists of the introduction comprising the background to the study, problem statement, research questions, research objectives, justification for the study and organization of the study. Chapter Two entails the literature review. Here, the focus is on theoretical framework, definitions of key concepts, empirical reviews, conceptual framework and summary of the literature.

Chapter Three will focus on the methodology of the study. Results and discussion will constitute Chapter Four. Finally, Chapter Five consists of the summary, conclusions and recommendations of the study.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the theoretical framework, which summarizes relevant theories on barriers to participation in literacy programmes. It also covers definitions of concepts, empirical reviews that centred on the barriers to participation in literacy programmes, a conceptual framework for the study and ends with a summary of the literature.

2.2 Theoretical Framework

Twumasi (2001, p. 10) defines a theory as ''a coherent group of general proposition used to explain phenomena.'' A theoretical framework on the other hand, is the foundation and structure or scaffolding of a study (Yin, 1993), and can be considered as a lens. This means a researcher can take a theory and design a study based on the tenets of the theory. This enables a researcher to get what is appropriate. Like Yin (1993), Twumasi (2001) also adds that a social scientist needs a body of theory to build research model to guide the analysis. In this study, Rubenson's recruitment theory and cost-benefit theory aided in developing a framework to guide the assessment of the barriers of participation in NFE in the West Gonja District.

2.2.1 Rubenson's Recruitment Theory

The Rubenson's recruitment theory focuses more on the perceptual than structural components of an individual's life (Rubenson, 1997). It is a cognitive approach that suggests restrictions to participation should be conceptualized in terms of their perceived (rather than actual) frequency or magnitude of influence (Rubenson, 1997). It

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argues that participation is contingent upon the interaction of various personal and environmental variables operating in an individual's life. According to Silva, Cahalan and Lacireno-Paquet (1998), personal variables considered in this theory include prior experience, personal attributes, and current needs. They add that environmental factors cover degree of hierarchical structure of the individual's life space (control over one's situation), norms and values of individual's and reference groups, and available educational possibilities (institutional factors).

The personal and environmental variables do not themselves explain behaviour (Silva et al., 1998). Rather, the influence of these variables on behaviour is mediated by the individual's responses to them (Silva et al., 1998). This response in turn, gives rise to intermediate variables. Intermediate variables include active preparedness, perception and interpretation of environment, and experience of individual needs (Silva et al., 1998). The intermediate variables interact with each other to determine the perceived value of educational activity (valence) and the probability of being able to participate in and/or benefit from this activity (expectancy). The theory thus is sometimes called an expectancy-valence approach (Scanlan 1986; Wikelund, Reder & Hart-Landsberg, 1992). This theory is relevant to the work because it helps in explaining the barriers to enrolment in NFLP. For example, the tenets of the theory on personal and environmental factors helped in explaining people's behaviour towards enrolling in the local language programme of the NFLP.

2.2.2 Cost-Benefit Theory

The cost-benefit theory is one of the most influential theories applied in the study of participation in adult literacy programmes (Silva et al., 1998). Dhanidina and Griffith (1975) used an economic approach to look at participation in adult education. They put

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forth a rationalistic representation on participant decision making. Participation in education and training is seen as an investment in one's human capital (Silva et al., 1998). They note, "the decision to obtain more schooling is a deliberate choice which resembles the decision-making of other investors" (Dhanidina & Griffith, 1975, p. 218). The decision to participate is analysed in terms of costs and benefits of such "investment." A participant is seen as rational decision maker (Silva et al., 1998).

According to Silva et al. (1998), participation is more likely to occur when the benefits of participation outweigh the costs. The cost variables entail tuition fees, materials, and transportation, as well as the less tangible value of time invested in learning (Silva et al., 1998). Benefits entail cultural and nonmonetary gains, as well as possible future monetary gains from increased earnings or higher salaries (Silva et al., 1998). This framework is about utility maximizing behaviour. Individuals take actions or behave in ways that maximize their total utility (Silva et al., 1998). This theory is relevant in elucidating the barriers to people's participation in NFE. The theory's claim that education is seen as an investment will serve as a bases for explaining people's behaviour to enrol in the local language programme of the NFLP. This is where the people compare the cost involved in enrolling on NFLP and the benefit that will accrue to them if they participate in the programme.

2.3 Definitions of Key Concepts

2.3.1 Barriers to Enrolment in NFE

Silva et al. (1998) defined barriers as obstacles that prevent people from taking part in a literacy programme. Similarly, Reed and Marsden (1980) defined barriers as factors, which keep people from participating in some activity. They add that another common view is that barriers are things that depress the frequency or extent of

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participation below the desired level, but do not necessarily prohibit participation entirely. According to Cross (1981), barriers to participation are into three categories namely situational, dispositional and institutional barriers. The situational barriers that Cross (1981) lists cover cost of a programme, job responsibilities, childcare needs, unsupportive friends or families and not having time for a programme. The dispositional barriers that Cross (1981) enumerates include feeling too old for the programme, being tired of school, not wanting to look too ambitious, not knowing what participation would lead to, not having enough energy and low confidence in ability. Institutional barriers that Cross (1981) captures are; not having the wish to go to school full-time, considering the programme duration as too long, inconvenient schedule, unavailable courses, entrance requirements that are too difficult, the programme may not lead to a diploma and not being able to find information on programmes.

2.3.2 Participation

Pross and Barry (2004) opined that participation is the process of taking part in literacy training programmes and the extent to which people in the general population or in specific communities are taking part in literacy training programmes. Gboku and Lekoko (2007) stated that participation is a process during which individuals, groups and organizations have the opportunity to become actively involved in programme development. For the purpose of this study, participation as used here means people enrolling in NFE.

2.3.3 Functional Literacy

UNESCO (2008) states that, a functionally literate person is one who can engage in all those activities which literacy is required and continue to use reading, writing and

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calculation for effective functioning for his/her own, group and community development. Perry (2012) states that being functionally literate involves having understanding of the ways in which texts are used in the world to achieve social goals and purposes. Perry (2012) further explains that skills that are basic to being a functional literate person go beyond decoding, vocabulary and syntax and includes an understanding of the cultural context, of genre features and purposes and of pragmatics. Perry (2012) stresses that functional literacy must capture all the skills required to effectively engage in the literacy practices of a given context.

2.3.4 Literacy

Literacy is defined in a number of ways. Hymes (1965) defines literacy as communication in all forms; listening speaking/ singing, reading and writing. Us-Sabur (2007) views literacy as the ability to read, understand, interpret, communicate and compute in verbal and written forms in varying contexts. It involves a continuum of learning that enables people to develop their potentials and knowledge base and to participate fully in community affairs and wider social and developmental context. Batchuluun et al. (2009) note that literacy is education that helps learners read, understand and write short sentences. The term literacy in this study implies reading (in any language), writing (in any language) and use of numeracy.

2.3.5 Non-Formal Education (NFE)

Coombs and Ahmed (1974, p. 8) define NFE as ''any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children.'' Thus, NFE applies to people not attending school (adults or out-of-schools

youth). Us-Sabur (2007) posits that NFE is a purposeful and systematically organized form of education that generally occurs outside the formal institutions. In addition, it is to meet the learning needs of educationally disadvantaged persons of different ages and backgrounds, flexible in terms of organization, time and place. Furthermore, it may cover basic and continuing educational programmes to impart basic literacy, including life skills, work skills, general culture, facilitates lifelong learning and enhancement of earning capabilities for poverty reduction (Us-Sabur, 2007).

2.4 Empirical Review

This empirical review covers barriers to enrolment in literacy programmes and some strategies to address these barriers to enrolment.

2.4.1 Barriers to Enrolment in Literacy Programmes

There are different categorisations of barriers to participation in literacy programmes. Cross (1981) identified a three-tier typology of barriers to participation, which are situational, dispositional and institutional factors. Scanlan and Darkenwald (1990) later identified six barrier factors in continuing education, which cover disengagement, lack of quality, family constraints, cost, lack of benefits and constraints. Beder (1996) postulates a four-tier typology of factors that militate against adult learners' participation which include low perception of need, perceived effort, dislike for school, and situational factors. Long and Middleton (2001) came up with a three-tier category of factors that militate against participating in literacy related programmes. These are socioeconomic-circumstantial, cognitive-emotive and programme/policy related factors. However, in this review only barriers to participation in literacy programmes from the perspective of dispositional, situational and institutional

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perspective will be examined. This is because all the other categorisations fall implicitly or explicitly within this grouping of barriers adopted as it is comprehensive.

2.4.1.1 Situational Barriers

Situational barriers pertain to life context at a particular time, context including income, living situation, and familial support. Studies have long reinforced, that people with low incomes rarely buy books, subscribe to newspapers, have access to supportive technology, or have jobs requiring high levels of literacy practices (Cree, Kay, & Steward, 2012).

Situational barriers are composed of broad circumstantial conditions that limit the ability of adult learners to gain access to and participate in learning opportunities (MacKerarcher, Stuart & Potter, 2006). Cree et al. (2012) consider situational barriers as those that pertain to life context at a particular time, context including income, living situation, and familial support. These barriers also entail but are not limited to multiple conflicting responsibilities for home, family, children and work; financial difficulties; lack of adequate and affordable childcare services; job commitments; transportation issues; having a physical, mental or learning disability; and lack of support from friends and family members (Yetman, 2010).

Numerous studies report that family-related reasons are the primary reasons for non-participation in Adult Basic Education [ABE] (ABC Canada, 2001; Jonik & Goforth, 2002; King, 2002; Thomas, 1990; Ziegler, Ebert & Cope, 2004). Family responsibilities, particularly child care, are the greatest barriers to women's participation in adult education (Albertini, 2009; Bowen, 2006). Flynn et al. (2011) discovered that in London and Ontario, people did not enrol in literacy programmes because of family

values and responsibilities as well as the emotional effect of family poverty on participants' lives.

Workplace related barriers involve a lack of cooperation on the part of the employer to allow or provide access to adult literacy training (MacKerarcher, Stuart & Potter, 2006). Employment conflicts also represent a major barrier to participation in family and adult literacy programs (Pross & Barry, 2004). Lack of support from employers and having class times during work hours are often significant factors that prevent adults from participating in education. "Too busy at work" and "lack of time" are commonly cited as barriers to participation (Tuijnman & Boudard, 2001). Lack of time due to a busy work schedule is seen as an important barrier to the pursuit of education and training by the majority of employed adults who want to take a course but do not (Tuijnman, 2001).

Lack of transportation can be a serious barrier to participation, as the learners who need ABE the most are usually the least likely to own a car, have access to a car, or even afford public transit should it exist (Pross & Barry, 2004). According to Annapolis County Learning Network (2002) and Pross and Barry (2004), the lack of transportation is a major problem for literacy programs offered in rural areas, especially if the learning centre is located far away from its target community.

Financial problems can create a major barrier to participation (Pross & Barry, 2004) and lack of money is often cited as a reason for not participating in adult education (Tuijnman & Boudard, 2001). Financial difficulties can include lack of financial assistance and other costs such as fees, books, school supplies, transportation and childcare. Financial difficulties tend to amplify all other barriers to participation and create high levels of personal stress that are detrimental to successful learning (Pross & Barry, 2004). While many Canadian family and adult literacy training programs are

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offered free of charge, participants with financial problems may still have trouble accessing them because they will have to buy exercise books, pencils and erasers as well as possibly pay for transportation to centre (Pross & Barry, 2004).

When health and security risks are experienced they may serve as barriers to participation (Yetman, 2010). Health and security issues can include unstable living conditions, including poor health and nutrition and inadequate housing; issues of violence, abuse and addictions; and need for corrective devices such as eyeglasses or hearing aids (Human Resources Development Canada, 2001).

Many adults who need literacy training do not have the support of their friends and family members, making any other barriers even more difficult to overcome (Pross & Barry, 2004). The level of emotional support received also affects the likelihood of engaging in literacy programs, for negative attitudes about education communicated by family, friends, or one's partner correlate with lower participation and completion rates (Terry, 2007). Often this lack of support is experienced in childhood, where the absence of family motivation for learning affects learning ability (Baran, Berube, Roy & Salmon, 2000). Learners that belong to family or social networks that harbour negative attitudes towards learning are much less likely to participate in ABE (Pross & Barry, 2004).

Special needs, which include disabling conditions such as physical, psychological and learning disabilities, can exclude some adults from participating in currently available programs (Carpenter & Readman, 2004). Many people with complex multiple physical and learning disabilities require one-on-one attention, a specially designed environment and specialized equipment in order to make learning accessible and to facilitate learning new skills (Yetman, 2010). As such, the physically disabled as a group are disproportionately less likely to participate in ABE (Yetman, 2010).

2.4.1.2 Attitudinal/Dispositional Barriers

Dispositional barriers refer to perceptions such as little to gain through participation, concerns about one's own ability to succeed, belief that one is too old to revisit the classroom, negative experiences with schooling, and job-related motives (Pruitt, 2014). Attitudinal or dispositional barriers relate to learners' perceptions of their capability to look for, register in, attend, and successfully complete learning activities (MacKerarcher, Stuart & Potter, 2006). These include such barriers as lack of interest and motivation, low value on education and perceived lack of return on investment (Russell, 2008).

Some students experience anxiety and embarrassment in the form of low self-esteem, fear of returning to school, fear of not being able to complete their programme in a timely fashion, fear of low skill level being discovered and fear of failure (Thomas, 1990). National Adult Literacy Agency [NALA] (2010) of Nigeria found in their study that dispositional barriers of school experiences and stigma emerged as the most commonly cited barriers to participation in adult literacy tuition. In the literature, these barriers are most often self-identified by participants rather than perceived by instructors or researchers (Beder, 1990; Hayes, 1988; MacKerarcher, Stuart & Potter, 2006; Pare, 1994; Russell, 2008; Thomas, 1990)**.**

Older learners may feel more anxious or nervous about attending school than younger students, due to a feeling that they are too old for school (Pross & Barry, 2004). In national and international research, the specific barriers identified by older people as significant include their age, past experiences of school, lack of confidence, stigma and embarrassment (Whitnall & Thompson, 2007; Tuckett & McAuley, 2005; Katz, 2000). Some other most often faced barriers especially by men include past school experiences, embarrassment, fear of ridicule by peers, fear of failure and social stigma (De Brún & Du

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Vivier 2007; Bailey & Coleman, 1998; McGivney, 1990). However, Fuseini et al. (2014) found in their study in Ghana that feeling too old for the programme was not considered as a barrier to participation by non-participants of non-formal education irrespective of their gender. This was because they received maximum support from their families and friends.

University of South Africa (2015) found that cultural determinants may act as barriers to participation in NFE. In society, people are grouped in terms of race, religion, language and ethnicity, and sub-groups usually share values, beliefs and practices. Being a member of a social group that does not value education, lack of experience of the education system, or previous experiences that reduced self-esteem or self-confidence may lead to a lack of confidence or interest. If an adult doubt that participating in an educational programme will lead to improvements in his/her life situation, s/he will probably be less motivated to participate. For example, Paldanius (2007) suggests that some people simply do not want to participate. In his data, the issue is not barriers but rather a reluctance to participate or indifference towards organized learning activities.

2.4.1.3 Institutional Barriers

Institutional barriers focusing primarily on government funding, personal cost, pedagogical limitations and questions about the role of literacy in welfare-to-work programs often compound situational barriers (Pruitt, 2014). Institutional barriers also consist of limitations inherent in the methods institutions use to design, deliver and administer learning activities (MacKerarcher, Stuart & Potter, 2006). These include a general lack of support services at times and places suitable to adult learners and recognition of prior learning and previously obtained academic credentials. Other examples include lack of flexibility in courses, poor guidance, and lack of appropriate

local learning opportunities (Selwyn & Gorard, 1999). Pross and Barry (2004) also include inconvenient location, long waiting lists, lack of accommodations for learning disabilities and the high costs of tutors as institutional barriers. These barriers are frequently cited by non-participants as central reasons for not enrolling in a program (ABC Canada, 2001). Livingstone et al. (2001) have pointed out that lack of response to telephone inquiries, course schedule and inconvenient places of courses are barriers that limit people's desire to enrol in literacy programs

Hussain (2013) states that in Nigeria, inadequate funding, lack of mobilisation of learners, lack of instructors and poor remuneration of instructors are some of the barriers encountered by non-formal education operators. Hussain (2013) notes that the budgetary allocation to adult education is inadequate especially when compared to the formal education sector. Also, many interesting learners are not aware of the existence of the adult education centres and even the programmes they are supposed to enrol (Hussain, 2013). Hussain (2013) adds that lack or inadequate number of literacy instructors is a challenge to NFE in Nigeria. Hussain (2013) indicates that most states and Local Government Areas do not pay the facilitators regularly; the 7500 naira stipulated in the benchmark meant for the remuneration of the facilitators cannot be paid by almost all the states. In some cases even facilitators are not being paid for so many months.

Pedagogical barriers are mainly based on a lack of understanding on the part of instructors, facilitators and administrators about how adults learn. Other areas that are poorly understood include the benefits of learner-centred teaching and active learning, the diverse types of learning styles and preferred types of learning activities and information, the need for relevant content, recognition of prior learning, respect from others, and a responsive lifelong learning system (MacKerarcher, Stuart & Potter, 2006). Also included are instructional approaches, settings and facilities, testing procedures,

teaching materials, and time frames that are inappropriate or inadequate to the adult learner (Human Resource Development Canada, 2001). One study found that the most common reason for students leaving a traditional literacy programme was dissatisfaction with the way their tutors approached teaching (Quigley & Uhland, 2000).

Fuseini et al. (2014) conducted a study in the Wa Municipality of Ghana on the barriers to participation in non-formal education. It was discovered that long duration of programme, inconvenient scheduling of classes and unavailability of required courses were not barriers to enrolment in NFE. Also, entrance requirements that are too difficult to meet, not being able to find information on programmes, inappropriate location of classes, and composition of class did not emerge as challenges to participation in non-formal education. This suggests that barriers may be location specific. However, Paldanius' (2007) uncovers a reluctance to participate in adult learning activities because participating in courses does not fit with some of interviewees' needs. Similar results can be found in Manninen's (Manninen, 2004, 2010) research.

2.4.2 Strategies to Address Barriers to Enrolment in Literacy Programmes

As educational, economic and social problems tend to be closely related, it is important that tackling literacy difficulties among adults remains high on the policy agenda (National Adult Literacy Agency [NALA]-Nigeria, 2010). To contribute to this, NALA already works to raise awareness among the public, employers and policy makers of the benefits of improving literacy skills to the individual, society and the economy. According to the NALA (2010), using stories of learners to promote the benefits of literacy, arranging induction or refresher training for all staff, and making tuition flexible will help to address the barriers to enrolment in adult literacy programmes.

Several motivating factors can bring adults to articulate a need for education. Self-improvement is a strong motivator, which is more psychological in nature but remains a very important motivator for the population (Beder & Valentine, 1990). Literacy can be a means of expanding personal and mental horizons, and can help people achieve their goals and dreams (Thomas, 1990). In Thomas's (1990) study, women whose economic circumstances are more favourable reported improving their literacy skills for their own sake. Pross and Barry (2004) found that the stigma of low literacy can also be a motivating factor for adults considering participation. Family responsibilities motivate some adults to attend ABE, and include reasons such as wanting to set a better example for children, be a better parent, help children with homework, take better care of one's family and to be a better spouse (Pross & Barry, 2004). Thomas (1990) concurs that the presence of children can be a powerful motivator to attend ABE. Similarly, literacy programs providing on-site child care attract female parents (Pruitt, 2014).

A great many potential participants seek literacy training to help them advance or succeed in their jobs (Pross & Barry, 2004). Some participants have the backing of their employers. Another motivator is the use of ABE as a launch pad for further studies. These include the desire for social activity and stimulation, improved written and oral communication skills, greater community and/or church involvement, economic need, educational advancement, and the urging of others (Beder & Valentine, 1990).

Midzi (2015) has indicated that in order to recruit more men into the a literacy programme in Zimbabwe, it is crucial that literacy planners design course content that is relevant to the socio- cultural experiences of potential participants by reflecting 'the realities of their lives'. Rural literacy programmes, in particular, need to be so designed as to have course content and learning materials that reflect the distinct geographic,

economic, and social character of the local environment. Programmes need to incorporate traditional knowledge, language, stories and customs of the local people.

At the institutional level, adult education providers need to develop policies and procedures that are sensitive to the needs of adult learners and their family life (King, 2002). Flexibility and convenience need to be taken into consideration by adult education providers when developing and offering ABE programs (King, 2002). Programmes should be developed to allow participants to enter at a time convenient to them (King, 2002). Courses should be offered at times that are convenient to the learner (Pross & Barry, 2004). Class schedules should also be as flexible as possible and offer as many choices as possible (Pross & Barry, 2004).

Practitioners should acknowledge the nervousness and anxiety felt by adult learners, provide reassurance, and emphasize success (ABC Canada, 2002). Literacy instructors and program coordinators need to be very encouraging and supportive of learners in their programs, so that participants can gain the confidence they need to succeed in their program (Pross & Barry, 2004).

Carpenter and Readman (2004) discuss some of the principles of adult education that are applicable in the ABE classroom. It is of utmost importance that learning takes place at a pace and in a way that suits the learner. Adult learners need to be able to direct themselves. They must be actively involved in the learning process and instructors should act as facilitators rather than teachers

Human Resources Development Canada (2001) suggests that there are several common elements that comprise good practice in adult literacy programs, including trained instructors; an open, welcoming learning environment; adult-oriented resources and approaches to learning and assessment; and individualized instruction. Gboku (2007) also suggests that the participation of adult learners can be increased by the involvement

of all the stakeholders who should include the community, the learners, the would be learners, and funding partners.

Hussain (2013) has pointed out that in Nigeria, the upward review of facilitators' remuneration (allowance), recruitment of adequate and qualified facilitators, intensified and sustained advocacy, sensitization and mobilization of all stakeholders, and more capacity building programmes helps to overcome barriers to participation in literacy programmes. Hussain (2013) states that the payment of facilitators should be in accordance with the minimum benchmark as set by the Non-Formal Education blue print that facilitators should be paid minimum wage as their remuneration or allowances. Also, more capacity building programmes (pre-service, in-service and on-the-job-training) for Adult and NFE personnel at all levels should be put in place. Equally, regular and effective monitoring of programmes at all levels.

2.5 Conceptual Framework

From the conceptual framework (Figure 2.1) below, barriers to enrolment constitute situational, institutional and dispositional barriers (see sections 2.4.1.1 to 2.4.1.3). These situational, institutional and dispositional barriers may individually or jointly influence a person's decision to enrol or not to enrol in NFE. Where these barriers are insurmountable then the individual drops the desire to enrol in NFLP. On the contrary, where the barriers are within the control of the person, it leads to enrolment in NFLP. In addition, with the occurrence of barriers to participation in NFLP, strategies (see section 2.4.3) are employed to mitigate these barriers. These strategies to mitigate the barriers are instituted to ensure that the potential participants become motivated thereby making the decision to enrol in the NFLP. On the other hand, where the

mitigating measures for the barriers are not effective, it might trigger potential participants dropping the decision to enrol in the NFLP.
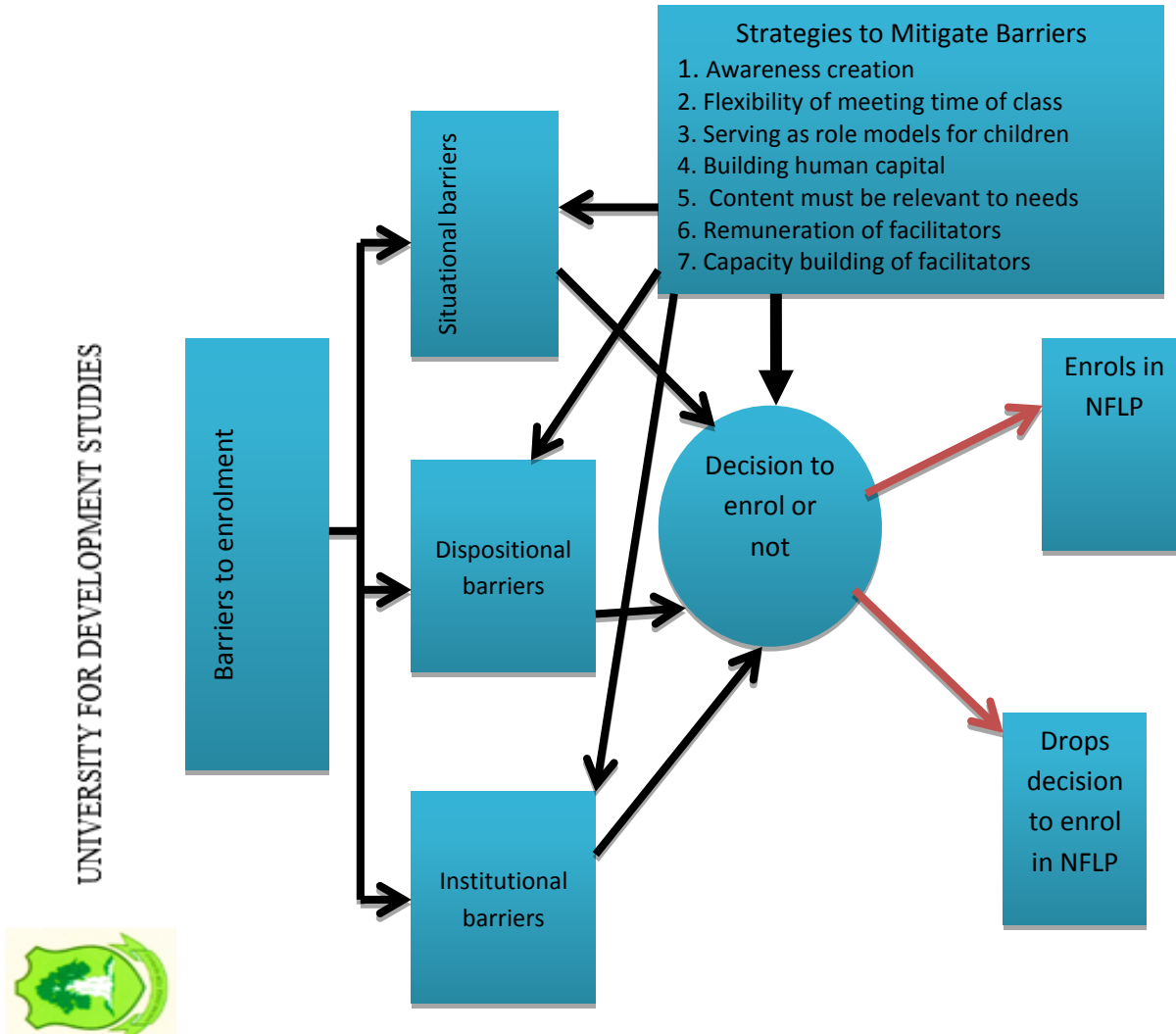
Figure 2. 1: Conceptual Framework on Barriers to Enrolment in the NFLP

Source: Author's Construct (2017), based on the literature reviewed

2.6 Summary of Literature

Rubenson's recruitment theory and cost-benefit theory formed the theoretical foundation of this study. The main barriers to enrolment in literacy programmes from the reviews include low confidence in ability to learn, feeling too old for the programme, cost of programme, job responsibilities, childcare, home responsibilities, duration of

programme and lack of information on content of instruction. Using stories of the past learners to promote the benefits of literacy, arranging induction or refresher training for all staff, making tuition flexible, intensifying and sustaining advocacy programmes and course content being relevant to learners are some of the strategies for tackling barriers to participation in non-formal education.

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CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter deals with the methodology used in the study. The specific issues examined include profile of the study area, the research design, sampling design, sources of data, data collection instruments, training and pre-testing of instrument, data analysis and ethical issues.

3.2 Profile of the Study Area

3.2.1 Location

The West Gonja District is one of the seven MMDAs in the Savannah region. The capital of the district is at Damongo, which also doubles as the capital of the Savannah region. West Gonja District is located to the west of Tamale, the Northern Regional capital of Ghana and it lays within longitude $1^0 5^1$ and $2^0 58^1$West and latitude $8^0 32^1$ and $10^0 2^1$North as shown in Figure 3.1 (GSS, 2014). It also shares boundaries to the south with Central Gonja District, Bole and Sawla-Tuna-Kalba Districts to the west, Wa East District to the north-west and North Gonja District to the east.

Figure 3. 1: Map of West Gonja District

Source: Adopted from Ghana Statistical Service (2014, p. 2)

3.2.2 Population and Social Characteristics

The total population of the district as of 2010 was 41,180, comprising 50.2 percent of males and 49.8 percent of females (GSS, 2014). GSS (2014) further states that 21,208 persons (that is 51.5 percent of the population) reside in urban areas while 19,972 persons (that is 48.5 percent of the population also reside in rural areas). There are 22 ethnic groups in the district. The major groups in order of size in population include Gonja, Tampulma, Hanga, Kamara, Dagomba, Mamprusi and Dagaabas (GSS, 2014). Besides, there are inter-tribal marriages and peaceful co-existence, which provides unity

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in diversity. There are four major religious groups: Muslims, about 70%; Catholics, 10%; Pentecostals 8%; and Traditional Worshippers, 12% (West Gonja District Composite Budget, 2014).

3.2.3 Economy

The main economic activities in the district include farming, agro-processing and trading in foodstuff (GSS, 2014). Farming is the major economic activity and source of income for the people of the district. The crops produced are maize, cassava, rice, yam, beans, groundnuts and others. Animals such as sheep, goats, cattle, pigs and fowls are also reared in the district. The women mainly engage in gari processing and sometimes Shea-butter production. There is a dedicated market day (Saturdays) which comes on weekly, on which day traders from within and adjoining districts and towns including Sawla, Wa, Tamale, Busunu, and Larabanga converge to buy and sell (West Gonja District Composite Budget, 2014). The district capital is also replete with hair dressing salons, carpentry, electrical, auto mechanics and tailoring shops. Financial institutions in the district include Ghana Commercial Bank Ltd, Buwulonso Rural Bank and Bayport Financial Services. The implication that can be drawn from the economic life of the people in the West Gonja District is the fact that most of the potential learners who are likely to be farmers are unlikely to enrol during the farming season due to job demands if classes are organized during the farming season.

3.2.4 Educational Sector

The educational sector in the West Gonja District takes three forms namely formal, informal and non-formal education: the formal and non-formal education contribute to increasing the literacy rate in the West Gonja District. In terms of formal

education, West Gonja District seems to have well developed educational structures. The schools range from Crèche to Agricultural Training College and a Health Assistants Training School.

The district has 85 basic and second cycle institutions. For the specifics of the schools, 34 are kindergarten and nursery, 33 primary schools, 17 Junior High Schools and only three (3) Senior High Schools (West Gonja District Composite Budget, 2014). The district is also blessed with an Agricultural Training College and a Health Assistants Training School. Despite the high number of schools, there still exist a high number of people who have not acquired basic Education [66.3%] (West Gonja District Composite Budget, 2014). These people either are school dropouts or have never attended school. Since education is a panacea for development (Fuseini & Abudu, 2014), it is critical that the interest of the residents in the West Gonja District be stimulated to encourage them to enrol in the formal system of education. According to the GSS (2014), about 47.7% of people aged 15 years and older in the West Gonja District never attended school and in terms of sex, 62.3% males and 75.1% females of 15 years and older are illiterates.

In spite of the high illiteracy rate in the West Gonja District, Damongo town has a larger literate population compared to its rural areas. This situation nonetheless, is obviously an indication that there are many people not formally educated. This is not good enough since the degree of a country's literacy directly influences its level of development, as it is a component of the Human Development Index (HDI) (United Nations Development Programme [UNDP], 2013; Briney, 2014).

What accounts for this sex difference in literacy is not only socio-cultural, but also biological because females tend to drop out of school due to pregnancy. This calls for functional literacy programmes for the people especially the women. The existence of the West Gonja District Non-Formal Education Division (NFED) that provides

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functional literacy is critical. The division currently operates six zones (i.e., Damongo North, Damongo South, Laribanga, Murugu, Busunu, and Canteen) within the district. The literacy cycle is 21 months for both the Ghanaian and English languages, which are the medium of instruction (Ghana Audit Service, 2003). Now, Basic English Batch seven and batch 21 Gonja classes are currently running in all the six zones. These zones have literacy classes that are to admit illiterates and people who have a bit of formal education but have relapsed to illiteracy. However, the division has, lately been unable to recruit learners. Those that even enrol do not finish the literacy cycle but dropout of the programme. By the time, the literacy cycle ends, only few people are left. This situation tends to defeat the objective for which NFED was established. This means that there is the need to find out the factors that determine people's non-participation in NFE.

3.3 Research Design

The concurrent nested design is where both quantitative and qualitative data are collected simultaneously in one phase with priority given to one of the approach that guides the project, while the other approach is embedded into the project and provides supporting role (Creswell, 2014). In this study, the quantitative approach guides the study but the qualitative is used to support. The rational for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection is needed to refine, extend or explain the general picture (Creswell & Plano Clark, 2011). This made the approach appropriate for the study.

This research was guided by a cross-sectional study design. According to Kumar (1999), a cross-sectional design is best suited to the studies aimed at finding out the prevalence of a phenomenon, situation, problem, attitude or issue, by taking a cross-

section of the population. Such a design is useful in obtaining an overall picture as it stands at the time of the study. A cross-sectional design is ''designed to study some phenomenon by taking a cross-section of it at one time'' (Babbie, 1989, p. 89). This study design was appropriate for this study because it involved collecting data from the respondents on the barriers they faced in enrolling in NFE and strategies to address the barriers to enrolment in NFE at only one point in time.

3.4 Sampling Design

This section encompasses the selection of study population and sample size of the study.

3.4.1 Study Population

Best and Kahn (1995) considered a study population as any group of individuals that have one or more characteristics in common that are of interest to the researcher. The year 2014 participants and staff of NFED were considered as the sampling frame for this study. The study population mentioned above was appropriate for this study because they were in position to provide the data on barriers to enrolment and strategies for addressing the barriers to enrolment. Also, it was because the 2014 participants were the current group of learners on the NFLP as of the time this study was initiated. The Batch 18 learners are 310 in the District while the staffs of NFED are 11.

3.4.2 Sample Size

The sample size for the participants of NFE was determined using Yamane's (1967) statistical method, which is: $n = \dfrac{N}{1 + N\,(e)^2}$

Where: n= the desired sample size; N = the population size; e = the acceptable sampling error (.05)

That is: N=310; e=.05; n=?

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

$$n = \frac{310}{1 + 310\,(.05)^2}$$

$$n = \frac{310}{1 + 310\,(.0025)}$$

$$n = \frac{310}{2.05}$$

n =174.647887

n ≈**175**

The sample size therefore, is 175 participants of NFE. This is large enough to ensure that generalizations pertaining to West Gonja District are possible with certainty and that its large size will help to remove errors associated with having a smaller sample size (Kumar, 1999). The sampling errors cover variation in the number or representativeness of the sample that will respond to the instruments, as well as the selection of the wrong sub-population. Simple random and purposive sampling techniques were used in selecting the respondents for the study. Simple random sampling technique helped in the selection of the participants of NFE. Simple random sampling was used in selecting the learners so as to give each an equal chance of inclusion in the sample. This is because they have encountered some form of barriers in their attempt to enrol in NFE. Simple random sampling was done by serially numbering all the target population from the sampling frame. This was then put into a bowl, mixed and the respondents were selected by chance until the total sample (175) was obtained.

Purposive sampling was used in selecting three Programme Assistants, one Programme Officer and the District Coordinator. These respondents were selected via purposive sampling because they have information that other staff of NFED in the district might not have on the barriers affecting enrolment and strategies instituted to address them. Purposive sampling was carried out by identifying the staff of NFED that the research thought had adequate knowledge about the operation of the NFLP in the West Gonja District. Then these people were then picked as the key informants.

3.5 Sources of Data

The study obtained data from both primary and secondary sources. Primary data entailed data on barriers to enrolment in NFE and strategies to addressing the barriers to enrolment in NFE. These were collected using a questionnaire and interviews. As regard the secondary data, statistics on enrolment in NFLP from Batch 12 to Batch 21 learners were collected from the quarterly and annual reports of the NFED office of the West Gonja District.

3.6 Data Collection Methods

Data were collected using a questionnaire and key informant interviews. The subsequent subsections provide details on each of these instruments.

3.6.1 Questionnaire

The questionnaire was used in collecting data from the batch 18 NFLP local language learners. The questionnaire consisted of three sections. The questions on the questionnaire contained both closed and open ended items. The first division comprised background data of the respondents. Specifically, it covered sex, age, marital status,

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religion, location, and level of education. The section two constituted items on barriers to enrolment in NFE which respondents have to select those apply. The barrier items covered dispositional barriers such as low confidence, feeling too old, and not knowing what participation will lead to. The situational barriers included cost of programme, job responsibilities, home responsibilities, health problems, and lack of support from family. The institutional barriers entailed long duration of programme, inconvenient scheduling of classes, entrance requirements, inadequate facilitators and learning material. The third section covered the strategies for addressing barriers to enrolment in NFE. It focused on the desire to enrol, time to institute measures for addressing barriers and measures to tackle barriers to enrolment.

3.6.2 Key Informant Interviews

Key informant interviews were held. This was conducted with the aid of an interview guide. This guide contained structured questions only. The issues on this instrument covered barriers to enrolment in NFE. The barriers included dispositional, situational and institutional barriers. It also considered the time the barriers occurred. The instrument equally had questions on strategies to addressing the barriers. It specifically centred on appropriate time to institute measures to address barriers, measures taken to tackle barriers to enrolment, and effectiveness of measures taken. The District Coordinator of NFED and field staff of NFED (i.e., Programme Officers and Programme Assistants of NFED) who constituted the key informants were interviewed.

3.7 Training and Pre-Testing of Instrument

The Pre-testing of the questionnaire was done at the Bole District, on a similar study population such as participants of the NFLP. The questionnaire was administered

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to thirty (30) NFLP participants by the research assistants. The sampling frame was used to help in the selection of the respondents. Pre-testing of the instrument was to determine its suitability. Furthermore, this instrument was pre-tested to ensure face, content and construct validity. The pre-testing, therefore, helped to identify weaknesses and ambiguities in the instrument, which helped in reshaping some of the issues before the actual fieldwork. The pre-testing of the instrument was done from 20th to 27[th]March 2018.

Data collection covered a period of one month. Thus, it covered from the 1st to 30th of April, 2018. Three enumerators were contracted to assist in the data collection. The chosen research assistants were natives of the West Gonja District, and this helped to solve any language barrier issues. The researcher educated them on the items on the questionnaire and on ethical behaviours in research. This training lasted for a day. The training equipped the research assistants so that they were in the position to interpret the items on the instruments uniformly and appropriately to ensure ease in the collection of the data as well as prevent unethical behaviours.

After the training, the enumerators moved to the field to collect the data. The data collection by the research assistants started on 1st and ended on the 30th of April 2018. The duty of the researcher was to monitor the data collection on the field. For the secondary data collection and that of the key informant interviews, it started on the 23rd and ended on 30th of April 2018. The researcher collected this data personally. Data was collected from these key informants with the aid of a mobile phone after permission was granted.

3.8 Data Analysis

Data analysis involved both quantitative and qualitative measures. The secondary quantitative data on the enrolment statistics were used to construct graphs and the trends interpreted. The quantitative data from the questionnaire were inputted into the Statistical Package for Social Sciences (SPSS) and analysed. The analysis of the quantitative data made use of descriptive statistical measures such as frequencies, percentages, means and cross-tabulations. Descriptive statistical measures were used in analysing the barriers, desire to enrol in NFLP, barriers faced when enrolled, period barriers emerge, time for instituting measures to address barriers and effectiveness of efforts to address barriers. The presentations of the quantitative data were in tables and figures.

For the qualitative data, its analysis involved thematic analysis. It first entailed transcribing the data. After which themes and patterns were constructed from the data that has been transcribed using an inductive approach (Thomas, 2006). A coding system was then developed that embody common issues discovered in the transcript that were reviewed. Codes were sharpened and polished during the data analysis period (Yukhymenko et al., 2014). This process continued until new interview data did not alter the definition or scope of the codes. This process of themes identification was done using a manual process of examination of the transcribed texts. This method of analysis was applied to both the barriers and measures to tackle barriers to enrolment. The identified themes were then used to buttress the quantitative data on barriers, but with respect to measures to address the barriers to participation in NFE, they were analysed as independent issues based on the themes that emerged from the data that were examined. The presentation of these qualitative results was in the form of texts.

3.9 Ethical Issues

Neuman (2007, p. 48) points out that ethical issue "define what is or is not legitimate to do, or what a moral research procedure involves." Ethical issues were considered in this study. The researcher sought the informed consent of the respondents. A letter of informed consent was sent to the key informants while a statement seeking for informed consent of the learners was at the introduction of the questionnaire which was read to them by the research assistants. The purpose of the study and procedure of the research were explained to the learners and key informants. The researcher informed the participants that their rights such as anonymity and privacy will be guaranteed and protected if they agreed to be included in the study and that participation in the study was voluntary. That is, participants could withdraw at any stage during the data collection process (Kothari, 2004; Kumar, 2011). The respondents were informed that this study was not in any way injurious to them. Involvement in the research process was therefore risk free.

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CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussion. It consists of four main thematic areas carved out of the research questions as well as issues on the background of respondents. The major themes cover enrolment trend in the local language programme of the NFLP, the barriers to enrolment in the local language programme of the NFLP and measures to remove the barriers to enrolment in local language programme of the NFLP. Detailed discourses on these named themes are in the subsequent sections.

4.2 Background Characteristics of Respondents

The study examined six background features of the respondents. These background characteristics included sex, marital status, religion, educational status, location of residence and age. Table 4.1 presents the results on the background features of the respondents. The first background characteristic considered was sex. Of the 175 respondents, 35.4 percent were males while the rest (64.6%) were females. Marital status was another background characteristic of respondents that was considered. The results from Table 4.1 showed that 91.4 percent of the respondents were married whereas the rest (8.6%) were single. The results demonstrate that most of the respondents of the study were married. This means that barriers related to marital responsibilities may hinder the enrolment of those who are married.

Table 4. 1: Background Features of Respondents

Characteristic	Number	Percent
Sex		
Male	62	35.4
Female	113	64.6
Total	175	100
Marital Status		
Married	160	91.4
Single	15	8.6
Total	175	100
Educational status		
Primary school	24	13.7
Junior High School	13	7.4
Senior High School	2	1.1
Non-formal education	9	5.1
No formal education	126	72.0
Other specify	1	.6
Total	175	100
Religion		
Islam	153	87.4
Christianity	20	11.4
Traditional African Religion	2	1.1
Total	175	100
Location		
Urban	54	30.9
Rural	121	69.1
Total	175	100

Variable	N	Minimum	Maximum	Mean	Median	Standard Deviation (*SD*)
Age	175	16	64	38	36	8.84

Note: Age is in years

Source: Author's Field Survey (2018)

The educational status of respondents of NFLP was also examined. It was found out that 72.0 percent of the respondents constituting the majority had no education. However, 5.1 percent had non-formal education while the rest had primary, junior high school and senior high school education. This suggests that the programme is targeting the appropriate category of beneficiaries. However, those that had prior educational experience which was negative may tend to affect their possibility of enrolling and staying until the end of the 21 months literacy cycle. Religious affiliation of respondents

was looked at. It emerged that the respondents were affiliated with Islam, Christianity and Traditional African Religion, with the main one being Islam (87.4%). Majority of the respondents are Muslims because Islam is the dominant religion in the West Gonja District (GSS, 2014).

Equally, the location of the respondents was examined. The results from Table 4.1 show that 69.1 percent of the respondents were from the rural areas whereas the remaining 30.9 percent were from the urban areas. Respondents' location is vital because it will indicate whether it has an influence on the barriers encountered. This suggests that majority of the respondents were rural residents. The last respondent characteristic examined was age. The minimum age of the respondents was 16 years while the maximum was 64 years with a mean age of 38 years (Median = 36; Skewness = .698) and a Standard Deviation of 8.84. This finding corroborates GSS's (2014) discovery that in the West Gonja District, illiteracy is highest among people who are 25 years of age and over.

4.3 Enrolment Trend in the Local Language Programme of the NFLP

Education is a magic potion to a nation's development (Asikhia, 2010; Fuseini & Abudu, 2014). This is because it reduces poverty, boosts job opportunities, fosters economic prosperity, increases people's chances of leading a healthy life and empowers women (UNESCO, 2014). This therefore makes the examination of enrolment in the NFLP a necessity. Consequently, this section presents the enrolment situation in the Gonja NFLP from 2005 to 2017 (i.e., from batch 12 to 21). The trends in enrolment in Gonja are presented at the aggregate level and later disaggregated based on sex and location.

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The issue of trends in enrolment of learners in Gonja NFLP was examined and the results are illustrated in Figure 4.1.
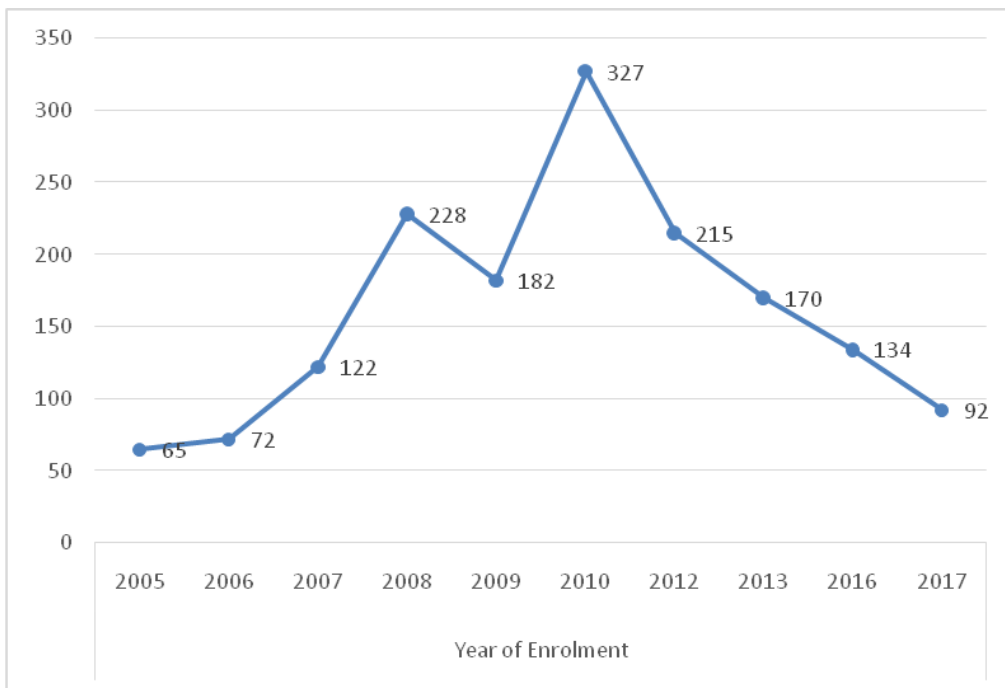
Figure 4. 1: Learners Enrolled in Gonja NFLP in the West Gonja District

Source: West Gonja District NFED (2013, 2015, 2017)

The results from Figure 4.1 revealed that in 2005, the enrolment was 65 learners which increased continuously to 228 learners in 2008, thereafter, enrolment reduced and rose later to 327 learners in 2010. However, the enrolment afterwards consistently reduced to 92 learners who enrolled in 2017. This trend suggests that the enrolment is erratic, with the periods of declines in learner enrolment being slightly more than the time for rise in enrolment. This is because of barriers encountered in the process of enrolment. Abudu, Fuseini and Nuhu (2013) made similar findings in the Wa Municipality that enrolment in NFE was fluctuating. The disturbing aspect of this current finding is that the enrolment is presently on the drop which is associated with certain barriers which is the focus of the next subsection (i.e., Subsection 4.4).

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Enrolment in Gonja was further disaggregated based on sex of respondents and the results are given in Figure 4.2. The results show that, with respect to males, in 2005, the enrolment was 15 which increased continuously to 127 learners in 2009 and thereafter, dropped consistently to 22 learners in 2017. The trend shows that enrolment is in a flux. In relation to the female enrolment, it is observed from Figure 4.2 that in 2005, the enrolment was 50 which increased time and again to 153 learners in 2008 after which it declined and rose to 220 learners in 2010 but later dropped constantly to 70 learners in 2017. The trend shows that enrolment for females is unstable. These findings are consistent with that made by the Ministry of Education, Ghana (2013) that males and female enrolment in NFE is erratic. Further, women are much more likely than men to encounter socioeconomic – circumstantial barriers to participation in adult education programmes (King, 2002; Pross & Barry, 2004; Thomas, 1990). There are several specific barriers that are more commonly faced by women than men. Family responsibilities and childcare are commonly cited by women, especially younger single women, as a barrier to participation (ABC Canada, 2002; Pross & Barry, 2004; Thomas, 1990). Money problems are also more commonly cited by women than men, and female single parents are most likely to cite financial problems as a barrier to participation (ABC Canada, 2002; Hayes, 1988).
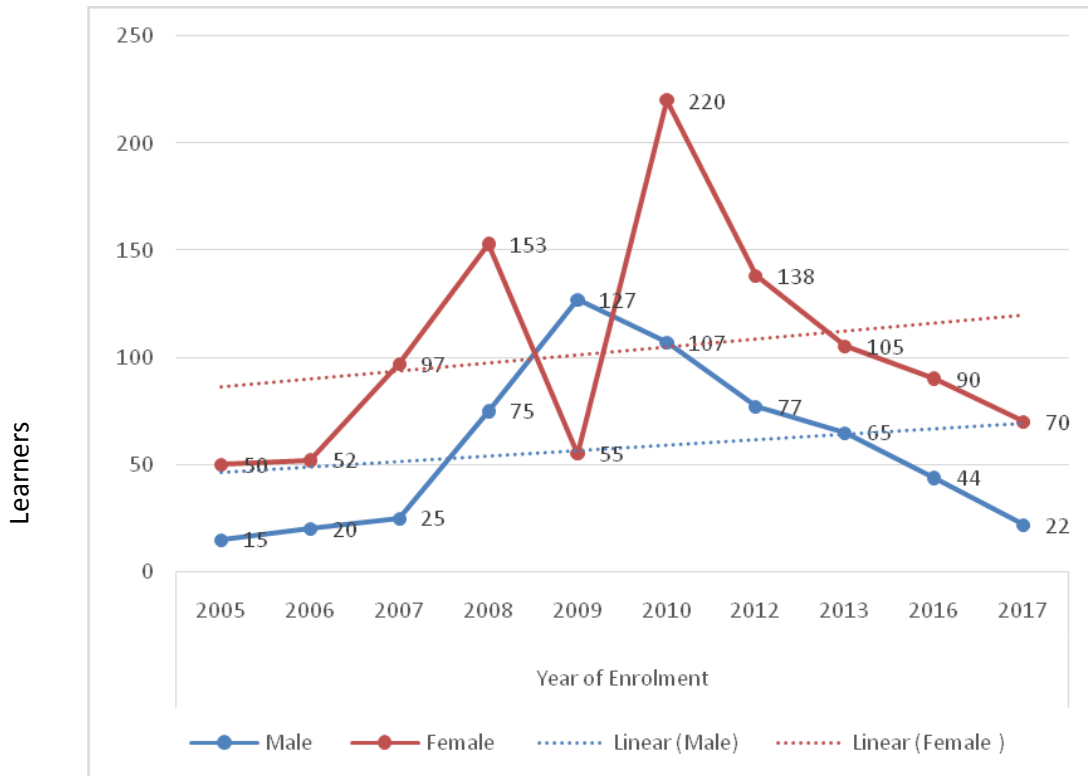
Figure 4. 2: Sex Distribution of Enrolment in Gonja NFLP in the West Gonja District

Source: West Gonja District NFED (2013, 2015, 2017)

Comparing the enrolment for males to that of females using the linear trend analysis, it is observed that the enrolment of males has been trailing behind that of the females. This is because the linear trend line for females lies above that of the males. The enrolment of females is higher than that of males because the mandate of NFED is to provide NFE to all Ghanaians especially women aged 15 years and above who are not literate (Ministry of Education, Ghana, 2016). It is also possibly attributed to barriers encountered by both sexes in their bid to enrol in Gonja literacy (see Table 4.3).

Location equally served as a basis for the analysis of the enrolment trend in Gonja for batches 12 to 21 which covered 2005 to 2017 in the West Gonja District. The results are given in Figure 4.3.

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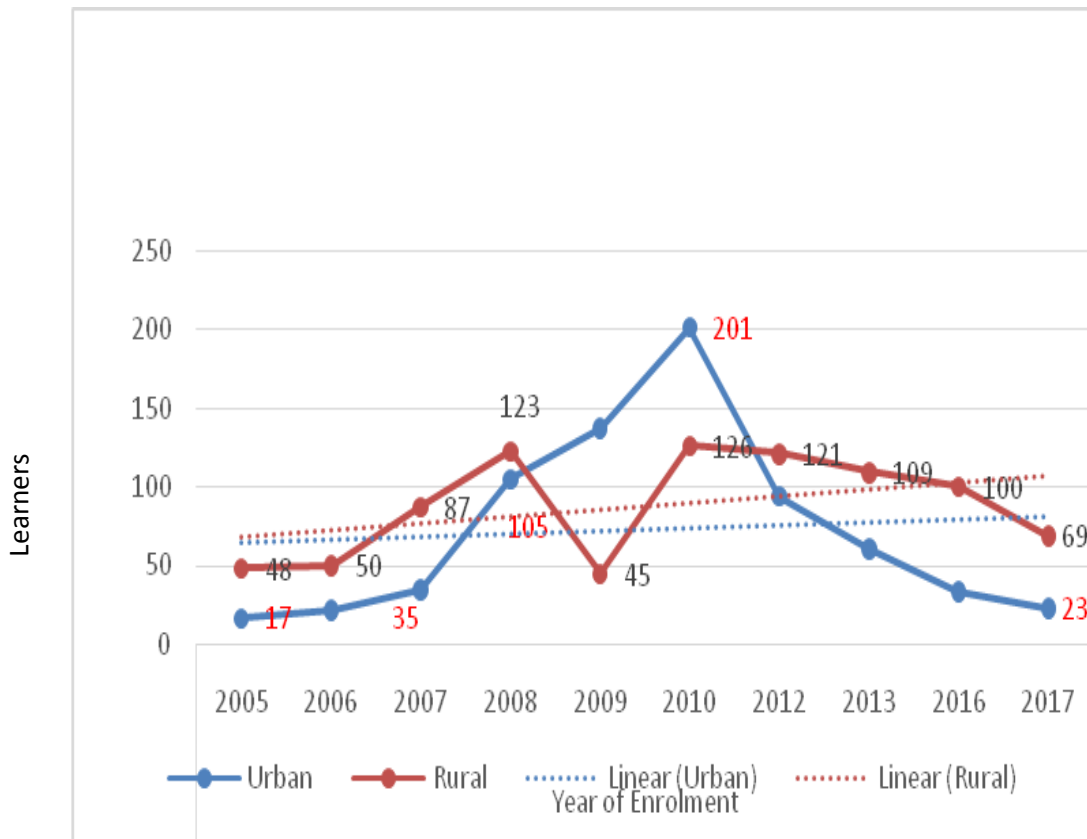
Figure 4. 3: Location Distribution of Enrolment in Gonja NFLP in the West Gonja District

Source: West Gonja District NFED (2013, 2015, 2017)

Pertaining to the urban area, the results show that the enrolment was 17 in 2005 but increased time and time again to 201 learners in 2010. After that, it declined continuously to 23 learners in 2017. The trend illustrates that for most part of the trend for the urban area, it has been on the rise. For the rural area, enrolment was 48 learners in 2005 which increased to 123 but dropped and rose to 126 learners in 2010 and declined afterwards to 69 learners in 2017. This trend illustrates that the enrolment is fluctuating. Juxtaposing the linear line for enrolment for urban to rural, the trends indicate that largely, the enrolment for the rural has been higher than that of the urban. This could be due to certain barriers encountered in both locations (see Table 4.4). The finding is also consistent with the Ministry of Education of Ghana's (2013, 2016) claim that the

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mandate of NFED is to provide NFE to all Ghanaians particularly to the rural poor who are not literate.

4.4 Barriers to Enrolment in the Local Language Programme of the NFLP

The number of people that will enrol in the Gonja literacy in the West Gonja District is largely dependent on the barriers they encounter in their quest for education (see Section 4.3 for enrolment trends). As such, this section is dedicated solely towards looking at the barriers that restrict enrolment into Gonja literacy even though the avenue exists for potential learners. The specific issues of concern here are barriers to participation in NFLP, effects of barriers to enrolment in NFLP and barriers encountered after enrolling.

4.4.1 Barriers to Participation in the NFLP

According to the Ghana Audit Service (2003) and Fuseini, Abudu and Nuhu (2014), albeit NFE exist for illiterates in Ghana, yet, they are not enrolling which is possibly attributed to certain barriers encountered in their desire to enrol. This implies that the benefits such as reduction in poverty, boosts in job opportunities, fostering of economic prosperity, increases in people's chances of leading a healthy life and empowering of women associated with education (UNESCO, 2014) becomes a mirage because barriers limit enrolment. As a result, it makes the examination of barriers crucial. Thus, specifically, barriers that limit potential participants' ability to enrol in the Gonja literacy under the NFLP operated by NFED were considered. The barriers are first given from an aggregate point and later disaggregated using sex and location of the respondents.

Concerning barriers at the general level, the results are presented in Table 4.2. The barriers presented covered dispositional, situational and institutional barriers. Of the 303 multiple responses on barriers to enrolment in Gonja NFLP, the most cited barriers included home responsibilities (29.7%), low confidence in ability to learn (26.4%), job responsibility (12.2%), not knowing what participating would lead to (11.9%) and poor performance in the past (8.3%). The findings are similar to the finding made by Katz (2000), Pross and Barry (2004), Whitnall and Thompson (2007) and Flynn et al. (2011) who found that lack of confidence, home and job responsibilities served as barriers to enrolment in literacy programme. In particular, Flynn et al. (2011) found that in London and Ontario, people did not enrol in literacy programmes because of family responsibilities. Also, the finding is consistent with the illustration in the section of the conceptual framework which indicates that barriers such as situational and dispositional barriers are what account for people not enrolling in the NFLP. Similarly, the findings support Rubenson's recruitment theory's claim that participation is contingent on personal variables such as prior experience, personal attributes and current needs (Silva et al., 1998).

Table 4. 2: Barriers to Enrolment in Gonja Literacy

Barriers to Participation Item	Number	Percent
Low confidence in ability to learn is a barrier to enrolment in literacy programmes of NFE.	80	26.4
Feeling too old for the programme is an obstacle to enrolment on NFE.	9	3
Not knowing what participating would lead to is a barrier to enrolment in NFE.	36	11.9
Poor performance in the past is a barrier to enrolment in NFE.	25	8.3
The cost of the programme is a barrier to enrolment in NFE.	1	0.3
Job responsibility is a barrier to enrolment in NFE.	37	12.2
Home responsibilities are obstacles to enrolment in NFE.	90	29.7
Health problems are an obstacle to enrolment in NFE.	1	0.3
Lack of support from family and/or friends	14	4.6
Long duration of programme serves as a barrier to enrolment in NFE.	1	0.3
Unavailability of required courses is a barrier to enrolment on NFE.	1	0.3
Inadequate facilitators	2	0.7
Inadequate learning materials	6	2
Total	303*	100

Source: Author's Field Survey (2018)

*Multiple responses

However, from Table 4.2, the least occurring barriers to enrolment in the NFLP encapsulated lack of support from family and/or friends, inadequate learning materials, inadequate facilitators, feeling too old for the programme, the cost of the programme, health problems, long duration of programme and unavailability of required courses. These barriers restricted enrolment in Gonja NFLP in the West Gonja District. These findings are consistent with the findings made by Tuijnman and Boudard (2001), Yetman (2010) and Hussain (2013) that long duration of programme, cost associated with programme, unavailability of required courses, too old for programmes, inadequate facilitators, health and lack of family and friends support as some of the obstacles to

enrolment in NFE. Pross and Barry (2004) in particular, have pointed out that while many Canadian family and adult literacy training programmes are offered free of charge, participants with financial problems may still have trouble accessing them because they will have to buy exercise books, pencils and erasers as well as possibly pay for transportation to centre. This is exactly what happens to the beneficiaries of the NFLP in the West Gonja District. The findings equally support the argument of the cost benefit theory that cost affects people's willing to participate in an activity (Dhanidina & Griffith, 1975).

Evidence from the key informant interviews also revealed that a host of barriers affected potential participants' enrolment in Gonja literacy. For example, in an interview with a key informant from NFED West Gonja District (15th April, 2018), she remarked:

> My sister, the illiterates whom this Gonja literacy is meant for are not willing to enrol. They tell us that their inability to enrol is accounted for by certain challenges they face in their attempt to enrol. Some of such potential participants mentioned home responsibilities job responsibilities, lack of support from family members, feeling too old to learn and poor health.

Likewise, another key informant from NFED West Gonja District (20th April, 2018) mentioned:

> Oh! My brother, most of the illiterates don't want to participate in the Gonja literacy claiming that it is their own language so no need to learn it. Others note that their inability to enrol is because they performed poorly when they attended formal school while some said it was because of the long duration of the course.

The above quotations imply that many obstacles tend to work together or individually to limit the potential participants' wish to enrol in the literacy programme mounted by the NFED in the West Gonja District.

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Barriers that restrict enrolment in Gonja literacy were disaggregated using sex of respondents. The results of this segregation are provided in Table 4.3. With regards to males, of the 54 multiple responses on barriers to enrolment in Gonja NFLP, the most mentioned barriers were job responsibility (59.3%), not knowing what participating would lead to (9.3%), poor performance in the past (9.3%) and low confidence in ability to learn (7.4%). Similarly, Midzi (2015) found that in Zimbabwe, past negative school experiences, low self-esteem and lack of confidence in learning were cited as one of the key factors militating against men's participation in literary programmes. Likewise, Yetman (2010) found that job commitment was a barrier to males' enrolment in literacy programmes.

Table 4. 3: Barriers to Enrolment by Sex

Barriers to Participation Item	Male		Female	
	Number	**Percent**	**Number**	**Percent**
Low confidence in ability to learn is a barrier to enrolment in literacy programmes of NFE.	4	7.4	76	30.6
Feeling too old for the programme is an obstacle to enrolment on NFE.	1	1.9	8	3.2
Not knowing what participating would lead to is a barrier to enrolment in NFE.	5	9.3	31	12.4
Poor performance in the past is a barrier to enrolment in NFE.	5	9.3	20	8.0
The cost of the programme is a barrier to enrolment in NFE.	0	0	1	0.4
Job responsibility is a barrier to enrolment in NFE.	32	59.3	5	2.0
Home responsibilities are obstacles to enrolment in NFE.	2	3.7	88	35.4
Health problems are an obstacle to enrolment in NFE.	1	1.9	0	0
Lack of support from family and/or friends	1	1.9	13	5.2
Long duration of programme serves as a barrier to enrolment in NFE.	0	0	1	0.4
Unavailability of required courses is a barrier to enrolment on NFE.	0	0	1	0.4
Inadequate facilitators	0	0	2	0.8
Inadequate learning materials	3	5.3	3	1.2
Total	54*	100	249*	100

Source: Author's Field Survey (2018)

*Multiple responses

As regards the females, of the 249 multiple responses on barriers to enrolment in the NFLP, the major barriers alluded to were home responsibilities (35.4%), low confidence in ability to learn (30.6%) not knowing what participating would lead to

(12.2%) and poor performance in the past (8%). This finding is consistent with finding made by ABC Canada (2002) and Flynn et al. (2011) that in London and Ontario, women did not enrol in literacy programmes because of family values and responsibilities as well as the emotional effect of family poverty on participants' lives. In a like way, Pross and Barry (2004) claimed that women are more likely than men to be nervous or anxious about attending ABE in Canada which affected their participation.

With the exception of home and job responsibilities that are not common to both sexes as major barriers, the rest including not knowing what participating would lead to, poor performance in the past and low confidence in ability to learn are common to both males and females. Job responsibility was a main barrier to enrolment of males while home responsibility was a major barrier for females and this is attributable to their gender roles.

Also, from Table 4.3, the remaining barriers to enrolment in the NFLP that emerged which were, however, of least importance but common to both males and females were lack of support from family and/or friends, inadequate learning materials, and feeling too old for the programme. For females, the following barriers such as inadequate facilitators, cost of the programme, long duration of programme and unavailability of required courses are specific to them only whereas health problems are unique to males alone. Overall, it is found that females are those most affected by barriers to enrolment in the NFLP since out of the 13 barriers they were affected by 12 of them with males only being affected by 9 of the barriers. This suggests that variations occur in the barriers met by both sexes. This is because of the gender roles of the sexes (Hayes, 1988; King, 2002; Pross & Barry, 2004; Thomas, 1990).

Table 4. 4: Barriers to Enrolment by Location

Barriers to Participation Item	Urban		Rural	
	Number	Percent	Number	Percent
Low confidence in ability to learn is a barrier to enrolment in literacy programmes of NFE.	29	29.3	51	25
Feeling too old for the programme is an obstacle to enrolment on NFE.	2	2.0	7	3.4
Not knowing what participating would lead to is a barrier to enrolment in NFE.	6	6.1	30	14.7
Poor performance in the past is a barrier to enrolment in NFE.	12	12.1	13	6.4
The cost of the programme is a barrier to enrolment in NFE.	0	0	1	0.5
Job responsibility is a barrier to enrolment in NFE.	17	17.2	20	9.8
Home responsibilities are obstacles to enrolment in NFE.	29	29.3	61	29.9
Health problems are an obstacle to enrolment in NFE.	1	1	0	0
Lack of support from family and/or friends	1	1	13	6.4
Long duration of programme serves as a barrier to enrolment in NFE.	0	0	1	0.5
Unavailability of required courses is a barrier to enrolment on NFE.	1	1	0	0
Inadequate facilitators	0	0	2	1
Inadequate learning materials	1	1	5	2.5
Total	99*	100	204*	100

Source: Author's Field Survey (2018)

*Multiple responses

In addition, barriers were analysed based on the location of the respondents. This was to find out whether the barriers encountered varied between rural and urban areas. The results are presented in Table 4.4. Relating to urban areas, out of the 99 multiple

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responses on barriers to enrolment in Gonja NFLP, the most cited barriers included home responsibilities (29.3%), low confidence in ability to learn (29.3%), job responsibility (17.2%), and poor performance in the past (12.1%). Pertaining to the rural area, of the 204 multiple responses for respondents, home responsibilities (29.9%), low confidence in ability to learn (25%), not knowing what participating would lead to (14.7%) and job responsibility (9.8%) surfaced as the main barriers to enrolment in the NFLP. Whereas only urban respondents encountered poor performance in the past as a major barrier, not knowing what participating would lead to was also largely faced by rural respondents.

Furthermore, from Table 4.4, the minor barriers to enrolment that were similar to both urban and rural areas covered lack of support from family and/or friends, inadequate learning materials, and feeling too old for the programme. With respect to the differences, for the rural areas, inadequate facilitators, cost of the programme, and long duration of programme were barriers unique to the rural location whereas unavailability of required courses and health problems were exclusive to the urban respondents.

4.4.2 Effects of Barriers on Enrolment in the NFLP

Since potential beneficiaries meet the above barriers in their desire to enrol on NFLP, it becomes necessary to ascertain the extent to which the barriers impacts on this wish. Subsequently, this section centres on the effects of barriers to enrolment in NFLP. The results are presented at a general level before they are then disaggregated on the basis of sex and location. Pertaining to the general standpoint, the results are given in Figure 4.4.
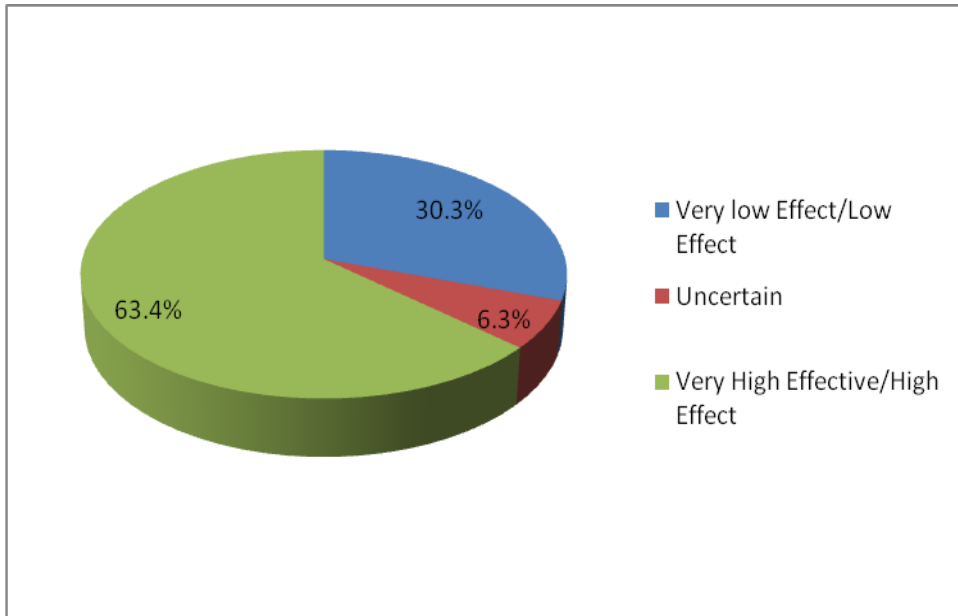
Figure 4. 4: Effects of Barriers Weakening Desire to Enrol in NFLP

Source: Author's Field Survey (2018)

The results revealed that 63.4 percent of the respondents indicated that barriers had a very high effect or high effect on their desire to enrol in Gonja literacy while 30.3 percent of them noted it had very low or low effect on them. The results hint that majority of the respondents held the view that the barriers they encountered had very high effect or high effect on their wish to enrol in the NFLP operated by NFED. This finding corroborates the finding of King (2002) and Pross and Barry (2004) that many people encounter barriers to participation in literacy programmes which affect their enrolment. This situation has accounted for the low enrolment in the Gonja literacy (see Figure 4.1).

Sex of respondents was used to disaggregate the effects of barriers on the desire to enrol in Gonja NFLP. The results are presented in Table 4.5.

Table 4. 5: Effect of Barriers Weakening Desire to Enrol in NFLP by Sex

Influence of Barriers on Desire to Enrol	Sex					
	Male		Female		Total	
	N	%	N	%	N	%
Very low Effect/Low Effect	36	58.1	17	15.0	53	30.3
Uncertain	7	11.3	4	3.5	11	6.3
Very High Effect/High Effect	19	30.6	92	81.4	111	63.4
Total	62	100	113	100	175	100

Source: Author's Field Survey (2018)

Whereas 58.1 percent of the males who constituted the majority indicated that barriers had very low effect or low effect on their wish to enrol in NFLP, on the contrary, most (81.4%) of the females rather held the opinion that it had very high effect or high effect on their desire to enrol in NFLP. The females held this position because they encountered more barriers in their bid to enrol in NFLP as compared to their male counterparts (see Table 4.3). This finding is in line with the finding of Thomas (1990), King (2002) and Pross and Barry (2004) that women are much more likely than men to encounter socioeconomic – circumstantial barriers to participation in adult education programmes.

Furthermore, the issue of effects of barriers weakening the craving to enrol in NFLP was disaggregated by location and the results are provided in Table 4.6.

Table 4. 6: Barriers Weakening Desire to Enrol in NFLP by Location

| Influence of Barriers on Desire to Enrol | Location | | | | | |
| | Urban | | Rural | | Total | |
	N	%	N	%	N	%
Very low Effect/Low Effect	17	31.5	36	29.8	53	30.3
Uncertain	2	3.7	9	7.4	11	6.3
Very High Effect/High Effect	35	64.8	76	62.8	111	63.4
Total	54	100	121	100	175	100

Source: Author's Field Survey (2018)

The results showed that 64.8 percent of respondents from the urban areas and 62.8 percent of those from the rural areas who formed the majority in both cases noted that the barriers they faced had a very high effect or high effect on their longing to enrol in NFLP. This indicates that irrespective of one's location, the barriers met affect the desire to enrol very much. This is apparent from the barriers encountered by respondents in both urban and rural areas being largely the same (see Table 4.4).

4.4.3 Barriers Encountered After Enrolment

This subsection focuses on barriers faced when enrolled, specific barriers faced, and time the barriers surface.

The issue of whether barriers were encountered when enrolled in the NFLP was examined. This issue is first analysed at the aggregate level and later disaggregated using sex and location of the respondents. For the aggregate level analysis as to whether they met barriers when enrolled, the results are in Figure 4.5.

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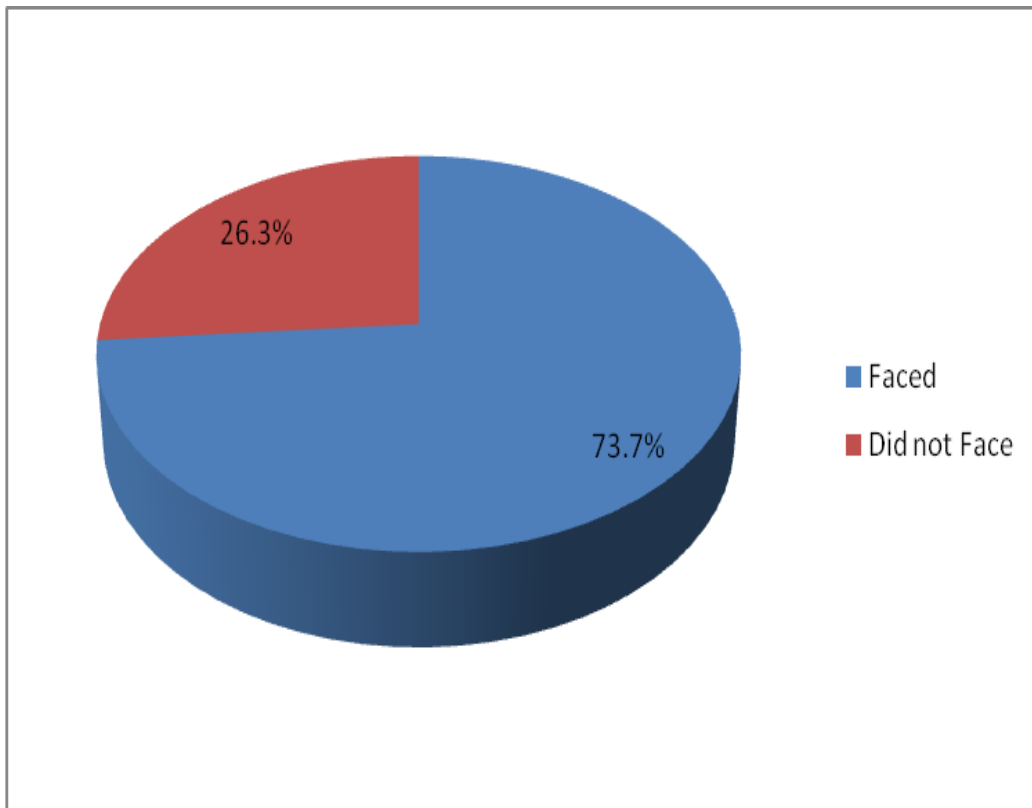
Figure 4. 5: Barriers Faced After Enrolment in the NFLP

Source: Author's Field Survey (2018)

The results illustrate that closed to two-thirds (73.7%) of the respondents noted that they faced barriers when enrolled in the Gonja literacy whereas 26.3 percent indicated that they did not face any barriers once they were enrolled. The results depict that most of the respondents still encountered barriers when on the programme. This could trigger dropout from the literacy programme which will negatively affect enrolment levels. Largely, it emerged from the key informant interviews that people who were enrolled in the NFLP still faced barriers as learners. For instance, a key informant from NFED West Gonja District (20th April, 2018) stated, "participants in our Gonja NFLP still met some obstacles and these tend to course them to dropout." This quotation illustrates that barriers occur even after one is on the programme.

In relation to the sex disaggregation on the issue of barriers faced after enrolment in NFLP, its results are in Table 4.7. The results illustrate that of the 62 male

respondents, 56.5 percent of them who constituted the majority indicated that they faced barriers when enrolled in the Gonja literacy. Similarly, out of the 113 female respondents, 83.2 percent of them, made up the majority, stated that they faced barriers when enrolled in the Gonja NFLP. This suggests that largely, most males and females encountered some barriers after being enrolled in the NFLP.

Table 4. 7: Barriers Faced After Enrolment in the NFLP by Sex

| Barriers Faced After Enrolment | Sex | | | | | |
| | Male | | Female | | Total | |
	N	%	N	%	N	%
Faced barriers	35	56.5	94	83.2	129	73.7
Did not Face barriers	27	43.5	19	16.8	46	26.3
Total	62	100	113	100	175	100

Source: Author's Field Survey (2018)

Moreover, the issue of barriers met after enrolment in the NFLP was disaggregated by location of respondents. The results are given in Table 4.8. The results hint that 88.9 percent of the urban dwellers and 66.9 percent of the rural residents who comprised the majority in each of the cases pointed out that they faced barriers when enrolled as learners of Gonja under the NFLP. This means that in both locations, majority of the respondents claimed that they encountered barriers when enrolled in NFLP.

Table 4. 8: Barriers Faced After Enrolment in NFLP by Location

| Barriers Faced After Enrolment | Location | | | | | |
| | Urban | | Rural | | Total | |
	N	%	N	%	N	%
Faced barriers	48	88.9	81	66.9	129	73.7
Did not Face barriers	6	11.1	40	33.1	46	26.3
Total	54	100	121	100	175	100

Source: Author's Field Survey (2018)

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A variety of barriers were enumerated by the respondents and key informants as some of the barriers encountered when enrolled in the Gonja NFLP in the West Gonja District. The barriers encountered were home responsibilities, job responsibilities, lack of support from family members and friends. These barriers tended to contribute to their dropout from the NFLP. For instance, a key informant from NFED West Gonja District (15th April, 2018) remarked:

> My brother, our learners still face barriers such as home and job responsibilities after enrolment and this has the potential of making them dropout. I can tell you that for the batch 19 Gonja classes about 10 learners have so far left the programme due to the barriers that I have already mentioned.

Another key informant from NFED West Gonja District (20th April, 2018) pointed out:

> Some of the learners complain to me that they will dropout of the programme because the timing of classes is not appropriate for them whereas others indicated it was because they do not get support from their family members.

Both quotations suggest that the respondents still encounter barriers when enrolled on the scheme. This has also accounted for the low enrolment in the Gonja NFLP as the few that enrol most of them end up dropping out of the programme. Analogous findings were made by Baran et al. (2000), Livingstone et al. (2001), Pross and Barry (2004), Terry (2007), and Yetman (2010) that lack of support from family and friends, inappropriate timing for class, job demands and family responsibilities are barriers participants of literacy programmes face when on the programme.

The period barriers were experienced when enrolled in the Gonja literacy was equally examined. This was because the time of occurrence of such barriers will lay the appropriate condition for the right strategies to be instituted to address them. The issue is first analysed at the general level and later disaggregated along sex and location lines.

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The results for the general level are presented in Figure 4.6. The results revealed that 38 percent of the respondents noted that the barriers occurred during the first six months, 34.1 percent indicated from the seventh month to one year while the rest (27.9%) stated after the first year. The results depict that most of the barriers emerged within the first six months after enrolment in the Gonja NFLP. In a related way, facts from the key informant interviews suggested that the barriers in enrolment in the NFLP occurred during recruitment of new learners and immediately when people enrol on their programmes. This further demonstrates that barriers happen during the process of enrolment and when one is enrolled.
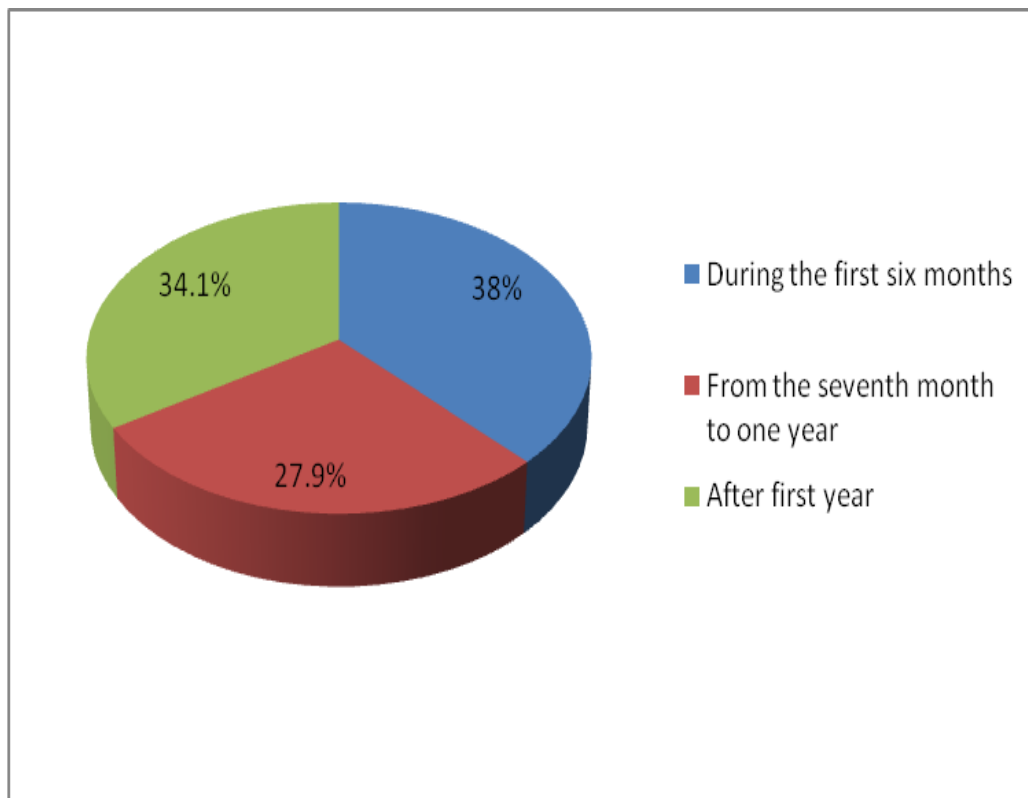
Figure 4. 6: Period Barriers were Experienced after Enrolment in NFLP

Source: Author's Field Survey (2018)

With respect to the sex disaggregation of period barriers are experienced after enrolling in the NFLP the results are given in Table 4.9. From the results, it is observed that 48.6 percent of males that make up the majority said that the period barriers

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occurred after enrolment in the NFLP was during the first six months. On the contrary, majority (43.6%) of the female respondents indicated that the barriers emerged after the first year. This shows a variation in the opinion of both sexes. Gender roles may have contributed to this variation in the time the participants encountered the challenges.

Table 4. 9: Period Barriers were Experienced after Enrolment in the NFLP by Sex

Period Barriers were Experienced after Enrolment	Sex					
	Male		Female		Total	
	N	%	N	%	N	%
During the first six months	17	48.6	32	34.0	49	38.0
From the seventh month to one year	15	42.9	21	22.3	36	27.9
After first year	3	8.6	41	43.6	44	34.1
Total	35	100	94	100	129	100

Source: Author's Field Survey (2018)

Also, location was used to disaggregate the period barriers that were experienced after enrolling in the NFLP and the results are given in Table 4.10. The results revealed that 37.5 percent of the urban respondents which make up the majority as well as 38.3 percent of those from the rural areas who constituted the majority said that the period barriers occurred is within the first six months after enrolling in the NFLP was during the first six months. This means that at both rural and urban areas the respondents largely had similar opinions with regards to the time the barriers occurred.

Table 4.10: Period Barriers were Experienced after Enrolment in the NFLP by Location

Period Barriers were Experienced after Enrolment	Location					
	Urban		Rural		Total	
	N	%	N	%	N	%
During the first six months	18	37.5	31	38.3	49	38.0
From the seventh month to one year	16	33.3	20	24.7	36	27.9
After first year	14	29.2	30	37.0	44	34.1
Total	48	100	81	100	129	100

Source: Author's Field Survey (2018)

4.5 Measures to Arrest the Barriers to Enrolment in Local Language Programme of the NFLP

As there are barriers that negatively impact on enrolment in Gonja NFLP, it was necessary to identify the needed strategies to address these barriers. This is vital because the barriers have the potential of limiting the number of people that enrol on the NFLP and the possible benefits that would have accrued to them if they had enrolled. Consequently, the specific issues that are dealt with include how addressing barriers will influence desire to participate and efforts towards addressing the barriers.

4.5.1 Influence of Addressing Barriers on Desire to Participate

This section centres on two issues. The first is whether addressing barriers will motivate people to want to enrol and the second but last is the appropriate time to institute the measures aimed at tackling the barriers.

Since barriers restrict enrolment in NFLP it was necessary to ascertain if the barriers were resolved, whether it will have an effect on the potential participants' wish to enrol. The results are provided in Figure 4.7. The results illustrate that virtually all (98.3%) the respondents held the perspective that tackling the barriers will motivate them to enrol in Gonja NFLP organised by NFED in the West Gonja District. This implies that the institution of the appropriate measures to arresting the barriers would encourage more people to enrol in the NFLP.
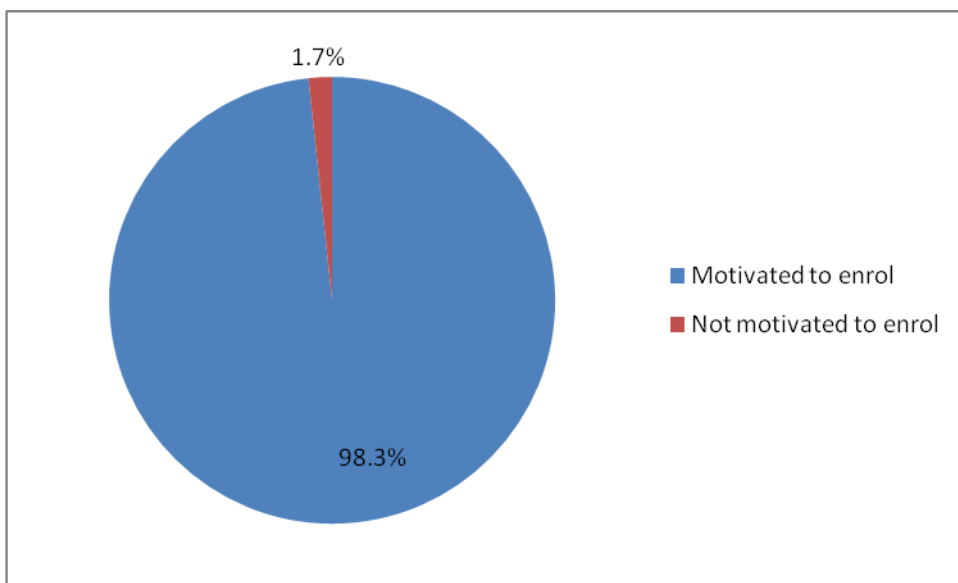
Figure 4. 7: Effects of Addressing Barriers to Enrolment in NFLP on Motivation to Enrol

Source: Author's Field Survey (2018)

Diverse reasons were expressed by the respondents that indicated instituting strategies to address barriers to enrolment will motivate them to enrol and those that noted it will not motivate them to enrol. For those that pointed out implementing measures to tackle the obstacles will motivate them to enrol, they largely indicated it will encourage them to enrol because it will enable them to be able to acquire knowledge which will be useful in their daily activities. Others noted that it will enable them enrol so as to serve as role models for their wards. This supports the findings of Andrews

(2007), Taniguchi and Kaufman (2007), and Prins et al. (2009) that knowledge acquisition and serving as role models to children is motivation for enrolling in the literacy programme. With respect to those that noted tackling the barriers will not motivate them to enrol, they stated that it was because they just did not have interest to learn and more particularly, because it is their own language.

In order to implement strategies to address the barriers in an effective way then it requires that such measures must be instituted at the right time. As a result, it was crucial to find out the appropriate period to institute measures to address barriers to enrolment in the NFLP. This issue is presented at the aggregate standpoint and afterwards disaggregated along the perspectives of sex and location of the respondents. The results of the analysis from the aggregate point are in Figure 4.8. The results showed that most cited periods for instituting measures to address the barriers were that efforts to address barriers should be on-going (41.1%), when new learners are to be recruited (37.7%) and when learners start classes (18.3%). It is expected that when measures to address the barriers take into account the above three situations, such strategies would be successful.
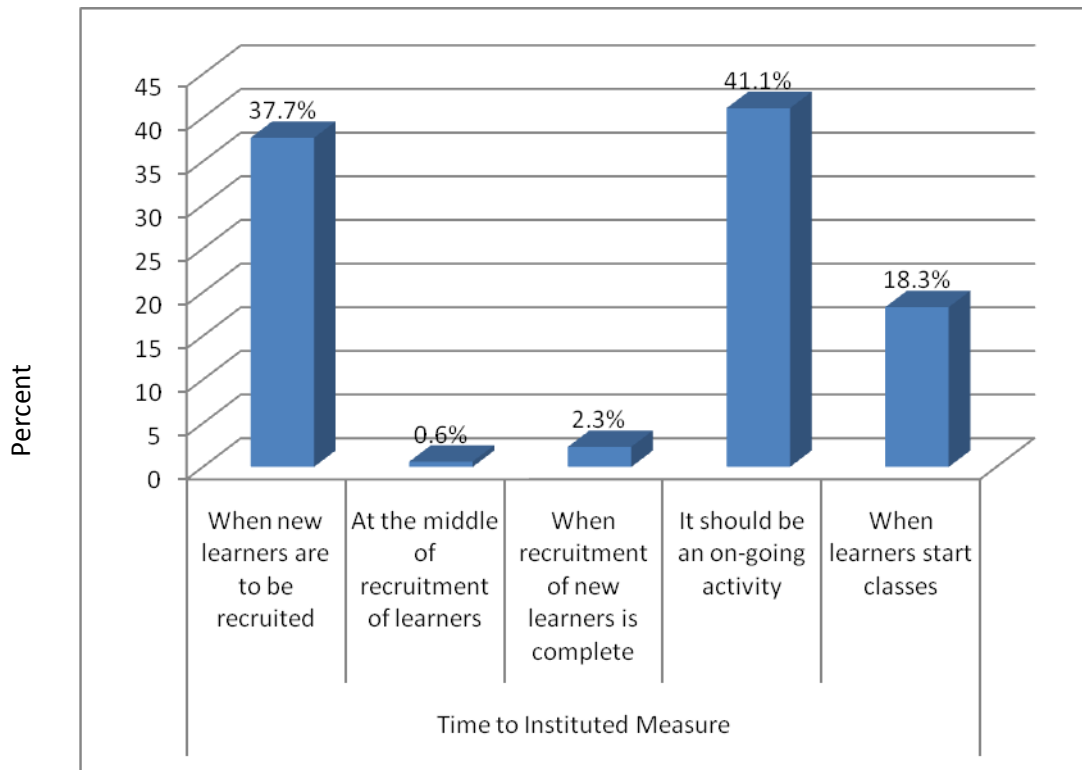
Figure 4. 8: Time to Address Barriers to Enrolment in NFLP

Source: Author's Field Survey (2018)

The results of the sex disaggregation as to the time measures should be implemented to address barriers to enrolment in the Gonja literacy are offered in Table 4.11. The results indicated that in relation to males, the most mentioned periods for instituting measures to tackle the barriers were that efforts to address barriers should be on-going (50%), when new learners are to be recruited (33.9%) and when learners start classes (12.9%). Concerning females, the results hinted that most stated periods for implementing strategies to tackle the barriers were that efforts to address barriers should occur when new learners are to be recruited (39.8%), be on-going (36.3%) and when learners start classes (21.2%). Overall, both sexes considered when new learners are to be recruited, being on-going and when learners start classes as the appropriate periods for the implementation of measures to tackle barriers to enrolment albeit stated in different order by each of the sex category.

Table 4. 11: Time to Address Barriers to Enrolment in the NFLP by Sex

| Appropriate Time to Address Barriers to Enrolment | Sex | | | | | |
| | Male | | Female | | Total | |
	N	%	N	%	N	%
When new learners are to be recruited	21	33.9	45	39.8	66	37.7
At the middle of recruitment of learners	0	0	1	0.9	1	0.6
When recruitment of new learners is complete	2	3.2	2	1.8	4	2.3
It should be an on-going activity	31	50.0	41	36.3	72	41.1
When learners start classes	8	12.9	24	21.2	32	18.3
Total	62	100	113	100	175	100

Source: Author's Field Survey (2018)

Pertaining to the disaggregation of time to address barriers to enrolment according to location of the respondents, the results are given in Table 4.12. The results point out that for urban respondents, the most cited periods for instituting measures to tackle the barriers were that efforts to address barriers should be on-going (46.3%), when new learners are to be recruited (24.1%) and when learners start classes (29.6%). With reference to rural respondents, the results suggest that the most mentioned periods for implementing strategies to tackle the barriers were that efforts to address barriers should occur when new learners are to be recruited (43.8%), be on-going (38.8%) and when learners start classes (13.2%). Comparing the results from the two locations, it is realised that their respondents largely considered when new learners were to be recruited, being on-going and when learners start classes as the right time for the institution of measures to tackle barriers to enrolment although stated in a dissimilar order by respondents from each of the locations.

Table 4. 12: Time to Address Barriers to Enrolment in NFLP by Location

Appropriate Time to Address Barriers to Enrolment	Location					
	Urban		Rural		Total	
	N	%	N	%	N	%
When new learners are to be recruited	13	24.1	53	43.8	66	37.7
At the middle of recruitment of learners	0	0	1	0.8	1	0.6
When recruitment of new learners is complete	0	0	4	3.3	4	2.3
It should be an on-going activity	25	46.3	47	38.8	72	41.1
When learners start classes	16	29.6	16	13.2	32	18.3
Total	54	100	121	100	175	100

Source: Author's Field Survey (2018)

4.5.2 Efforts to Address Barriers

In the presence of barriers (see Table 4.2 to 4.4) negatively impacting on enrolment as illustrated in Figure 4.1 to 4.3, it was necessary to ascertain how the barriers encountered when attempting to enrol in Gonja NFLP were addressed by the NFED. Particularly, this portion delved into whether efforts are made to address barriers to enrolment in the NFLP, specific efforts made and the effectiveness of such efforts.

As regards the matter of whether efforts are made or not towards tackling the barriers to enrolment in the NFLP, the results are given in Figure 4.9.

Figure 4. 9: Efforts Made to Address Barriers to Enrolment in the NFLP
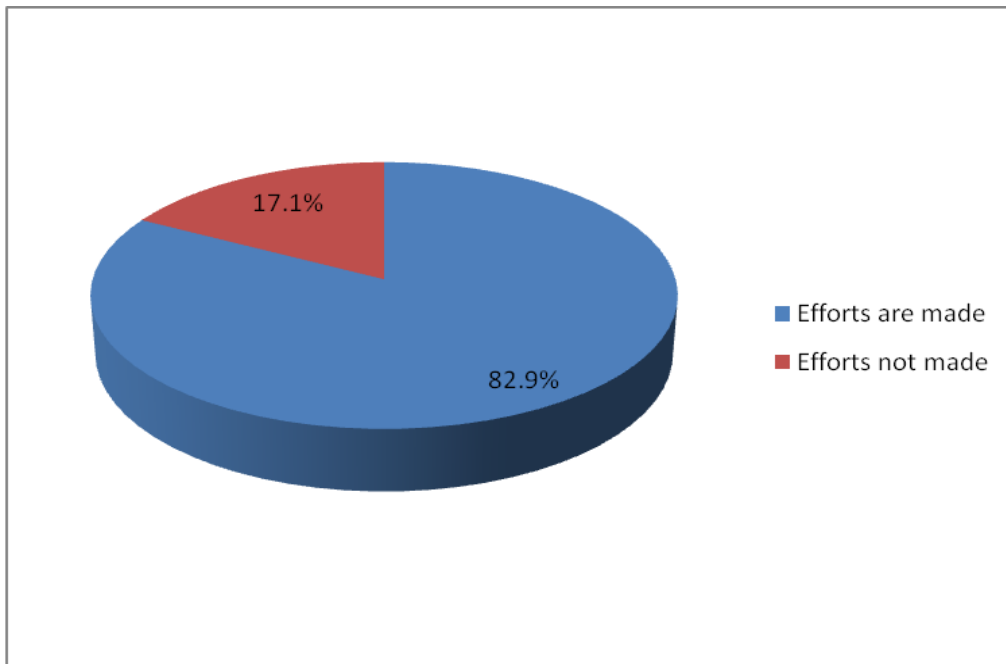
Source: Author's Field Survey (2018)

The results demonstrate that a little over four-fifths (82.9%) of the respondents noted that efforts were made towards tackling barriers to enrolment while the rest (17.1%) indicated that efforts were not made towards addressing barriers to enrolment. The results denote that most of the respondents were of the view that efforts were made to address the barriers to enrolment. This was a positive move by NFED to beef up enrolment in Gonja literacy. The finding is consistent with the section of the conceptual framework that indicates that strategies are put in place to tackle barriers to enrolment in the NFLP.

Similarly, evidence emerging from the key informant interviews with the staff of NFED from the West Gonja District also point to the fact that they attempt to address barriers to enrolment in their own small way. In this respect, a key informant from NFED West Gonja District (15th April, 2018) stated, "We are doing our best as we have tried to institute a measure to address the barriers that our potential learners and learners are

encountering." The quotation illustrates that there is some effort from the NFED to address barriers to enrolment.

Some reasons were given for the efforts made towards addressing the barriers as well as the reasons why such efforts were not made. Pertaining to the reasons for instituting the measures to address the barriers, it surfaced that it was to create room for potential learners to enrol and attend classes regularly, increase literacy rate and increase self-esteem. For example, a key informant from NFED West Gonja District (15th April, 2018) remarked, "our division implements strategies to address the barriers because we want to increase the enrolment in the Gonja literacy which seems to be on the decline." This implies that the motive for instituting measures was to push up enrolment. However, those that indicated that nothing was done to address the barriers noted that this was because the NFED did not have funds to carry out campaigns.

The specific efforts made at addressing the barriers to enrolment were varied. Some of the measures according to the respondents and key informants that were instituted towards tackling the barriers in the Gonja NFLP included conducting community entry when a new batch is to be started and advising potential learners to do their household chores early. These measures were instituted by the NFED to ensure that the potential participants enrol in the Gonja NFLP and remain until they formally graduate from the programme. This finding corroborates the illustration in the conceptual framework that measures such as awareness creation helps in promoting enrolment in the NFLP.

With the implementation of some measures to stimulate enrolment in NFLP, it becomes necessary to examine the effectiveness of the efforts instituted to tackle barriers in Gonja NFLP. The analysis was done at the general level and later disaggregated by sex and location. At the aggregate level the results are offered in Figure 4.10.

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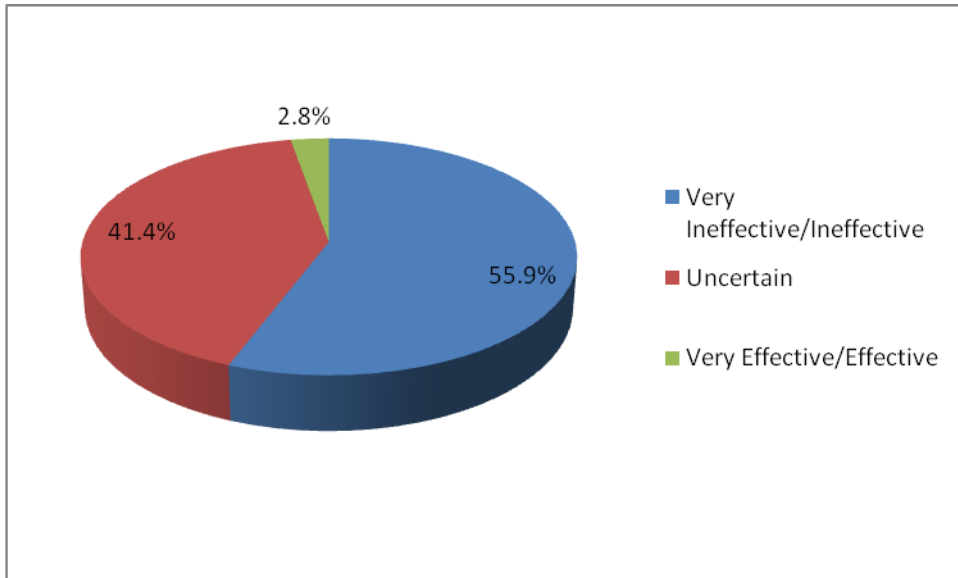
Figure 4. 10: Degree of Effectiveness of Measures to Address Barriers to Enrolment in NFLP

Source: Author's Field Survey (2018)

The results revealed that of the 145 respondents that noted strategies were instituted, 55.9 percent of them indicated that the measure instituted to address the barriers were very ineffective or ineffective. 2.8 percent of them indicated that the measures instituted to address the barriers were very effective or effective. This shows that majority of the respondents were of the perception that the strategies adopted in addressing the barriers to enrolment produced disappointing outcomes.

Equally, examinations from the key informant interview transcripts showed that the measures instituted to tackle the barriers to enrolment in NFED were largely not successful in addressing the barriers. It was in this respect that a key informant from NFED West Gonja District (15th April, 2018) mentioned:

My dear brother, you see, we carry out community entry when we want to start a new batch. Previously all the staff will visit the various communities where the classes are to be established. The team will first call on the assembly member who then leads it to the chief palace and other prominent members of the

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community and then the mission of the team is made known to them. Then these prominent people will also then inform the members of their community after which they then present list of interested persons to the assembly member. The assembly member then also presents the list of potential learners to the field officer in charge of that particular zone. But this time round, we are unable to do that as a team because we do not have a means of transport to send us to do that as the vehicles have broken down. This has made us less visible. The task of doing the community entry is now left in the hands of the field officers who at times fail to do that.

Another key informant from NFED West Gonja District (17th April, 2018) noted:

Our community entry is now very limited as it is now left to the Programme Officers and Programme Assistants to execute. As such, they are not serious in conducting the community entry. Whereas some do others do not. This situation has often resulted in limited number of people enrolling on the literacy programme as most of the potential people do not get the information about the programme and even if they do they may not know the importance of the programme. This makes them not interested in enrolling.

The above quotations suggest that due to the poor nature in which the community entry is carried out it has led to it not being effective in addressing the barriers to enrolment in the Gonja NFLP. This agrees with the indication in the conceptual framework that people drop the decision to enrol when the strategies to prevent the barriers are not effective.

Concerning the sex disaggregation of degree of effectiveness of strategies towards addressing the barriers to enrolment, the results are provided in Table 4.13.

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Table 4. 13: Degree of Effectiveness of Measures to Address Barriers to Enrolment in NFLP by Sex

Effectiveness of Measures to Address Barriers to Enrolment	Sex					
	Male		Female		Total	
	N	%	N	%	N	%
Very ineffective/ Ineffective	21	53.8	60	56.6	81	55.9
Uncertain	16	41.0	44	41.5	60	41.4
Very effective/ Effective	2	5.1	2	1.9	4	2.8
Total	39	100	106	100	145	100

Source: Author's Field Survey (2018)

The results show that of the 39 males that stated that measures were put in place to tackle barriers, majority (53.8%) of them indicated that the measures instituted to address the barriers were very ineffective or ineffective. Similarly, the results illustrated that of the 106 females that said that strategies were put in place to tackle barriers, majority (56.6%) of them pointed out that the measures implemented to address the barriers were very ineffective or ineffective. The results denote that both males and females held the view that the measures put in place to tackle barriers to enrolment had poor outcomes.

Moreover, location was deployed in disaggregating the degree of effectiveness of strategies towards addressing barriers to enrolment and the results are given in Table 4.14.

Table 4. 14: Degree of Effectiveness of Measures to Address Barriers to Enrolment in NFLP by Location

| Effectiveness of Measures to Address Barriers to Enrolment | Location | | | | | |
| | Urban | | Rural | | Total | |
	N	%	N	%	N	%
Very ineffective/Ineffective	25	50.0	56	58.9	81	55.9
Uncertain	22	44.0	38	40.0	60	41.4
Very effective/ Effective	3	6.0	1	1.1	4	2.8
Total	50	100	95	100	145	100

Source: Author's Field Survey (2018)

The results demonstrate that of the 50 urban respondents that stated that measures were put in place to tackle barriers, 50 percent of them who constituted the majority said that the measures instituted to tackle the barriers were very ineffective or ineffective. In the same light, the results denote that of the 95 rural respondents that stated that strategies were put in place to address barriers, 58.9 percent of them who made up the majority noted that the measures implemented to address the barriers were very ineffective or ineffective. The results signify that majority of the respondents from both locations held the view that the measures put in place to tackle barriers to enrolment did not produce the desired results.

Both the 81 respondents who indicated the measures put in place to address the barriers to enrolment in NFLP was ineffective or very ineffective and the 4 respondents who noted such measures were effective or very effective adduced reasons to back their standpoints. As regards those that indicated the measures were very effective or effective, they argued that it was because such strategies enabled them to gain confidence to enrol and attend classes regularly. On the contrary, those that claimed such measures to tackle the barriers to enrolment were ineffective or very ineffective pointed out that it was because it was not done regularly and they were not directly involved.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on a summary of the major findings as well as the conclusions drawn from these findings. It further presents recommendations based on the findings and conclusions of the study.

5.2 Summary of Findings

The study investigated the barriers to enrolment in the local language programme of the NFLP of NFED in the West Gonja District. It focused specifically, on examining the enrolment trend in the local language programme of the NFLP in the West Gonja District, ascertaining the barriers to enrolment in the local language programme of the NFLP in the West Gonja District, and exploring measures to arrest the barriers to enrolment in the local language programme of the NFLP in the West Gonja District. On that basis, a summary of the major findings are as follows:

The general trend in enrolment in the Gonja NFLP from 2005 to 2017 has been erratic; however, the periods of declines in learner enrolment is marginally more than the rise in enrolment. At present, the trend in enrolment shows a persistent decline.

Comparing the enrolment for males to that of females, with the exception of 2009, the enrolment of females in Gonja literacy has been higher than that for males.

Juxtaposing the enrolment for urban to rural, the trends indicate that largely, the enrolment for the rural has been higher than that of the urban.

Barriers to enrolment in Gonja NFLP covered situational, dispositional and institutional barriers. Specifically, the barriers to enrolment in Gonja literacy included

home responsibilities, low confidence in ability to learn, job responsibility, not knowing what participating would lead to and poor performance in the past. The remaining barriers were lack of support from family and/or friends, inadequate learning materials, inadequate facilitators, feeling too old for the programme, the cost of the programme, health problems, long duration of programme and unavailability of required courses.

Of the 13 barriers encountered, the major ones encompassed home responsibilities (29.7%), low confidence in ability to learn (26.4%), job responsibility (12.2%), not knowing what participating would lead to (11.9%) and poor performance in the past (8.3%).

There were minimal variations in barriers experienced when disaggregated using location and sex of respondents as the barriers experienced were largely the same. However, more females than males encountered barriers. Equally, rural respondents faced marginally more (i.e., 11 barriers) barriers compared to those in the urban areas (i.e., 10 barriers).

Majority (63.4%) of the respondents indicated that barriers had a very high effect or high effect on their desire to enrol in Gonja literacy. A sex disaggregation showed that most (81.4%) of the females stated barriers had a very high effect or high effect on their wish to enrol in Gonja literacy whereas majority (58.1%) of the males said it had very low effect or low effect.

The modal (38%) respondents indicated that barriers emerged within the first six months after enrolling in the Gonja NFLP which was supported by the key informants.

Almost all (98.3%) the respondents held the view that tackling the barriers will motivate them to enrol in Gonja NFLP organised by NFED.

The most mentioned periods for institution of measure to address barriers to enrolment were that efforts to address barriers should be on-going (41.1%), when new learners are to be recruited (37.7%) and when learners start classes (18.3%).

Little over four-fifths (82.9%) of the respondents noted that efforts were made towards tackling barriers to enrolment.

Measures instituted to tackle the barriers encapsulated conducting community entry when a new batch is to be recruited and potential learners doing household chores early to give them time for the class.

Majority (55.9%) of the respondents said that the measures instituted to address the barriers to enrolment were very ineffective or ineffective.

5.3 Conclusions

Overall, enrolment trends from 2005 to 2017 in the Gonja NFLP have been unpredictable. At present, the trend in enrolment shows continuous decline. This drop in enrolment is attributable to the barriers encountered in people's attempt to enrol. Specifically, the prime barriers encountered covered situational barriers such as poor performance in the past, job and home responsibilities as well as dispositional barriers like low confidence in ability to learn and not knowing what participating would lead to. However, females and rural respondents were those marginally most affected by the barriers. Measures such as community entry were instituted by the NFED with the motive of addressing the barriers to enrolment in Gonja literacy but such efforts turned out to be largely not well executed.

5.4 Recommendations

Based on the findings and conclusions reached, the study recommends the following in order to tackle barriers to enrolment in Gonja NFLP so as to increase enrolment.

First, effective publicity campaign is required to eliminate barriers to enrolment in NFE. The execution of this publicity campaign involves NFED in collaboration with its past products, the Information Service Department (ISD) and the radio stations. The medium of conducting this task could be through community entry processes, community durbars, radio discussions and/ or the use of information vans. In running this publicity to make sure that people enrol, sex differences in terms of perceptions of the barriers are important ingredients. The role of NFED resource personnel as part of the team should focus on how to tackle dispositional and situational barriers. For the past products of NFE, their responsibility involves giving practical testimonies as to how they were able to overcome the barriers to enrolment and some of the benefits that they have gained after completing the programme. The past product should always be part of the team and they can be reached since NFED has their details. The duty of the ISD and the radio stations should offer the platform for propagating these ideas to the prospective participants using the information vans and the airwaves.

Equally, organising classes for apprentices is an effective strategy towards improving enrolment in NFLP. Since most of the apprentices such as tailors, seamstresses, hairdressers, barbers, mechanics and carpenters are normally illiterates contacting their unions and arranging classes for them would be a viable option. This will address the issue of job related barriers. This is because these apprentices could use just one hour for instructions before the start of the day's work or immediately after closing with the approval from their association leaders and their masters. The

workplaces would serve as the places for the classes. As the apprentices come to work it means that an organised group is got and so arranging the classes for them will be easy as the difficulty in bringing different groups of people together will not emerge. It will also reduce the likelihood of dropping out as they are always expected to be at work. This will contribute to enrolment in the literacy scheme.

Moreover, addressing barriers to enrolment entails reviving income generating activities. This implies that NFED should provide adequate funds for this purpose. With income generating activities as part of the classes, it will serve as a motivation to attract learners and maintain them until they graduate. This is because the capital that the learners will be given could be used by them to invest in their own business. As such, will not have to go to the financial institution where they will demand for collateral which they cannot provide. This means that their collateral for getting the capital from NFED will be they attending the literacy classes. This will serve as a source of attraction for potential participants who are business inclined which invariably will lead to increases in enrolment in the local language literacy programmes.

In addition, flexibility in meeting times of the classes is crucial to ensuring that the issues of job and home responsibilities do not serve as barriers to enrolment in NFLP. The potential participants should be made aware by NFED that the classes can be organised at any time of the day to their convenience and changed as and when necessary. This will ensure that people can structure their work in such a way that room is created for them to attend the classes. Also, it will ensure that home responsibilities do not prevent people from attending classes as the classes can be scheduled at their convenience so that after fulfilling their household chores they can still attend the classes.

Finally, in order to ensure that learners enrol and remain on the programme until their formal graduation, there is the need for the facilitators to make follow ups on learners when they do not show up in classes for a five (5) times. The follow ups would indicate to the learners that the facilitators have concern for them. During such visits, the facilitator should re-echo the importance of attending the classes. This will stimulate such a learner to continue to attend the classes.

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APPENDIX- 1

Questionnaire for Participants of Non-formal Education

Dear Participant,

I am an MPhil degree student in Development Management from University for Development Studies and conducting a study on "**Barriers to Enrolment in the Local Language Programme of the National Functional Literacy Programmes in the West Gonja District, Ghana**."The purpose of this study is to identify the barriers that prevent enrolment in the National Functional Literacy Programme of Non-Formal Education Division. It is hoped that this study will contribute significantly to improvement in non-formal education division's policies and practices of its employees concerning how to motivate learners to enrol and stay on the non-formal education programmes until they complete the literacy cycle. Your voluntary participation is particularly valuable and will contribute significantly to this purpose. There are no risks involved in taking part in this study. As a voluntary participant, you are not required to answer any question that you do not wish to respond to. Please be assured that your responses will be held in confidence and that your anonymity will be safeguarded. Your answering of this questionnaire will indicate your consent to participate in this study.

Do you agree to participate in this study?

[01] Yes

[02] No

Please, for each question in the various sections indicate the chosen option by ticking

or circling the most appropriate answer and fill in (where applicable)

SECTION I: Personal Data of Respondent

1. Please, indicate your sex:

[01]   Male

[02] Female

2. What is your age?..

3. What is your marital status?

[01] Married

[02]   Single

4. What is your religion?

[01] Islam

[02] Christianity

[03] Traditional African Religion

[04] other specify...

5. Which type of settlement do you live in? [01] Urban [02l] Rural

6. What was your level of education before joining non-formal education?

[01] Primary school

[02] JHS

[03] SHS

[4] Non-formal education

[05] No education

[06]   Other specify...

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SECTION II: Barriers to Enrolment in Non-Formal Educational Programme

Instruction: The following list shows the factors that serve as obstacles to enrolling in non-formal education. With reference to you, please tick all those that apply to your situation.

No	Barriers to Participation Item	Tick(√)
	Dispositional/ Attitudinal Barrier Items	
7	Low confidence in ability to learn is a barrier to enrolment in literacy programmes of NFE.	
8	Feeling too old for the programme is an obstacle to enrolment on NFE.	
9	Not knowing what participating would lead to is a barrier to enrolment in NFE.	
10	Poor performance in the past is a barrier to enrolment in NFE.	
	Situational /Life Transition Barrier Items	
11	The cost of the programme is a barrier to enrolment in NFE.	
12	Job responsibility is a barrier to enrolment in NFE.	
13	Home responsibilities are obstacles to enrolment in NFE.	
14	Health problems are an obstacle to enrolment in NFE.	
15	Lack of support from family and/or friends	
	Institutional Barrier items	
16	Long duration of programme serves as a barrier to enrolment in NFE.	
17	Inconvenient scheduling of classes is a barrier to enrolment on NFE.	
18	Unavailability of required courses is a barrier to enrolment on NFE.	
19	Entrance requirements that are too difficult to meet are barrier to enrolment on NFE.	
20	Inappropriate location of classes is an obstacle to enrolment on NFE.	
21	Inadequate facilitators	
22	Inadequate learning materials	

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23. How would you rank the way the barriers weakened your desire to enrol in non-formal education?

[1] Very low effect

[2] Low effect

[3] Uncertain

 [4] High effect

[5] Very High effect

24. Do you encounter barriers as you are already enrolled in the non-formal education programme?

[1] Yes

[2] No

If *no*, skip to section three

25. What are these barriers?

....

....

....

....

26. At what time after enrolment in non-formal education do you encounter barriers?

[1] During the first six months

[2] From the seventh month to one year

[3] After first year

SECTION 3: Measures to Address Barriers to Enrolment in Non-Formal Education

27. If barriers to participation in non-formal education are addressed, will you be motivated to enrol?

[01] Yes

[02] No

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27a. If yes, why?..

....

....

27b. If no, why?..

....

....

28. At what time should measures be instituted to address barriers to enrolment in non-formal education?

[1] When new learners are to be recruited

[2] At the middle of recruitment of learners

[3] When recruitment of new learners is complete

[4] It should be an on-going activity

[5] When learners start classes

29. Are there any efforts made by NFED to tackle barriers to participation in non-formal education?

[01] Yes

[02] No

29a. If yes, why?..

....

....

29b. If no, why?..

....

....

If no, terminate here

30. What is being done by NFED to address the barriers to participation in non-formal education?..

....

....

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31. How effective are the measures instituted by NFED to address barriers to participation in non-formal education?

[1] Very ineffective

[2] Ineffective

[3] Uncertain

[4] Effective

[5] Very effective

31a. If very ineffective or ineffective, why?..

....

....

31b. If very effective or effective, why?...

....

....

Thank you for your participation.

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APPENDIX 2

Interview Guide for Key Informants

1. What barriers do people face when they want to enrol in non-formal education? Which of these are major? Why do you consider them as major?

2. What barriers do participants encounter when they are already enrolled on the non-formal education programme?

3. At what point in time do participants encounter barriers in non-formal education?

4. Are you doing something now to addresses the barriers to participation? If yes, why? If no, why? If yes, what are you doing? Is it effective? If yes, why? If no, why?

5. What do you think can be done to effectively address barriers to participation in non-formal education?

6. What is the appropriate time for institution of barriers to participation in non-formal education?

Thank you for your participation.