

APPLICATION OF A NON-FORMAL APPROACH TO THE TEACHING AND LEARNING OF HUMAN RIGHTS EDUCATION IN NIGERIA

Adeola Oladele Ogunsanya*
Olabisi Onabanjo University, Ago-Iwoye

Abstract: *The study investigated outcomes of a non-formal approach (self-tutoring) to the teaching and learning of Human Rights Education in Nigeria. The study adopted a quasi-experimental design involving a 2 x 2 x 1 factorial matrix. Ninety-seven students from two schools in Lagos State, Nigeria were sampled using a multi-stage sampling technique. Two instruments were used. One was the Knowledge of Human Rights Education Test (KHRET) and the other was the Attitude to Human Rights Education Questionnaire (AHREQ). The instruments were developed and validated by social studies experts for the purpose of data collection. A test-retest correlation coefficient of 0.82 was obtained from a trial test. The findings revealed that the non-formal approach (self-tutoring) has a significant effect on students' knowledge and attitude towards Human Rights Education. It is recommended that it could be combined with other instructional techniques and strategies for the teaching and learning of human rights in schools.*

Keywords: *Non-Formal Approach, Human Rights Education, teaching and learning, Nigeria.*

INTRODUCTION

Background

Many of the core principles of human rights are reflected in a variety of world religions, philosophies, and political doctrines which span the centuries (Bemis, 2013). Some of these principles are dignity, fairness, equity, non-discrimination and participation.

More than six decades after the Universal Declaration of Human Rights was signed in 1948, human rights abuses such as gender-based violence, racism, economic inequalities, religious persecution and human trafficking still abound. These are compounded by war, dictatorship, terrorism, escalating refugee crises, food and water insecurity and a global recession, all of

*Corresponding Author (droladeleogunsanya@gmail.com)

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which have led to higher levels of poverty and unemployment, particularly in the developing world (Ogunyemi & Raheem, 2006). So, despite the existence of such a powerful and prominent international instrument like the UDHR to support universal human rights, so many people around the world are still denied even basic human rights.

Human rights may be described as moral and legal norms that are designed to protect all people everywhere from severe political, legal and social abuse (Standard Encyclopedia of Philosophy, 2019). Kristen (2004) described human rights as those rights naturally conferred on human beings and socially strengthened by state apparatus for better human relations. The Scottish Human Rights Commission Act (2012) sees human rights as the promotion, awareness, understanding and respect for all human rights – economic, social, political, cultural, and civic – of everyone in the society and the need to encourage the best practice in relation to human rights. The significance of human rights may be seen in the fact that they are political norms dealing mainly with how people should be treated by their government and institutions. Human rights also exist as legal rights or constitutional rights.

According to Mwenedata (2016), human rights have been categorized into seven groups. These categories of rights include security rights, which involve the protection of people against crimes such as murder, massacre, rape, and torture. Liberty rights guarantee the freedom of citizens to expression, association, movement, and assembly. Political rights protect the individual's liberty to participate in politics by communication, protesting, voting and assembling. The due process rights protect people against abuses by the legal system, such as imprisonment without trial, secret trial, and excessive punishment. Equality rights guarantee equality and non-discrimination among rich and poor, rural, and urban, with no consideration for ethnicity, social status, and political authority. Welfare rights include economic and social rights such as education and protection against severe poverty and starvation (Hung, 2014). The seventh category is group rights which may include ethnic rights protection, as in the case of the Niger Delta people agitating for good governance.

The multi-dimensional nature and significance of human rights to individuals, groups and nations has caused Human Rights Education to be given pride of place by the United Nations (UN). The UN designated 1994 to 2004 as the Decade of Human Rights Education for the development of the global human rights culture. The objective was to strengthen respect for human rights and fundamental freedoms. It also encouraged the full development of the human personality and sense of dignity; the promotion of understanding, respect, gender equality and friendship among all nations, including indigenous peoples and all racial, national, ethnic, religious and linguistic groups (David, 2004). This is why Ikponwosa (2014) argued that human rights education is necessary for shifting the status of the economy from

being subject to local and international power relations to citizens with rights and responsibilities. Human Rights Education is also aimed at enabling people to participate effectively in a free society. This objective is a prerequisite for the existence of human equality of purpose, with appropriate respect for human activities within one's operational environment all over the world.

The objectives of the World Programme for Human Rights Education are:

- (i) To promote the development of a culture of human rights
- (ii) To understand the basic principles and methodologies for human rights education
- (iii) To focus on human rights education at the national, regional, and international levels
- (iv) To establish a collective of frameworks for action by all relevant actors
- (v) To enhance partnership and cooperation at all levels, support existing Human Rights Education programmes and to develop new ones (United Nations, 2004).

In Ireland, a study was conducted and published by the Centre for Human Rights and Citizenship Education (CHRCE) in 2011. The work sought to ascertain the level of awareness of, and attitude towards, human rights and Human Rights Education among primary school teachers in Ireland, to assess the extent to which HRE is implemented in primary schools and the related challenges and opportunities (Waldron et al., 2011). The findings indicated that while teachers had an interest in and enthusiasm for teaching HRE, they were ill-equipped with the requisite knowledge for providing HRE to the standard consistent with international human rights law. Thus, while the majority of teachers felt that they were providing HRE in their classrooms, it was demonstrated that such HRE activity was not grounded in the correct language and terminology of human rights. The study also discovered that teachers viewed HRE as a mere tool for improving social cohesion rather than for empowerment and activism.

In Taiwan, an effective pedagogy of human rights education has been proposed as an approach to the concept of the curriculum framework at the theoretical level. The main contribution of research lies in the conceptual clarification and achievement of the basic ideas as well as in the development of education by linking the physically effective and ongoing experiences of learners with human rights events and stories. This personified approach to learning is likely to raise learners' sensitivity to human rights issues. In Africa,

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Ikpunwosa (2013) wrote an overview of some of the challenges and prospects for human rights education in sub-Saharan Africa. He argued that human rights education was a necessary issue, especially regarding local and international power relationships with citizen's rights and duties. He identified the distraction of cultural institutions by colonial masters and proposed the introduction of a superculture of international human rights with a change in the structure of power and the socio-economic hierarchy that relate to poverty-orientated society.

In Nigeria, Ogundare (1995) reported on research work which examined some factors that were associated with the orientation of social studies teachers on human rights. He found that social studies teachers were aware of human rights as entrenched in the constitution, and some particular rights, such as education and employment, came readily to the students' mind. The study emphasized the need for college social studies teachers to pay attention to the implications of all individual human rights in their teaching. It was suggested that the method and content of teachers' curricular preparation be improved.

These studies and others have focused on a formal instructional approach to HRE. But there are still many more citizens outside school settings that require HRE. Even in the school setting, there is the need to employ a non-formal approach in HRE because of the advantages it offers. Generally, there are three types of education: formal, informal, and non-formal. Formal education is a form of education that is associated with schools and other educational institutions such as universities, colleges of education, polytechnic and other educational centres, it is subject oriented and has hierarchical structure. On the other hand, informal education deals with everyday experiences which are not planned or organized. It also refers to incidental learning which involves practical adult learning with diversity in method and content (Fordham, 1993). The non-formal education which is the focus of this work takes place outside the formal system of education with the main purpose of developing the skills and aptitudes of the individuals that are required for their day-to-day existence; it is considered to be more flexible, and learner-centered (Morgan, 2000). This type of learning could be gathered through experience, at home, work etc. Non-formal education may take place both within and outside educational institutions, and it can involve persons of all ages.

Research on the non-formal approach suggests that regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. For instance, Sabahattim (2015) investigated the effect on student attitude toward courses using project-based learning in social studies education. It was found that though there were significant differences in the attitude of students towards social studies courses based on the strategies

used. The non-formal approach (self-tutoring) has been proposed for the learning of human rights because its structure makes it more accessible to more people. The application of a non-formal system in the teaching and learning of human rights could help to make human rights concepts permanent in human life thereby capturing about 75% of citizens, since these concepts would not be restricted to the four walls of the school system. The human rights knowledge acquired in this way is long-lasting among individuals and groups. It also involves all segments of human society, thereby making human rights the concern of all citizens and not only for those who can read or write.

Conner (2007) emphasized that to truly understand learning in an organization, it is necessary to recognize the informal learning already taking place and take advantage of what is taking place in that respect. This includes strategies for improving learning opportunities for everyone and tactics for managing and sharing what they know. It is also stressed that informal learning involves knowledge management, mentoring, incidental learning, museum learning, on the spot learning, what happens in the community of practice, community of interest and what happens in informal teacher development.

Informal education involves individuals exploring the environment and sourcing information from the Internet. It is based on a community learning system that may play and teaming. The informal education system advocated by UNESCO (1947) for use in human rights learning is seen from the perspective that education at this level is a life-long process which demands self-development and individuals (male and female) learning about human rights concepts, including the protection and the violation of these rights, for the development of the human society.

Self-tutoring refers to a process of knowledge transmission which involves an individual taking the initiative regarding teaching and learning, with or without the help of others. This usually takes place during the process of identifying their learning needs, formulating learning goals, and thereby taking sole responsibility for, and control of, their own learning (Carson, 2012). In addition, Kapil and Malini (2018) in their concept of peer tutoring, which they regarded as a teaching strategy that combines both student and instructor in one person, emphasized that self-tutoring as a teaching strategy only involved one individual in the teaching/learning process. According to them, this has been made easy and possible because of information and communication technology by means of which one could teach him/herself through the internet, Facebook, YouTube among others.

In view of the foregoing, this study seeks to establish the impact of the non-formal approach (self-tutoring) in knowledge acquisition and attitude formation on human rights. The study

is also concerned about the non-formal approach (self-tutoring) in enhancing Human Rights Education knowledge and attitudes among secondary school social studies students. This paper will also establish the possible gender difference in relation to the knowledge of and attitude towards human rights education. Hence, the following hypotheses were set to guide the study:

Ho1: There is no significant difference in the post-test knowledge mean score of students exposed to the non-formal approach (self-tutoring) versus the conventional method.

Ho2: There is no significant difference in the post-test attitude mean score of students exposed to the non-formal approach (self-tutoring) when compared with the conventional method.

THEORETICAL BACKGROUND

Social learning theory is a theory of the learning process and social behaviour which proposes that new behaviour can be acquired by observing and imitating others (Bandura, 1971). It states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement (Bandura, 1963). In addition, learning occurs through the application of rewards and punishments, a process known as vicarious reinforcement. When a particular behaviour is rewarded regularly, it will most likely persist; conversely, if a particular behaviour is constantly punished, it will most likely desist (Renzetti et al., 2012). The theory expands on traditional behavioural theories in which behaviour is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual (Bandura, 1971).

Within this context, Albert Bandura studied learning processes that occurred in interpersonal contexts and which were not adequately explained by theories of operant conditioning or existing models of social learning (Bandura, 1963). Specifically, he argued that "the weaknesses of learning approaches that discount the influence of social variables are nowhere more clearly revealed than in their treatment of the acquisition of novel responses" (p.591). Skinner's explanation of the acquisition of new responses relied on the process of successive approximation, which required multiple trials, reinforcement for components of behaviour, and gradual change (Skinner, 1963). Rotter's theory proposed that the likelihood of a behaviour occurring was a function of the subjective expectancy and value of the reinforcement (Rotter, 1954). This model assumed a hierarchy of existing responses and thus did not account for a response that had not yet been learned. Bandura

began to conduct studies of the rapid acquisition of novel behaviour via social observation, the most famous of which were the Bobo doll experiments.

Bandura's social learning theory was criticized by biological theorists. For instance, Durkin (1995) argued that the so-called learning theory ignores biological states and autonomic nervous system responses. He further emphasized that certain types of behaviour and responses are not only learned, but also partly inherited. Durkin (1995) also claimed that Rotter's theory was too artificial, in the sense that when an adult was acting violently towards a child, other children would or might not repeat such action or behaviour.

In addition, Bandura's ideas on violent behaviour acquisition through media such as television is subjected to criticisms. According to Feshbach and Singer (1971), when individuals watch television, it reduces the amount of aggressive behaviour because children, for instance, can easily relate one another to characters involved in a violent act and release their violent thoughts.

Social learning theory is premised on the idea that it is association with others (family and friends) that contributes to the learning and subsequent acceptance of deviant conduct. It has instead been suggested that young people may develop these deviant attitudes and values without prior exposure to them and then seek out peers with similar attitudes and behaviour. The general theory of crime posits that an individual's propensity to crime (as exemplified by low self-control) is stable throughout the life course and that it is the opportunities for crime that change.

Problem and Purpose

Some experts in human rights, such as Alexander (1999) and Rashid (2005), observed the insufficiency of information on the effectiveness of non-formal approaches to HRE. More recently, Ashraf (2013) and Kumarn (2014) in Singh and Singh (2015) stressed that prospective teachers do not have sufficient knowledge about human rights since many youths and adults still depend on formal means of learning about human rights. In essence, when teachers do not have the required knowledge on human rights, how then do we expect them to pass on correct information about human rights to the learners? Non-formal approaches as presented in this study could be organized to achieve greater knowledge of, and better attitudes towards, HRE. The formal approaches, though more popular in the teaching and learning of HRE, are yet to have a meaningful impact on students' HRE knowledge and attitude. The formal approaches have also largely marginalized most people in the informal sectors (Ogunsanya, 2017). Hence, it is imperative to complement the formal

approaches with non-formal approaches in addressing HRE. This could bridge the gaps that the other approaches could not address. This study therefore investigated the effect of the non-formal approach to the effective teaching and learning of HRE using self-tutoring strategy. It also examined the differences that may exist between males and females with regard to human rights knowledge and attitude.

METHODOLOGY

The study adopted a quasi-experimental design involving 2 x 2 x 1 factorial matrix. The population of the study covers the entire population of senior secondary school II students in the two local government areas of Epe Division of Lagos State, Nigeria. The sample of 97 was drawn from two schools selected through multi-stage sampling technique. Fifty students were selected for the conventional group (control group). The first stage involved zoning senior secondary schools in the area into two major divisions – Epe North and Epe Central. One secondary school from each of the two zones in the division was selected. All students in Sciences, Arts and Social Sciences were purposefully selected to participate in the study. The sample thus consisted of all senior secondary II students in the selected schools. They comprised 52 females and 45 males. Their average age was 15.8 years with the youngest, 13 and oldest, 17. This class of students was assumed to understand the basic meaning of human rights differently at their level. Two instruments were used for the work – one, the Knowledge of Human Rights Education Test and the other, Attitude to Human Rights Education Questionnaire. The test consisted of thirty multiple-choice items that covered characteristics, violations, and protection of human rights. It was constructed by the researcher. For its validity, experts in social studies vetted the items before it was formally administered. The test-retest correlation coefficient was 0.82. The questionnaire consisted of 30 items on a four-point Likert Scale (*Strongly Agree, Agree, Disagree, Strongly Disagree*).

The non-formal approach used in the study was self-tutoring. This group consisted of students who formed a human rights club of the school under my guidance. This group had a research assistant who coordinated its activities. The group assembled at a designated place on appointed days and at appointed times. Individual students were given materials to read and evaluate within the stipulated time. The material distributed were notes, cardboards, flannel graphs on topics like “Respect and care for others and self”, used during the first week that the experiment covered.

The pre-test general performance of the non-formal (self-tutoring) and conventional(formal) group is 14.99, which amounts to 49.96% since the maximum obtainable mark was 30; therefore, the general knowledge of the students before the

experiment was about average. Data collected through a self-designed, structured and validated questionnaire was analysed with the aid of SPSS version 21.0 for Windows, using descriptive statistics and t-test at 0.05 level of significance.

FINDINGS AND DISCUSSIONS

Students' Knowledge of Human Rights Education

Table 1

Descriptive statistics on students' knowledge of Human Rights Education

Instructional Strategies	Gender	N	Mean	SD	Min	Max	Range	t-cal	p
Non-Formal Group	Male	22	18.12	2.94	11	26	15	1.60	>.05
	Female	28	20.32	2.91	13	26	13		
Conventional (Formal) Group	Male	18	14.51	3.03	10	21	13	0.93	>.05
	Female	29	14.44	3.06	11	20	09		

In the non-formal group, the females performed slightly better than the males. However, both male and female students had almost equal standard deviation. The range among the females was lower than that among the male students. The lowest score (11) was found among males, while the maximum score (26) was found in the two groups. Mean scores and standard deviation were almost the same among both male and females of the conventional group. The performance of the non-formal group is well above average (18.12 and 20.32), with a maximum obtainable mark of 30). Those in the formal (conventional) group performed a little below average. The mean score of the non-formal group was higher than that of the conventional group. However, the standard deviation of the conventional group is higher than that of the non-formal group.

However, despite the differences in the knowledge of human rights education by gender in the case of non-formal instruction, it was revealed statistically that there was no significant gender difference in the students' knowledge of HRE ($t=1.60$; $p>0.05$). In the same way, for the conventional group, findings revealed that there was no significant gender difference in the knowledge of human rights education ($t=0.93$; $p>0.05$). We can account for the similarity of performance between males and females in the non-formal group by the possibility that the activities were equally attractive to male and female members of the group. Non-formal processes are equally interesting. The findings, based on gender and knowledge about HRE

indicate no significant differences. This corroborates earlier findings of Adeyemi (2008), Erinsosho (1997), Ojo (2002) and Oludipe (2012) which revealed no mean gender effect on students' learning.

Students' Attitude towards Human Rights Education

Table 2

Descriptive statistics on students' attitude towards Human Rights Education

Instructional Strategies	Gender	N	Mean	SD	Mini	Maxi	Range	t-cal	p
Non-Formal group	Male	22	43.15	3.32	45	112	67	10.06	<.05
	Female	28	54.91	2.69	51	115	64		
Conventional (Formal) Group	Male	18	35.66	3.28	41	97	56	12.50	<.05
	Female	29	57.45	2.86	40	93	53		

Results from the non-formal group showed that female students performed at a significantly higher level than male students. However, females had lower standard deviation than the male students. The range among the males is higher than that among female students. Nevertheless, the result of the t-test at 0.05 level indicated that for non-formal strategies, there is a significant gender related difference in the attitude of students towards HRE ($t=10.06$; $P<0.05$). Moreover, the result indicated that for the conventional (Formal) group there was also a significant gender difference in the attitude of students towards HRE ($t=12.50$; $P<0.05$). Invariably, gender was seen to influence the attitude of students towards human rights education, and in both groups it was the females who demonstrated the more positive attitude. The possible reason for the difference in the attitude between male and female could be found in the nonchalant attitude of males towards some concepts of human rights, particularly if they have suffered some abuses.

In terms of gender and attitude, the finding of significant differences was in line with that of Abdullahi (2016) who carried out studies on gender differences in the attitude of secondary school students in Kastina, Kastina State, Nigeria and found that these were significant.

Test of Hypotheses

Ho1: There is no significant difference in the post-test knowledge mean score of students exposed to the non-formal approach (self-tutoring) and those exposed to the conventional(formal) method.

Table 3

Difference between non-formal approach (self-tutoring) and control group post-test knowledge mean of Human Rights Education

Group	N	Mean	SD	df	t	Sig.
Non-formal	50	17.54	3.95	95	3.62	0.05
Conventional (formal) group	47	14.87	3.30			

Table 3 revealed a significant difference in the post-test knowledge mean score ($t=3.62, p < 0.05$). The non-formal group (self-tutoring) had a higher mean score (17.54) than the conventional group's (14.87). This result implies that the observed difference in students' post-test knowledge mean between the non-formal group and conventional(formal) group was statistically significant. Hence, Ho1 is rejected. That is, there is a significant difference between the post-test knowledge mean scores of students exposed to the non-formal approach (self-tutoring) and those exposed to conventional (formal) methods. The non-formal group performed significantly better than the conventional (formal) group.

The findings in respect of the use of the non-formal approach (self-tutoring) as compared to the conventional(formal) approach revealed some significant differences ($t=3.62, p < 0.05$). The students' post-test knowledge mean scores differ significantly between groups exposed to the two instructional strategies. According to the result, the non-formal approach (self-tutoring) had a higher post-test knowledge mean score of 17.54. This implies that the non-formal approach (self-tutoring) was more effective in improving students' knowledge of HRE. For instance, within the group pursuing the non-formal method, there is mutual interaction, active participation and questioning among colleagues in a favourable learning environment. The findings corroborate those of Damon and Phelps (2004) who argued that materials are better understood and there is a higher level of knowledge acquisition when the informal method is used. Similarly, findings of researchers like Lister (1991), Rashid (2005) and Ogunsanya (2017) among others, corroborate the above findings. For instance, it was reported in Nigeria by Rashid (2005) and Ogunsanya (2017) that students following the non-formal method gained more knowledge compared to those pursuing the

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conventional method. The reason may be that students found the innovative strategy more interesting because it allows individuals to develop at their own pace and according to their interest. This advantage may also be attributed to the activities built into the non-formal approach (self-tutoring) which enhance gradual individual learning. These activities involved mentoring, self-discovery and self-learning.

Ho2: There is no significant difference in the post-test attitude mean score of students exposed to the non-formal approach (self-tutoring) and those exposed to the conventional method.

Table 4

Difference between non-formal approach (self-tutoring) and conventional(formal) approach mean post- test attitude to Human Rights Education

Group	N	Mean	SD	df	t	Sig.
Non-formal	50	98.06	8.58	95	2.87	0.05
Conventional (formal) group	47	93.11	8.40			

Table 4 revealed a significant difference between the post-test attitude mean score of students exposed to the non-formal approach (self-tutoring) and those exposed to the conventional method ($t=2.87$, $p < 0.05$). Those following the non-formal approach (self-tutoring) had a mean score of 98.06 compared to 93.11 for those following the conventional (formal) approach. This result implies that the observed difference in students' post-test attitude mean score between the non-formal group and conventional (formal) group is statistically significant. Hence, Ho₂ is rejected. That is, there is a significant difference between the mean post-test attitude to Human Rights Education of students exposed to the non-formal approach (self-tutoring) and that of those exposed to the conventional(formal) method. The non-formal group showed a more positive attitude towards HRE than students in the conventional(formal) group.

On hypothesis two, there is a significant difference in the post-test attitude mean score of students using the self-tutoring method ($t=2.87$, $P < 0.05$). The students' post-test attitude mean scores differ significantly between the groups exposed to the two instructional strategies. The result shows that self-tutoring (non-formal) has the higher mean post-test attitude score of 98.06, while the conventional(formal) group has a mean score of 93.11. The higher mean score recorded for the non-formal method may be explained by the use of

materials, joint discussion and clarification. The findings above are in agreement with those of Sabahattim (2015) who submitted that the attitude of students towards teaching and learning social studies is more positive among those whose are pursuing the non-formal approach compared to those following the conventional method.

In summary, in relation to the non-formal approach (self-tutoring), both the knowledge gained and the attitude of students towards HRE were superior to what obtained in the conventional group. This is a result of a new way of learning in which students participate in a practical way, are more involved, experience greater interaction within the group, all of which strengthens commitment and understanding within the group. The educational advantage of the non-formal approach (self-tutoring) also includes students' active participation, mutual interaction, sensory discussion and questioning among colleagues in an enabling learning environment. This helps students to acquire specific knowledge with fewer difficulties.



Figure 1

Non-formal Human Rights Activities

Figure 1: The non-formal approach to human rights education is being reviewed as the coordinator briefed the students on the importance of self-learning with assistance from their mates.



Figure 2
Non-formal Human Rights education

Figure 2: Topics on human rights education like culture and gender being studied with the use of materials. Subsequently, individuals are required to discuss their understanding of the concepts and practice.



Figure 3
Non-formal Human Rights education

Figure 3: Human rights club coordinator gives out topics like “respect and care for self and others”, and encourages individuals to read materials on it and, after some time, discuss it among themselves.



Figure 4
Non-formal Human Rights education

Figure 4: At this stage, students are discussing the topics among themselves and answering questions that follow.



Figure 5
Non-formal Human Rights education

Figure 5: Students review their activities relating to topics like respect and care for self and others, culture, gender, democracy and governance. Individuals explain the concepts as understood, with correction from the human rights club coordinator of the school.

CONCLUSION AND RECOMMENDATION

Broadly speaking, this study gives insight into the innovation which social studies teachers can introduce in order to improve students' knowledge and attitudes in the senior secondary schools' Human Rights Education programme. This paper has shown the impact of the non-formal approach (self-tutoring) in knowledge acquisition and attitude formation on human rights. The findings suggest that the non-formal approach (self-tutoring) holds some promise for improving Human Rights Education knowledge and attitudes among secondary school students.

This study has expanded the existing body of knowledge and literature on learning strategies and HRE in schools. Teachers and students have also been exposed to the values and gains of non-formal approaches to HRE. Consequently, with the students showing a higher level of knowledge and a more positive attitude towards human rights, it is recommended that the use of conventional instruction be combined with the non-formal approach when teaching Human Rights Education concepts in social studies. Furthermore, teacher education programmes at all levels should expose pre-service teachers to the principles and techniques of the non-formal approach (self-tutoring) and also use other variants of non-formal techniques that can promote HRE. Further studies could address more innovative and learner-oriented strategies in the teaching and learning of HRE in schools at all levels.

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