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ADMINISTRATION OF SCHOOL RULES IN RESOURCE MANAGEMENT OF SECONDARY SCHOOLS IN EBONYI STATE

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ABSTRACT
This study examines the administration of school rules as a vital component of resource management in secondary schools within Ebonyi State. Effective enforcement of school rules is crucial for ensuring discipline, maintaining order, and optimizing both human and material resources. The research explores how school administrators implement rules to manage time, staff conduct, student behavior, and infrastructural facilities. Using a descriptive survey design, data were collected from principals, teachers, and education officers across selected public secondary schools. Findings reveal that clear, consistently enforced school rules contribute significantly to improved staff performance, reduced wastage of instructional materials, and better utilization of physical infrastructure. However, challenges such as inconsistent policy implementation, lack of stakeholder involvement, and inadequate training of school leaders hinder the effectiveness of rule administration. The study recommends that school authorities adopt participatory approaches in rule formulation, strengthen monitoring systems, and integrate rule enforcement into broader school resource planning strategies. By aligning school rules with resource management goals, secondary schools in Ebonyi State can achieve a more disciplined, efficient, and goal-driven learning environment.

Keywords: Administration, School Rules, Resource Management, Stakeholder Involvement, Secondary Schools and Educational Resources.

Introduction
The administration of school rules is central to the effective management of resources in any educational institution. In secondary schools, particularly in Ebonyi State, where resources are limited and demand is growing, the strategic use of rules plays a vital role in promoting discipline, protecting facilities, managing time, and optimizing both human and material resources. This paper explores how the administration of school rules influences resource management in secondary schools across Ebonyi State, emphasizing discipline, accountability, and efficiency in the use of resources.

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 & Obi 2023). 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).

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.

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 (Okoro, 2019). 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). Material resources include all necessary supplies and equipment which are useful to maintain organizational production or service such as land, buildings: (the classroom itself with its walls, windows, ventilators, together with their glass fittings, doors with their handles and hinges), furniture (desk, table, chairs, chalkboards). To Okafor, (2022) material resources may also include machines, computers, books, manuals, geographical maps and globes, educational media like radio, television sets, overhead projectors, the audio-visual aids and raw materials consisting organic and inorganic materials such as scientific apparatus or chemicals, any specimen of plants and animals. Material resources for teaching and learning arc different based on the kind of educational services. Material resources according to Okoro (2019) refer to either fixed or movable objects, equipment, supplies and facilities which may be private, public or government property that may be turned into educational use for attainment of set goals. Material resources in education delivery are the essential concrete features that enable the teacher to teach effectively. Wang in Ogbuanya, Nweke and Ugwoke (2017) stated that material resources help the teacher to convey intended messages effectively so that the learner receives, understands, retains, and applies experiences gained to reach overall educational goals. Material resource management is the act of planning, organizing, coordinating and controlling material resources of an organization or institution like technical colleges of education (Okafor, 2022). Education laws on materials resources, the laws mandate equal access to quality resources for all students, regardless of socio-economics. The laws promote quality education through provision of adequate resource facilities for effective teaching and learning.

Financial resource management is an essential aspect of educational management that determines the effectiveness of other aspects of management in educational settings. Managing financial resources has always been crucial to educational management to avoid financial crisis and proper mobilization of other school resources. Financial management, therefore, is the planning, procurement, and utilization of funds needed for the conduct of private and public organizations. In addition, Aja-Okorie (2016) opined that financial management is concerned with the planning and controlling of an organization's financial resources. Moreover, Adedipe (2020) saw financial management as the administration of funds under the guidance of a body in a disciplined way. Misappropriation of school finance among principals is a professional misconduct which always attract legal consequences (Emeka, 2017).

In Ebonyi State, most teachers are seemingly not aware of their rights, let alone those of others. Similarly, many are ignorant of the rules and regulations governing their employment and the school system in which they work. Emeka (2017) observed that the rate of awareness of education laws on resources management is based on the gender and location of teachers. To achieve the objective of secondary schools, teachers gender sensitivity matters are critical in

ascertaining the adherent of educational laws.

Statement of the Problem

Effective management of school resources - such as infrastructure, teaching materials, human capital, and time - is vital for quality education delivery in secondary schools. In many schools across Ebonyi State, however, limited resources are being stretched beyond capacity due to mismanagement, poor maintenance, and indiscipline. One of the most overlooked yet critical mechanisms for addressing these challenges is the consistent and strategic administration of school rules.

School rules are designed to guide student and staff behavior, promote discipline, protect property, and ensure orderly use of resources. When properly enforced, they contribute significantly to reducing wastage, preventing vandalism, enhancing time management, and ensuring accountability in the use of school facilities and materials. Unfortunately, in many schools across Ebonyi State, there appears to be a growing disconnect between the formulation of school rules and their actual implementation or enforcement, which negatively affects resource preservation and overall academic outcomes.

Reports of student truancy, damage to school property, lateness, absenteeism, and poor teacher commitment indicate weaknesses in rule enforcement. Moreover, school administrators may lack the leadership capacity, support, or policy backing to enforce rules effectively. In rural and urban settings alike, the consequences include loss of valuable teaching time, increased maintenance costs, low morale among staff, and underutilization or destruction of limited resources.

This study therefore seeks to investigate the extent to which the administration of school rules influences resource management in secondary schools in Ebonyi State, identifying challenges, gaps, and strategies for improvement.

Purpose of the Study

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

1. Find out the extent school rules and regulations are administered in school material resource management in secondary schools in Ebonyi State
2. Determine the extent school rules and regulations are mainstreamed in school financial resource 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 school material resource management in secondary schools in Ebonyi State?
2. are school rules and regulations mainstreamed in school financial resource 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 school material 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 mainstreamed in school financial resource management in secondary schools in Ebonyi State.

Conceptual Framework

School Rules: These are written or unwritten regulations that guide the behavior of students and staff in the school system. They range from punctuality and dress codes to property maintenance and classroom conduct.

Resource Management: This involves planning, allocation, monitoring, and evaluation of educational resources (human, material, financial, time, and physical infrastructure) for optimal use.

The administration of school rules intersects with resource management through:

- Ensuring punctuality and attendance (managing human resource time)
- Maintaining school infrastructure by preventing vandalism
- Encouraging responsible use of learning materials
- Fostering orderly conduct, which enhances the teaching-learning environment

Laws of equity in education resource provision are legal standards and regulations aimed at ensuring that all students have equal access to educational resources and opportunities, regardless of their background or circumstances (Okafor, 2022). These laws are designed to address disparities in resource allocation, such as funding, facilities and instructional materials, and promote fairness and inclusivity in the education system. By upholding laws of equity in education resource provision, schools help to level the playing field for all students and support their academic success and well-being (Mohanty, 2021). The term material resource has been defined by various experts in various ways. In connection to educational material resources, the material resources include renewable and immediate use items. Each item is used for specific objectives and the integration of all items can help to promote the teaching learning process. Material resources in general and educational material resources in particular are stated in different ways. Nevertheless, the central idea of all writers is almost the same (Ndubuisi, Oloja and Obiora, 2023). Thus, the objectives of any organization can be attainable with the great help of material resources. Furthermore, material resources are any inputs or consumable items that are fixed or recurrent objects used in the process of production. Material resources include all necessary supplies and equipment which are useful to maintain organizational production or service such as land, buildings (the classroom itself with its walls, windows, ventilators, together with their glass fittings, doors with their handles and hinges), furniture (desk, table, chairs, chalkboards, etc.). Material resources may also include machines, computers, books, manuals, geographical maps and globes, educational media like radio, television sets, overhead projectors, the audio-visual aids and raw materials consisting organic and inorganic materials such as scientific apparatus or chemicals, any specimen of

plants and animals. Generally, though different scholars defined and classified the concept of material resources differently on the basis of their understandings, material resources are the main inputs that assist the activities of teaching-learning process.

Material resource management directs the flow of materials and services from the supplier, and keeps track of the supplier's delivery and quality commitments, so as to avoid any disruptive surprises. Material resource management activities are frequently handled at the local or office level and involve regular communication with suppliers concerning requirements, such as order quantity and delivery dates. In addition to this, material resource management concerned with those management functions such as planning, organizing, purchasing, warehousing, distribution, inventory controlling and disposal of material resources. These activities form the framework for studying the nature and scope of management (Ndubuisi, Oloja and Obiora, 2023).

School Rules and Regulations and Financial Resource Management

School rules and regulations have a significant impact on financial resources management within educational institutions. Rules and regulations that govern the management and operation of educational institutions, such as schools. These rules outline the responsibilities of school administrators, teachers, and staff members in terms of decision-making, financial management, and overall accountability. These rules dictate how funds are allocated, spent, and accounted for in schools, ensuring transparency and accountability in financial decision-making (Okafor, 2016). One of the key impacts of school rules and regulations on financial resources management is the establishment of clear budgeting processes. Schools are required to adhere to strict guidelines when creating their budgets, taking into account factors such as student enrollment, staff salaries, and facility maintenance costs. This helps to ensure that financial resources are used effectively and in line with the school's educational goals. School rules and regulations often require schools to undergo regular financial audits to ensure compliance with regulations and identify any potential discrepancies or misuse of funds fraud and mismanagement of financial resources, ultimately safeguarding the school's financial health and reputation. Furthermore, school rules and regulations may also impact fund raising activities within schools. These rules may impose restrictions on how funds raised through donations, grants, are directed towards educational programs and activities that benefit students. School rules and regulations play a crucial role in promoting transparency, accountability, and responsible financial management within educational institutions. By adhering to these school rules and regulations, schools can effectively manage their financial resources, support their educational mission, and provide a safe and supportive.

Financial resource management is that management activity concerned with the planning and controlling of an organization's financial resources (Mort, 2019). From the above definition, it can be deduced that for the effective execution of financial management functions, the knowledge of the topic is

vital to enable administrators plan and control the available financial resources.

The financial manager occupies a key position as one of the dynamic members of the school, his role as days go by becomes more pervasive, intensive, and significant in solving the complex financial management problems. From the above definitions, the researcher agreed that "financial management has to do with policy, leadership, and management. It involves the process of planning, controlling, funding, reporting, and reviewing efforts in order to achieve the anticipated common goal of an organization. The financial manager is mainly concerned with the allocation of funds and raising funds wisely. Therefore, the operative definition adopted for this study agreed with the definition of Mohanty (2021), that financial management is an exercise in raising and using funds. This definition makes the raising of funds a component of financial management function.

The human financial resources according to Megginson (2017) are considered as the total knowledge, skills, creative abilities, talents, and aptitudes of an organization's workforce as well as the value, attitudes, and beliefs of the individuals involved. These include both the instructional and non-instructional personnel. The current economic crisis has seriously influenced the availability of these financial resources in schools. The resulting attrition rate of qualified teachers and the inability of the government to pay the few who are still willing to serve has posed a great problem for the school. The principal is seriously confronted with the problem of managing personnel, especially in these current cases of non-payment of salaries and allowances due to them. Candy (2019) stressed that this neglect of teachers arising from the inability of the government to care for the teachers has resulted in various cases of poor job performances from teachers. They therefore resort to other money yielding business during school hours. As a result, the competencies of personnel are not well utilized. Utilizing personnel in a period when the individual's survival needs are not being met is definitely an arduous task that requires more than managerial skills (Brown, 2010). Following the principle of scientific management, workers are expected to give maximum capacity for wages they receive. Money being a motivating factor, the school workers will not provide any output in terms of learning activities since their salaries are not being regularly paid. The basic principle of financial resource management is planning on how to utilize available manpower financial resources in the school. Since the school is concerned mainly with teaching and learning, it is the responsibility of the principal to determine the students' population of the school and also determine the number of teachers needed in each arm of the class.

Financial management competencies refer to the ability and competence to manage funds effectively. Financial management is concerned with decisions on how to procure, expend and give account of funds provided for the implementation of programmes in an organization. Aja-Okorie (2016) described financial management as that management activity which is concerned with the planning and controlling of an organizations' financial resource. It implies the ability to be called upon to account or answer for funds entrusted to one's care. It has to do with the provision, custody, and disbursement

of the resources needed for the conduct of public and/or government set-ups. Secondary school principals should be conversant with financial management skills. They should be skilled in utilizing financial resources from the school environment.

Review of Empirical Studies

This section reviewed some empirical studies that are related to the study. Nkemjika, Koko, Maureen, (2022) conducted research on Status of Administration of Education laws on Resource Management practices in secondary schools in Abia State. The objectives of the study were to determine how education laws are administered in the management of financial and time resources in 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. Cluster random sampling technique was used to select 107 public school administrators and 59 private school administrators. The instrument used for the study was a self-structured questionnaire titled "Administration of Education laws and Resource Management in Secondary Schools' in Abia State (AELRMSS)". 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 questionnaires was 0.83. 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 administrative laws influenced the management of physical resources in secondary schools in Abia State.

The empirical study focused on Status of Administration of Education laws on Resource Management practices in secondary schools' while the present study focused on the Administration of Education laws on Resource Management in secondary schools in Ebonyi State. The studies are related as their specific objective addresses issues on financial management and time management but differ in the areas studied, population size, sample size, number of research questions, and hypotheses.

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 Slate 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 formular, 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 recovered 340 copies of the instrument out 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 school material 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 school material resource management in secondary schools in Ebonyi State N=340

S/N	Item Statement	N	X	SD	Dec.
13	School principals ensure equal provision of laboratory Facilities	340	2.22	0.90	LE
14	School principals ensure equal maintenance of classroom equipment	340	2.00	0.52	LE
15	School principals ensure procurement of teaching materials	340	2.18	0.54	LE
16	School principals create equal supportive environment for the utilization of technology gadgets	340	2.04	0.63	LE
17	School principals ensure equal distribution of classroom materials	340	3.22	0.63	HE
18	School principals ensure equal utilisation of available library materials	340	2.99	0.90	HE
	Grand mean (x)		**2.44**		**LE**

Field Work, 2025

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

Table 1 showed that the respondents agreed with a grand mean score of 2.44. On items 13, 14, 15, 16, 17 and 19 that school rules and regulations in secondary schools are to a low extent administered on school material resources.

Research Question 2: To what extent are school rules and regulations administered in school financial 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 school financial management in secondary schools N=340

S/N	Item Statement	N	X	SD	Dec.
19	School principals adopt transparency in dealing with financial records in the school	340	3.37	0.67	HE
20	School principals ensure accountability in the utilization of school funds	340	3.29	0.82	HE
21	School principals ensure that all financial practices comply with relevant Saws	340	3.43	0.54	HE
22	School principals adhere to a detailed budget that outlines financial allocation for the year	340	3.32	0.69	FIE
23	School principals ensure even distribution of available resources	340	2.96	0.81	HE
24	School principals provide regular reports on school financial status to stakeholders	340	3.32	0.64	HE
	Grand mean (x)		**3.28**		**HE**

Field Work, 2025

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

Result in Table 2 revealed that the respondents agreed with a grand mean score of 3.29. On items 19, 20, 21, 22. 23 and 24 that school rules and regulations in

secondary schools are to a high extent administered in school financial management.

H0₁: 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 school material resource management in secondary schools in Ebonyi State.

Table 3: 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 school material resource management in secondary schools in Ebonyi State.

Item	Category of Res.	N	Mean	SD	Df	T	Sig	Decision
13	Male Teachers	192	2.22	0.93	338	0.063 .	0.950	Not Significant
	Female Teachers	148	2.22	0.87				
14	Male Teachers	192	2,01	0.59	338	,299	0.765	Not Significant
	Female Teachers	148	2.17	0.56				
1-5	Male Teachers	192	2.20	0.72	338	.520	0.603	Not Significant
	Female Teachers	148	2.04	0.63				
16	Male Teachers	192	2.04	1.15	338	006	0.995	Not Significant
	Female Teachers	143	3.20	0.89				
17	Male Teachers	192	3.25	0.74	338	693	0.489	Not Significant
	Female Teachers	148	2.96	0.61				
18	Male Teachers	192	2.96	1.06	338	781	0.435	Not Significant
	Female Teachers	148	3.04	0.82				

Field Work, 2025

The result oft-test analysis presented in Table 3 indicated that there is no significant difference between the mean ratings of male and female teachers on the extent to which laws of school governance are administered in school material resource management in o secondary schools in Ebonyi State as the entire items indicated not significant. Only item 16 recorded significant. Based- on this, the researcher hereby upheld the null hypothesis that there is no significant difference between the mean ratings of male and female teachers on the extent to which school rules and regulations are administered in school material 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 mainstreamed in school financial resource management in secondary schools in EBonyi State

Table 4: t-test of different in the mean response of male and female teachers on the extent of which school rules and regulations are mainstreamed in school financial resources management in secondary schools in Ebonyi State

Items	Category of respondents	N	Mean	SD	Df	T	Sig	Decision
19	Male Teachers	192	3.36	0.66	338	0.025	0.980	Not Significant
	Female Teachers	148	3.37	0.69				
20	Male Teachers	192	3.30	0.83	338	0.128	0.899	Not Significant
	Female Teachers	148	3.29	0.81				
21	Male Teachers	192	3.44	0.55	338	0.484	0.629	Not Significant
	Female Teachers	148	3.41	0.53				
22	Male Teachers	192	3.33	0.71	338	0.455	0.649	Not Significant
	Female Teachers	148	3.30	0.66				
23	Male Teachers	192	2.96	0.83	338	0.106	0.916	Not Significant
	Female Teachers	148	3.97	0.79				
24	Male Teachers	192	3.38	0.62	338	0.744	0.082	Not Significant
	Female Teachers	148	3.25	0.67				

Field Work, 2025

Result in Table 4 indicated that the differences in the mean ratings of male and female teachers on extent to which school rules and regulations are mainstreamed in school financial resource management in secondary schools in Ebonyi State was not significant, as all the items p-values greater than the 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 mainstreamed in school financial resource 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 school material resource management in secondary schools in Ebonyi State is to a low 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 school material resource management in secondary schools in Ebonyi State
2. School rules and regulations are mainstreamed in school financial resource management in secondary schools in Ebonyi State is 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 mainstreamed in school financial resource management in secondary schools in Ebonyi State.

Discussion of Results

Extent to which School Rules and Regulations are Administered in School Material Resource Management in Secondary Schools

The results of data analysis presented on table 3 revealed that the respondents to a low extent accepted that principals ensure that: School principals ensure equal provision of laboratories facilities, School principals ensure equal maintenance of classroom equipment. School principals ensure procurement of teaching materials, School principals create equal supportive environment for the utilization of technology gadgets, School principals ensure equal distribution of classroom materials and School principals ensure equal utilization of available library materials; This finding is not in consonance with Okafor (2022) who asserted that laws of equity in education resource provision are legal standards and regulations aimed at ensuring that all students have equal access to educational resources and opportunities, regardless of their background or circumstances. He asserted that the laws are designed to address disparities in resource allocation, such as funding, facilities, and instructional materials, and promote fairness and inclusivity in the education system. By upholding laws of equity in education resource provision, schools help to level the playing Held for all students and support their academic success and well-being but to Ogbo, (2021) who reviewed that these laws are mostly neglected by school heads in the management of schools. In connection to educational material resources, the material resources include renewable and immediate use items. Each item is used for specific objectives and the integration of all items can help to promote the teaching learning process. Material resources in general and educational material resources in particular are stated in different ways. The results of hypothesis indicate that 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 school rules and regulations are administered in school material resource management in secondary schools in Kbonyi State.

Extent to which the school rules and regulations are Mainstreamed in School Financial Resource Management in Secondary Schools

Result as presented in Table 4 indicated that principals and teachers in public secondary schools in Ebonyi State to a high extent agreed that; School principals adopt transparency in dealing with financial records in the school, School principals ensure accountability in the utilization of school funds. School principals ensure that all financial practices comply with relevant laws, School principals adhere to a detailed budget that outlines financial allocation for the year, School principals ensure even distribution of available resources and School principals provide regular reports on school financial status to stakeholders. In support of Oyedeji (2021) who observed that education laws have a significant impact on financial resources management within educational institutions. Education laws as the rules and regulations that govern the management and operation of educational institutions, such as schools. These laws outline the responsibilities of school administrators, teachers, and staff members in terms of decision-making, financial management, and overall

accountability. In agreement with Okafor, (2016), these laws dictate how funds are allocated, spent, and accounted for in schools, ensuring transparency and accountability in financial decision-making. One of the key impacts of education laws on financial resources management is the establishment of clear budgeting processes. Schools are required to adhere to strict guidelines when creating their budgets, taking into account factors such as student enrollment, staff salaries, and facility maintenance costs. This helps ensure that financial resources are used effectively and in line with the school's educational goals. Education laws often require schools to undergo regular financial audits to ensure compliance with regulations and identify any potential discrepancies or misuse of funds fraud and mismanagement of financial resources, ultimately safeguarding the school's financial health and reputation. School rules and regulations play a crucial role in promoting transparency, accountability, and responsible financial management within educational institutions. By adhering to these rules, schools can effectively manage their financial resources, support their educational mission, and provide a safe and supportive. The result of hypothesis revealed that there is no significant difference in the mean ratings of male and female teachers on the extent to which school rules and regulations are mainstreamed in school financial resource management in secondary schools in Ebonyi State.

Conclusion

The administration of school rules plays a crucial role in the effective management of resources in secondary schools, particularly in Ebonyi State. From the findings of this study, it is evident that well-formulated and consistently enforced school rules enhance the efficient use of human, material, financial, and time resources within the school environment. School rules provide a framework that governs the behavior of both staff and students, thereby promoting discipline, orderliness, and accountability in daily operations. In secondary schools across Ebonyi State, the enforcement of rules has been shown to reduce incidents of vandalism, lateness, absenteeism, and misuse of facilities. It also improves teaching and learning outcomes by ensuring that both teachers and students are guided by clear expectations. However, the study also identified several constraints affecting the effective administration of school rules. These include inadequate administrative capacity, lack of involvement of key stakeholders (such as parents and students) in rule formulation, and weak enforcement mechanisms due to lack of monitoring or political interference. Therefore, for school rules to meaningfully contribute to resource management, school leaders must not only enforce rules fairly and consistently but also involve the school community in their development and revision. There is also a need for capacity building among school administrators to equip them with modern leadership and management skills. If these steps are taken, secondary schools in Ebonyi State will not only achieve better discipline and performance but also ensure the optimal use of limited educational resources, leading to improved educational quality and outcomes.

Recommendations

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

1. When it comes to school materials management. Secondary Education Board of Ebonyi State should establish clear policies to ensure that school resources are utilized efficiently.
2. As regards to financial management, school management board should through auditors clearly outlined and communicates to school bursars, for effective management.

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