



Research Article

Barriers to Enrollment in Non-Formal Education in Ghana: The Perspective of the Non participants

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Abstract

Non-Formal Education (NFE) came to prominence when many people were unable to go through the formal educational system. It was to enable the illiterate to become literate. Despite this opportunity, people do not enroll in NFE. This study examined the barriers to enrollment in NFE in the Wa Municipality. The sample size of the study was eighty three (83) non participants selected through purposive sampling. A questionnaire helped in data collection. Data analyses involved using descriptive statistics and Mann-Whitney U test. The results show that the major barriers to enrollment in NFE are higher job responsibility, home responsibilities, unsupportive family and friends, not knowing what participating would lead to and low confidence in ability to learn. The study recommends publicity for promoting enrollment in NFE.

Keywords: Non-formal education, barriers, enrollment, settlement type, non participant

INTRODUCTION

Education is a key path to a nation's development (Fuseini and Abudu, 2014). This situation has resulted in almost all governments in both developed and developing countries investing a huge chunk of their national budgets in the sector. Despite real investments made in the formal sector of education, not all people have benefited. This has influenced a rethinking of policy makers to look for other alternative ways to boost literacy levels, especially among economically active adults who have not experienced the mainstream formal education system of a given country. In this vein, Thompson (2000) states that the crisis in world education, which took several forms of expression, such as lack of educational equality, shortages of funds and problems of unemployment among school leavers has been the reason behind Non-Formal Education (NFE) institutionalization. According to Bray (1985), policy makers saw NFE as offering an attractive way both to avoid many serious difficulties connected with formal education and to solve major development problems. This situation resulted in many countries such as China, Afghanistan, Thailand, Indonesia, Philippines, Nepal, Nigeria, Ghana and the Gambia instituting formal structures to support NFE programs (Innovation in Non-Formal Education, 2001; Aryeetey and Kwakye, 2006; Egbezor and Okanezi, 2008; Literacy Department of Ministry of Education of Afghanistan, 2012). Though Ghana has equally embarked on NFE programs for deserving citizens, it is sad to note that the target beneficiaries of the literacy programs of NFE do not enroll.

In Ghana, the results of the two thousand (2000) Population and Housing Census (PHC) revealed that nearly half (45.9%) of the adult population is illiterate (Ghana Statistical Service (GSS), 2002). The rate reduced to 28.5% according to the 2010 PHC (GSS, 2012). Despite this reduction in illiteracy levels, the percentage of illiterates in the country is still significant. Out of an illiterate population of four million seven hundred and thirty thousand eight hundred and thirty one (4,730,831) (42.6%) in the year 2000 who are fifteen (15) years and older in Ghana only one hundred and ninety six

thousand one hundred and seventy (196,170) of them enrolled for Batch 8 local language literacy classes of Non-Formal Education Division (NFED) leaving a whopping excess of 4,534,661 illiterates who have not enrolled (GSS, 2002; NFED, 2009 cited in Agodzo, 2010). Similarly, out of 4,334,846 (28.5%) illiterates in the year 2010 who are 15 years plus in Ghana a total of 38,854 of them enrolled for Batch 15 local language literacy classes of NFED (NFED, 2009 cited in Agodzo, 2010, GSS, 2012) leaving an excess of 4, 295,992 who have not enrolled. The question to ask is, why are people not enrolling in NFE even though the opportunity exists (i.e., created by government and non-governmental organizations)?

In Wa Municipality, the study site, 69.0% of the people who are 15 years and older never attended school (with 62.3% males and 75.1% females 15 years and over being illiterate) (GSS, 2005). This is a signal that many of the potential beneficiaries of NFE programs are in the area. However, in the case of Batch 17 literacy classes of the NFED, 619 illiterates enrolled out of a total of 26,504 in the year 2010 (NFED-Wa Municipal, 2010; GSS, 2013) leaving about 25,885 people not enrolling. As many of the potential participants are not enrolling in NFE even though it is available signify that certain barriers might have limited their wish to enroll. Factors such as cost, job responsibilities, home responsibilities, time required to complete, no time available, course schedule, too old for school, can't go full-time, courses not offered, do not enjoy studying are some barriers to enrollment in literacy programs (Beder, 1990; Ellsworth *et al.*, 1991; Sundet and Michael, 1991) in some countries. These barriers nonetheless, are general as they are not distinguished by sex or settlement type (rural/urban). In Ghana and the study site however, studies in NFE have primarily focused on its composition, impact on socioeconomic aspects of beneficiaries, motivation for enrollment and causes of attrition (Aryeetey and Kwakye, 2006; Zumakpeh, 2006; Arko and Addison, 2009; Blunch and Portner, 2009; Abudu *et al.*, 2013; Fuseini and Abudu, 2014) to the neglect of barriers to enrollment. This creates a knowledge gap making it worthy to investigate the barriers to enrollment in NFE. It is also important to determine whether there is sex and settlement type difference with regard to barriers to enrollment in the Wa Municipality.

HYPOTHESES

- i. **H₀**: There is no significance difference between male and female non participants' perceptions of barriers to enrolment in non-formal education.
- ii. **H₀**: There is no significant difference between urban and rural non participants' perceptions of barriers to enrollment in non-formal education.

LITERATURE REVIEW

NFE Operated by NFED

Owusu-Mensah (2007) argues that implementation of literacy activities in Ghana has its source from the 1992 Constitution of the Republic of Ghana that makes education a basic right. The author states that NFE provision in Ghana is the duty of the NFED of the Ministry of Education. The NFED came into existence in 1991 to eradicate illiteracy in Ghana. Abudu *et al.* (2013) have noted that activities of School for Life (SfL), Action Aid Ghana (AAG), World Vision Ghana and Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT) in functional literacy complement those of NFED. Aryeetey and Kwakye (2006) reported that NFE operated by the NFED started with two phases of literacy programs spanning 1992 to 2006. The writers said that *Phase I* of the program called the Functional Literacy Skills Project (FLSP) lasted between 1992 and 1997 with the aim to improve the life of poor people in rural Ghana. *Phase II* called National Functional Literacy Program (NFLP) also began from 2000 and ended in 2006. The aim of NFLP is educating about one million illiterate adults, especially the rural poor and women (Aryeetey and Kwakye, 2006) that of the complementary organizations such as AAG and SfL activities focus on children who are out of school (Mfum-Mensah, 2002). All the two phases (FLSP and NFLP) had their programs running in all the districts across Ghana.

In terms of content, Owusu-Mensah (2007) states that NFE in Ghana encapsulates literacy/numeracy, life-skills training, income generation activities, and civic education. In a similar way, Aryeetey and Kwakye (2006) have indicated that participants in the NFLP obtain functional literacy in a Ghanaian language (and in some cases later on, English Language), numeracy skills, and participation in development and income generating activities, all at no cost. A literacy cycle lasts for 21- months and the classes are usually in batches. The writers state that all residents in a community in which a literacy class is who are non-literate are eligible to enroll. Aryeetey and Kwakye (2006) and Owusu-Mensah (2007) point out that the instruction methods used by the facilitators is based on a modified form of the Friarian Methodology, which entails discussion of composite pictures, describing an object or situation, stories, proverbs, role-plays and drama, sing songs as way of relieving boredom, and use of syllabifications to form meaningful words and sentences. The instructors of the literacy classes of NFED are volunteer facilitators and the program assistants (they are

permanent staff) (Abudu *et al.*, 2013). While other literacy providers like GILLBT pays their facilitators (Abudu *et al.*, 2013), NFED does not, it provides them with incentives in the form of packets of roofing sheets, tape recorders, bicycles and sewing machine (however, after the end of the Phase II the division have not been able to offer incentives to facilitators that have successfully ended the literacy cycle).

Barriers to Enrollment in NFE

Reed and Marsden (1980) defined barriers as factors which keep people who want to take part in some activity from doing so. This implies that any reason that keeps people away from enrolling in NFE is a barrier. The literature on barriers to participation in literacy programs are usually looked at from the perspective of dispositional, situational and institutional perspective (Cross, 1981). Even studies that do not explicitly categorize their analysis based on these three-tier barriers can still have their findings fitting neatly into it. The following empirical studies present a discourse on the barriers to enrollment in literacy programs. Some studies have found that health problems, unsupportive family, family responsibilities cost, associated with enrollment, work constraints, no time available and weather are the situational barriers to participation in literacy programs (Scanlan and Darkenwald, 1984; Al-Barwani and Kelly, 1985; Beder, 1990; Ellsworth *et al.*, 1991; McArthur, 1997; Comings *et al.*, 1999; Livingstone *et al.*, 2001; Flynn *et al.*, 2011). For instance, Flynn *et al.* (2011) discovered that in London and Ontario people did not enroll in literacy programs because of family values and responsibilities as well as the emotional effect of family poverty on participants' lives. In the case of Comings *et al.* (1999), they found that "life demands" such as work, health, transportation, absence of daycare, lack of time, family responsibilities and weather limit people's wish to enroll in literacy program. These findings about the situational barriers are however, general as they do not capture gender dimension of the barriers as well as that of locational specific barriers. Nonetheless, these variables influence challenges that affect people of different gender and at different locations.

On the issue of dispositional barriers, Scanlan and Darkenwald (1984), Beder (1990) and Ellsworth *et al.* (1991) point out that lack of energy, low confidence, belief that the program is of poor quality and too old to begin an academic program are barriers to participation in literacy programs. With respect to the study of Ellsworth *et al.* (1991), the writers discovered that feeling too old to begin an academic program and lack of confidence limited participation in literacy programs. In a like manner, Scanlan and Darkenwald (1984) found that lack of quality, lack of benefits, lack of energy and low confidence are barriers to enrollment in literacy programs. In terms of institutional barriers, Ellsworth *et al.* (1991) and 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 enroll in literacy programs. Taking into account the findings on the institutional and dispositional barriers, it is obvious that these studies did not consider gender and location in their analysis. However, gender and location are key ingredients influencing participation. This makes it critical to conduct gender and location analysis of dispositional and institutional barriers.

Few studies have looked at location (rural or urban) dimension of barriers to enrollment in literacy programs. For example, Sundet and Michael (1991) conclude that in rural Northwest Missouri cost, job responsibilities, home responsibilities, time required to complete and no child care constituted the situational barriers to enrollment in adult education. They further discovered that the dispositional barriers that were limiting participation in adult education included people feeling they are too old for school or having no energy to start learning. Course schedule, cannot go full-time, courses not offered, do not enjoy studying, do not know what to study and information on program not available are institutional barriers to participation in literacy program that were discovered. Though this study has analyzed the barriers at the rural level, it still falls flat as it did not compare the findings to the urban nor did it look at the gender dimension. This creates a gap.

In the case of gender dimension of barriers, inadequate time, unsupportive family, family responsibilities and cost of program were situational barriers to participation in literacy programs (Al-Barwani and Kelly, 1985; Yaffe and Williams, 1998; Livingstone *et al.*, 2001; Perry, 2002). Livingstone *et al.* (2001) pointed out that while time constraints was a barrier to male enrollment in literacy programs because they were working, the females rather meet family responsibilities and cost of day care barriers. Similarly, Yaffe and Williams (1998) found in their study in the Midwest Metropolitan area of the United States of America that some women failed to attend the Evening Start Family Literacy Program because of lack of transportation, demands of work and parenting responsibilities. In spite of the fact that these studies have made a comparison of the situational barriers that males and females meet in their wish to enroll in literacy programs, they have, however, failed to do a comparison of barriers at different settlement types (i.e., rural and urban). This creates a knowledge gap that requires exploration.

METHODOLOGY

The cross-sectional study design laid the basis for conducting this study. According to Kumar (1999), a cross-sectional design is best suited to the studies for finding out attitude or issue, by taking a cross-section of the population. This study design was right for this study because it involved collecting data from the respondents on the barriers they faced in trying to enroll in NFE run by NFED at only one point. The sample population of the study consisted of nonparticipants. The non participants are illiterates that need NFE, but have not enrolled. This group is proper as the sample units because of the barriers they face in their attempt to enroll in the literacy program. The sample size was eighty three (83) non participants determined through a non-statistical means. The sample size choice depended on Best and Kahn's (1995) assertion that there is no fixed number or percentage of subjects that determine the size of an adequate sample for a study. Accordingly, the sample size choice depended on the best judgment of the researchers. The sample units' selection involved purposive sampling technique because not all the people in the municipality are illiterate. Data collection involved using a questionnaire. The questionnaire consisted of items on respondents' background and 17 barriers items to enrolment in NFE ranked on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The data analyses entailed using descriptive statistics (i.e., frequencies, percentages and means) and Mann-Whitney U test. The Mann-Whitney U test laid the foundation for finding out the relationship between barriers to enrollment in NFE and non participants' sex or settlement type they live in. The level of significance is 0.05. Descriptive statistics aided the analysis of the major barriers to enrollment in NFE in the Wa Municipality.

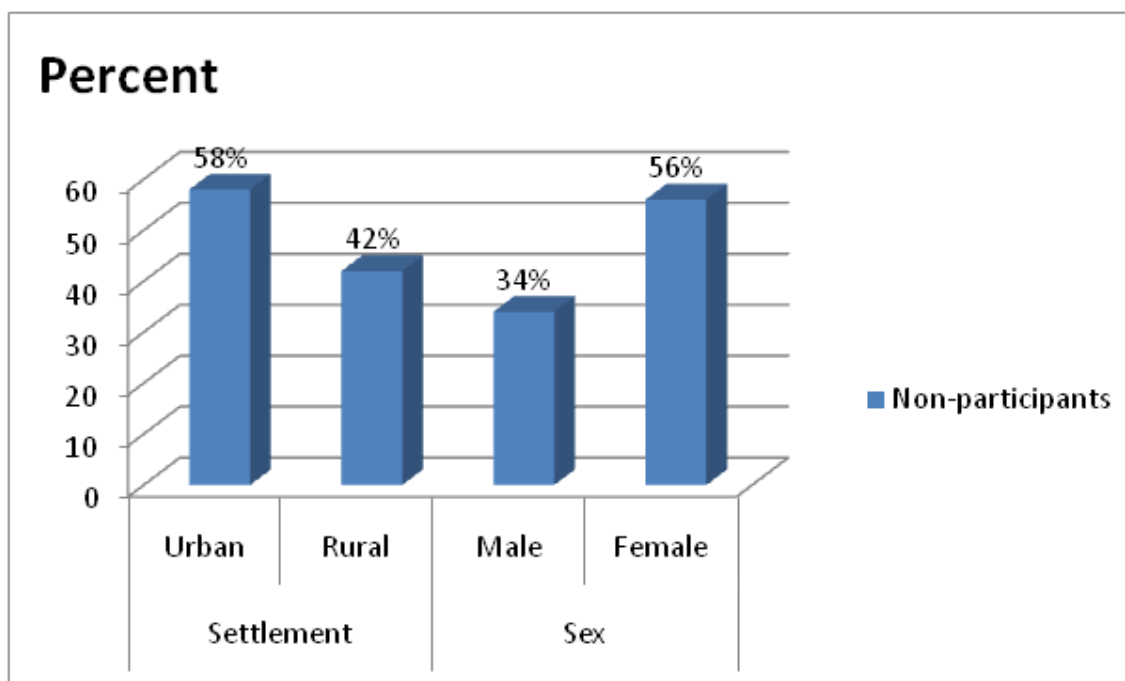
RESULTS AND DISCUSSIONS

The subsections that follow concentrate on the results and discussion of the study.

Demographic Profile of Respondents

This section presents the details of the settlement type non participants live in as well as their sex profile in Figure 1. From the figure, it is found that out of eighty three (83) non participants, 58% of them are from the urban area while the remaining 42% is from the rural area. This is a sign that most people in the urban areas do not patronize the program despite, the fact that there is high proportion of illiterates in the urban areas. In terms of sex, from Figure 1, males constitute 34% of the non participants and the females make up 56% of the entire non participants. This suggests that most females do not enrol in NFE in the Wa Municipality even though they are mostly illiterates (see GSS, 2003).

Figure 1. Demographic Characteristics of Non participants



Source: Field Survey (2014)

Influence of Non participants' Sex on Perceptions of Barriers to Enrolment in NFE

This sub-theme gives a discussion on how the sex of non participants influence the barriers they meet in their attempt to enroll in NFE. Table 1 provides details of non participants' perception of the barriers they meet. The results from Table 1 show that the barrier items (B_i) 4 and 6 both have their p values ($p < 0.05$) less than the alpha value (0.05). This implies that the null hypothesis one (H_0) is rejected at the given significance level. This illustrates that both male and female non participants have significant difference in their perceptions of poor academic performance in the past and job responsibility as barriers to enrollment in NFE. The results show that only few differences exist in male and female non participants' opinion about the barriers they face in their wish to enroll in NFE in the Wa Municipality. This implies that in terms of sex categorization of barriers, majority of the male and female non participants have similar perceptions about barriers to enrollment in NFE.

Table 1. Summary of Mann-Whitney U- Test for Male and Female Non participants Perceptions of Barriers to Enrollment in NFE

Barrier Items (B_i)	Sex (X_i)		Mann-Whitney U	p -value
	Male	Female		
	MR	MR		
Dispositional/Attitudinal Barrier Items				
1. Low confidence in ability to learn is a barrier to enrollment in literacy programs of NFE.	46.96	39.47	631.000	0.164
2. Feeling too old for the program is an obstacle to enrollment on NFE.	44.95	40.50	687.500	0.402
3. Not knowing what participating would lead to is a barrier to enrollment in NFE.	42.61	41.69	753.000	0.867
4. Poor academic performance in the past is a barrier to enrollment in NFE.	49.29	38.29	566.000	0.044*
Situational/ Life Transition Barrier Items				
5. The cost of the program is a barrier to enrollment NFE.	46.91	39.50	632.500	0.165
6. Higher job responsibility is a barrier to enrollment in NFE.	49.54	38.16	559.000	0.035*
7. Home responsibilities are obstacles to enrollment in NFE.	40.48	42.77	727.500	0.673
8. Unsupportive family and friends is a barrier to enrollment in NFE.	41.75	42.13	763.000	0.944
9. Not having time is an obstacle to enrollment in NFE	42.05	41.97	768.500	0.988
10. Health problems are an obstacle to enrollment in NFE.	46.36	39.78	648.000	0.223
Institutional Barrier Items				
11. Long duration of program serves as a barrier to enrollment.	42.38	41.81	759.500	0.917
12. Inconvenient scheduling of classes is a barrier to enrollment on NFE.	48.09	38.90	599.500	0.088
13. Unavailability of required courses is a barrier to enrollment on NFE.	47.70	39.10	610.500	0.114
14. Entrance requirements that are too difficult to meet are barrier to enrollment on NFE.	46.36	39.78	648.000	0.222
15. Not being able to find information on programs is an obstacle to enrollment on NFE.	41.21	42.40	748.000	0.828
16. Inappropriate location of classes is an obstacle to enrollment on NFE.	42.61	41.69	753.000	0.866
17. Composition of class (i.e., sex, age) is a barrier to enrollment in NFE.	41.50	42.25	756.000	0.880

Source: Field Survey (2014)

MR= Mean Rank; Male Sample=28; Female Sample=55; * $p < 0.05$

Influence of Settlement Type Non participants Live in on Perceptions of Barriers to Enrollment in NFE

This section presents a discourse on how the type of settlement non participants live in influences the barriers they meet in their attempt to take part in NFE. The analysis of this theme is in Table 2. Illustrations from the table show that the barrier items (B_i) 2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16 and 17 all have their p values ($p < 0.05$) less than the alpha value (0.05). This means that the null hypothesis two (H_0) is rejected at the given significance level. This illustrates that both urban and rural non participants have significant difference in their perceptions of feeling too old for the program, not knowing what participating would lead to, poor academic performance in the past, job responsibility, home

responsibilities, unsupportive family and friends, health problems, long duration of program, inconvenient scheduling of classes, unavailability of required courses, entrance requirements that are too difficult to meet, not being able to find information on the programs, inappropriate location of class and composition of class as barriers to enrollment in NFE. The results show that great differences exist in urban and rural non participants' perception on the barriers they meet in their wish to enroll in NFE in the Wa Municipality.

Table 2. Summary of Mann-Whitney U- Test for Urban and Rural Non participants Perceptions of Barriers to Enrollment in NFE

Barrier Items (B _i)	Settlement type (X _i)		Mann-Whitney U	p-value
	Urban	Rural		
	MR	MR		
Dispositional/Attitudinal Barrier Items				
1. Low confidence in ability to learn is a barrier to enrollment in literacy programs of NFE.	39.91	44.87	739.500	0.336
2. Feeling too old for the program is an obstacle to enrollment on NFE.	34.34	52.50	472.500	0.000*
3. Not knowing what participating would lead to is a barrier to enrollment in NFE.	33.39	55.19	378.500	0.000*
4. Poor academic performance in the past is a barrier to enrollment in NFE.	36.59	49.41	580.500	0.014*
Situational/ Life Transition Barrier Items				
5. The cost of the program is a barrier to enrollment NFE.	39.72	45.13	730.500	0.290
6. Higher job responsibility is a barrier to enrollment in NFE.	36.39	40.70	570.500	0.010*
7. Home responsibilities are obstacles to enrollment in NFE.	33.22	54.04	418.500	0.000*
8. Unsupportive family and friends is a barrier to enrollment in NFE.	32.79	54.63	398.000	0.000*
9. Not having time is an obstacle to enrollment in NFE	38.69	46.54	681.000	0.131
10. Health problems are an obstacle to enrollment in NFE.	37.23	48.54	611.000	0.029*
Institutional Barrier Items				
11. Long duration of program serves as a barrier to enrollment.	32.71	54.74	394.000	0.000*
12. Inconvenient scheduling of classes is a barrier to enrollment on NFE.	34.44	53.74	429.000	0.000*
13. Unavailability of required courses is a barrier to enrollment on NFE.	34.47	52.33	478.500	0.001*
14. Entrance requirements that are too difficult to meet are barrier to enrollment on NFE.	34.20	52.70	465.500	0.000*
15. Not being able to find information on programs is an obstacle to enrollment on NFE.	35.34	51.13	520.500	0.002*
16. Inappropriate location of classes is an obstacle to enrollment on NFE.	33.67	53.43	440.000	0.000*
17. Composition of class (i.e., sex, age) is a barrier to enrollment in NFE.	34.02	52.94	457.000	0.000*

Source: Field Survey (2014)

MR=Mean Rank; Urban Sample=48; Rural Sample=35; *p<0.05

Major Barriers to Enrollment in NFE

This theme deals with the barriers that non participants face in trying to enroll in NFE. These issues of barriers have become a critical point of concern because in recent times many people either feel reluctant or do not want to take part albeit the classes exist. The details of the major barrier to participation in NFE are in Table 3. The top five barriers discussed here are in a descending order of significance.

Considering the result on higher job responsibility is a barrier to enrollment in NFE, it is found that 54.2% of the non participants *agreed or strongly agreed* on the barrier item. This gives the sign that many respondents (54.2%) perceived higher job responsibility as a situational barrier to their enrollment in NFE. With respect to the mean of importance of **3.1807**, this is the highest buttressing the point that the current barrier item is the most important cause of peoples' not taking part in NFE in the Wa Municipality.

In terms of home responsibilities as obstacles to enrollment in NFE, 53.0% of the non participants *agreed or strongly agreed* with that view. This evidence shows that most people support the view that home responsibilities are situational obstacles to enrollment in NFE. Similarly, evidence from the means of importance illustrates that home responsibilities

as obstacles to enrollment has the second highest mean of **3.1084**. This current discovery is consistent with that of Comings *et al.* (1999) that home responsibilities are a cause of non participation in adult education.

With reference to unsupportive family and friends as a barrier, the non participants that *agreed or strongly agreed* on it is 51.8% whereas those that *disagreed or strongly disagreed* represent 45.8%. The results show that a small majority (51.8%) of the non participants hold the opinion that unsupportive family and friends is a situational barrier to enrollment in NFE in the study place (Wa Municipality). A look at the means of importance shows that unsupportive family and friends has a mean of **3.0808**, the third highest. This further endorses the current item as a significant barrier to enrollment in NFE in the Wa Municipality. This current finding corroborates that of Beder (1990) and Sundet and Michael (1991) discoveries.

Evidence from the results illustrate that majority of the non participants perceive not knowing what participating would lead to as a barrier to enrollment in NFE. In terms of specifics, those that *agreed or strongly agreed* on the dispositional barrier statement are 48.2% while those that *disagreed and strongly agreed* represent 39.8%. This depicts that a small majority of nonparticipants support the current barrier item. Again, a cursory examination of the results of mean of importance denotes that the fourth highest mean of **3.0602** attached to not knowing what participating would lead to as a barrier to enrollment in NFE further endorses this item as a critical barrier. The present finding is in line with Beder's (1990) discovery that most of the people who were eligible did not attend Adult Basic Education (ABE) program because they had low perception of need for the program.

From Table 3, 49.4% of the non participants *agreed or strongly agreed* that low confidence in ability to learn is a barrier to enrollment in NFE. Those non participants that *disagreed and strongly disagreed* on this dispositional barrier constitute 47.0%. This illustrates that a slight majority (49.4%) of the respondents perceived low confidence in ability to learn as a barrier to enrollment in NFE in the Wa Municipality. In addition, the results on the mean of importance revealed that low confidence in ability to learn has the fifth highest mean of **3.0361**.

Table 3. Perceptions of Non participants on Barriers to Enrollment in NFE

Barrier Items	Non-Participant				Mean of Importance	
	D/SD	U	A/SA	T		
Dispositional/Attitudinal Barriers						
1. Low confidence in ability to learn is a barrier to enrollment in literacy programs of NFE.	<i>f</i>	39	3	41	83	3.0361
	%	47.0	3.6	49.4	100	
2. Feeling too old for the program is an obstacle to enrollment on NFE.	<i>f</i>	50	7	26	83	2.6988
	%	60.2	8.4	31.3	100	
3. Not knowing what participating would lead to is a barrier to enrollment in NFE.	<i>f</i>	33	10	40	83	3.0602
	%	39.8	12.0	48.2	100	
4. Poor academic performance in the past is a barrier to enrollment in NFE.	<i>f</i>	31	17	35	83	3.0241
	%	37.3	20.5	42.2	100	
Situational/Life Transition Barriers						
5. The cost of the program is a barrier to enrollment.	<i>f</i>	57	8	18	83	2.3253
	%	68.7	9.6	21.7	100	
6. Higher job responsibility is a barrier to enrollment in NFE.	<i>f</i>	31	7	45	83	3.1807
	%	37.3	8.4	54.2	100	
7. Home responsibilities are obstacles to enrollment in NFE.	<i>f</i>	34	5	44	83	3.1084
	%	41.0	6.0	53.0	100	
8. Unsupportive family and friends is a barrier to enrollment in NFE.	<i>f</i>	38	2	43	83	3.0808
	%	45.8	2.4	51.8	100	
9. Not having time is an obstacle to enrollment in NFE	<i>f</i>	39	8	36	83	2.8535
	%	47.0	9.6	43.4	100	
10. Health problems are an obstacle to enrollment in NFE.	<i>f</i>	41	8	34	83	2.9880
	%	49.4	9.6	41.0	100	
Institutional Barriers						
11. Long duration of program serves as a barrier to enrollment.	<i>f</i>	40	10	33	83	2.8313
	%	48.2	12.0	39.8	100	
12. Inconvenient scheduling of classes is a barrier to enrollment on NFE.	<i>f</i>	43	12	28	83	2.7590
	%	51.8	14.5	33.7	100	
13. Unavailability of required courses is a barrier to enrollment on NFE.	<i>f</i>	33	23	27	83	2.9639
	%	39.8	27.7	32.5	100	
14. Entrance requirements that are too difficult to meet are barrier to enrollment on NFE.	<i>f</i>	54	11	18	83	2.3855
	%	65.1	13.3	21.7	100	
15. Not being able to find information on programs is an obstacle to enrollment on NFE.	<i>f</i>	41	12	30	83	2.8939
	%	49.4	14.5	36.1	100	
16. Inappropriate location of classes is an obstacle to enrollment on NFE.	<i>f</i>	47	9	27	83	2.5904
	%	56.6	10.8	32.7	100	
17. Composition of class (i.e., sex, age) is a barrier to enrollment in NFE	<i>f</i>	58	5	20	83	2.2525
	%	69.8	6.0	24.1	100	

Source: Field Survey (2014)

T=total; *f*=frequency; %=percent; D/SD=*Disagree/Strongly Disagree*; U=*Uncertain*; and A/SA=*Agree/Strongly Agree*

CONCLUSIONS

On the issue of the influence of sex on barriers to enrollment in NFE, the findings show that the differences between males and females' perceptions about barriers to enrollment in NFE are less dominant. It was found that only poor academic performance in the past and job responsibility were those barriers both sex perceived as significant. With respect to the impact of settlement type in determining barriers, differences in perceptions of barriers in urban and rural areas were dominant. Finally, situational and dispositional barriers emerged as the most prominent barriers to enrollment in NFE. The situational barriers entailed higher job responsibilities, home responsibilities and unsupportive family and friends while low confidence in ability to learn and not knowing what participating would lead to constitute dispositional barriers.

RECOMMENDATION

The implementation of effective publicity campaign is necessary for the elimination of barriers to enrollment in NFE in the Wa Municipality. In conducting the publicity, NFED could partner with its best products, Information Service Department (ISD) and the radio stations. The medium of conducting this task could be through community entry processes, community durbar, radio discussions and or use of information vans. In running this publicity to make sure that people enroll, the campaign should give consideration to the rural and urban variability in perceptions of the barriers. The team should also place premium in educating the target participants of the program on how to overcome situational and dispositional barriers. The role of NFED resource staff as part of the team will be to focus basically on how to tackle dispositional and situational barriers. For the best products, their responsibility will be to give practical testimonies about how they were able to overcome the barriers to enrollment and some of the benefits that they have gained after completing the program. The duty of the ISD and the radio stations will be to offer the platform for propagating these ideas to the prospective participants through the use of information vans and the airwaves.

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