

Principals' Administrative Competencies in the Management of School Plant in Public Secondary Schools in Ikom Education Zone of Cross River State

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ABSTRACT

Objective: This study focused on Principals' Administrative Competencies in the management of School Plant in Public Secondary Schools in Ikom Education Zone of Cross River State. **Method:** The design of this study was descriptive survey research design aimed at eliciting information from the respondents based on the research questions and null hypotheses that guided the conduct of this study. The population of the study comprised 113 principals and 1487 teachers of public secondary schools in Ikom Education Zone of Cross River State while sample of the study comprised of 200 teachers and 38 principals using a multi stage sampling technique. The instrument used for data collection was structured questionnaire and data were analyzed using mean and standard deviation for research question and t-test was used to test the null hypotheses at 0.05 level of significance. **Results:** The findings of the study revealed that procurement-related competencies and utilization-related competencies are needed by secondary school principals while the findings in the hypotheses revealed that there is no significant difference in the mean rating of principals and teachers on the procurement-related competencies needed by principals in school plant management; there is no significant difference in the mean rating of principals and teachers on the utilization-related competencies needed by principals in school plant management. **Novelty:** Based on the findings, the study revealed that secondary school principals should be subjected to in-service training on the usage of school plants for effective management.

INTRODUCTION

The principal is the chief executive of secondary schools in Nigeria. According to [1], Principal's duties cover the procurement, maintenance, utilization and safety of the school plant so as to achieve the goals and objectives of the educational system. The principal is involved in the implementation of educational policies and programmes. One of the primary functions of secondary school principals according to [2] is management and maintenance of school plant. [3] has it that the managerial competencies brought to the school by the principal reaches far as per how the overall enterprise of the school is done. The principal as an instrument for change and all round motivation and should be knowledgeable and professionally competent enough to uphold discipline, sound administration, implement the curriculum and keep the school attractive enough to draw students to it [4]. The attainment of good school management requires committed and qualified principals [5].

The school plant is one of the mandatory operational task areas of the school administration. School plant refers to the space interpretation of the school curriculum which includes; the school campus, building, playgrounds, library, laboratories,

classrooms, furniture, equipment, hostels, common room, canteen are all part of school plant [6]. It is an integral part of the learning environment. The term school plant means the school building, all materials, furniture and equipment attached and unattached to the building, all structures and features on school site, including paths, roads, parking lots, playgrounds, open grounds, trees, flowers and other objects used for implementing or supporting the implementation of an educational programme [7]. [8] opined that the environment, facilities, equipment and building constitute school plant. Encyclopedia of Education (2002:1), asserted that the school facilities consist of not only the physical structure and the variety of building systems, such as power and electrical, mechanical, plumbing telecommunications, security, and fire suppression systems but that the facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning and vehicular access and parking.

There is therefore the need for school principals to be competent in school plant management. [9] pointed out that one of the most important functions of secondary school administrators in Nigeria is efficient management of school plant. In other words, the achievement of the predetermined goals and objectives depends on the ability of the school manager to make use of, and maintain the physical facilities in the school. All these require the principal to be competent in school plant management. Competency on the other hand, can be regarded as a person's capacity to connect knowledge, skills, attitudes and professional identity that are relevant for a certain profession [10]. Administrative competence in school plant management in public secondary schools entails that the principal acquires and utilizes the knowledge, skills, attitudes and professional training in the management and maintenance of school plant.

These therefore points to the need for school principals to manage school plant through effective administrative competencies. This calls for vigorous investigations to find out the competencies needed by principals for effective school plant management.

Statement of the Problem

The school principal is charged with the prime responsibility to effectively manage learning infrastructure. This administrative function for satisfactory physical environment is not confined to providing new facilities but also in the management and maintenance of the available facilities. In Ikom Education Zone of Cross River State, it is observed that the available facilities in various public schools are dilapidated and worn-out. There are cases of broken chairs and tables, blown off roofs, bushy surroundings and cracked walls. These are unwanted conditions in public secondary schools in this zone. It is therefore necessary to explore administrative competencies in the management of school plant in public secondary schools in Ikom Education Zone of Cross River State. Hence, the study is setup to identify administrative competencies needed by the principals in the management of school plant in public secondary schools in this zone.

Purpose of the Study

The main purpose of the study is to identify the administrative competencies needed by the principals in the management of school plant in public secondary schools in Ikom Education Zone of Cross River State. Specifically, the study intends to identify:

1. Procurement competencies needed by principals in school plant management in Ikom Education Zone of Cross River State.
2. Utilization competencies needed by Principals in school plant management in Ikom Education Zone of Cross River State.

Research Questions

1. What are the procurement competencies needed by principals in school plant management in Ikom Education Zone of Cross River State?
2. What are the utilization competencies needed by principals in school plant management in Ikom Education Zone of Cross River State?

Hypotheses

The following hypotheses will be formulated to guide the study. The hypotheses will be tested at 0.05 level of significance.

HO1: There is no significant difference between the mean ratings of principals and teachers in the procurement competencies needed by principals in the management of school plant in Ikom Education Zone of Cross River State.

HO2: There is no significant difference between the mean ratings of principals and teachers with regard to the utilization competencies needed by principals in the management of school plant in Ikom Education Zone of Cross River State.

Literature Review

Concept of Principal

Principal is the educator who has executive authority for a school. The principal of a school is a planner, controller, coordinator, organizer, adviser and a problem-solver [11]. The principal can be seen as motivators and catalyst in achieving school goals and objectives [12]. The whole administration, its success and failure of the school rest upon the shoulder of the principal. The principal identifies and outline goals and objectives of school in line with the national objectives, analyzes tasks and share responsibilities of the staff according to area of specialization and expertise [13]. [14] opined that the principal is a leader who must plan, coordinate and supervise the affairs of the school so that they can run smoothly. Within the secondary school system, the principal stands out as the chief executive of the school; he is also the school administrator, the instructional leader, the personnel manager for both students and staff personnel [15].

Principals play a crucial role in student achievement by providing teachers with classroom supplies and instructional resources [16]. Students and teachers focus better in school environment that is viewed as safe, clean and well planned. [17]. [18] reported that facilities are very important to teacher working conditions in schools. Principals' responsibility with protecting teacher empowerment cannot be neglected. Leech and [19] observed that leaders would be successful with team building by sharing power which in turn creates a sense of covenant thereby cultivating followers' capacities to be

successful. Principals provide support to teachers by conveying they trust them and appreciate what they offer to the school [16]. Recognizing teachers is a strategy that has been noted by principals to enhance working conditions [17].

Administrative Competencies

In the educational sector, issues such as dilapidated infrastructures, poorly motivated teachers, inadequate funding, and a lack of support for research have led to a decline in educational growth [20]. In light of these challenges, educational administrators are increasingly urged to leverage administrative competencies in managing institutions of learning. Competence refers to an individual's ability to integrate knowledge, skills, attitudes, and professional identity essential for a specific profession [10]. It involves being well-qualified both physically and intellectually to perform professional duties. According to [21], competence encompasses a cluster of related abilities, knowledge, and skills that enable effective action in various situations. For school principals, possessing professional competencies in areas like instructional leadership, organizational development, and school plant management is crucial for running schools effectively.

Administrative competency, therefore, signifies the quality of being functionally adequate in administrative matters, demonstrating sufficient knowledge, judgment, and skill. The Ministry of National Education (MEB) defines a principal's administrative competency as the skills, knowledge, and beliefs that influence their behaviors in instructional leadership and organizational development [22]. As principals strive to cultivate a positive school culture, they must ensure a safe and supportive environment for both students and teachers to achieve educational goals. The quality of school facilities directly impacts motivation in the teaching-learning process [23]. Thus, it is imperative for principals to apply their administrative competencies in managing school plants effectively. The concept of administrative competencies is vital, as a meaningful and functional school curriculum relies on the timely provision of necessary facilities through the principals' effective administration [24]. They must employ these competencies to procure, utilize, safeguard, and maintain school facilities to achieve educational objectives.

Concept of School Plant

School plant, as defined by [25], encompasses the essential systems and structures that a viable school requires to operate effectively and fulfill its intended purpose. It embodies the aesthetic representation of the school, reflected in the spatial arrangement of its structures [26], and signifies the empirical relevance of the entire environment. [27] describes school plant as the spatial interpretation of the school curriculum, while [28] emphasizes that it includes the school site and all structures designed to facilitate effective teaching and learning. [29] further conceptualizes school plant as the physical space that meets the educational needs of learners. The physical condition and appearance of school facilities often influence parents' perceptions of educational quality [30]. Egbulie notes that instructional materials enhance understanding when used

effectively. The arrangement of physical structures and educational equipment is crucial for achieving effective teaching and learning outcomes [31].

Science education, comprising subjects like biology, physics, chemistry, and mathematics, is resource-intensive, and inadequate resources can negatively affect the teaching and learning process. [32] highlights a significant gap in quality due to overcrowded classrooms and outdated equipment. [33] warns that insufficient infrastructure can lead to disorderly students and an ineffective teaching workforce. [34] discovered that students in windowless classrooms exhibit more negative attitudes, and studies indicate that interior color impacts student attitudes. [35] observed secondary school students studying under leaking roofs in unsuitable environments. [36] also noted that many Nigerian secondary schools suffer from dilapidated structures and outdated resources, hindering the realization of educational goals.

School Plant Management

School Plant Management is a process that ensures facilities and technical systems support an organization's educational provisions. It involves various ongoing activities, including assessing needs, educational program planning, facility design, construction, furnishing, operation, utilization, maintenance, and modernization of school plants. [37] emphasized that school administrators must provide good custodial care of facilities for effective management. According to [38], effective management entails strong leadership, monitoring users and facilities, and applying sound maintenance practices. Effective utilization of physical facilities and instructional materials is crucial for school improvement. Poor management of resources can diminish educational quality. [39] noted that adequate instructional facilities enhance teaching and academic performance. School Plant Management involves planning, procuring, securing, utilizing, and maintaining facilities to ensure quality education.

It is essential to provide resources according to standard specifications, as effective curriculum implementation relies on available facilities. When facilities meet standards, they create a conducive environment for teaching and learning [40]. Procurement involves planning and purchasing these essential facilities. However, [41] indicated evidence of under-utilization, highlighting the need for proper resource usage. [42] suggested orienting users about the purpose of these facilities. Safety is also a critical aspect of School Plant Management, which includes regular housekeeping duties to ensure a neat and safe environment. Monitoring and maintenance are vital for facility safety, with users often being the most reliable monitors [43]. Schools must evaluate safety measures and preparedness to enhance campus security [44]. [45] stated that effective management activities sustain the initial utility of school facilities, emphasizing the need for regular maintenance to optimize teaching and learning.

Theoretical Framework

Administrative Management Theory

Proponent of this theory is Henri Fayol (1841-1925), a director of mines and French Engineer. His theorizing about administration was constructed on personal reflection and involvement of what acted sound in organizations with which he was familiar. This

theory is about business management and all other management in general. He offered six functions of management which include; forecasting, planning, organizing, commanding, coordinating and monitoring. To Henri Fayol this theory can be put as follows: Division of work, authority, discipline, unity of command, unity of direction, subordination, remuneration, centralization, scalar chain, Equity, stability, initiative and spirit de corps. This theory of Henri Fayol has brought about scientific decision-making process which is bent on problem identification, problem analysis, related data collection and analysis of alternative options which are being sought and weighed for proper decision to be reached. This theory is related to the present study as it helps to reveal administrative competencies of principals in decisions-making. Decision-making is the process of choosing a course of action from available options. This would help administrative heads to rightly choose from various options, the most suitable type which would enhance or bring about positive culture the school system as a whole.

Related Empirical Studies

The findings of this study on procurement-related competencies are consistent with earlier research in the field of educational management. For instance, [46] found that effective management of school facilities requires principals to demonstrate financial prudence, especially in cost comparison and prioritization of needs. Their study emphasized that the ability to compare costs and develop a scale of preference is central to achieving maximum value for money in resource-constrained schools. Similarly, [47] reported that principals who are knowledgeable about procurement guidelines are more likely to ensure transparency and accountability in school plant management, thereby reducing cases of misappropriation of funds.

The finding that principals need to mobilize support from non-governmental organizations corroborates the study of [48], who observed that school heads often depend on community and NGO support to supplement inadequate government funding. Nwankwo's study, conducted in Nigerian secondary schools, highlighted the role of principals as resource mobilizers who bridge the gap between government allocations and actual school needs. On the other hand, the rejection of acting in line with new procurement trends is at variance with the findings of [49], who noted that modern procurement practices, such as digital procurement systems, enhance efficiency and reduce corruption in the acquisition of school facilities. This discrepancy suggests that while modern methods may be recognized in theory, they are not yet widely valued or practiced at the grassroots school level.

Regarding utilization-related competencies, the results of this study align with the findings of [50], who reported that principals' effectiveness in guiding stakeholders on the proper use of facilities significantly influences the lifespan and functionality of school plants. Similarly, [51] found that developing clear guidelines for the utilization of school facilities reduces wastage, minimizes conflict, and promotes equitable access among stakeholders. The emphasis on evaluation of facility utilization is also consistent with the work of [52], who argued that monitoring and assessment are crucial for ensuring that educational facilities are used in line with institutional goals.

The importance of establishing effective communication and information exchange systems is supported by [53], who observed that when principals provide transparent information about available facilities, stakeholders are more likely to cooperate in their proper use and maintenance. In addition, the recognition that principals should possess basic knowledge of installation resonates with the findings of [54], who found that technical awareness among school leaders enables them to supervise contractors effectively and ensures compliance with safety and quality standards.

The hypothesis testing in this study also aligns with empirical evidence from other research. The absence of significant differences between principals and teachers on both procurement- and utilization-related competencies reflects the findings of [55], who noted that teachers and administrators often share similar perceptions regarding the essential skills needed for effective school plant management. This shared perspective strengthens the argument that these competencies are universally acknowledged within the school community, making capacity-building initiatives easier to implement.

RESEARCH METHOD

This study adopted a descriptive survey design. Descriptive survey design is considered more appropriate for this study as it seeks to collect data from respondents on the management of secondary schools' plant in Ikom Education Zone of Cross River State. It is also considered appropriate for this study as it will yield data that will lead to important recommendations in this study. The population of the study consisted of all the teachers and principals in public secondary schools in Ikom Education Zone of Cross River State. There are 1487 teachers and 113 principals in Ikom Education Zone (Secondary Education Board Ikom, 2024). The sample for the study consists of 200 teachers and 38 principals from public secondary schools in Ikom Education Zone of Cross River State. The Purposive sampling procedure was used in drawing the sample. The instrument the researcher used for data collection was a structured questionnaire.

To ensure the appropriateness of the questionnaire items, the instrument was subjected to face validation by experts. The validated instrument was trial tested with Principals and teacher in Ogoja Education Zone of Cross River State which is not part of the study area to ensure its reliability. To ascertain the internal consistency of the instrument, Cronbach Alpha technique was used for its analysis. Reliability coefficients for the cluster gave an overall reliability score of 0.681. The researcher and one research assistant administered the instrument to the respondents. This aided data collection from respondents involved in the study. A face-to-face type of questionnaire administration was adopted. The physical presence of the researcher minimized misinterpretation of some questions by the respondents. Also, this ensured that the right person responds to the questions in the questionnaire. A total questionnaire of 238 was distributed and all were returned. The researcher used a descriptive and inferential tool for data analysis. Response related to each research question were tallied, weighed and described. Mean scores with standard deviation on items basis of each item was obtained. A mean score of 2.50 and above were adopted as the acceptance level for rating the responses to the

research questions. T-test was used to test the four null hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION

Results

This presents the results of analysis of the data collected. Data collected were analyzed and presented on tables based on the two research questions and two hypotheses that guided the study.

Research Question One:

What Procurement-related Competencies are needed by Principals in School Plant Management?

Table 1. Mean ratings of the respondents on procurement related competencies needed by principals in school plant management.

S/N	Items: Procurement-Related Competencies	N	X	SD	DECISION
1.	Being able to compare costs of required facilities so as to achieve maximum value for money	238	2.98	0.74	Accepted
2.	Being able to investigate the suitability of school plants to be procured	238	3.00	0.29	Accepted
3.	Being knowledgeable of procurement guidelines as specified by the government	238	2.96	0.73	Accepted
4.	Being able to influence non-governmental organizations to see the need of making facilities to be available in schools	238	2.96	0.73	Accepted
5.	Being able to act in line with the new trends in school facility procurement	238	1.32	0.46	Rejected
6.	Being able to develop scale of preference in order to procure the most needed facilities in schools	238	3.01	0.72	Accepted
Grand Mean (x)			2.70	0.611	Accepted

From the data in Table 1, respondents agreed on several procurement-related competencies essential for public secondary school principals in plant management. The competencies included the ability to compare costs of required facilities for maximum value (mean score: 2.98, SD: 0.74), investigate the suitability of school plants for procurement (mean score: 3.00, SD: 0.29), and understand government procurement guidelines (mean score: 2.96, SD: 0.73). Additionally, principals should influence non-governmental organizations to provide necessary facilities (mean score: 2.96, SD: 0.73) and develop a scale of preference for procuring the most needed facilities (mean score: 3.01, SD: 0.72). The overall grand mean was 2.705 with a standard deviation of 0.611. Since all mean scores exceed the decision-making threshold of 2.50, this indicates that these competencies are crucial for effective school plant management by principals.

Research Question Two:

What Utilization-related Competencies are needed by Principals in School Plant Management?

Table 2. Mean ratings of the respondents on the utilization-related competencies needed by principals in school plant management.

S/N	Items: Utilization-Related Competencies	N	X	SD	DECISION
7.	Being able to guide educational stakeholders in proper utilization of available facilities	238	3.11	0.70	Accepted
8.	Being able to articulate guidelines for utilization of school facilities	238	3.15	0.69	Accepted
9.	Being able to develop effective information exchange system where all stakeholders will be aware of facilities that are readily to accessed and utilized in the school	238	3.14	0.69	Accepted
10.	Being able to evaluate the level of facility utilization in the school	238	2.97	0.73	Accepted
11.	Being able to make decision regarding the use of the facility	238	3.15	0.68	Accepted
12.	Being knowledgeable in the area of installation of facilities in the school.	238	3.15	0.69	Accepted
Grand Mean (x)_̄			3.11	0.69	Accepted

The analysis of data presented in Table 2 reveals that several utilization-related competencies are essential for principals in school plant management. These competencies include the ability to guide educational stakeholders in the proper utilization of available facilities, articulate guidelines for facility use, develop an effective information exchange system for stakeholder awareness, evaluate the level of facility utilization, make informed decisions regarding facility usage, and possess knowledge about facility installation. The grand mean for these competencies was 3.11, with a standard deviation of 0.69. Since the grand mean of 3.11 exceeds the decision-making threshold of 2.50, it indicates that respondents agree on the importance of these competencies. This consensus underscores the necessity for principals to effectively manage and utilize school facilities to support educational objectives.

Research Hypotheses

H₀₁: there is no significant difference in the mean ratings of principals and teachers on the procurement-related competencies needed by principals in school plant management. Summary of results were shown on Table 3.

Table 3. T-test of difference in the mean responses of principals and teachers on the procurement-related competencies needed by principals in school plant management.

Items	Category of respondents	N	Mean	SD	t-cal	Alpha	t-cv	Decision
1	Principals	15	3.23	0.70	1.27	0.05	1.96	Uphold H ₀
	Teachers	223	2.87	0.74				

2	Principals	15	3.01	0.15	0.86	0.05	1.96	Uphold H0
	Teachers	223	3.00	0.73				
3	Principals	15	2.97	0.69	0.59	0.05	1.96	Uphold H0
	Teachers	223	2.95	0.74				
4	Principals	15	2.97	0.69	1.11	0.05	1.96	Uphold H0
	Teachers	223	2.95	0.74				
5	Principals	15	1.33	0.47	0.88	0.05	1.96	Uphold H0
	Teachers	223	1.31	0.46				
6	Principals	15	2.98	0.70	0.69	0.05	1.96	Uphold H0
	Teachers	223	3.02	0.73				
	Average				0.90		1.96	Uphold H0

Summary of result presented in Table 3 indicates that there is no significant difference in the mean ratings of principals and teachers on the procurement-related competencies needed by principals in school plant management. This is because the t-calculated value is lower than the t-critical value, that is 0.90 as against 1.96. Therefore, the null hypothesis of no significant difference should be upheld.

H0₂: There is no significant difference in the mean ratings of principals and teachers on the utilization-related competencies needed by principals in school plant management. Summary of results were shown in Table 4.

Table 4. T-test of difference in the mean responses of principals and teachers on the utilization-related competencies needed by principals in school plant management

Items	Category of respondents	N	Mean	SD	t-cal	Alpha	t-cv	Decision
7	Principals	15	3.25	0.59	1.27	0.05	1.96	Uphold H0
	Teachers	223	3.06	0.74				
8	Principals	15	3.18	0.63	0.86	0.05	1.96	Uphold H0
	Teachers	223	3.14	0.71				
9	Principals	15	3.13	0.65	0.59	0.05	1.96	Uphold H0
	Teachers	223	3.15	0.71				
10	Principals	15	2.95	0.75	1.11	0.05	1.96	Uphold H0
	Teachers	223	2.98	0.15				
11	Principals	15	3.27	0.61	0.88	0.05	1.96	Uphold H0
	Teachers	223	3.09	0.71				
12	Principals	15	3.16	0.65	0.69	0.05	1.96	Uphold H0
	Teachers	223	3.14	0.71				
	Average				0.9		1.96	Uphold H0

Summary of result presented in Table 4 indicates that there is no significant difference in the mean ratings of principals and teachers on the utilization-related competencies needed by principals in school plant management. This is because the t-calculated value is lower than the t-critical value, which is 0.9 as against 1.96. Therefore, the null hypothesis of no significant difference should be upheld.

Discussion

The findings of this study provide valuable insights into the procurement and utilization competencies essential for principals to effectively manage school plants. School plants play a crucial role in delivering quality education, requiring not only financial prudence but also supervisory, technical, and administrative skills. The results identify key competencies that principals must develop while highlighting areas of agreement between principals and teachers. Regarding procurement-related competencies, the study found that principals must possess the ability to compare costs of required facilities to achieve value for money. This underscores the importance of economic decision-making in educational administration, especially in resource-scarce environments. Additionally, principals need to investigate the suitability of school plants prior to procurement, emphasizing the necessity for informed judgments about durability, appropriateness, and alignment with educational goals. Knowledge of government procurement guidelines is also crucial for ensuring compliance and promoting accountability in resource management.

The study reveals that principals are expected to mobilize support from non-governmental organizations and other partners to supplement government provisions. This reflects the reality of funding gaps in education and the importance of leveraging external support. Another critical competency identified is the ability to prioritize needs, which allows principals to rationalize competing demands effectively. This competency was rated highest among procurement skills, indicating that principals must excel in decision-making amidst limited resources. Interestingly, respondents rejected the notion that staying current with new procurement trends is vital. This may suggest a lack of exposure to contemporary practices, such as e-procurement and sustainable purchasing, or a belief that such practices are impractical in the local context. In terms of utilization-related competencies, there was unanimous agreement on their importance. Principals must guide stakeholders teachers, students, and others in the proper use of available facilities, reflecting their supervisory role. Respondents also acknowledged the importance of clearly articulating guidelines for facility use, emphasizing the principal's responsibility in establishing rules that promote orderliness and efficiency. Another key finding was the necessity of establishing effective information exchange systems to ensure that all stakeholders are aware of available facilities and how to access them, promoting transparency and equitable resource use.

Moreover, principals need to evaluate facility utilization levels, enabling them to identify underutilized resources and make informed decisions to maximize their value. Decision-making competence is crucial, particularly regarding the fair allocation of facilities. Finally, a basic knowledge of facility installation is essential, as it allows principals to supervise contractors and ensure compliance with standards and quality. The hypotheses tested in the study reinforce these findings. The t-test analysis indicated no significant difference in the mean ratings of principals and teachers regarding procurement competencies, suggesting a shared perception of essential skills, including cost comparison, suitability assessment, compliance with guidelines, resource

mobilization, and prioritization. Both groups also agreed on the lesser importance of aligning with modern procurement trends, indicating a common understanding of procurement needs. Similarly, the second hypothesis showed no significant difference in mean ratings on utilization-related competencies. Both groups agreed on the critical nature of guiding stakeholders, articulating usage guidelines, developing information systems, evaluating utilization, and possessing installation knowledge. This convergence of opinion reflects a shared vision of school plant management, where principals act as both administrators and supervisors.

CONCLUSION

Fundamental Finding: The findings of the study have revealed that being able to compare the cost of required facilities so as to achieve maximum value for money, being able to investigate the suitability of school plants to be procured, being knowledgeable of procurement guidelines as specified by the government and others are procurement-related competencies needed by secondary school principals in plant management. Ability to guide educational stakeholders in proper utilization of available facilities, being able to articulate guidelines for utilization of school facilities, being able to develop effective information exchange system where all stakeholders will be aware of facilities that are readily to be accessed and utilized in the school and others are utilization-related competencies needed by principals in school plant management. **Implication :** From the findings of this study, the researcher made the following recommendations: Government should provide the needed conducive environment for effective training of principals on procurement competencies. Secondary school principals should be subjected to in-service training on the utilization of school plants for effective management. These recommendations imply that enhancing principals' procurement and utilization competencies directly contributes to more effective and sustainable school plant management. **Limitation :** In the course of carrying out this study, the following limitations were observed by the researcher. The reluctant attitudes of the respondents in giving their responses limited the results of the study and also getting information from the Ministry of Education. These limitations indicate that the data gathered may not fully capture the breadth of the competencies due to partial disclosure and restricted access to official information. **Future Research :** Future research should therefore address the issue of limited cooperation from respondents by adopting more engaging data collection strategies that ensure willingness and openness. Additionally, further studies may extend beyond the Ministry of Education to include other relevant stakeholders, thereby providing a more comprehensive perspective on procurement and utilization competencies in school plant management.

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