Social justice issues in education and management of student development in Nigeria

Nimota Jibola Kadir Abdullahi*, University of Ilorin, Faculty of Education. Ilorin, Nigeria

Abstract

This study attempted to investigate social justice issues in the education and management of students' development. This study seeks to find the relationship between equal opportunity to learning, provision of basic needs, teacher preparation of lesson and students' development in Kwara State, Nigeria. To achieve this aim, the researcher conducted a descriptive research with a quantitative approach to test the hypotheses. A proportional sampling procedure was used to select participants from sample public senior secondary schools in Kwara State, Nigeria. A questionnaire was used to gather data which were analysed with the use of quantitative statistics tools. The outcomes show that there is no significant difference between equal opportunity to learning, provision of basic needs, teacher preparation and management of students' development in Nigeria. The researcher recommended that educational managers should provide equal access to schooling for all learners irrespective of their age so as to encourage students to empathise with others and develop the skill of critical thinking.

Keywords: Social justice, development, basic needs, management, Nigeria.

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* ADDRESS FOR CORRESPONDENCE: **Nimota Jibola Kadir Abdullahi,** Faculty of Education. University of Ilorin, Ilorin, Nigeria.
E-mail address: abdullahi.njk@unilorin.edu.ng

1. Introduction

The educational standards of a school are significantly influenced by the students' growth in cognitive, affective and psychomotor domains. The integration of these three domains determines how learners participate in social life and, therefore, influences their social sustainability and the generation of new ideas. Nigeria nowadays is flooded with violence, kidnapping, drug abuse, sexual abuse, mental illness, poverty, bandits, Boko haram and many other fundamental issues that are pertinent to the nation's politics, economy and culture. The purpose of social justice, thus, should be judgmentally addressed to safeguard students' development. Throughout the world, social justice issues have turned out to be deeply embedded in the fabrics of society and are vital parts of everyday discourse in education, despite the tendency of eliminating gaps between the poor and the rich.

Education plays a crucial role in making students develop by equipping learners positively for their entire life's sojourns, careers and challenges. Secondary education is subdivided into two different segments that are seamlessly connected (junior and senior secondary education) based on the framework of National Policy on Education (2013) and the duration shall be 6 years. Secondary schooling plays necessary roles in making an individual to be self-developed and self-reliant towards evolving the country. Secondary education is defined as the schooling learners acquire after higher education. It is at this phase of training that students are prepared for higher institutions.

2. Literature review

2.1. Social justice in education

Social justice in education is concerned with education equality and a desire to raise educational attainment and improve students' development (Dover, 2015). It implies that social justice in education facilitates ethical discourse that gives room for high academic attainment by sustaining relationships with learners from all backgrounds and maintaining value orientation towards learners' development. Social justice in education can be seen as the process, principles and policies adopted by the government or institutions to ensure that students' welfares is accorded optimum attention in order to ensure maximisation of students' development (Cho, 2017). It is very clear that if students were given equal opportunity to learning, provided with basic needs and taught by prepared teachers they would perform reasonably better for their development. Social justice in this study refers to equal opportunity to learning, provision of education of basic needs and teacher preparation of lesson for effective management of students' development.

2.2. Equal opportunity to learning and management of students' development

Equal opportunity to learning can be seen as a way of making educational services accessible to every child irrespective of their background, abilities and interest (Aksu & Canturk, 2015). In general, equal opportunity to learning is seen as equality of being able to access available resources and being able to utilise them towards achieving the stated educational goals and objectives. Equal opportunity to learning is required in a democratic system which can create and contribute to develop understanding, acceptance and human security. Education should be essential, free, reachable, acceptable and adaptable to social change and to the best interest of the child, which is responsive towards the development of student knowledge. In a democratic system, learners should have the opportunity to achieve the highest possible standards by having equal access to learning irrespective of their culture, religion, background, age, ethnicity, language or gender.

2.3. Provision of basic needs and management of students' development

Education basic facilities play a crucial role in the actualisation of educational objectives. In order to satisfy the physical and emotional needs of students, there should be provision of a conducive

learning environment, guidance and counselling services, health service, safe structure, drinkable water, sufficient shelter space for work and play and health services for the overall development of students and achievement of educational system as stated in the National Policy on Education (2013). Therefore, these cannot be fully achieved without addressing the issues of social justice in education system. Counselling and guidance services are important for the development of learners because it is a desirable advisory technique used in helping students to achieve their goals and aspirations. It is a harmonising means of controlling students' emotional disturbances, frustrations and vaulting ambition to create conducive learning for them to develop positively (Abdullahi, 2017). The school environment is characterised by a conflicting fusion of behavioural problems resulting from differential attitudes of students which call for intervening devices for a conducive learning environment as well as helping students' effect positive desirable behavioural changes.

2.4. Teacher preparation and management of students' development

Teacher preparation of lessons provides a guide for managing the learning environment. It is an act by which teacher makes wise decisions about the strategies and methods to employ in teaching students systematically in the classroom towards their development (Olorundare, 2015). This means that the more prepared a teacher is, the livelier the teaching and learning will be. Preparations of lessons provide basic information, components, objectives and lesson details, including steps which describe actions to be undertaken by the teacher. In addition, it provides a framework for an effective teaching and learning process, allows teacher to focus on one objective at a time and communicate to learners what they will learn and provides additional support to students. An ideal teacher does not just go to the classroom to teach, since the textbook available in the market are of different qualities and not all of them may meet required standards of promoting effective learning.

2.5. Management of students' development

Management of secondary schools should be geared towards achieving the objectives of educating the students to become useful and respected citizens. This could only be achieved by proper arrangement in the form of planning, controlling, co-ordinating the education system by the government, principals, staff and stakeholders in order to realise the desired objectives of producing good quality. Great emphasis is placed on services rendered to students because the schools are not only built to cater to the interest of teachers, parents and school administrators alone, but also for students' development (Onye, 2010).

3. Theoretical contribution

The theoretical basis of this study focused on the hierarchy of needs theory posited by Maslow (1954, as mentioned in Abdullahi, 2017). He believes that human beings always have some need which they want to satisfy. He categorised human need into five different levels and that the needs are arranged in hierarchical order: physiological needs (such as water, food, shelter, rest, clothing, exercise and air); safety needs (the need to be safe from danger and physical harm); acceptance needs (the need of an individual to have an intimate relationship with a group and accepted as a member of social group); self-esteem needs (the need for prestige, recognition and admiration from others); and self-actualisation needs (the need to become what an individual wants to be). Maslow also posits that as one lower need is satisfied another higher need emerges and becomes operative in one's life. The educational manager must ensure that the needs of the students are satisfied from the basic level to the higher level so as to realise the specified educational goals and objectives.
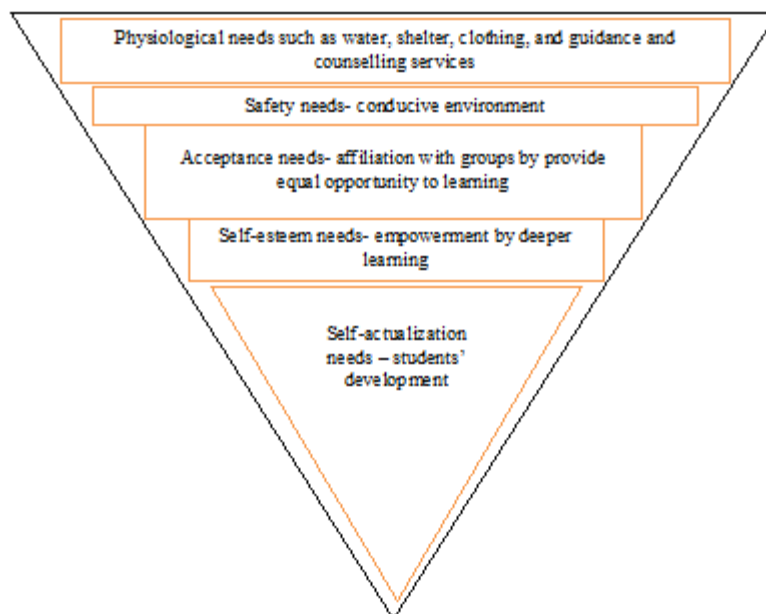
Figure 1. Theoretical framework (Adapted from Maslow, 1954)

This theory is applicable in the education setting such that physiological needs such as food, water, cloths, shelter, guidance, counselling services and the likes are needs that have to do with the survival of students. Security needs are in terms of teachers' preparation of lessons and safety from any danger in order to keep the student safe. Social needs are the needs for affiliation, identifying with a group by giving equal opportunity to leaning. Esteem needs and self-actualisation needs which have to do with recognition, prestige, power and fulfilment of one's dreams, emotions and aspirations (students' development). This study is anchored on the Maslow hierarchy of needs because it is very necessary for the government to provide basic needs for students in terms of breakfast and lunch programme, drinkable water, provision of a safety and conducive environment, equal opportunity to learning in order to allow them reach the highest level and become skilled graduates (students' development).

4. Statement of the problem

Several studies have been conducted on social justice and education system. Cho (2017) embarked on the navigation of social justice and diverse education. Congo-Poottaren and Sohawon (2014) investigated the enactment social justice and professional development. Guerra, Nelson, Jacobs and Yamamura (2013) conducted their research on the development of ten lightening leaders for social justice, paying attention to the programmatic elements that work or need improvement. Zhang, Goddard and Jakubiec (2018) investigated education and social justice leadership: a suggested survey was adopted together data. Mixed methods technique was used to analyse data. The results showed that there is a momentous and positive relationship between just and friendly school leaders and the community setting. There are numerous topics on social justice and education that are so far not studied by these researchers. These parts comprise social justice issues in education and management of students' development in Nigeria. Likewise, to the best knowledge of the researcher, there have been no researches in Nigeria up till now that have focused on the equal opportunity to learning, provision of basic needs and teacher preparation as serious indices to measure social justice. Hence, this study attempts to seal the holes open by the extant researchers.

The subsequent objectives have been framed to guide the conduct of the study:

− Determine the relationship between equal opportunity to learning and management of students' development;
− Investigate the relationship between provision of basic needs and management of students' development;
− Examine the relationship between teacher preparation and management of students' development.

5. Research hypotheses

The following hypotheses were framed and tested:

1. There is no positive difference between the mean scores of principals and teachers on equal opportunity to learning and management of students' development.
2. There is no positive difference between the mean scores of principals and teachers on the provision of basic needs and management of students' development.
3. There is no positive difference between the mean scores of principals and teachers on teacher preparation and management of students' development.

6. Methods

6.1. Research design

This study adopted the quantitative research design. The design was considered proper for this research since it will help the investigator to survey the collaboration that occur between social justice and management of students' development. It also gives a chance to obtain the view of the participants, analyse the data gathered with the use of proper data analysis procedure and reach a cogent decision about the participants through this study findings (George & Mallery, 2001; Punch, 2005).

6.2. Population and sampling procedures

The population of the study comprised all principals and instructors in government-owned secondary schools. The target population of this study comprised 310 principals and 6,894 instructors in public senior secondary schools in Kwara State. A sample of 175 principals and 364 instructors was chosen proportionally throughout the three senatorial districts by getting the population of participants and selecting the sample proportionately, as shown in Table 1, by using the Research Advisor's (2006) table of defining sample size of a known population. In addition, the stratified random sampling procedure was adopted to choose the participants so as to safeguard that all classes of school administrators and teachers were given similar opportunities.

Table 1. Sample population

S/N	Senatorial districts	Overall figure of principals	Selected principals	Overall figure of teachers	Selected teachers
1	Kwara Central	82	46	1,023	54
2	Kwara North	108	61	2,307	122
3	Kwara South	120	68	3,564	188
	Overall	310	175	6,894	364

6.3. Instrumentation

A self-constructed questionnaire titled 'Social Justice and Management of Students' Development Questionnaire (SJMSDQ)', which was modified, was used as an instrument for this study. An overall of

15 items were used to measure social justice with 3 sub-variables: equal opportunity to learning (5 items), provision of basic needs (5 items) and teacher preparation (5 items). The questionnaire concerning management of students' development was concluded from Karani (2018) on self-esteem (9 items); Shahab, Sobari and Udin (2018) on empowerment (10 items); and Abdullahi (2019) on good citizenship (6 items). Participants answered to the 4-point Likert scale: strongly agree (4), agreed (3), disagree (2) and strongly agree (1). The condition mean is given as follows: $1 + 2 + 3 + 4 = 2^1/_2$ (2.50). The condition mean portrays that any item higher or equivalent to condition mean value of 2.50 is agreed, while the item lower than the condition mean value is disagreed by the participants. Bond and Fox (2015) posit that a Likert-type scale of 4-point answer set-up is faster and easier to complete than 5-point and 7-point scales.

6.4. Validity and reliability

To confirm the rationality of the instrument, draft copies were given to three specialists in educational management and three professionals in measurement and evaluation. Germane improvements and modification were made based on professionals' comments and recommendations. Similarly, 30 amended copies were further distributed to participants who were part of the samples to detect their clearness of instructions, item phrasings and scaling of the questions so as to detect any difficulties that might arise in filling the questionnaire. Thus, some suggestions provided were corrected accurately prior the distribution of the concluding copies. Table 2 shows the reliability of the instrument using Cronbach's alpha; the value for Cronbach's alpha for this study was confirmed to be suitable and tolerable.

Table 2. Reliability test for SJMSDQ.

Variable	Sub-variables	N	Cronbach's alpha	Decision of items
Social justice	Equal opportunity to learning	5	0.80	Suitable and tolerable
	Basic needs	5	0.82	Suitable and tolerable
	Teacher preparation	5	0.84	Suitable and tolerable
Students' development	Self-esteem	9	0.83	Suitable and tolerable
	Empowerment	10	0.86	Suitable and tolerable
	Good citizenship	6	0.84	Suitable and tolerable

Table 2 reveals that there are five items under equal opportunity to learning of social justice with Cronbach's alpha of 0.80. Also, there are 5 items under provision of basic needs with Cronbach's alpha of 0.82 and 5 items on teacher preparation with Cronbach's alpha of 0.84. For students' development construct, Cronbach's alpha value for the sub-constructs was 0.83 for self-esteem, 0.86 for empowerment and 0.84 for good citizenship. Values above 0.70 are considered reliable and acceptable and values above 0.8 are preferable and represent good reliability (Bond & Fox, 2015; Brannen, 2017). Hence, all the three indices of social justice and three indices of students' development were around Cronbach's alpha of 0.83. Consequently, the values display excellent constancy reliability for all the items of questionnaire and found suitable and tolerable.

6.5. Data collection procedure

The data were collected from respondent (principals and teachers) by means of questionnaire. The questionnaires were dispersed to participants with the aid of two qualified research assistant. To guarantee maximum reply rate, the purposes of the research and directives on how to reply the questions were plainly clarified to participants. This effort boosted full contribution of the participants. The exercise of data gathering was efficiently completed within 2 weeks because questionnaires were personally administered by researchers, qualified research assistants and with the assistance of contemporaries in the selected schools in Kwara State. These contributors were contacted in their individual workplace to talk about the aim of the research prior the circulation of the questionnaire. In

the recommendation supplied by Stanley and Wise (2010), this study highlighted the ethical problems in guaranteeing secrecy and privacy of their replies.

6.6. Data analysis

The data accrued for this research were analysed via descriptive statistics, like mean and standard deviation, to examine the purposes of the research which were intended to analyse principals and teachers' responses on social justice based on three sub-constructs. Inferential statistics was used to test the hypotheses. The *t*-critical value was compared to the significance level of 0.5 to determine the rejection or acceptance of the hypothesis.

7. Results

7.1. Demographic profile of contributors

This section presents a broad outcome of the collected data analysed. It started with an analysis of the demographic data of participants who participated using descriptive statistics and the result of the findings were organised based on research purposes.

Table 3. Demographic information of the participants

		N = 539	Percentage
Sex	Female	309	57%
	Male	230	43%
		539	100%
Age	21–30	130	24%
	31–40	200	37.2%
	41–50	153	28.4%
	51 above	56	10.4%
		539	100%
Qualification	NCE	281	52%
	B.Ed.	243	45%
	Master degree	15	3%
		539	100%
Year of experience	1–10 years	270	50%
	10–20 years	150	28%
	21 years Above	119	22%
		539	100%

Table 3 shows the demographic data of participants involved in this study. The table shows that 309 participants (57%) are female and 230 participants are male (43%). In terms of usual age of the participants, majority of the participants (200; 37%) were between ages of 31 and 40 years, while 56 participants (10.4%) were aged 51 and above. Based on the qualification of the participants, majority of the participants (281; 52%) were NCE holder, whereas 15 participants (3%) were master degree holders. In the aspect of year of experience, majority of the participants (270; 50%) had 1–10 years of experience, while 119 participants (22%) had 21 years and above experience in the sampled schools.

7.2. Equal opportunity to learning

7.2.1. Objective 1: determine the equal opportunity to learning and management of students' development
Table 4 portrays the descriptive statistics of data collected from the sampled schools and the produced outcomes of the analysis.

Table 4. Equal opportunity to learning

S/N	Equal opportunity to learning	Principals' responses mean SD		Teachers' responses mean SD		Decision
1	Equal opportunity to learning encourages students to empathise with others and develops the skill of critical thinking.	2.93	0.966	2.95	0.966	Agreed
2	Equal opportunity to learning allows students to achieve the level of success and self-respect to which they are entitled.	2.87	0.924	2.89	0.956	Agreed
3	Equal opportunity to learning helps students acquire the social skills needed to interact effectively with others.	2.93	0.914	2.80	0.982	Agreed
4	Equal opportunity to learning helps students with opportunities to participate in extracurricular activities that foster positive development.	2.82	1.014	2.78	1.048	Agreed
5	Equal opportunity to learning helps learners have more control over their life positively.	2.90	0.952	2.92	1.032	Agreed
	Grand mean	2.89	0.954	2.87	0.997	

Table 4 shows the general insight of the participants on equal opportunity to learning towards improving students' development is taken as 'agreed' (*M* = 2.89, SD = 0.954 and *M* = 2.87, SD = 0.997, respectively). This displays that the principals and teachers agreed that equal opportunity to learning enhances students' development. Similarly, all the responses found mean values higher than the condition mean value of 2.50. This displays that the principals and teachers agree that equal opportunity (i) encourages students to empathise with others and develop the skill of critical thinking (*M* = 2.93, SD = 0.966 and *M* = 2.95, SD = 0.966, respectively), (ii) allows students to achieve the level of success and self-respect to which they are entitled (*M* = 2.87, SD = 0.924 and *M* = 2.89, SD = 0.956, respectively), (iii) helps students acquire the social skills needed to interact effectively with others (*M* = 2.93, SD = 0.914 and *M* = 2.80, SD = 0.982, respectively), (iv) helps students with opportunities to participate in extracurricular activities that foster positive development (*M* = 2.82, SD = 1.014 and *M* = 2.78, SD = 1.048, respectively) and (v) helps learners have more control over their life positively (*M* = 2.90, SD = 0.952 and *M* = 2.92, SD = 1.032, respectively). The results show that the principals and teachers agreed that when students are giving equal opportunity to learning, they will invariably be furnished with the needed skills to enhance their development.

7.3. Provision of basic needs

Table 5 reveals the analysis of the participants' response for the construct of provision of basic needs and management of students' development.

Table 5. Provision of basic needs as answered by the participants

S/N	Provision of basic needs	Principals responses mean SD		Teachers responses mean SD		Decision
6	Provision of basic needs makes students think effectively and develop the skills for relevant judgement.	2.90	0.971	2.84	1.004	Agreed
7	Provision of basic needs makes students understand and appreciate their role as citizens.	2.71	1.044	2.93	0.973	Agreed

S/N						Decision
8	Provision of basic needs makes students understand the basic facts about sanitation needed to promote good health condition.	2.79	0.974	2.95	0.912	Agreed
9	Provision of basic needs helps students take right decision on how to make use of available resources at the appropriate time to improve their knowledge.	2.86	0.988	2.90	0.964	Agreed
10	Provision of basic needs helps students in satisfying their needs in accordance with the institutional goals.	2.89	0.990	2.87	1.025	Agreed
	Grand mean	2.83	0.990	2.89	0.976	

As shown in Table 5, the general insight of the participants on the provision of basic needs towards improving students' development is interpreted as 'agreed' (*M* = 2.83, SD = 0.990 and *M* = 2.89, SD = 0.976, respectively). This reveals that participants agreed that the provision of basic needs brings about the effective management of students' development. Furthermore, all the replies attained mean values higher than the condition mean value of 2.50. This shows that participants agree that provision of basic needs) makes students think effectively and develop the skills for relevant judgement (*M* = 2.90, SD = 0.971 and *M* = 2.84, SD = 1.004, respectively), (ii) makes students understand and appreciate their role as citizens (*M* = 2.71, SD = 1.004 and *M* = 2.93, SD = 0.973, respectively), (iii) makes students understand the basic facts about sanitation needed to promote good health condition (*M* = 2.79, SD = 0.974 and *M* = 2.95, SD = 0.912, respectively), (iv) helps students make the right decision on how to make use of available resources at the appropriate time to improve their knowledge (*M* = 2.86, SD = 0.988 and *M* = 2.90, SD = 0.964, respectively) and (v) helps students in satisfying their needs in accordance with the institutional goals (*M* = 2.89, SD = 0.990 and *M* = 2.98, SD = 0.971, respectively). The results indicate that the principals and teachers agree that when there is adequate provision of education basic needs, students will maintain favourable setting for improving their learning and overall development.

7.4. Teacher preparation

Table 6 displays the analysis of the participants answer for the construct of teacher preparation and management of students' development.

Table 6. Teacher preparation as answered by the participants

S/N	Teacher preparation	Principals responses mean SD		Teachers responses mean SD		Decision
11	Teacher preparation helps in the growth and development of the students cognitive, affective and psychomotor domains.	2.87	0.949	2.93	0.973	Agreed
12	Teacher preparation helps in making adequate provision for student activities.	2.77	1.038	3.01	0.936	Agreed
13	Teacher preparation helps to generate enthusiasm for learning among students.	2.96	0.974	2.92	0.965	Agreed
14	Teacher preparation helps ensure continuous intellectual and social development of the learners.	2.96	0.931	2.91	1.003	Agreed
15	Teacher preparation helps encourage development of learners' personality.	2.86	0.984	2.90	1.005	Agreed
	Grand mean	2.88	0.975	2.93	0.780	

Table 6 reveals the general perception of the participants on the teacher preparation of lesson towards enhancing students' development is interpreted as 'agreed' (*M* = 2.87, SD = 0.949 and *M* = 2.93, SD = 0.973, respectively). This reveals that participants agreed that teacher preparation improve effective management of students' development. Also, entire answers got mean values higher than the condition mean value of 2.50. This shows that participants agree that teacher preparation of lesson) helps in the growth and development of the students cognitive, affective and psychomotor domains (*M* = 2.87, SD = 0.949 and *M* = 2.93, SD = 0.973, respectively), (ii) helps in making adequate provision for student activities (*M* = 2.77, SD = 1.038 and *M* = 3.01, SD = 0.936, respectively), (iii) helps to generate enthusiasm for learning among students (*M* = 2.96, SD = 0.974 and *M* = 2.92, SD = 0.965, respectively), (iv) helps ensure continuous intellectual and social development of the learners (*M* = 2.96, SD = 0.931 and *M* = 2.91, SD = 1.003, respectively) and (v) helps encourage development of learners' personality (*M* = 2.86, SD = 0.984 and *M* = 2.90, SD = 1.005, respectively). The results show that the principals and teachers agree that when teachers prepare their lesson effectively, it will arouse students' interest in learning and prepare them for better future.

7.5. Hypotheses testing

T-test statistical analysis was used in this study to test the set hypotheses as follow:

H1: There is no significant difference between the mean scores of principals and teachers on equal opportunity to learning and management of students' development.

Table 7. Equal opportunity to learning and management of students' development

Variable	N	$\bar{x}$	SD	Df	*t*-cal.	*t*-crit.	Decision
Teachers	364	2.87	0.997				
				537	0.80	1.96	Accepted
Principals	175	2.89	0.954				

Table 7 shows the *t*-test analysis of principals and teachers' mean scores on equal opportunity to learning and management of students' development. The *t*-calculated value of 0.80 is less than *t*-critical value of 1.96. This means that there is no significant difference between the replies of principals and teachers on equal opportunity to learning and management of students' development. Thus, the hypothesis which states that there is no significant difference between equal opportunity and management of students' development is accepted.

H2: There is no significant difference between the mean scores of principals and teachers on provision of basic needs and management of students' development.

Table 8. Provision of basic needs and management of students' development

Variable	N	$\bar{x}$	SD	Df	*t*-cal	*t*-crit	Decision
Teachers	364	2.89	0.976				
				537	0.83	1.96	Accepted
Principals	175	2.83	0.990				

Table 8 shows the *t*-test analysis principals and teachers' mean scores replies on provision of basic needs and management of students' development. The *t*-calculated value of 0.83 is less than *t*-critical value of 1.96. This means that there is no significant difference between the responses of principals and teachers on provision of the basic needs and management of students' development. Hence, the hypothesis which states that there is no positive difference between provision of basic needs and management of students' development is accepted.

H3: There is no significant difference between the mean scores of principals and teachers on teacher preparation and management of students' development.

Table 9. Teacher preparation and management of students' development

Variable	N	$\bar{x}$	SD	Df	t-cal	t-crit.	Decision
Teachers	364	2.93	0.780				
				537	0.78	1.96	Accepted
Principals	175	2.88	0.975				

Table 9 shows the *t*-test mean scores of teachers and principals on teacher preparation and management of students' development. The *t*-calculated value of 0.78 is lower than *t*-critical value 1.96. This means that there is no significant difference between the replies of teachers and principals on teacher preparation and management of students' development. Therefore, the null hypothesis which stated that there is no significant difference between teacher preparation and management of students' development is accepted.

8. Discussion

The results in Table 4 express that equal opportunity to learning improves efficient management of students' development in Kwara State, Nigeria. This, in turn, encourages students to empathise with others and develop the skill of critical thinking; allows students to achieve the level of success and self-respect to which they are entitled; helps students to attain social skills required to interact efficiently with others; helps learners with opportunities to participate in extracurricular activities that foster positive development; and helps students to have more control over their life positively. The results from hypothesis one show that there is no positive difference between equal opportunity to learning and management of students' development. These findings conform to Genc and Eryaman's (2008) study, which posits that the provision of learning opportunity improves individual talents and intelligence at maximum level and brings out development in students. These findings disagree with Sulton's (1991) study, which shows that fairness in bringing education to everyone does not essentially guarantee that results or benefits gained are steady.

The findings in Table 5 indicate that the provision of basic needs enhances students' development in Kwara State. Such that it makes students think effectively and develop skills for relevant judgement; understand and appreciate their role as citizens; understand the basic facts about sanitation needed for promoting good health condition; helps students make the right decision on how to make use of the available resources at the appropriate time to improve their knowledge; and helps students in satisfying their needs in accordance with the institutional goals. The result from hypothesis two indicated that there is no positive difference between the provision of basic needs and management of students' development. These findings agreed with Takwate's (2018) study that the provision of education of basic needs in terms of learning facilities and guidance and counselling services has been found to be a significant determinant of students' development. These findings also concur with Odumbe, Simatwa and Ayodo's (2015) study that the availability of teaching and learning facilities, competent teachers and good physical environment has an impact on students' development. In addition, these findings agreed with Onasanya's (2016) study that provision of education of basic needs facilitates proper functioning of school and enhances quality learners. Furthermore, these findings in line with Farooq, Chandhry, Shafiq and Berham's (2011) study that adequate provision of needed facilities in school enhances the quality of students' academic performance.

The findings in Table 6 show that the teachers' preparation of lessons increases the effective management of students' development. Such that it helps in the growth and development of students' cognitive, affective and psychomotor domains, helps in making adequate provision for student activities, helps to generate enthusiasm for learning among students, helps to ensure continuous intellectual and social development of the learners and helps to encourage development of learners' personality. The result of hypothesis three presents that there is no positive difference between teacher preparation and management of students' development. These findings are in

conformity with Olorundare's (2015) study, which shows that preparing for lessons help teachers to understand the methods of teaching to be utilised in classroom so as to make teaching more interesting, interactive and exciting to all categories of learners with the aim of achieving educational goals and objectives. These findings are also in line with Oduwaiye's (2016) study, which shows that lesson preparation helps in maintaining attention and concentration, and consequently order and discipline.

9. Conclusion and implementation

These findings will provide countless advantages to school managers. The outcome of the study will assist the management to recognise the necessity of social justice in providing equal opportunity to learning, education of basic needs and ensure proper teacher preparation for lessons in order to enhance the effective management of students' development. This study would also help teachers and principals to continue to make appropriate preparation of lessons to be taught so as to arouse the interest of learners in teaching. Furthermore, this study would be useful to researchers in the field of education in terms of reference citation.

Social justice is an imperative element in enhancing active management of students' development. Regarding the outcome of this study, it is resolved that there is no positive difference between equal opportunity to learning, provision of basic needs, teacher preparation of lessons and management of students' development as they were found to be connected to one another.

10. Limitations of the study

The major limitation in this study is that it focused on only three variables as an indication of social justice. However, the selected indices are justifiable. Further study should be carried out using different variables aside the equal opportunity to learning, provision of basic facilities and teacher preparation, and such studies can also include primary schools and higher institutions in different countries. This study can also be carried out using different statistical analyses.

11. Recommendations

The government should provide equal access to education to all learners irrespective of their age so as to encourage students to empathise with others and develop the skill of critical thinking; it should allow students to achieve the level of success and self-respect to which they are entitled, help students attain the social skills required to relate well with others, support learners to actively partake in extracurricular activities that foster positive development as well as help students to have more control over their life positively. Also, the government should ensure the adequate provision of basic needs to facilitate effective teaching and learning in order to make students think effectively and develop the skills for relevant judgement, make students understand and appreciate their role as citizens, help students understand the basic facts about sanitation needed for promoting good health condition, help students make the right decisions on how to make use of available resources at the appropriate time to improve their knowledge as well as help students in satisfying their needs in accordance with the institutional goals. Furthermore, the government should encourage teachers to improve on the effective preparation of lessons so as to help in the growth and development of the students' cognitive, affective and psychomotor domains, help in making adequate provision for student activities, help to generate enthusiasm for learning among students, help to ensure continuous intellectual and social development of the learners and help to promote overall personality development of students.

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