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ADMINISTRATION OF EDUCATION LAWS IN RESOURCE MANAGEMENT OF SECONDARY SCHOOLS IN EBONYI STATE

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ABSTRACT

This study examined administration of education laws on resource management of secondary schools in Ebonyi State. Two specific objectives with two corresponding research questions and null hypotheses guided the study. Descriptive research design was adopted for the study. The population of this study was four thousand one hundred and forty-six (4146) secondary school teachers in the 226 public secondary schools in Ebonyi State, the breakdown has 2374 male teachers and 1772 female teachers while the sample was three hundred and seventy-seven (377) teachers using Taro Yamane formular. Proportionate stratified random sampling technique was adopted in the study. Structured questionnaire tagged "Administration of Education Laws in Resource Management of Secondary Schools Questionnaire (AELRMSSQ)'. The instrument for the study was validated by three experts, one in Measurement and Evaluation option of Science Education Department and two experts in Educational Administration and Planning option of Educational Foundations Department in Ebonyi State University, Abakaliki. The validated instrument was trial tested with thirty (30) teachers in Enugu State which is not part of the study area to ensure its reliability, as instrument was determined using Cronbach Alpha technique in testing the entire clusters in which the overall reliability coefficient yielded 0.80. Data collected were analyzed using mean (x)and standard deviation (SD) to answer research questions while t-test statistic was used to test the null hypotheses at 0.05 level of significance. The findings showed that: education laws administered to a high extent on: staff personnel management and students' personnel management, The results of the hypotheses were that there were no significant differences between the mean ratings of male and female teachers on the extent to which education laws are administered on: staff personnel management and students' personnel management. Based on the findings, the researcher recommended that Education laws through Ebonyi State Secondary Schools Board (SEB) should clearly outline the hiring and termination processes, as well as performance evaluation criteria. These implies that if educational laws are not adhered to, educational system may continue to face absolute deterioration thereby leading to poor academic performance.

Keywords: Administration; Education Laws; Resource Management; Secondary School.

Introduction

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 all other institutions adhere 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. 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).

Various education laws 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 part 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.

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 (Obi, 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.

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 (Obinna, 2017). Such resources include the financial resources, human resources, material resources, or information technology

resources. For this study, only staff personnel resources and students' personnel 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 boarder 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 suggests lack of discipline and professional misconduct among staff as stipulated in the Federal Ministry of Education (FME, 1990). 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. 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. Nwakpa (2015) 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.

In Ebonyi State, Education law stipulates that principals collect any approved revenue payable at the schools or institutions on behalf of the appropriate board, and to pay the money collected into Board account. It also provides that school principals submit the annual budget and financial statement of the school to the Zonal Education Board and also keep accurate record of all money received and allocated to the school. Failure of school principals to adhere strictly to government stated procedure for school fund management could be described as professional misconduct among principals and this may attract legal consequences. Therefore, for proper financial management in school the principals have to be adequately inclined with laws regulating monetary issues such as financial expenditures, financial allocation to execute project. Misappropriation of school finance among principals is a professional misconduct which always attract legal consequences (Emeka, 2017). In educational set up, schools cannot achieve the learning

objectives without proper management of time ((Aja-Okorie and Uche, 2023).

In Ebonyi State, most teachers are 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.

Gender sensitivity refers to the idea that educational systems do offer the same and equal type of opportunities for upward mobility to both sexes. Thus, gender sensitivity is the state of being sensitive to the needs of both sexes. Bocheche & Bosire, (2018) argued that female teachers adhered to school rules and regulations and also instruct students on needs to be law abiding in their endeavors. However, Udoka (2018) contended that every individual, male or female, is capable of achieving excellence in any career, given required opportunity without jeopardizing their basic biological functions. Udoka (2018) observed that individuals male or female are free to express their individuality in the organization.

Issues in the administration of educational laws in the management of resources in secondary schools might be attributed to school location. Location is a geographical area in relation to other areas. School location can be defined as a place where a school is sited which can be either in an urban or rural area. Location in this context, basically accounts for the discharge of administrative functions of school principals. Consequently, most school principals are not aware of the legal implications of their actions. This dismal situation was vividly illustrated by Nwagwu in Akinpelu (2018) why most teachers in our school system have never read the Nigerian constitution nor even the laws, rules and regulations governing the administration of the school system. Many are not aware of their rights, duties, obligations and responsibilities under the law and more especially on the probable consequences or implications of their actions in their day- to-day activities within the school systems.

For successful operation of any formal organization in the state, there is need for such organization to operate based on the laws set by the legislature to govern the functioning of organization. These laws vary based on the nature of activities or businesses carried out by the organization. In other to effectively operate educational business in the state, there are laws that are being compiled to govern the activities of school organization, as any institution without laws might find it difficult to develop. Based on this, the study sought to ascertain the extent to which education laws are administered in

the management of educational resources in secondary schools in Ebonyi State.

Statement of the Problem

Poor application of education law in staff personnel management result in a host of issues that undermine the effectiveness of educational institutions. For instance, when hiring practices are not aligned with legal standards regarding equal opportunity employment, schools inadvertently perpetuate discrimination, leading to a lack of diversity among staff. This not only adversely affects the school culture but also deprives students of varied perspectives that enrich their learning experience. Furthermore, inadequate adherence to laws surrounding teacher qualifications and certifications lead to unqualified individuals being placed in educational roles. This scenario not only jeopardizes the quality of education but also exposes schools to legal repercussions if employees are found to violate certification standards. In cases where staff grievances are neglected or mishandled, the resulting low morale and high turnover exacerbate the problem, creating a cycle of instability that hinders teaching and learning.

As regards managing of student personnel, the failure to apply education laws appropriately lead to discrimination, harassment, and a lack of support for students with special needs. A critical aspect of education law is ensuring equal access to education; however, neglecting to enforce these protections marginalize students from underrepresented backgrounds. Such exclusion not only limits their academic opportunities but also foster an environment of hostility and disengagement.

In cases where funds are mismanaged or misappropriated due to a lack of transparency and accountability, schools may find themselves unable to provide necessary educational services and facilities to students.

Laws often dictate the structure of the school calendar, instructional time, and planning requirements. Failure to adhere to these regulations can result in slashed instructional hours, leaving students with insufficient time to engage with the curriculum fully. Moreover, inadequately structured schedules lead to conflicts in resource allocation, such as double-booked classrooms or insufficient laboratory time for science classes. Inconsistent application of laws related to student attendance and truancy further exacerbate these issues, creating an environment where routine is disrupted and learning becomes secondary to administrative chaos. It is against this background, that studies need to be carried out to investigate the extent to which education laws are administered in resource management of secondary schools in Ebonyi State.

Purpose of the Study

The main purpose of the study is to investigate the extent administration of educational laws in the resource management

of secondary schools in Ebonyi State. Specifically, the study sought to:

1. Determine the extent education laws are administered in staff personnel resource management in secondary schools in Ebonyi State
2. Ascertain the extent education laws 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 education laws administered in staff personnel resource management in secondary schools in Ebonyi State?
2. are education laws 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 education laws 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 education laws are administered in students' personnel management in secondary schools in Ebonyi State.

Methodology

The study adopted a descriptive survey research design. Descriptive survey design is the plan of study which enables the researcher to collect data from a well-defined population and systematically select segments of the population in order to determine the attributes of the population. Nworgu (2006) defined descriptive surveys as those studies concerned with collecting data on, and describing systematically, the characteristic features or facts about a given population.

The area of the study was Ebonyi State. 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 education law 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.

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Proportionate stratified random sampling technique was used to draw the sample of male and female teachers in Ebonyi State. The instrument for data collection was a researcher develop structured questionnaire titled Administration of Education Laws in Resource Management of Secondary Schools Questionnaire (AELRMSSQ). The questionnaire was divided into two sections. Section A and B. The instrument was validated by three (3) experts: two from the Department of Educational Foundations (Educational Administration and Planning) and one from the Department of Science Education (Measurement and Evaluation); all from the Faculty of Education, Ebonyi State University, Abakaliki. The validated instrument was trial tested with thirty (30) teachers in Enugu State which is not part of the study area to ensure its reliability. This gave an overall reliability score of 0.80. 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 VLE, 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 education laws administered in staff personnel resource management in secondary schools in Ebonyi State?

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

S/No		N	$\bar{X}$	SD	Decision
1	School principals ensure there is no defamation of characters	340	3.48	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 ($\bar{x}$)		**3.17**		**HE**

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

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grand mean score of 3.17 which is high extent (HE).

Research Question 2: To what extent are education laws administered in students' personnel management in secondary schools in Ebonyi State?

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

S/N	Item Statement	N	$\bar{X}$	SD	Decision
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 human 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**

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 education laws 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

Ho_1: There is no significant difference between the mean rating scores 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

Table 3: t-test of difference in the mean responses of male and female on the extent to which laws of school governance are administered in staff personnel resource management in secondary schools in Ebonyi State.

Items	Gender	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	3.24	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

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	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				

Result on Table 3 reveals that the difference in the mean rating of male and female teachers on the extent to which laws of school governance 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 education laws are administered in staff personnel resource management in secondary schools in Ebonyi State.

Ho_2: There is no significant difference between the mean rating scores of male and female teachers on the extent to which laws of school governance 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 laws of school governance 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				

Result on Table 4 reveals that the differences in the mean ratings of male and female teachers on the extent to which laws of school governance 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 laws of school governance 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. Education laws 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. Education laws 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

Discussions

Result in research question one revealed that education laws 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 is 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 are 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.

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 governance 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 education laws are administered in staff personnel resource management, and students' personnel management in secondary schools and that of time resource management in secondary schools in Ebonyi State to a high extent 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 ensures that all staff members are equipped to perform their roles in compliance with education laws.
2. In terms of student personnel management, education laws should address students' rights and responsibilities, disciplinary procedures, and services for students with special needs.

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