

**THE IMPACT OF FUNCTIONAL LITERACY EDUCATION PROGRAMMES ON
THE PREVENTIVE HEALTH PRACTICES OF THE RURAL DWELLERS OF
ANAMBRA STATE, NIGERIA**

BY

MBONU, NGOZI CHARITY

B.A(Ed) EDUCATIONAL ADMINISTRATION (1991)
M.Ed ADULT EDUCATION, UNIVERSITY OF LAGOS (1993)

**THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, UNIVERSITY
OF LAGOS, IN FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER OF PHILOSOPHY (M.Phil)
IN THE DEPARTMENT OF ADULT EDUCATION, FACULTY OF EDUCATION,
UNIVERSITY OF LAGOS, NIGERIA.**

JUNE, 2013.

APPROVAL

**THIS RESEARCH REPORT HAS BEEN APPROVED FOR THE
DEPARTMENT OF ADULT EDUCATION AND THE SCHOOL OF
POSTGRADUATE STUDIES, UNIVERSITY OF LAGOS.**

BY

DR (MRS) M. N. EGENTI

1st Supervisor's Name

.....//
Signature

.....
Date

DR (MRS) T. V. BAKARE

2nd Supervisor's Name

.....//
Signature

.....
Date

PROF. G. G. OKE

*Head,
Department of Adult Education*

.....//
Signature

.....
Date

DEDICATION

This thesis is dedicated to God Almighty for His infinite mercy, protection and guidance throughout the rigorous exercise of this work. I am eternally grateful to my beloved parents, Chief Isaac and Madam Sarah Ugbaja who made fervent efforts to see that I pursued this course but were not alive to witness its completion. However, I believe that the completion of this work will give their spirits honour as I promised to execute the good works they instilled into my life by helping mankind with the knowledge acquired in the field.

**SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITY OF LAGOS**

CERTIFICATION

This is to certify that the thesis:

**“THE IMPACT OF FUNCTIONAL LITERACY EDUCATION PROGRAMMES ON THE
PREVENTIVE HEALTH PRACTICES OF THE RURAL DWELLERS OF ANAMBRA
STATE, NIGERIA.”**

submitted in the
School of Postgraduate Studies
University of Lagos

For the award of the degree of

MASTER OF PHILOSOPHY (M.Phil)

is a record of original research carried out

By

MBONU, NGOZI CHARITY
In the Department of Adult Education

..... AUTHOR'S NAME	..... SIGNATURE	..... DATE
..... 1 ST SUPERVISOR'S NAME	..... SIGNATURE	..... DATE
..... 2 ND SUPERVISOR'S NAME	..... SIGNATURE	..... DATE
..... 1 ST INTERNAL EXAMINER'S NAME	..... SIGNATURE	..... DATE
..... 2 ND INTERNAL EXAMINER'S NAME	..... SIGNATURE	..... DATE
..... EXTERNAL EXAMINER'S NAME	..... SIGNATURE	..... DATE
..... SPGS REPRESENTATIVE	..... SIGNATURE	..... DATE

ACKNOWLEDGEMENT

I will first of all give my profound gratitude to God Almighty who in His infinite mercies guided and protected my life and my entire family throughout the rigorous period of this research work. May His name be glorified in the Mighty name of Jesus. Amen!!! The Bible says "In everything, we give glory to God" (I Thess. 5 : 18).

I am greatly indebted to my former supervisors, Professor M. N. Okenimkpe and Professor A. O. Adewale of the Department of Adult Education, University of Lagos whose academic excellence, quality leadership and contributions helped greatly in every stage of this work. My special thanks also go to my present supervisors, Dr (Mrs) M. N. Egenti and Dr (Mrs) T. V. Bakare who painstakingly went through the thesis and made series of contributions and technical corrections in the work.

My heartfelt appreciation goes to the present Head of Department, Prof. G. G. Oke, for his tireless efforts and advice in my academic achievement.

My special thanks also go to Prof. (Mrs) C. O. Oladapo, immediate Head of Department, Adult Education, who also gave me valuable advice throughout the course of the study.

My special thanks also go to Prof. O. I. Jegede, the former past Head of Department, Adult Education for his immense contributions to the work and Prof. (Mrs) O. A. Obasoro-John, former Sub-Dean, School of Postgraduate Studies, for her concern.

I am also grateful to other lecturers in the Department. The co-operation and support I received from Dr Ojo Ajibare, Dr (Mrs) Ngozi Anyikwa, Dr (Mrs) P. I. Ememe are also invaluable.

I sincerely extend my gratitude to Professor Lekan Oyedeji and his entire family, my former supervisor (Former Dean, Faculty of Education, University of Lagos) who has always been my mentor. He was the person who gave me encouragement to pursue M.Ed. Programme in the Department of Adult Education. He has contributed in no small measure to my academic progress in this University and has not stopped seeing to my academic excellence.

To my beloved husband, I say a big thank you for all the efforts you made financially, spiritually and otherwise throughout the duration of my study. My best wishes also go to my beloved children who helped me day and night in prayers and support to see to the success of this programme. Mention must also be made of my loving son, Kingsley, who relentlessly typed and re-typed this work and to Mr. Frank of Tohan Institute, Surulere who did the final typing and proofreading of the work. I dearly thank you all.

It will be impossible for me to mention names of all the people who contributed in one way or the other to the success of this work. However, I appreciate your concern for my academic growth and development. May God bless you all.

TABLE OF CONTENTS

	Page
Title Page	i
Approval	ii
Dedication	iii
Certification	iv
Acknowledgement	v – vi
Table of Contents	vii – x
List of Tables	xi – xiii
List of Figures	xiv
List of Appendices	xv
Abstract	xvi
CHAPTER ONE – INTRODUCTION	
1.1 Background to the Study	1 – 14
1.2 Statement of the Problem	15 – 16
1.3 Purpose of the Study	16 – 17
1.4 Research Questions	17 – 18
1.5 Research Hypotheses	18 – 19
1.6 Theoretical Framework	19 – 38
1.7 Significance of the Study	38 – 40
1.8 Scope of the Study	40
1.9 Delimitation	41
1.10 Operational Definition of Terms	41 – 43

CHAPTER TWO – LITERATURE REVIEW

2.0	Introduction	44 – 45
2.1	Concept of Literacy	45 – 54
2.2	The Beginning of Adult Literacy Education in Nigeria	54 – 58
2.3	Kinds of Literacy Education	58 – 66
2.4	Levels of Literacy Education	66 – 67
2.5	Characteristics of Functional Literacy	67 – 68
2.6	Advantages of Functional Literacy	68 – 69
2.7	Benefits of Traditional Literacy	70 – 71
2.8	Values of Traditional Literacy in the Community	71 – 82
2.9	Importance of Literacy to the Development of the Society	82 – 85
2.10	Concept of Rural Health Education	85 – 98
2.10.1	Environmental Sanitation	98 – 99
2.10.2	Immunization	99 – 100
2.10.3	Breast-feeding	100
2.10.4	Traditional Beliefs versus Health Education	100 – 115
2.11	Empirical Review	115 – 121

CHAPTER THREE – RESEARCH METHODOLOGY

3.0	Introduction	122
3.1	Research Design	122
3.2	Area of Study	122 – 125

3.3	Population	125
3.4	Sample Size	125
3.5	Sampling Procedure	125 – 126
3.6	Instrumentation	126 – 127
3.7	Pilot Study	127
3.8	Validity and Reliability of Research Instrument	127 – 128
3.9	Administration of Research Instrument	128 – 129
3.10	Data Scoring	129
3.11	Method of Data Analysis	129 – 130
3.12	Documentation	130

CHAPTER FOUR – DATA ANALYSIS AND TEST OF HYPOTHESES

4.0	Introduction	131
4.1	Data Analysis	131 – 132
4.2	Answers to Research Questions	132 – 143
4.3	Test of Hypotheses	143 – 147
4.4	Summary of Findings	148 – 149

CHAPTER FIVE – DISCUSSION OF FINDINGS, IMPLICATIONS OF FINDINGS, RECOMMENDATIONS, SUGGESTIONS FOR FURTHER RESEARCH, CONTRIBUTIONS OF THE STUDY TO KNOWLEDGE, SUMMARY AND CONCLUSION

5.0	Introduction	150
5.1	Discussion of Findings	150 – 157
5.2	Implications of Findings	157 – 158

5.3	Recommendations	158 – 161
5.4	Suggestions for Further Research	161 – 162
5.5	Contributions of the Study to Knowledge	162 – 163
5.6	Summary and Conclusion	163 – 164
REFERENCES		165 – 174
APPENDICES		175 – 185

LIST OF TABLES

TABLES		Page
Table 1	Weight and minimum water requirement	7 – 8
Table 2	The researcher’s conceptual framework of evaluation	35
Table 3	Percentage of literate population – 15 years of age and over	50
Table 4	Differences between traditional literacy education and functional literacy education programmes	60 – 62
Table 5	Diseases and ways of preventing them	94 – 95
Table 6	Illness with their corresponding assumed causes	101
Table 7	Key Health Indicators	109
Table 8	Summary of the Reliability of the Instrument	128
Table 9	Scoring of the Data in Functional Literacy Education Programmes, Rural Dwellers Preventive Health Practices Questionnaire (FLEPRDPHPQ)	129
Table 10	Presentation of Respondents’ Bio-Data	131
Table 11	Perception of Respondents on Functional Literacy Education (FLEP) and rural participants’ personal Preventive Health Practices	133-134
Table 12	Perception of Respondents on Functional Literacy Education (FLEP) and Rural Participants’ Home Preventive Health Practices	135

Table 13	Perception of Respondents on Functional Literacy Education (FLEP) and Rural Participants' Environment Preventive Health Practices	135-136
Table 14	Perception of Respondents on the Adequacy of the Physical Facilities and Material Resources at Functional Literacy Education (FLEP) centres	137-138
Table 15	Perception of respondents on the quality of facilitators teaching at the functional literacy education (FLEP) centres	139
Table 16	Perception of respondents of the participatory attitude of rural dwellers to functional literacy education (FLEP)	140-141
Table 17	Perception of respondents of the Functional Literacy Education	141-142
	Test of Hypothesis and Result:	
Table 18	Rural dwellers' participation in functional literacy education programmes and personal preventive health practices	143
Table 19	Rural dwellers' Participation in Functional Literacy Education programmes and Home Preventive Health Practices	144

Table 20	Rural Dwellers' Participation in Functional Literacy Education Programmes and Environmental Health Practices	145
Table 21	Physical Facilities and Materials and Participants' Assessment of the Functional Literacy Education Programmes	145
Table 22	Quality of Facilities and Rural Dwellers' Attitude to Participation in the Functional Literacy Education Programmes	146
Table 23	Rural dwellers' attitude to participation in functional Literacy Education programmes and their Social Responsibilities	147

LIST OF FIGURES

FIGURES	Page
Fig. 1	Maslow's hierarchy of needs 21
Fig. 2	Cross' chain of response model 25
Fig. 3	Evaluation chart 27
Fig. 4	Stufflebeam's context-Input-Process-Product Model 31
Fig. 5	Researcher's proposed conceptual framework For evaluating the impact of functional literacy education programmes on the preventive health practices of the rural dwellers of Anambra State 33
Fig. 6	Map of Anambra State showing LGAs 123

LIST OF APPENDICES

	Page
APPENDIX	
Functional Literacy Education and Rural Dwellers’ Preventive Health Practices Questionnaire (FLEPRDPHPQ)	175
PART ONE - BIOGRAPHIC DATA	
PART TWO	
A. To what extent has your participation in (FLEP) made you to start doing the following (PPHP)?	176
B. To what extent has your participation in FLEP made you to start doing the following (HPHP)?	177
C. To what extent has your participation in FLEP made you to start doing the following (EPHP)?	178
PART THREE: QUESTIONS	
D. Physical facilities and materials resources at the centres (P/M)	178
E. Quality of Programme Facilitators (FQ)	178
F. Rural Dwellers’ Attitude to Participation in Functional Literacy Education Programmes.	179
G. Assessment of the Functional Literacy Education Programme (PAFLEP)	179

ORAL INTERVIEW SCHEDULE

Since you took part in the programme, how has your life changed?

H.	Personal preventive health practices	180
I.	Home preventive health care	180
J.	Environmental health practices	181
K.	Availability of physical facilities at the functional literacy centre	181
L.	Qualification of programme facilitators	182
M.	Rural dwellers' attitude towards participation	183
N.	Adult literacy education establishments consulted in Anambra State during the study	184
O.	Twenty one selected Local Government areas of Anambra State used for the study	185

ABSTRACT

The study set out to examine, "The impact of functional literacy education programmes on the preventive health practices of the rural dwellers of Anambra State". This is with a view to determining the influence of functional literacy education programmes in the improvement of preventive health practices of the rural dwellers of the State. The target population of the study included all the 85 functional literacy education centers in the 21 local government areas of Anambra State with a total of 746 participants and 183 facilitators. (Field work survey 2008). Sample survey research design was adopted for the study. Two sets of questionnaire titled: Functional Literacy Education Programmes; Preventive Health Practices and Structured Oral Interview were conducted on the illiterate respondents, 60 in number. The interview was guided by 29 items generated from the main questionnaire and the results corroborated the responses from the main instrument. See appendix A – D.

Available records in all the selected centers in the State were also consulted. Six null hypotheses were tested and all were also rejected.

On the basis of the findings, some recommendations were made. Further research studies that need to be carried out were suggested. There is a conclusive evidence from the findings that functional Literacy Programmes helped to enhance the preventive health practices of the rural dwellers of Anambra State who participated in the programmes.