



MANAGING EDUCATIONAL RESOURCES THROUGH SCHOOL RULES ADMINISTRATION IN EBONYI STATE'S SECONDARY SCHOOLS



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Abstract

The effective management of educational resources is vital to the success of secondary school education, especially in resource-constrained environments like Ebonyi State, Nigeria. This study examines how the administration of school rules serves as a tool for managing educational resources in public secondary schools across the state. School rules, when effectively enforced, help maintain discipline, preserve infrastructure, ensure proper utilization of instructional materials, and promote accountability among both students and staff. Using a mixed-method research approach, the study involved questionnaires distributed to teachers and students, interviews with school administrators, and observation of school environments. Findings reveal that although most schools have well-outlined rules, enforcement is often inconsistent due to administrative lapses, lack of training, limited community involvement, and poor student cooperation. The study also finds a positive correlation between strict rule enforcement and improved protection and utilization of school resources, such as time, classrooms, teaching aids, and staff commitment. The paper recommends for staff management, it is recommended that, Ebonyi State, Secondary Schools Board should provide training and evaluation to ensures that all staff members are equipped to perform their roles in compliance with school rules and regulations. In terms of student personnel management, school rules and regulations should address students' rights and responsibilities, disciplinary procedures with special needs.

Keywords: School Rule Administration, Educational Resource Management, Secondary Schools and Resource Utilization.

Introduction

The management of educational resources is a critical factor in the achievement of quality education. These resources - human, material, financial, time, and infrastructural - serve as the foundation for effective teaching and learning in schools. In secondary schools, especially within



developing regions like Ebonyi State, where education systems face chronic underfunding and resource scarcity, managing these limited resources becomes even more crucial. One effective but often underutilized mechanism for managing resources is the administration of school rules. School rules help maintain discipline, protect school property, ensure proper time use, and foster a conducive learning environment. Rules that govern punctuality, classroom behavior, handling of school property, dress code, and staff duties indirectly contribute to reducing waste, promoting accountability, and preserving facilities. For instance, rules that discourage loitering or vandalism help preserve classroom infrastructure, while policies ensuring punctuality maximize instructional time.

In Ebonyi State's secondary schools, school administrators are tasked with not only supervising learning activities but also managing resources in an environment marked by infrastructural decay, overcrowded classrooms, inadequate staffing, and student indiscipline. In such contexts, the administration of school rules becomes a practical tool for extending the life of educational resources and ensuring their efficient use. Yet, in practice, rule enforcement is inconsistent, often hindered by administrative weaknesses, lack of stakeholder cooperation, and socio-cultural factors. This study explores how school rule administration can be effectively employed as a strategy for managing educational resources in secondary schools in Ebonyi State.

For every institution to achieve organisational effectiveness, it must have laid down rules and regulations that the personnel must adhere to. Such rules are professional code of conduct, fundamental human rights, institutional laws and others. Without rules and regulations in organisations, there will be irregularities in governance, which might impact, negatively on the clients. In Nigeria, the school organisation, like every other institutions adheres to rules that are set in forms of education laws, statutes, policies, teachers' ethics, service manual, professional code of conduct, and other relevant laws that guide its governance and regulate the behaviour of the people. School rules and regulations are guidelines that define acceptable behaviour and ensure a safe, orderly and productive learning environment for both staff and students. These rules cover such areas as attendance, punctuality, conduct property usage, maintenance, permissions, and lots more. In essence, there is need for both staff and students to desist from truancy, bullying, theft, child abuse and gang-like attitudes. School rules are seen as laws governing the school which when adhered to, orderliness is maintained in the school and resources are conserved. Laws are conceptualized as institutionalized procedures, due processes for resolving conflicts and controversies. Laws are intended to regulate the relationships and associations between individuals, groups, organizations and institutions. Laws permits, regulates and prohibits certain conducts for the purpose of achieving harmony in a society (Okafor 2022). According to Oloko (2020) the purpose of the law is to achieve order, justice and peace. Law is any rule of civil conduct that upholds what is right and prohibits what is wrong (Okoro, 2019).

Various school rules and regulations cover different aspect of education and school systems. Education law informs both policy and practice. When educators and administrators are uninformed about the law, they often make decisions that only serve to exacerbate the issues such as misconducts or abnormal behaviours. Although those who operate in the education enterprise are citizens governed by the laws of the land, civil or otherwise as the case may be, they are also expected to comply with laws designed exclusively to regulate what staff can do or not do in the process of teaching, learning and management. Education laws are very important in the education system because of the multiplicity of objectives and the large number of people with different backgrounds involved. These include school administrators, teachers, students and parents. There are also community leaders and members; government officials, agencies and parastatals who are stakeholders, assigned specific functions, roles and responsibilities. Education law could be seen as the area of law that relates to schools, teachers, and the rights of the citizens to a public education, as well as standards for those students who attend public and private schools. Aja-Okorie (2023) noted that, education laws border on a wide range of legal subjects including constitutional law, contracts, property and other areas that affect the operation of schools. The laws that affect stakeholders in schools can be said to be education laws, which include



Child Rights Act 2003, Examination Malpractices (Degree No. 3 of 1999) Act, Education laws, students fundamental rights, chapter 4, Constitution of the Federal Republic of Nigeria, 2004. Aja-Okorie (2023) also asserted that school governance play crucial role in the management of schools. Education laws refer to the legal frameworks and regulations that govern the administration and operation of educational institutions (Akinpelu, 2018). These laws outline the roles, responsibilities, and authority of various stakeholders involved in the education system, including school boards, administrators, teachers, parents, students. The primary function of education laws is to ensure that educational institutions operate effectively, transparently, and equitably. To Oloko (2022) this term encompasses the processes and structures through which schools are directed and managed. It includes the decision-making processes, accountability mechanisms, and the involvement of various stakeholders in the educational system. Education laws are pan of a broader legal framework that encompasses federal, state, and local regulations. These laws establish how schools function, including funding, curriculum standards, teacher qualifications, and student rights. A critical component of education laws is the commitment to providing equitable access to quality education for all students, regardless of their background. This involves ensuring that laws do not perpetuate discrimination or inequality. Udoka (2021) describes school governance as the interplay between policy, practice, and the community, highlighting the importance of local context in shaping educational outcomes. The role of school governance in promoting educational equity, asserting that effective governance structures should prioritize equal opportunities for all students. Education laws are essential for establishing a structured and fair educational environment. They not only dictate how schools should be run but also play a vital role in shaping the educational experiences of students in a manner that aligns with the principles of equity, transparency, and collaboration.

Student fundamental rights are the legal entitlements and protections afforded to students in educational settings. These rights ensure that students are treated fairly and have access to a quality education free from discrimination, harassment, and other forms of injustice (Wong, 2018). Student rights include the right to a safe and supportive learning environment, the right to participate in co-curricular activities, and the right to be treated with dignity and respect.

Laws of torts are the basic rights and protections guaranteed to employees working in educational institutions, such as teachers, administrators, and support staff (Okafor, 2022). These rights may include the right to fair wages, benefits, and working conditions, the right to freely associate and engage in collective bargaining and the right to due process in case of disciplinary actions or termination (Okoro, 2019). Staff fundamental rights are essential for ensuring that educators and other school personnel are able to perform their duties effectively and contribute to a positive learning environment for students. Laws of equity are designed to address disparities in resource allocation, such as funding, facilities, and instructional materials, and promote fairness and inclusivity in the education system (Aja-okorie, 2023). Upholding laws of equity in education resource provision, schools can help to level the playing field for all students and support their academic success and well-being. Educational laws and their proper implementation are the basis of effective and efficient resource management of secondary schools.

Resources are assets or materials that can be used to achieve a goal or fulfill a need (Kelly, 2018). They include tangible resources such as money, equipment, and supplies, as well as intangible resources such as knowledge, skills, and relationships. Resources management according to Emeka, (2017) is the utilization of human and materials resources for actualization of educational goals. Resource management is the strategic approach to managing an organization's resources effectively and efficiently to achieve its goals. These resources can include financial assets, human capital, physical assets, and time. The essence of resource management lies in ensuring that the right resources are allocated to the right initiatives at the right time, optimizing their use to maximize outcomes. Emeka (2017) saw management is doing things right; leadership is doing the right things." This highlights the importance of not only having resources but also using them appropriately to fulfill organizational objectives. Chukwu (2019) asserted that management as "the art of getting things done

through people." Thus, resource management involves coordinating human resources effectively while ensuring that physical and financial resources are used judiciously to facilitate productivity. To Anukam, (2019) effective resource management includes measuring performance beyond financial metrics to include customer perspectives, internal processes, and organizational learning. This comprehensive view signifies that VA resources encompass more than just fiscal elements; they include knowledge, relationships, and operational capacities.

Resource management in secondary schools is an essential aspect of educational administration that directly influences the quality of education provided to students (Barbara, 2018). As educational institutions strive to adapt to an ever-changing landscape marked by technological advancement and increased societal expectations, efficient resource management becomes critical. This essay explores the significance of resource management in secondary schools, the types of strategies for effective management that can foster improved educational outcomes. Resource management is the efficient and effective development of an organization's resources when they are needed (Kelly, 2018). Such resources include the financial resources, human resources, material resources, or information technology resources. For this study, only staff personnel resources, students' personnel, school material, financial resource and time resource were investigated. Staff personnel management is the acquisition and retention of competent employees through proper recruitment, selection, placement, utilization and development (Okafor, 2022). The legal aspect of staff management in secondary schools in Nigeria has received much attention in recent times in view of the unfair manner with which some school administrators treat teachers in their school. Issues that border on staff recruitment, development, promotion, benefits, dismissal and retirement have been adequately regulated by laws (Aja-Okorie, 2016). Hence, school administrators need to be acquainted with the laws governing the various aspects of staff management in schools and work within the confines of the law. Usually, teachers in secondary schools are employed under contract which is enforceable by law. In their employment contract, their tenure is clearly spelled out alongside with their salary, benefits and other entitlements. Having confirmed their appointments, the staff desires to grow on the job and be free from arbitrary threats of dismissal or termination.

Staff discipline is another aspect of resource management that needs careful observation. There are teachers' actions that suggest lack of discipline and professional misconduct among staff as stipulated in the Federal Ministry of Education (Peretomode, 2014). There are other carefully laid down guidelines for the staff on code of conduct or ethics that form the basis for operations in the education system which are confidentiality and privacy, respect and care for students and responsible communication. This implies that teachers' behaviour must conform to recognized principles, standards of conduct and work ethics that have been laid down by Ministry of Education (MOE), National Teachers Institute (NTI), Nigerian Union of Teachers (NUT), Teachers Registration Council of Nigeria (TRCN), and other recognised bodies in the education system. In Nigeria, teaching is regarded as a demanding profession that requires effective inter-personal relationship because of the peculiar nature of its clientele; students, parents and community. This, calls for ethical standards that regulate teachers' behaviour while dealing with the clients. Ethics are seen as the Mosaic Decalogue which stipulate "dos and don'ts" for personnel in organisations. According to Okafor (2022), ethics is the study of science of morality, and morality has to do with acceptable and unacceptable behaviour. Thus, since teachers are the catalysts of the education system, laid down rules and regulations guided their conduct. The Federal Republic of Nigeria (2014) lends credence to this in the National Policy on Education when she asserts that the management of school systems grow out of the life and social ethos (customs) of the community which they serve. Hence, school managers in secondary schools are obliged to propagate ethical values to the teaching staff because they transmit the cultural heritage to students whom the society expects to have desirable behaviour. Staff personnel management and administration in the school system play a vital role in improving student personnel management.

Students' personnel management has been described and defined variously by authors and scholars. Mohanty (2021) defined students' personnel management as all the activities that are

carried out by the school including curricular and co-curricular activities for the good of the students. Ugomma, Ochai and Obasi (2019); listed the student personnel management to include, admission, welfare, discipline, accommodation, health, orientation and registration. In management of students' personnel, students are protected with fundamental rights. Moreover, principals or school owners who fail to make adequate learning materials and supervision available during school activities such as Laboratory works, morning assemblies, co-curricular activities among others, may be held liable for tort negligence if tragedy occurs (Peretomode, 2014). Child Right Act 2003 provides that every child is entitled to rest and leisure and to engage in sports and other recreational activities. The law imposes a duty on school proprietors to ensure that playgrounds are safe for pupils to play. Students at school fell while playing in the playground attached to the school with their foot being caught in a hole existing in the asphalt pavement of the playground and sustained injury. The plaintiff succeeded against the school authorities (Ogbu, Ndubuisi and Sarah 2023). The court held that a school proprietor has a duty to keep the school efficient, that is to say to keep the school premise in a proper condition as regards health and comfort, a proper place for students' reception as regards the school for the purpose of teaching and as regards the playground for the purpose of exercise and recreation. All these are embedded on effective management of school materials. Therefore, neglecting the efficient management of school's physical resource could lead to hazards either during students' sports, recreation or in teaching and learning activities. This has much to do with school material management for the development of the school system.

Statement of the Problem

Secondary schools in Ebonyi State are experiencing increasing pressure on their limited educational resources. Classrooms are often overcrowded; textbooks, teaching aids, and lab equipment are insufficient or poorly maintained; and many facilities are subject to misuse or neglect. While state interventions have focused on infrastructure and teacher recruitment, less attention has been paid to the role of internal school governance - particularly the administration of school rules - in resource preservation and utilization.

In many schools, lax enforcement of rules has led to rising cases of truancy, vandalism, lateness, absenteeism, and disregard for authority, all of which negatively impact the effective use of time, materials, and infrastructure. Furthermore, where rules exist, enforcement may be inconsistent due to weak leadership, lack of training, or poor stakeholder buy-in. Students may resist compliance, teachers may neglect monitoring responsibilities, and school heads may struggle with inadequate support systems. These trends raise critical questions: Are school rules being adequately utilized as a management tool? What role do administrators, teachers, and students play in enforcing rules that protect resources? What challenges hinder rule-based resource management? This study seeks to investigate these concerns by analyzing how educational resources are being managed through school rule administration in secondary schools across Ebonyi State.

Purpose of the Study

The main purpose of the study is to investigate the extent administration of school rules and regulations in the resource management of secondary schools in Ebonyi State. Specifically, the study sought to:

1. Determine the extent school rules and regulations are administered in staff personnel resource management in secondary schools in Ebonyi State
2. Ascertain the extent school rules and regulations are administered in students' personnel management in secondary schools in Ebonyi State.

Research Questions

The following research questions were formulated to guide the study: To what extent:

1. are school rules and regulations administered in staff personnel resource management in secondary schools in Ebonyi State?

2. are school rules and regulations administered in students' personnel management in secondary schools in Ebonyi State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of the responses of male and female teachers on the extent to which school rules and regulations are administered in staff personnel resource management in secondary schools in Ebonyi State
2. There is no significant difference in the mean ratings of the responses of male and female teachers on extent to which school rules and regulations are administered in students' personnel management in secondary schools in Ebonyi State.

Review of Related Literature

Resource Management in Secondary Schools

Resource management is an essential function in secondary schools that encompasses the strategic oversight of human, physical, and financial resources. Schools is critical for creating a conducive learning environment that fosters student development and academic success (Lucas and David, 2018). In an educational context, resources encompass a broad range of elements including human resources (teachers and staff), physical resources (buildings, classrooms, and learning materials), and financial resources (funding and budgets).

Resource management in secondary schools directly impacts educational outcomes. It ensures that teachers are well-supported and equipped with the necessary tools to deliver high-quality instruction. Furthermore, it allows for the optimal allocation of financial resources, enabling schools to invest in technology, extracurricular activities, and other initiatives that enrich student learning experiences. Human Resources heart of any secondary school is its staff (Mohanty, 2021). Effective human resource management involves recruiting qualified teachers, providing ongoing professional development, and fostering a

Theoretical Framework

This theory was propounded in 1904 by Mary Parker Follet as the fore runner and subsequently expanded by her associates Lewinin Peretomode(2014). This theory proposed that individuals are spurred to participate actively in the pursuit of organizational goals when they are treated normally. The proponents of this theory believed that organizational goals will be better achieved with the cooperation of the workers when their welfare is taken into consideration. The exponents of this theory were also of the view that human problems in an organisation will be minimized when there is cooperation among the workers. Based on this, they emphasized coordination as the basis of any organization to achieve optimum goals.

The proponents of human relations theory argued that employees are human beings and not machines, as such should be given due recognition. The theory further holds that economic rewards are not the only motivators but incentives such as recognition of personal values, and encouraging their sense of achievement, could make them productive. This theory apart from being accepted as the basis of democratic administration is important because building of a dynamic interpersonal relationship is an important issue in school management. This theory is relevant to the present study on the basis that it is motivational factors, and principals performance in different task areas of management of secondary schools that enhance performance and output.

Review of Empirical Studies

Koko, Maureen and Nkemjika(2022) carried out research on influence of education laws on the human and material resource management of secondary schools in Abia State. The objectives of the study were to determine how education laws influence the management of human resources and

physical/material resources, secondary schools in Abia State. Two research questions and two hypotheses were tested at 0.05 level of significance using the mean responses of school administrators in private and public schools in Abia State. The design used for the study was a descriptive survey research design. The study was carried out in Abia State. The population of the study was 149 private school administrators and 316 public school administrators in Abia State. The instrument used for the study was a self-structured questionnaire titled "Influence of Education Laws on the Human and Material Resource Management of Secondary Schools in Abia State". The questionnaire was structured in four-point rating scale of Strongly Agree, Agree, Disagree, Strongly Disagree. The instrument was face and content validated by experts in educational management. Cronbach Alpha reliability method was used to establish the reliability of the questionnaire. The average reliability coefficient obtained for the two clusters of questionnaire was 0.86. Thus, the instrument was considered reliable for the research. The data collected was analyzed using mean and standard deviation. The null hypotheses were tested using z-test statistical tool at 0.05 level of significance. Findings of the study showed that reporting to appropriate bodies for the enforcement of disciplinary measures over teachers' misconduct, avoidance of actions that infringe fundamental rights of teachers' amongst others are how education laws influence the management of human resources.

Methodology

The study adopted a combination of quantitative and qualitative approach to gain comprehensive understanding of how school rules are administered and how they influence resource management in secondary schools in Ebonyi State. The area of the study was Ebonyi State. The State has 13 Local Government Areas namely: Abakaliki, Ebonyi, Izzi, Ivo, Ikwo, Onicha, Ohaozara, Ishielu, Ezza South, Ezza North, Afikpo South, Afikpo North, and Ohaukwu and three (3) Education Zones of Abakaliki, Afikpo, and Onueke. Ebonyi State shares geographical boundaries with Benue State in the north, Abia State in the south, Cross River State in the east, and Enugu State in the west. The state has tertiary educational institutions and many secondary schools. The choice of the Ebonyi State for the study is because the researcher knows the area very well and will not have much problem in locating the principals in their schools. The researcher is also aware of some problems associated with administration of school rules and regulations in resource management in secondary schools in the state. The population of this study was 4146 secondary school teachers in the 226 public secondary schools in Ebonyi State according to statistical information obtained from the state's Secondary Education Board, SEB (2023/2024). The breakdown has 2374 male teachers and 1772 female teachers. The sample for data collection comprised 377 respondents made up of male and female teachers using Taro Yamane formula, for finite population. Proportionate stratified random sampling technique was used to draw the sample of male and female teachers in Ebonyi State. That means that sample of male and female teachers were; 216 male and female teachers 161 totaling 377 respondents. The instrument for data collection was a researcher developed structured questionnaire titled Administration of School Rules and Regulations in Resource Management of Secondary Schools Questionnaire (ASRRMSSQ). The questionnaire was divided into two sections. Section A and B. Section A is designed to elicit information about the personal data of the respondents. Section B is constructed the following 5 clusters; Cluster A: which is on the extent school rules and regulations are administered in school staff personnel management in secondary schools in Ebonyi State and this cluster consists of 6 items, Cluster B: dealt on extent school rules and regulations are administered in school time resource management in secondary schools in Ebonyi State and consists of 6 items. Cluster C: dealt on extent school rules and regulations are administered in school material resource management in secondary schools in Ebonyi State and also consists of 6 items. Cluster D: dealt on extent school rules and regulations are administered in financial resource management in secondary schools in Ebonyi State with 7 items and Cluster E: which on the extent school rules and regulations are administered in time management in secondary schools with 6 items. The questionnaire response option takes the form of 4-point rating scale, ranging from 'Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1).

Respondents are expected to make judgments by ticking (V) the appropriate columns which expressed their opinions about the items. The instrument was administered and retrieved by the researcher with the help of three (3) research assistants. These research assistants were instructed on the modalities for administering and retrieving of the instrument. This helped the researcher to recover 340 copies of the instrument out of three hundred and seventy seven (377) copies distributed indicating 90% returned of the distributed copies. In answering the research questions, data collected from respondents was analysed in SPSS (Statistical Software Package for Social Sciences version 26) using mean and standard deviation. In taking decision for mean, range values were adopted. That is 1.00-1.49 for VLR, 1.50 - 2.49 for LE, 2.50 - 3.49 for HE and 3.50 – 4.00 for VHE. In testing the hypotheses, t-test was used to test the entire null hypotheses at 0.05 level of significance. The null hypothesis is upheld when the p-value is greater than or equal to significant level of 0.05 (p-value > 0.05).

Results

Research Question 1:

To what extent are school rules and regulations administered in staff personnel resource management in secondary schools in Ebonyi State?

Table 1 : Mean and Standard Deviation on the extent to which school rules and regulations are administered in staff personnel resource management in secondary schools in Ebonyi State N = 340.

S/N		N	X	SD	Dec.
1	School principals ensure there is no defamation of character	340	3.46	0.57	HE
2	School principals ensure fundamental rights of teachers are respected	340	3.26	0.70	HE
3	School principals ensure that there is no encroachment into teachers' privacy	340	3.15	0.67	HE
4	School principals ensure that no staff is neglected at all times	340	2.68	0.80	HE
5	School principals ensure they foster better understanding of legal principals among staff	340	3.33	0.80	HE
6	School principals ensure students' rights of teachers are respected	340	3.17	0.68	HE
	Grand mean (x)		3.17		HE

Field Work, 2025

Keys: Very High Extent = HVE, High Extent = HE, Low Extent = LE, Very Low Extent = VLE

Table I showed that items 1, 2, 3, 4, 5 and 6, had mean scores within 2.50 and 3.49 which is high extent, therefore, education laws are to a high extent administered in staff personnel resources management in secondary schools, the table also recorded a grand mean score of 3.17 which is high extent (HE).

Research Question 2:

To what extent are school rules and regulations administered in students' personnel management in secondary schools in Ebonyi State?

Table 2: Mean and Standard Deviation on the extent to which school rules and regulations are administered in students' personnel management in secondary schools in Ebonyi State N = 340

S/N	Item Statement	N	X	SD	Dec.
7	School principals ensure students' rights to a safe environment	340	3.27	0.67	HE
8	School principals ensure students' rights to freedom of expression	340	3.32	0.82	HE
9	School principals ensure that students are provided with access to learning resources	340	3.45	0.59	HE
10	School principals ensure students' rights to dignity are maintained	340	3.39	0.57	HE

11	School principals ensure students' rights to freedom of peaceful association	340	3.41	0.60	HE
12	School principals ensure that students' rights for fair hearing are given due attention	340	3.07	0.81	HE
Grand mean (x)			3.31		HE

Field Work, 2025

Keys: Very High Extent = HVE, High Extent = HE, Low Extent=LE, Very Low Extent = VLE

Table 2 result showed that the respondents agreed on items 7,8,9,10,11 and 12 means within 2.50 and 3.49 which is high extent therefore school rules and regulations are to a high extent administered in the management of students personnel as recorded table with a grand mean score of 3.31 which is high extent (HE).

Hypotheses

H₀₁: There is no significance between the mean rating scores of male and female teachers on the extent to which school rules and regulations are administered in staff personnel resources management in secondary schools in Ebonyi State.

Table 3: t-test of difference in the mean responses of male and female on the extent to which school rules and regulations are administered in staff personnel resource management in secondary schools in Ebonyi State N = 340

S/N	Item Statement	N	Mean	SD	Df	T	Sig	Decision
1.	Male Teachers	192	3.52	0.56	338	1.187	0.236	Not Significant
	Female Teachers	148	3.44	0.58				
2.	Male Teachers	192	2.24	0.69	338	0.216	0.829	Not Significant
	Female Teachers	148	3.27	0.73				
3.	Male Teachers	192	3.13	0.60	338	0.632	0.528	Not Significant
	Female Teachers	148	3.18	0.81				
4.	Male Teachers	192	2.67	0.79	338	0.427	0.670	Not Significant
	Female Teachers	148	2.70	0.76				
5.	Male Teachers	192	3.39	0.82	338	1.531	0.127	Not Significant
	Female Teachers	148	3.25	0.84				
6.	Male Teachers	192	3.14	0.71	338	0.855	0.393	Not Significant
	Female Teachers	148	3.40	0.63				

Field Work, 2025

Result on Table 6 reveals that the difference in the mean rating of male and female teachers on the extent to which school rules and regulations are administered in staff personnel resource management in secondary schools in Ebonyi State was not significant, as all the items in the Table recorded p-values greater than 0.05. Therefore, there is no significant difference between the mean rating scores of male and female teachers on the extent to which school rules and regulations are administered in staff personnel resource management in secondary schools in Ebonyi State.

H₀₂: There is no significant difference between the mean rating scores of male and female teachers on the extent to which school rules and regulations are administered in students' personnel management in secondary schools in Ebonyi State.

Table 4: t-test of difference in the mean responses of male and female teachers on the extent to which school rules and regulations are administered in students' personnel management in secondary schools in Ebonyi State.

Items	Gender	N	Mean	SD	df	T	Sig	Decision
7	Male Teachers	192	3.52	0.60	338	0.083	0.934	Not Significant
	Female Teachers	148	3.48	0.56				
8	Male Teachers	192	3.30	0.62	338	1.880	0.061	Not Significant
	Female Teachers	148	3.43	0.53				
9	Male Teachers	192	3.52	0.60	338	1.084	0.279	Not Significant
	Female Teachers	148	3.40	0.59				
10	Male Teachers	192	2.69	1.00	338	0.319	0.750	Not Significant
	Female Teachers	148	3.10	0.82				
11	Male Teachers	192	3.05	0.62	338	0.579	0.563	Not Significant
	Female Teachers	148	3.09	0.55				
12	Male Teachers	192	3.08	0.73	338	1.507	0.133	Not Significant
	Female Teachers	148	3.17	0.65				

Field Work, 2025

Result on Table 7 reveals that the differences in the mean ratings of male and female teachers on the extent to which school rules and regulations "are administered in students' personnel management in secondary schools in Ebonyi State was not significant, as all items in the Table recorded p-values greater than 0.05. Therefore, there is no significant difference between the mean rating scores of male and female teachers on the extent to which school rules and regulations are administered in students' personnel management in secondary schools in Ebonyi State was rejected.

Summary of Major Findings

The findings from this study were summarized as follows:

1. School rules and regulations administered in staff personnel resource management in secondary schools in Ebonyi State is to high extent while the result of hypotheses revealed that there is no significant difference in the mean ratings of male and female teachers on the extent to which education laws are administered in staff personnel resource management in secondary schools in Ebonyi State
2. School rules and regulations are administered in students' personnel management in secondary schools in Ebonyi State to a high extent while the result of hypotheses revealed that there is no significant difference in the mean ratings of male and female teachers on the extent to which education laws are administered in students' personnel management in secondary schools in Ebonyi State.

Discussion of Results

Extent to which school rules and regulations are administered in Staff Personnel Resource Management in Secondary Schools

Result in research question one revealed that school rules and regulations are administered to staff personnel resources management in secondary schools in Ebonyi State to a high extent. This was based on the responses of the respondents which indicated to a high extent on their responses that: school principals ensure there is no defamation of characters, ensured that fundamental right of teachers are respected, ensure that no staff is neglected at all times, they foster better understanding of legal principles among staff and also ensure fundamental rights of teachers are respected. All their responses in the items statement were to a high extent.

The findings is in line with Tracy, (2019) who observed that educational laws influence how employers handle issues related to employee injury and health. Employers have a duty to provide a safe workplace and protect employees from harm. If an employee suffers an injury or illness due to employer

negligence, the employee may file a personal injury claim under tort laws. Employers must comply with safety regulations, provide appropriate training, and take necessary precautions to prevent workplace injuries and illnesses to mitigate legal risks. The results of hypothesis indicate that there is no significant difference in the mean ratings of male and female teachers on the extent to which education laws are administered in staff personnel resource management in secondary schools in Ebonyi State.

Extent to which school rules and regulations are Administered in Students' Personnel Management in Secondary Schools

The result on Table 2 showed that the respondents to a high extent agreed that school principals ensured: students' rights to a safe environment, students' rights to freedom of expression, that students are provided with access to learning resources, students' rights to human dignity are maintained, School principals ensure students' rights to freedom of peaceful association and School principals ensure that students' rights for fair hearing are given due attention.

This finding is in agreement with Pandey, (2019) who observed that students' rights on personnel management aim to ensure that students are treated with respect, dignity, and fairness within the educational setting. By upholding these rights, schools can create a positive and inclusive environment that supports students' academic and personal growth. Students have various rights when it comes to personnel management within educational institutions. Fundamental human rights of students are basically the rights which are essential for students' existence in the school environment in which every student is entitled to, and is expected to observe these rights in full without discrimination in the school system. The mean ratings of the respondents (male and female teachers) on the extent to which on the extent school rules and regulations are administered in students' personnel management in secondary schools in Ebonyi State was not significantly different.

Conclusion

In line with the findings of this study, the following conclusions were drawn: that school rules and regulations are administered in staff personnel resource management, students' personnel management in secondary schools and that of time resource management in secondary schools in Ebonyi State to a high extent but indicated low extent on the management of school material resource in secondary schools in Ebonyi State.

Recommendations

Based on the findings, the following recommendations are made as the way forward;

1. For staff management, it is recommended that, Ebonyi State, Secondary Schools Board should provide training and evaluation to ensure that all staff members are equipped to perform their roles in compliance with school rules and regulations.
2. In terms of student personnel management, school rules and regulations should address students' rights and responsibilities, disciplinary procedures with special needs.

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