

*Full Length Research Paper*

# Participation in Literacy Programmes of Non-Formal Education in the Wa Municipality: The Role of Inducement Factors

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Accepted January 9<sup>th</sup>, 2014

Literacy is a panacea to a nation's development, however, literacy rates in many developing countries including Ghana are low and this has led to the implementation of Non-Formal Educational Programmes to reverse the situation. Despite the establishment of these programmes, little is known on the factors that induce participation. This study therefore focused on the role of inducement factors in influencing participation in Non-Formal Education (NFE) in the Wa Municipality. The sample size of the study was 69 constituting 65 participants selected through simple random and 4 staff of NFE selected using purposive sampling. Data was collected using semi-structured questionnaire and interview guide while analysis was done using cross tabulations, frequencies, percentages, descriptions and narrations. The results showed that learning new skills (i.e., reading and writing), availability of properly trained facilitators, becoming a good role model for children, improving one's self image and enjoying social interaction are the major inducement factors influencing participation in NFE. It is recommended that to ensure more people are motivated to enroll and stay in the programme until the cycle ends regular orientation programmes should be organized for the participants and accompanied by adequate publicity on the major inducement factors to the target population.

**Key Words:** Non-formal education, participation, inducement factors, literacy programme, rural and urban

## INTRODUCTION

Formal education is considered as a panacea to development but it has failed to enroll everybody. In the light of this, Jena and Wangchuk (2011) assert that Non-Formal Education (NFE) first appeared in countries where not everybody had access to formal education system. Empirical studies revealed that during the late 1960s and 1970s, NFE became a major fashion in international discourse on education policy among international agencies concerned with developing countries (Bray, 1985; Thompson, 2000; Smith, 2009). Thompson (2000) points out that Coombs talked about 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. Bray (1985) argued that NFE seemed to offer an attractive way both to avoid many serious difficulties connected with formal education and to solve major development problems. As this opportunity is created, it is important to find out those

factors that ginger illiterates and school dropouts that have relapsed into illiteracy to participate in the literacy programmes mounted for them.

Examination of the literature signifies that there are diverse factors that induce participation in the literacy programmes of NFE. Silva, Cahalan and Lacierno-Paquet (1998) point out that some people enroll on literacy programmes because they want to improve their skills or develop new ones, to obtain a diploma or credential and/or are interested in learning new things. Similarly, Malicky and Norman (1994) claim that some adults enroll in literacy programmes to obtain jobs, develop self-confidence or in preparation for another course. Based on these factors identified above as determinants of participation in literacy programmes, this study determined the extent to which they equally influence participation in NFE in the Wa Municipality. In addition, if they are non-existent, what can be done to motivate the potential participants?

**Table 4.1:** Demographic Profile of Respondents

			Respondent Category	
			Participants	Staff of NFED
<b>Settlement Type</b>	Urban	<i>F</i>	21	4
		%	32	100
	Rural	<i>F</i>	44	0
		%	68	0
<b>Total</b>		<i>F</i>	<b>65</b>	<b>4</b>
		%	<b>100</b>	<b>100</b>
<b>Sex</b>	Male	<i>F</i>	23	3
		%	34	75
	Female	<i>F</i>	44	1
		%	66	25
<b>Total</b>		<i>F</i>	<b>65</b>	<b>4</b>
		%	<b>100</b>	<b>100</b>

Source: Field Survey (2013)  
f=frequency; %=percent

Aryeetey and Kwakye (2006) state that in 1987, the government of Ghana set out to revive mass literacy programmes which led to the setting up of Non-Formal Education Division (NFED) within the Ministry of Education to rally public support, coordinate, and implement programmes to eliminate illiteracy by the year 2000. Though the government of Ghana and World Bank has invested millions of Dollars into NFE, the target beneficiaries seem to be taking advantage of the programme. However, Yates (1994) notes that in a district in Ghana, many women joined the Functional Literacy Programme in order to improve their religious reading skills (and gain higher social status); but the programme was intended to link literacy to functional income generating skills, such as snail rearing. It is critical at this point to determine the factors that induce people to enroll in NFE.

According to the 2000 Population and Housing Census (PHC), nearly half (45.9%) of the adult population in Ghana is illiterate (Ghana Statistical Service (GSS), 2002). The rate reduced to 28.5% according to 2010 PHC (GSS, 2012). This is an indication that illiterates now take advantage of NFE created for them. Despite these reductions in illiteracy levels, the percentage of illiterates in the country is still significant. In the study area (Wa Municipality), 69.0% of people aged 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 an indication that there exists a large number of illiterates and those who have relapsed into illiteracy for whom NFE targets.

This gives the signal that NFE is critical to make the people literate. The question to ask is what will motivate them to enroll in NFE. There are studies in NFE and these have primarily focused on its composition and impact on socio-economic aspects of beneficiaries (Aryeetey and Kwakye, 2006; Zumakpeh, 2006; Blunch and Portner, 2009). This creates a knowledge gap in the areas of inducement factors in NFE in Ghana. This situation makes it necessary to examine the role of inducement factors in influencing participation in NFE.

### Research Questions

1. Are there sex differentials in terms of factors that induce participants to enroll in NFE in the Wa Municipality?
2. Are there rural or urban differentials in terms of factors that induce participants to enroll in NFE in the Wa Municipality?
3. What factors induce participation in literacy programmes of NFE in the Wa Municipality?

### Literature Review

#### Overview of Literacy Activities/Programmes

All over the world especially in developing countries where literacy rates are low the governments and NGOs

usually embark on NFE to improve on situation. Non-formal Education is usually implemented because literacy is said to have direct nexus with a nation's development (Literacy Department of Ministry of Education of Afghanistan (LDMEA), 2012). According to LDMEA (2012), NFE has been identified as a core component of the National Education Strategic Plan (NESP) for people of Afghanistan. It was indicated that the overall goal of National Literacy Action Plan (NLAP) is to build a productive, peaceful, secure and literate nation, through empowerment of the illiterate population with a particular focus on women and out-of-school girls and their families. The NLAP is envisaged as making a substantial contribution to Afghanistan's MDG vision and NESP goals by providing illiterate youth and adults with access to basic literacy and lifelong learning and enabling at least 2.1 million Afghan adults to attain functional literacy and vocational skills by 2015. The programmes are clustered under two major categories/packages: (1) literacy and life skills education and (2) vocational skill training. Under the NLAP, the planning, implementation, management and quality assurance roles and functions of literacy programmes are shared by various stakeholders – government, NGOs, academic and training institutions, corporate agencies, civil society organizations, and professional associations. The programme consists of one to two year-long literacy and post-literacy courses.

In Ghana, Owusu-Mensah (2007) and Berdie (2012) have both pointed out that there is no legal framework specific to NFE. However, Owusu-Mensah (2007) argues that its provision has been influenced partially by the 1992 Constitution of the Republic of Ghana that gives impetus to the provision of education as basic right for all Ghanaians. The author notes that the provision of NFE in Ghana has been the responsibility of the Non-Formal Education Division (NFED) of the Ministry of Education (MOE) and that it was established in 1991 with the task of eradicating illiteracy in Ghana by the year 2015. According to Aryeetey and Kwakye (2006), the United Kingdom Department for International Development (DFID) funded pilot literacy projects in two regions, and these proved successful. The authors said based on that the Government of Ghana subsequently expanded the projects nationally, under the policy named the Functional Literacy Skills Project (FLSP), which lasted between 1992 and 1997 and was known as the *Phase 1*. According to Owusu-Mensah (2007), the aim of the FLSP was to improve the quality of life of poor people in Ghana, in particular the rural people and women. It was indicated that National Functional Literacy Programme (NFLP) was launched in 2000, as the *Second Phase* of the earlier FLSP with an aim of educating about one million non-literate adults, especially the rural poor and women, by 2004 (Aryeetey and Kwakye, 2006).

In the view of Aryeetey and Kwakye (2006), NFED is the main implementing and so has implemented the

NFLP in every administrative district in all ten regions of Ghana with the Northern Region holds the highest number, followed by Eastern, while Greater Accra Region holds the least. It is indicated that about 73% of the classes are located in rural areas. The authors point out that NFED is responsible for policy formulation, programme co-ordination, programme design and development, materials design and production, radio programme development and general supervision of programme implementation, evaluation and monitoring of the NFLP. With regard to funding, at the initial stages-phase 1 and 2, 60% of funding was provided by World Bank credit, 30% by the Government of Ghana, and the remaining 10% by communities and NGOs. However, presently, the government of Ghana is the main financier of NFE run by NFED. In terms of content, Owusu-Mensah (2007) claims that NFE in Ghana encapsulates literacy/numeracy, life-skills training, income generation activities and civic education. In a like manner, Aryeetey and Kwakye (2006) state that participants in the NFLP obtain functional literacy in a Ghanaian language (and, in some cases later on, English), numeracy skills, and participation in development and income generating activities, all at no fee. They note that the topics covered in the programmes include public health, safe drinking water, farming techniques, immunization and reproductive health. They add that learners are first taken through the primers of Ghanaian languages for a 21-month period and on successful completion of a full course in a local language, English classes are started for the same duration. The writers say that no criteria for eligibility are enforced; all residents in the community in which a literacy class is based who are non-literate are eligible to enroll. However, since provision of basic literacy is the main activity, the programme is self-targeted at women and adults from the three northern regions, where illiteracy rates are highest. According to Aryeetey and Kwakye (2006) and Owusu-Mensah (2007), the instruction is based on a modified form of the Friarian Methodology, which involves 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.

Studies have shown that other NGOs complement the activities of NFED in conducting NFE in Ghana. For Owusu-Mensah (2007) and Berdie (2012), they advance that Ghana Institute of Linguistics, Literacy and Bible Translation (BILLBT) is a religious NGO involved in bible translation into local languages and has been strong partner in NFED joint effort in reducing illiteracy, ignorance and poverty among the rural poor, especially women. Owusu-Mensah (2007) points out that World Vision International, Salvation Army, the Adventist Relief Agency, TechnoServe and GHACOE women's ministry, Planned Parenthood Association of Ghana (PPAG), Green Earth Organisation equally provide basic skills for the poor in rural communities.

**Table 4.2:** Comparative Analysis of Motivation for Participating in NFE with Reference to Sex

Motivation Items		Sex							
		Male				Female			
		D/SD	U	A/SA	T	D/SD	U	A/SA	T
Improving one's self image is a motivation for enrollment in NFE.	<i>f</i>	2	0	21	<b>23</b>	1	2	39	<b>42</b>
	%	8.7	0.0	91.3	<b>100</b>	2.4	4.8	92.9	<b>100</b>
Obtaining a certificate is reason for enrollment on NFE.	<i>f</i>	6	1	16	<b>23</b>	9	0	33	<b>42</b>
	%	26.1	4.3	69.6	<b>100</b>	21.4	0.0	78.6	<b>100</b>
Learning new skills (i.e., reading and writing) is a motivation for enrolling on NFE.	<i>f</i>	1	0	22	<b>23</b>	1	1	40	<b>42</b>
	%	4.3	0.0	95.7	<b>100</b>	2.4	2.4	95.2	<b>100</b>
Obtaining employment is a motivation for enrolling on NFE	<i>f</i>	8	1	14	<b>23</b>	11	3	28	<b>42</b>
	%	34.8	4.3	60.9	<b>100</b>	26.2	7.1	66.7	<b>100</b>
Enjoying social interaction is a motivation for enrolling on NFE.	<i>f</i>	1	3	19	<b>23</b>	3	1	38	<b>42</b>
	%	4.3	13.0	82.6	<b>100</b>	7.1	2.4	90.5	<b>100</b>
Mutual support from family and peers is a motivation for enrolling on NFE.	<i>f</i>	7	0	16	<b>23</b>	13	1	28	<b>42</b>
	%	30.4	0.0	69.6	<b>100</b>	31.0	2.4	66.7	<b>100</b>
Availability of properly trained facilitators induce enrollment on NFE.	<i>f</i>	0	0	23	<b>23</b>	4	0	38	<b>42</b>
	%	0.0	0.0	100	<b>100</b>	9.5	0.0	90.5	<b>100</b>
Becoming a good role model for children is a motive for participation in NFE.	<i>f</i>	0	0	23	<b>23</b>	4	0	38	<b>42</b>
	%	0.0	0.0	100	<b>100</b>	9.5	0.0	90.5	<b>100</b>
Joining formal educational programme is a motive for participating in NFE.	<i>f</i>	3	2	18	<b>23</b>	7	1	34	<b>42</b>
	%	13.0	8.7	78.3	<b>100</b>	16.7	2.4	81.0	<b>100</b>
Existence of income generating activities is a reason for joining NFE.	<i>f</i>	5	2	16	<b>23</b>	13	2	27	<b>42</b>
	%	21.7	8.7	69.6	<b>100</b>	31.0	4.8	64.3	<b>100</b>
Low cost of the programme is a motive for participating in NFE.	<i>f</i>	7	1	15	<b>23</b>	18	1	23	<b>42</b>
	%	30.4	4.3	65.2	<b>100</b>	42.9	2.4	54.8	<b>100</b>

Source: Field Survey (2013)

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

### Factors that Induce Participation in Literacy Programmes

Many empirical studies have found that people usually have a myriad of reasons for their participation in adult educational programmes. Some of these are explained in the following studies. According to Thomas (1990), in one study in the United States of America, the following motivational factors for participation in adult basic education by low-literate adults, which were discovered, include educational advancements, self-improvement, literacy development, economic need, family responsibilities ("I want to help my son with his homework") and urging of others. In the same study, the author found that for women and parents, the presence

of children is a powerful motivator, as they want to be able to help their children. It was also found that some women come to improve their literacy skills for their own sake.

In Malicky and Norman's (1994) three years study in a Canadian context, they examined participation patterns of adults in literacy programmes as well as past school experiences and reasons for entering and leaving literacy programmes. Data was collected from 94 subjects (Canadians and immigrants). The most frequently cited reasons by both male and female respondents for their involvement in literacy programmes were job-related, personal/psychological, social reasons, urging by family member or social worker, learning how to read, improving English skills and learning computer

skills. These findings are similar to those found by Thomas (1990) although the two studies were conducted in different countries (i.e., United States of America and Canada). This present study inquired to see if these factors equally induced participation in NFE in the study location (Wa Municipality).

Yaffe and Williams (1998) qualitatively examined why women chose to participate in an Even Start Family Literacy programme, what their expectations of the programme were and what components of the programme led to their satisfaction. Of the six women interviewed, five chose to participate in the programme to earn their General Education Development or gain some needed job skills, increase their self-esteem and become a good role model for their children and one single parent reported that she came to the programme for family support. A weakness of this study is that the sample size of 6 respondents is too small to make any effective generalization and also the study was sex biased since only females were used. In a similar study conducted by Rogers (n.d.), it was revealed that symbolic reasons or what Beder (1990) considered as desire to remove stigma, instrumental reasons- reading the Quran or Bible, to gain opportunities, and its provision of access to further learning are inducement factors that accounted for adults joining literacy programme in Botswana. Those of Yaffe and Williams (1998) support the finding of Rogers (n.d.).

In the Adult Education and Training Surveys (AETS) by Livingstone *et al.* (2001), respondents were asked to indicate the main reasons for participating. The reasons listed in the 1997 questionnaire for taking various programmes and courses were either associated with a current or future job (upgrading knowledge or skills for current job; upgrading knowledge or skills for a different or future job; advancing one's position at work; acquiring formal qualifications; legal or professional requirements) or with personal interest or other reasons (upgrading knowledge or skills; acquiring formal qualifications; personal development; personal health or fitness; being with friends/wanting to meet new people/attending social activities; advance in position). In a related study on factors affecting participation in adult education, Bariso's (2008) findings suggest that the availability of properly trained teachers, suitable learning resources and an appropriate learning environment were some of the factors that motivate adults to learn. The study also showed that the most common reasons why adults were motivated to learn were developing a career, obtaining a qualification, getting a new job, and the desire to satisfy personal interests. These motives for participation discovered by Bariso (2008) matches with those of Livingstone *et al.* (2001) in spite of the fact that they were conducted at different times and locations. Some of the key issues in the above studies featured prominently in this current study.

In Buttaro's (2004) study, eight Latin American students of varying ages and nationalities in New York were asked, among other things, their opinions on learning English. Their motivations to learn English included improving themselves, becoming better members of society, being better able to help their children and communicating with school staff. The study concluded that learning English also leads to better jobs and extra training to enhance their jobs and better overall everyday communication on the phone and in the store. Improved reading and writing skills plus the ability to help their native country were seen as other benefits. In a related study conducted by Taniguchi and Kaufman (2007) they found that non-traditional students chose to enroll in higher education in order to make up for a missed opportunity in the past, obtain skills and credentials, gaining a learning experience for life enrichment and to gain employment to support themselves and their families. Some of the findings of Taniguchi and Kaufman (2007) seem to agree with those of Buttaro's (2004) in terms of employment, obtaining qualifications and improving their knowledge as factors inducing participation in education.

A study carried out by Prins, Toso and Schafft (2009) suggested that supportive social relationships are an important dimension of marginalized women's participation in community-based adult education programmes. However, policy makers and researchers often consider these social dimensions to be tangential or secondary to instrumental outcomes such as obtaining employment or increasing standardized test scores. Drawing on two qualitative studies of family literacy programmes in the Northeastern United States, this study examines the importance of social interaction and support for women in poverty. The study reveals that, for women with limited social support and social ties, family literacy programmes afforded a social space that enabled them to leave the house, enjoy social contact and mutual support with peers, establish supportive relationships with teachers and pursue self-discovery and development.

### **Implications of Literacy Activities in National Development**

In the view of LDMEA (2012), literacy provides a solid foundation for poverty reduction and sustainable development as well as serving as a first major step towards making informed decisions. This makes literacy and for that matter NFE as a conduit for engendering national development around the globe especially in countries where literacy rates are very low. Available literature suggest that participants of NFE especially

**Table 4.3:** Comparative Analysis of Motivations for Participation in NFE with Respect to Urban and Rural Areas

Motivation Items	Settlement Type								
	Urban				Rural				
	D/SD	U	A/SA	T	SD/D	U	A/SA	T	
Improving one's self image is a motivation for enrollment in NFE.	<i>f</i>	1	1	19	<b>21</b>	2	1	41	<b>44</b>
	%	4.8	4.8	90.5	<b>100</b>	4.5	2.3	93.2	<b>100</b>
Obtaining a certificate is reason for enrollment on NFE.	<i>f</i>	10	0	11	<b>21</b>	5	1	38	<b>44</b>
	%	47.6	0.0	52.4	<b>100</b>	11.1	2.3	86.4	<b>100</b>
Learning new skills (i.e., reading and writing) is a motivation for enrolling on NFE.	<i>f</i>	2	0	19	<b>21</b>	0	1	43	<b>44</b>
	%	9.5	0.0	90.5	<b>100</b>	0.0	2.3	97.7	<b>100</b>
Obtaining employment is a motivation for enrolling on NFE	<i>f</i>	10	0	11	<b>21</b>	9	3	32	<b>44</b>
	%	47.6	0.0	52.4	<b>100</b>	20.5	6.8	72.7	<b>100</b>
Enjoying social interaction is a motivation for enrolling on NFE.	<i>f</i>	1	0	20	<b>21</b>	3	4	37	<b>44</b>
	%	4.8	0.0	95.2	<b>100</b>	6.8	9.1	84.2	<b>100</b>
Mutual support from family and peers is a motivation for enrolling on NFE.	<i>f</i>	14	1	6	<b>21</b>	6	0	38	<b>44</b>
	%	66.7	4.8	28.6	<b>100</b>	13.6	0.0	86.4	<b>100</b>
Availability of properly trained facilitators induce enrollment on NFE.	<i>f</i>	1	0	20	<b>21</b>	3	0	41	<b>44</b>
	%	4.8	0.0	95.2	<b>100</b>	6.8	0.0	93.2	<b>100</b>
Becoming a good role model for children is a motive for participation in NFE.	<i>f</i>	0	0	21	<b>21</b>	4	0	40	<b>44</b>
	%	0.0	0.0	100	<b>100</b>	9.1	0.0	90.9	<b>100</b>
Joining formal educational programme is a motive for participating in NFE.	<i>f</i>	2	2	17	<b>21</b>	8	1	35	<b>44</b>
	%	9.5	9.5	81.0	<b>100</b>	18.2	2.3	79.5	<b>100</b>
Existence of income generating activities is a reason for joining NFE.	<i>f</i>	3	3	15	<b>21</b>	15	1	28	<b>44</b>
	%	14.3	14.3	71.4	<b>100</b>	34.1	2.3	63.6	<b>100</b>
Low cost of the programme is a motive for participating in NFE.	<i>f</i>	13	2	6	<b>21</b>	12	0	32	<b>44</b>
	%	61.9	9.5	28.6	<b>100</b>	27.3	0.0	72.7	<b>100</b>

Source: Field Survey (2013)

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

those from classes operated by NFED in Ghana have felt significant overall development impact. For instance, Aryeetey and Kwakye (2006) note that recent survey evidence suggests that the NFLP has made significant achievements in terms of the reading skills of participants and that between the period 1992–2002 NFED produced 1,418,885 graduates in the local languages and English and this has complemented the efforts made in the formal educational sector to increase the literacy rate of the country. In a like manner, a survey of 1,200 beneficiaries from batches 8 and 9 (2000–2002 & 2003–2005) showed strong achievements in reading skills, with 80% scoring 21 to 30 on a 30-point scale (Aoki, 2004).

Berdie (2012: 2) states that:

Awareness of education in the community and children's education, particularly that of girls, has been raised: participants who have school-age children have learnt to send their children to school and they are also

more likely to help and encourage children's study at home.

This implies that participants in NFLP were now more likely to positively influence school matters of their children than before. Again, NFED officials believe that the NFLP has reinforced public health campaigns, citing the case where long-standing traditional beliefs that 'the gods' caused certain epidemics among communities (e.g., guinea worm ulcers in the Afram Plains) have been demystified (Aryeetey and Kwakye, 2006). Writers such as Aoki (2004), Aryeetey and Kwakye (2006) and Berdie (2012) have point out that the literacy programme courses have made participants conscious about their civic rights and enhanced their livelihood activities especially they experienced increases in income and productivity. It is evident from the discourse on the implication of literacy activities in national development that, NFE in Ghana has contributed tremendously to increasing literacy rates, influencing parents to take

interest in their children's education, resulted in reduction in epidemics, contributed to improved civic awareness, and livelihoods in Ghana. These success chalked by NFE especially the one operated by NFED demonstrates that NFE is critical to the development of Ghana and so must not be neglected by the state and other stakeholders.

## RESEARCH APPROACH

### Research Design

Cross-sectional study was employed in conducting this study. 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. This research design was appropriate for this study because it involved collecting data from the respondents on role of inducement factors in triggering enrolment in literacy programmes of NFE at only one point in time.

### Population and Sample

Using the cross-sectional study design, batch 17(batch 17 refers to the 17<sup>th</sup> class since the start of NFE by NFED in Ghana) participants and staff of NFED were considered as the population for this study and hence, a sample was drawn from this population. The study population mentioned above provided the data on role of inducement factors influencing participation in NFE in the Wa Municipality.

### Sample Size Determination

A non-statistical approach was used in determining the sample size for the study. Best and Kahn (1995) adduced that there is no fixed number or percentage of subjects that determine the size of an adequate sample. Based on Best and Kahn's (1995) assertion, a sample size of 69 respondents constituting 65 participants was chosen through simple random and 4 staff of NFED selected via purposive sampling. Best and Kahn (1995) added that a sample size of 30 and above is considered as large and those with fewer than 30 respondents as small samples. In the view of Kumar (1999: 152), "findings based upon larger samples have certainty than those based on smaller ones". The sample size which is 69 is large enough to ensure that generalizations was made with certainty and that its large size helped to remove errors associated with having a smaller sample size.

## Research Instruments

A *semi-structured questionnaire* was used in collecting the data from the participants in NFE conducted by NFED. This was used because it is an effective tool in collecting both quantitative and qualitative data. The closed ended items consisted primarily of Likert scale items. Babbie (2004) asserts that a Likert scale is useful in determining the relative intensity of different items. The benefits associated with using Likert scale include the fact that it is economical to administer and score, as both the researcher and the respondent easily understand it (Hasson and Arnetz, 2005), easily adapted to attitude measurement situation, and provide direct and reliable assessment of attitudes. Based on the advantages associated with using Likert items, this study has concurred with this pattern. The semi-structured questionnaire that the participants responded to consisted of two sections. The first division comprised background data. The second part consisted of 11 items on motivation for participation that were ranked on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5) and to state any other factors not captured in the list of motives that have been provided.

*Interviews* were conducted. This involves discussions with people who are knowledgeable and can provide information in the area under consideration. In the view of Twumasi (2001), the interviewer can assess the mood of the respondent and can appraise the validity and reliability of answers provided and this makes the method appropriate. This was executed with the aid of the interview guide. The interview guide had various questions bordering on factors that induce participation in NFE in the Wa Municipality. The Municipal Coordinator of NFED and field staff of NFED (i.e., Programme Officers and Programme Assistants of NFED) were the interviewees.

### Types of Data for the Study

Both quantitative and qualitative data were collected from the respondents. The quantitative data was obtained from the participants as they rated their perceptions on the five point Likert scale on items of motivation whereas the qualitative was sourced from the other factors not captured in items rated. For the staff of NFED, they provided primarily qualitative data on the factors that induced participation in NFE.

### Pre-Testing

The research instruments consisting of the semi-structured questionnaire and interview guides were pre-tested in the Nadowli District before the actual administration in the Wa Municipality. This enabled the

researcher to ensure that both content and face validity of the items on the semi-structured questionnaire and interview guide was guaranteed. It also ensured that questions and items that were not clear are corrected.

### Data Processing, Analyses, and Presentation

The analysis of data was conducted in three phases. In the first part, with regard to the influence of settlement type participants are resident in on perceptions of motivations for participation in NFE, it was analyzed by cross-tabulating motivating factors against settlement type (urban and rural) participants live in to determine if any differences existed in the rating of the motives for participation. In addition, influence of participants' sex on perception of motivation for participation in NFE was analyzed by cross-tabulating motivating factors against sex (male and female) of participants, frequencies, and percentages used for the analysis to determine if differences existed in the rating of the motivating factors. Finally, the motivating factors for participating in NFE were cross-tabulated against participants and frequencies and percentages were then used to analyze while the other motivating factors not captured in the rated list and those provided by the staff of NFED were described and where appropriate narrations were used to analyze them. The quantitative aspect of the data was presented in tables.

## RESULTS AND DISCUSSIONS

### Demographics of the Respondents

This section presents issues covering respondent category, settlement type and sex. Under this aspect, respondent categories have been cross-tabulated against settlement type and sex which is shown in Table 4.1 above.

On the issue of the participants, it is observed from the table that those from urban area are 32% whereas those from the rural settlement consist of 68%. As a significant proportion of the participants are from rural area, it gives the indication that NFE is patronized more in the rural areas than the urban and this is consistent with the fact that there are more illiterates in the rural as compared to the urban. It is observed from Table 4.1 above that in terms of sex, 34% of the participants are male while the females are 66%. With majority of the participants being females, the implication is that most did not have formal education and this makes NFE an option for them to gain what they lost for not attending formal education.

Taking staff of NFED into consideration, it is clear from Table 4.1 that they are all from the urban area with none from the rural area. With this pattern, it means that

they may pay more attention to the urban literacy classes due to proximity. With reference to sex, the males represent 75% while females make up 25%.

### Influence of Participants' Sex on Perception of Motivations for Participation in NFE

Non-Formal Education (NFE) is available to all people (male and female) who are 15 years and above in Ghana. Generally, majority of participants seem to be females. The sex imbalance in favour of women indicates that NFE has a problem attracting males. For the programme to benefit its target beneficiaries (i.e., illiterates and school dropouts that have relapsed into illiteracy), it is important to determine what motivate both men and women or either of the sex to enroll. This requires a comparison between the two opposite sexes. Details of this comparison are illustrated in Table 4.2. The results of the top five motivation factors discussed here are in their order of significance from the most significant factor to the least one.

Details from the results show that more than two-thirds of both male and female participants considered becoming a good role model for children as a motive for participation in NFE. For the male participants, 100% agreed or strongly agreed on the motivation statement. This gives the indication that all the males support the motivation factor. With respect to the female participants, those that agreed or strongly agreed on the motivation item make up 90.5%. This implies that those that endorsed the motivation factor are more than those female participants that do not. The finding of Thomas (1990) that people enrol on literacy programmes in order to help their children and so become role model for them corroborates with this study's discovery (table 4.2 above).

Concerning availability of properly trained facilitators inducing enrolment in NFE, it is observed in Table 4.2 above that 100% of male participants agreed or strongly agreed on the issue. This denotes that all the male participants are in favour of the motivation item. For the female participants, the results reveal that 90.5% agreed or strongly agreed to the motivation statement. The results also show that an overwhelming percent (90.5%) of female participants support the opinion that availability of properly trained facilitators induces enrolment in NFE that concurs with the perception of the male participants. The understanding that is derived from the above is that with the availability of facilitators, the learners will be able to learn what they have come to learn. When that happens, they will be able to complete on schedule. Bariso's (2008) discovery that the availability of properly trained teachers motivated people to learn is consistent with this current study's finding.

Illustrations in the table reveal that over two-thirds of both male and female participants hold the perception that learning new skills (i.e., reading and writing) is a



motivation for enrolling in NFE. For the specifics, 95.7% of male participants agreed or strongly agreed with the opinion that learning new skills is a motivation for enrolling in NFE. This demonstrates that a huge percent (95.7%) of male participants support the motivation statement. In relation to female participants, those who agreed or strongly agreed are 95.2%. This situation shows that learning new skills is a motivation for enrolling in NFE by female participants. In Malicky and Norman's (1994) study, they found that men and women enrolled in literacy programmes to learn new skills, which correspond with this study's discovery.

The results presented in the table show that 91.3% of male participants agreed or strongly agreed that improving one's self image is a motivation for enrolment in NFE. This implies that an overwhelming number of males (91.3%) supported the motivation statement under consideration. In terms of the female participants, about 92.9% agreed or strongly agreed that improving one's self image is a motivation for enrolling in NFE. This result indicates that most of females are in favour of the motivation item. In juxtaposing male and female participants, it is clear that a large proportion of both respondent categories are in support of the motivation item that is consistent with Thomas's (1990) finding that in the United States of America, some men and women came to literacy classes to improve their literacy skills for their own sake.

The evidence from the results show that male participants who agreed or strongly agreed to the assertion that enjoying social interaction is a motivation for enrolling in NFE are 82.6%. This signifies that most of male participants support the current motivation issue. For the female participants, those that agreed or strongly agreed with the motivation item represent 90.5%. This means that most of the female participants considered enjoying social interaction as a motivation for enrolling in NFE in the Wa Municipality. Comparing the two respondent groups, it is clear that they are both in favour of the motivation factor which corroborates with Malicky and Norman (1994) and Prins *et al.* (2009) finding that both males and females enrolled in NFE so as to benefit from supportive social relationships. Both sexes hold this opinion because their busy schedules hardly allow them time to socialize and so coming to NFE classes therefore gives them the opportunity to meet and discuss issues of concern.

Other insignificant motivation factors in NFE in the Wa Municipality identified by both male and female participants include obtaining a certificate, obtaining employment, mutual support from family and peers, joining formal, existence of income generating activities and low cost of the programme. These fore mentioned factors also determine participation in NFE just that their contribution to participation is marginal and peripheral.

## **Influence of Settlement Type Participants Live in on**

### **Perceptions of Motivations for Participation in NFE**

Settlement type (urban or rural) is an important issue when it comes to people's engagement in an activity. This is usually so because the surrounding environment tends to pose either as an enabling factor or a drawback. It is therefore important to examine if the settlement type participants are resident in influence their motivation for enrolling in NFE in the Wa Municipality. With this, it will create the platform for an effective intervention to boost the morale of people to participate in NFE. The details of this comparison are in Table 4.3 above. The results of the motivation factors discussed here are in their order of significance from the most important factor to the least one. Similar perceptions on the motivation items by both rural and urban dropouts are discussed first followed by dissimilar ones (table 4.3 above).

It can be pointed out in Table 4.3 above that becoming a good role model for children is considered by more than two-thirds of both urban and rural participants as a motive for participation in NFE. With regard the specific issues, 100% of urban participants *agreed or strongly agreed* with the motivation item. This demonstrates that all the urban participants supported the assertion of the motivation item. Similarly, 90.9% of rural participants *agreed or strongly agreed* that becoming a good role model for children is a motive for participating in NFE. This evidence shows that majority of the rural participants support the motivation item. This illustrates that the goal of the participants is to enroll on the literacy programme so that their children seeing them as grownups and still having the zeal to learn will also be encouraged to study. The latter's finding is similar to that of Buttaro (2004).

With reference to availability of properly trained facilitators inducing enrolment in NFE, the evidence demonstrates that 95.2% of urban participants *agreed or strongly agreed* on the item. The conclusion that is drawn is that majority of the urban participants hold the opinion that availability of properly trained facilitators induce enrolment in NFE. In terms of the rural participants, 93.2% *agreed or strongly agreed* that availability of properly trained facilitators induce enrolment in NFE. This clearly shows that majority of the rural participants support the motivation item. It is therefore obvious that a large proportion of both rural and urban participants consider availability of properly trained facilitators as a factor that induce enrolment in NFE in the Wa Municipality which concurs with Bariso (2008) finding that the availability of properly trained teachers motivated people to learn. This means that with the presence of well-trained facilitators people will be

motivated to enroll in NFE, as they know that they will get the right training and finish the programme on schedule.

Concerning perceptions on learning new skills (i.e., reading and writing) as a motivation for enrolling in NFE, both respondent categories constituting urban and rural participants endorsed the motivation statement. Per this, those participants in the urban area that *agreed or strongly agreed* constitute 90.5% whereas those from rural area who *agreed or strongly agreed* represent 97.7%. These results suggest that each of the respondent categories hold the view that learning new skills is a motivation for enrolling in NFE. This signals that in both locations (rural and urban) people joined NFE so as to ensure that they learn new skills that will be useful to their everyday activities such as work which is consistent with Taniguchi and Kaufman's (2007) discovery that people chose to enroll in education in order to obtain skills.

In terms of improving one's self image as a motivation for enrolment in NFE, the participants in the urban area who *agreed or strongly agreed* make up 90.5% which far exceeds the percentage of those who *disagreed or strongly disagreed* on the same issue. The result indicates that many urban participants considered improving one's self image as a motivation factor. For the participants in the rural area, those who *agreed or strongly agreed* that improving one's self image is a motivation for enrolment in NFE are 93.2%, which is far more than those that *disagreed or strongly disagreed*. It is clear from the results that majority of the rural participants viewed improving one's self image as a motivation for enrolment in NFE. Comparing the views of rural and urban participants, the results show that they both endorsed improving one's self image as a motivation for enrolling in NFE in the Wa Municipality that corresponds with the finding of Yaffe and Williams (1998).

Concerning enjoying social interaction as a motivation for enrolling in NFE, the results show that the urban participants who *agreed or strongly agreed* make up 95.2%. This demonstrates that most of the urban participants viewed enjoying social interaction as a motivation for enrolling in NFE. This is so because most of them see coming to the class as giving them the opportunity to meet other people where they seek advice on problems they have as well as it serving as an avenue for them to relax outside to overcome boredom at home. In the case of rural participants, those who *agreed or strongly agreed* represent 84.2%, this is greater than those who *disagreed or strongly disagreed* on the motivation item. This means that more than two-thirds of the rural participants perceived enjoying social interaction as a motivation for enrolling in NFE that is equally held by the urban participants. The discovery of Prins *et al.* (2009) that most learners attended literacy classes because it affords them the opportunity to have social interaction supports the finding of this study.

Taking joining formal educational programme as a motive for participating in NFE into consideration, the results illustrate that about 81.0% of the urban participants *agreed or strongly agreed* with that point of view. This shows that majority of urban participants view joining formal educational programme as a motive for participating in NFE. On the other hand, about 79.5% of rural participants *agreed or strongly agreed* that joining formal educational programme is a motive for participating in NFE in the Wa Municipality. The results indicate that most of the rural participants endorsed the current motivation item, which is similar to the perception of the urban participants. In Rogers' (n.d.) study, it was found that people enrolled in literacy programmes with the view to join the formal educational sector, which corroborates this present study's discovery.

In the case of existence of income generating activities as a reason for joining NFE, the results reveal that about 71.4% of urban participants *agreed or strongly agreed* on the item. What is deduced from the above is that a large proportion of the urban participants support the opinion that existence of income generating activities is a reason for joining NFE. With respect to the rural participants, the results show that 63.6% *agreed or strongly agreed* with the current motivation item under consideration. In a whole, the results show that both urban and rural participants think that existence of income generating activities is a reason for joining NFE in the study area. This is so because the income generating activities that they engage in helps them to get extra income to supplement their regular income source.

Observations from the table show that the urban participants that *agreed or strongly agreed* that obtaining a certificate is a reason for enrolling in NFE are 52.4% while those from the rural area who *agreed or strongly agreed* constitute 86.4%. The evidence presented here indicates that both respondent groups (i.e., urban and rural participants) see obtaining a certificate as a reason for enrolling in NFE, which is consistent with the discovery made by Bariso (2008). As they earn certificates, they will now be able to use it to search for jobs.

The results from the table clearly reveal that 52.4% of the urban participants *agreed or strongly agreed* that obtaining employment is a motivation for enrolling in NFE in the Wa Municipality. The results on urban participants' perception on this current motivation factor indicate that most of them endorsed the item. For the case of rural participants, it is evident that about 72.7% *agreed or strongly agreed* with the opinion that obtaining employment is a motivation for enrolling in NFE. This gives an indication that a larger proportion of the rural participants considered obtaining employment as a motivation for enrolling in NFE that is consistent with the view of the urban participants. In the studies of Buttaro (2004) and Bariso (2008), they discovered that most participants in literacy programmes enrolled because

**Table 4.4:** Perceptions of Participants on Motivations for Participating in NFE

Motivation Items		Participants			
		D/SD	U	A/SA	T
Improving one's self image is a motivation for enrollment in NFE.	<i>f</i>	3	2	60	<b>65</b>
	%	4.6	3.1	92.3	<b>100</b>
Obtaining a certificate is reason for enrollment in NFE.	<i>f</i>	15	1	49	<b>65</b>
	%	23.1	1.5	75.4	<b>100</b>
Learning new skills (i.e., reading and writing) is a motivation for enrolling in NFE.	<i>f</i>	2	1	62	<b>65</b>
	%	3.1	1.5	95.4	<b>100</b>
Obtaining employment is a motivation for enrolling in NFE	<i>f</i>	19	4	42	<b>65</b>
	%	29.2	6.2	64.6	<b>100</b>
Enjoying social interaction is a motivation for enrolling in NFE.	<i>f</i>	4	4	57	<b>65</b>
	%	6.2	6.2	87.7	<b>100</b>
Mutual support from family and peers is a motivation for enrolling in NFE.	<i>f</i>	20	1	44	<b>65</b>
	%	30.8	1.5	67.7	<b>100</b>
Availability of properly trained facilitators induce enrollment in NFE.	<i>f</i>	4	0	61	<b>65</b>
	%	6.2	0.0	93.8	<b>100</b>
Becoming a good role model for children is a motive for participation in NFE.	<i>f</i>	4	0	61	<b>65</b>
	%	6.2	0.0	93.8	<b>100</b>
Joining formal educational programme is a motive for participating in NFE.	<i>f</i>	10	3	52	<b>65</b>
	%	15.4	4.6	80.0	<b>100</b>
Existence of income generating activities is a reason for joining NFE.	<i>f</i>	18	4	43	<b>65</b>
	%	27.7	6.2	66.2	<b>100</b>
Low cost of the programme is a motive for participating in NFE.	<i>f</i>	25	2	38	<b>65</b>
	%	38.5	3.1	58.5	<b>100</b>

Source: Field Survey (2013)

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

they wanted to improve their career prospects, which support the finding of the present study.

It is observed that majority of the urban participants do not acknowledge that mutual support from family and peers are a motivation for enrolling in NFE. In terms of specifics, 66.7% *disagreed or strongly disagreed* with the motivation statement. With regard the rural participants, those that *agreed or strongly agreed* with the opinion that mutual support from family and peers is a motivation for enrolling in NFE represent 86.4%. This indicates that most of the rural participants support the assertion of the motivation item. Juxtaposing the results of the rural participant to those in urban, it is realized that there is a difference in perception as the motivation factor is endorsed by rural respondents but rejected by the urban participants. This result is so because in the urban area people put more premium on their own opinions as compared to people from the rural area (where more consideration is given to the opinions of family and friends). Prins *et al.* (2009) found that mutual support from peers induced people to participate in a family literacy programme in the Northeastern parts of

the United States of America, which concurs, with the opinion of the rural participants.

The results again show that low cost of NFE is not seen by urban participants as a motive for participating in NFE. With regard the details, 61.9% of the urban participants *disagreed or strongly disagreed* on the motivation item. For the case of rural participants, those that *agreed or strongly agreed* with the motivation statement stands at 72.7%. This indicates that those in the rural acknowledge that low cost of the programme is a motive for participating in NFE are more than those who think otherwise. From the above, it is clear that there is a difference in views of the rural and urban participants on the current motivation statement: whereas the rural respondents note that low cost of NFE is a motivation for enrolment, the urban participant hold a contrary opinion. The dissimilarity exists because majority of the people who live in the rural areas of the Wa Municipality are poor (Ghana Statistical Service, 2008) and so cannot afford it if it were costly to enrol.

### Motivating Factors for Participation in Literacy Programmes of NFE

This portion deals with participants/staff of NFED perceptions of what they consider as inducing participation in NFE. Table 4.4 above presents the opinions of participants on motives for enrolling on NFE in the Wa Municipality. The top five significant motivations for participation as given by the participants are presented in their order of significance (from most significant to the least one) and this is followed by other less significant motivating factors identified. These are buttressed by the findings from the interview with the staff of NFED (table 4.4 above).

Evidence from Table 4.4 above illustrates that the participants who *agreed or strongly agreed* that learning new skills (i.e., reading and writing) is a motivation for enrolling in NFE make up 95.4%. What is clear from the above results is that majority of the participants in NFE (95.4%) endorsed the motivation item. The interview with the field staff of NFED further revealed that many participants enroll in NFE to learn how to read and write. They indicated that the writing would enable them to take records of activities in their businesses (Field Staff of NFED, 2013). Additionally, in an interview with the coordinator of NFED, the coordinator said “most of our learners when asked why they enrolled on the literacy programme indicated that they did so to enable them know how to read and write in Dagaare and English” (NFED Coordinator, 20/03/2013) which concurs with those of Buttaro (2004) and Taniguchi and Kaufman’s (2007) studies in which they found that people chose to enroll in education in order to obtain skills.

Again, it is evident that in terms of availability of properly trained facilitators inducing enrolment in NFE, 93.8% of participants *agreed or strongly agreed* on it. The results show that a large number (93.8%) of people who attend NFE in the Wa Municipality do so because they think there are competent facilitators to handle them. If there are no well-trained facilitators, it will discourage people (i.e., non-participants) from enrolling on the programme. In an interview with a field officer of NFED, it became abundantly clear that the availability of competent facilitators and programme assistants to handle learners induced them to enroll in the literacy programme as the learners claimed that the facilitators would be in a better position to handle them in the learning process (Field Staff of NFED, 2013). This current finding corroborates with that of Bariso’s (2008) discovery that the availability of properly trained teachers motivated people to learn.

The results on becoming a good role model for children is a motive for participation in NFE illustrates that 93.8% of the participants *agreed or strongly agreed* on it. The results denote that becoming a good role model for children is a motive for participation in NFE as majority of the participants supported that view. A key informant indicated that

*When you ask most of the learners in the literacy classes why they have come, they respond that they want to serve as role models for their wards as they are old and still want to learn* (Field Staff of NFED, 20/03/2013).

The current study’s finding is similar to Yaffe and Williams (1998) discovery.

In terms of improving one’s self image as a motivation for enrolment in NFE, the results show that 92.3% of participants *agreed or strongly agreed* on the issue. Considering the fact that over two-thirds (92.3%) of the respondents *agreed or strongly agreed*, it means that most of the people in the Wa Municipality attend NFE classes in order to improve their self-image. This implies that participants see their enrolment in NFE as panacea to becoming literate. From the interview with the NFED Coordinator, it was clear that most of the participants joined NFE in order to improve their image- people now see them as literates (NFED Coordinator, 2013). In Beder (1990) and Yaffe and Williams’ (1998) studies, they found that people chose to attend literacy classes in order to increase their self-esteem which supports the current study’s finding.

With regard to enjoying social interaction as a motivation for enrolling in NFE, the results reveal that 87.7% of the participants *agreed or strongly agreed* on the item. This illustrates that majority of participants who enrolled in NFE did so in order to enjoy social interaction. In the interview with the NFED Coordinator, the coordinator pointed out that majority of the participants say that they enrolled on the literacy programme of NFE to get the opportunity to meet other people (NFED Coordinator, 2013). In a study by Prins *et al.* (2009), it was discovered that most of the learners attended the literacy classes because it affords them the opportunity to have social interaction that this consistent with this current study’s finding.

Results from the table and the other free response question indicate that obtaining a certificate, joining formal educational, mutual support from family and peers, existence of income generating activities, obtaining employment, low cost of the programme, no stringent requirements for enrolment, availability of suitable learning materials, success stories of past products and flexibility in class attendance days though are motivation factors, they are not significant ones. These factors also influence enrolment in NFE in the study area, but only that their effect is not very significant.

### CONCLUSIONS

Based on the findings, it is concluded that largely, similar factors mostly motivate both rural and urban participants as well as male and female participants to enrol in NFE. It is also noted learning new skills (i.e., reading and

writing), availability of properly trained facilitators, becoming a good role model for children, improving one's self image and enjoying social interaction are the major inducement factors influencing participation in NFE.

## RECOMMENDATIONS

Regular orientation programmes should be organized for the participants. NFED staff with support from their past learners should execute this. The orientation programme should be conducted in such a way motivation is stimulated among participants. This is done to ensure retention of participants in programme.

Effective publicity campaign is required to ensure that the major inducement factors triggering enrolment in NFE are disseminated to the public. Publicity should be done by NFED in collaboration with past products of NFED, Information Service Department (ISD) and the radio stations. Adequate dissemination of the inducement factors will influence many of the target group to be aware of the programme and hence, stimulate their interest to enroll.

Non-Formal Education curriculum should be resigned to focus on the factors that the participants indicated induced them to enrol. This is important where the inducement factors enumerated are not reflected in the content of the programme. Redesigning should be done by NFED to ensure that the current participants are satisfied with the programme to make them stay to complete the literacy cycle of the required 21 months.

Since the presence to well-trained facilitators is considered a critical factor of motivation for participation in NFE, it is necessary that the operators of literacy programmes employ competent people to handle the learners. Such facilitators should be given regular in-service training by NFE in partnership with Ghana Education Service to update their pedagogical skills.

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