

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

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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.*

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