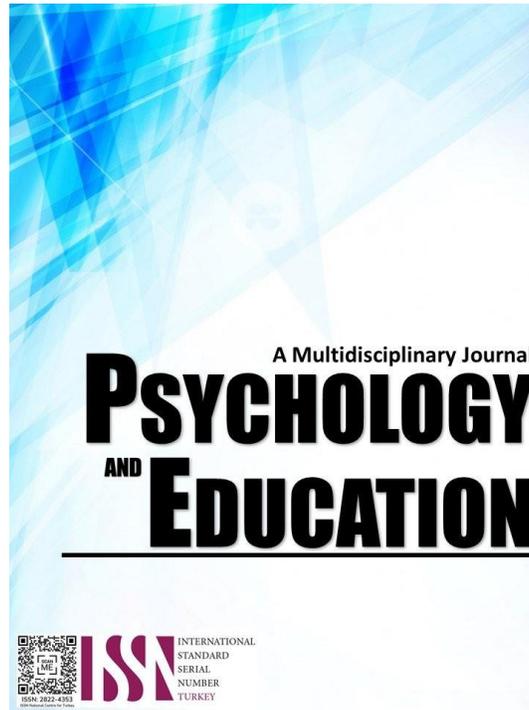


AWARENESS, COMPLIANCE, AND DIFFICULTIES OF PROPERTY CUSTODIANS: BASIS FOR A FACILITIES MANAGEMENT PLAN



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Awareness, Compliance, and Difficulties of Property Custodians: Basis for a Facilities Management Plan

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Abstract

This study investigates the level of awareness, extent of compliance, and challenges faced by property custodians in a small-sized school division in the Central Philippines during the academic year 2022–2023. Guided by the theories of awareness, compliance, and difficulties, the research employed a descriptive-comparative design using a validated and reliable self-made questionnaire. The study involved 63 property custodians and examined four key areas: privileges, procurement and inventory schemes, safekeeping and maintenance, and condemnation and disposal. Results revealed a generally moderate level of awareness and compliance, with the most significant challenges emerging in the domains of safekeeping and maintenance. Notably, demographic factors such as age, educational attainment, and years of experience significantly influenced levels of awareness, while no significant differences were found in compliance and difficulty levels across groups. The study identified weaknesses in coordinating procurement activities, communicating privilege-related responsibilities, and maintaining regular cleaning routines. These findings informed the development of targeted recommendations, including differentiated training programs, technological integration, mentorship initiatives, and enhanced interdepartmental collaboration. The research underscores the importance of improving property custodians' competencies to strengthen the management and preservation of school facilities, thereby fostering a more conducive learning environment.

Keywords: *awareness, compliance, challenges, property custodians*

Introduction

The overarching significance of effective resource allocation and utilization is emphasized through DepEd Order No. 328, series 2009, which underscores the pivotal role of property and asset management in elementary and secondary schools. Recognizing the absence of regular supply or property officers or storekeepers, the order designates selected teachers as property custodians appointed by School Division Superintendents or school heads to oversee asset tracking, maintenance, and inventory control. Enabling the schools to manage available human resources fills staffing shortages and demonstrates the system's flexibility. Furthermore, the order recognizes that these educators are obliged to take on extra responsibilities by giving vacation service credits, which are appreciated for their essential role in guarding educational assets.

The designated property custodians perform, among others, essential workloads that include the receipt, issuance, maintenance, and safekeeping of supplies, materials, equipment, and other school properties and facilities. Property custodians are responsible for managing the storage of supplies, materials, and equipment within private and public organizations.

Alison (2018) says that schools, governments, and companies can commonly hire property guardians. They frequently supervise stockrooms, storage yards, tool rooms, and warehouses. Apart from this, they are supposed to prepare several reports and conduct asset inventory occasionally so that nothing goes missing or unaccounted for.

Furthermore, this study explored the significant connection between custodians and maintenance policies implemented by site administrators. Instances such as malfunctioning urinals, defective bathroom ventilation systems, and non-operational toilets have been identified as maintenance challenges compromising sanitary conditions and contributing to persistent and aggravating odors in school facilities. This study aimed to analyze the impact of poor maintenance practices and suggest ways to promote a suitable and hygienic atmosphere in learning institutions.

This study evaluates how those responsible for properties comply with DepEd Order No. 328, series 2009, to determine their efficiency in managing school assets and resources. Unskillful custodianship can lead to improper distribution of resources, loss of assets, and difficulties in smooth operations. The inquiry is geared towards informing policy adjustments.

Research Questions

The study aimed to determine the level of awareness, the extent of compliance, and the level of difficulties of property custodians in a small-sized school division in the central Philippines during the school year 2022-2023 as the basis for the facilities management plan. Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of the following variables:
 - 1.1 Age
 - 1.2 Highest Educational Attainment
 - 1.3 Number of Years as Property Custodians

- 1.4 Teaching Loads
2. What is the level of property custodian awareness in the following areas?
 - 2.1 Privileges
 - 2.2 Procurement and Inventory Schemes
 - 2.3 Safekeeping and Maintenance
 - 2.4 Condemnation and Disposal
3. What is the extent of compliance of the property custodians according to the following areas?
4. What is the level of the property custodians' difficulties according to the following areas?
5. What is the level of awareness of property custodians when grouped according to the abovementioned variables?
6. What is the extent of compliance of property custodians when grouped according to the abovementioned variables?
7. What is the difficulty level of property custodians when grouped according to the abovementioned variables?
8. Is there a significant difference in the level of awareness of property custodians when grouped and compared according to the abovementioned variables?
9. Is there a significant difference in the extent of compliance of property custodians when grouped and compared according to the abovementioned variables?
10. Is there a significant difference in the level of difficulties of property custodians when grouped and compared according to the abovementioned variables?
11. What facilities management plan can be proposed based on the study?

Methodology

Research Design

This study used the descriptive research design to determine the level of awareness, compliance, and difficulties of property custodians in the small school division in the central Philippines during the School Year 2022-2023.

According to Dudovsky (2017), descriptive research design attempts to determine, describe, or identify characteristics within the field of investigation. The researcher believes this design is the anchor and must attain all the researcher's study objectives. The purpose of a study is to present and describe a general picture of a prevailing condition or situation as it exists at a particular time. The most appropriate research design is descriptive research in a self-made survey questionnaire.

This research design is appropriate for determining property custodians' awareness, compliance, and difficulties. This research design fits the purpose of the present study as it entails observation, analysis, and a description of factors. Survey questionnaires also qualify this study as a descriptive research design.

Respondents

This study was conducted in a small-sized division of Negros Oriental. It is known as the best division of Negros Oriental. They are a consistent winner in Brigada Eskwela. Medium-sized divisions are also consistent in Sports during the CVRAA. Furthermore, the medium-sized division actively searched for the most Outstanding Brigada Implementer in the Central Visayas and at the national level. This program is organized by the Regional Office Team organizers and program implementers who work hand in hand in partnership with the LGU and stakeholders. Small-sized divisions have also excelled in academics for successive years, such as in Robotech in Mathematics competition, Science quiz bowl, and English competition in the Central Visayas.

The respondents of the study were the 63 property custodians of Bais City, Negros Oriental. Since the number of respondents was manageable, purposive sampling was employed. Purposive sampling, also known as judgmental, selective, or subjective sampling, is a non-probability sampling technique in research methodology. In purposive sampling, researchers deliberately choose participants based on specific criteria relevant to the research objectives and the characteristics they seek in the study population. The goal is to select individuals with the information or experiences most pertinent to the research question (Etikan et al., 2016).

Table 1 shows the distribution of the respondents in terms of the following Schools.

Table 1. *Distribution of the respondents*

Cluster	Population (N)	Percentage (%)
1	10	15.87
2	10	15.87
3	8	12.69
4	8	12.69
5	9	14.28
6	9	14.28
7	4	6.34
8	5	7.93
Total	63	100%

Instrument

This study utilized a self-made questionnaire to gather all the data, mainly from teacher-respondents. The questionnaire was in 2 parts: Part 1 contains queries on respondents' profiles such as age, highest educational attainment, number of years as property custodians, and teaching loads, while Part 2 contains the questionnaire proper in the level of awareness, extent of compliance, and the level of difficulties by property custodian consisting of 84 items with 7-line items per area of each significant variables.

The questionnaire was gathered, and the results were recorded, analyzed, and treated. The respondents were asked to rate each item using the five-point Likert scale, which contains the following scores: 5 – always; 4 – sometimes; 3 – oftentimes; 2 – rarely; and 1 – almost never.

Procedure

There was a letter of request addressed to the Schools Division Superintendent for the conduct of the study within the Bais District, Negros Oriental Division. Upon approval, a letter request was distributed to the school head of the said school. After securing the approval for the second request, questionnaires were administered to target respondents.

The researcher did this to prevent disruption or lack of readiness. The researcher delivered the tool personally to guarantee the data's reliability and 100% retrieval rates. This was done through electronic mail and messaging services.

The respondents' data were structured and assessed through correct statistical techniques. A coding manual transformed raw data into numerical codes for computer processing, statistical analysis, and tabulation.

Ethical Considerations

All research must adhere to ethical standards to safeguard human subjects. Due to the qualitative focus of this study, ethical considerations are crucial. The essential elements are confidentiality, informed consent, and respect for the rights of participants; all are critical to maintaining research integrity (Arifin, 2018). Applying these principles ensures the well-being and human dignity of the people.

Results and Discussion

Comparative analysis in the Level of Awareness of Property Custodians in Privileges, Procurement and Inventory Schemes, Safekeeping and Maintenance, and Condemnation and Disposal when grouped and compared by Age, Highest Educational Attainment, Number of Years as Property Custodians, and Teaching Loads

Tables 2-5 show the statistics for the eight objectives of the study to determine the level of awareness of property custodians in privilege, procurement and inventory schemes, safe-keeping and maintenance, and condemnation and disposal when grouped by age, highest education attainment, number of years as property custodian, and teaching loads.

Table 2. *Difference in the Level of Awareness of Property Custodians in Privileges when grouped and compared by variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	30	38.50	420.000	0.274	0.05	Not Significant
	Older	33	34.27				
Highest Educational Attainment	Lower	36	28.17	348.000	0.042		Significant
	Higher	27	37.11				
Number of Years	Shorter	20	29.18	373.500	0.377		Not Significant
	Longer	43	33.31				
Teaching Load	Few	20	30.83	406.500	0.713		Not Significant
	Many	43	32.55				

Table 2 summarizes the comparative analysis on the level of awareness of property custodians in privileges when grouped and compared by age, highest education attainment, number of years as property custodian, and teaching loads.

The computed p-values for variables age, number of years as property custodian, and teaching loads are 0.274, 0.377, and 0.713, respectively, which are all greater than 0.05 significance level, thus, interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the level of awareness of property custodians in privilege is accepted when grouped and compared by age, number of years, and teaching loads.

However, for the variable with the highest educational attainment, the computed p-value is 0.042, less than 0.05, and thus, is interpreted as significant. Therefore, the hypothesis that there is no significant difference in the level of awareness of property custodians in privilege when grouped and compared by highest educational attainment is rejected.

The result indicates that the property custodians' knowledge of the unique characteristics of the school's property differs based on their

educational background. This could suggest that respondents with more advanced education were more informed about the school's properties and assets than respondents with less education.

Table 3. *Difference in the Level of Awareness of Property Custodians in Procurement and Inventory Schemes when grouped and compared by variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	30	29.48	419.500	0.288	0.05	Not Significant
	Older	33	34.29				
Highest Educational Attainment	Lower	36	31.76	477.500	0.904		Not Significant
	Higher	27	32.31				
Number of Years	Shorter	20	34.88	372.500	0.385		Not Significant
	Longer	43	30.66				
Teaching Load	Few	20	39.60	278.000	0.022		Significant
	Many	43	28.47				

Table 3 reviews the comparative analysis of property custodians' awareness level in procurement and inventory schemes when grouped and compared by age, highest education attainment, number of years as property custodian, and teaching loads.

The computed p-values for variables age, highest educational attainment, and number of years as property custodian are 0.288, 0.904, and 0.385, respectively, which are all greater than 0.05 significance level, thus, interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the level of awareness of property custodians in procurement and inventory schemes is accepted when grouped and compared by age, highest educational attainment, and number of years.

Conversely, for the variable teaching load, the computed p-value is 0.022, less than 0.05, and thus, is interpreted as significant. Therefore, the hypothesis that there is no significant difference in property custodians' awareness level in procurement and inventory schemes is rejected when grouped and compared by teaching load.

The result indicates that property custodians' awareness of procurement and inventory schemes varies by the number of teaching loads. This is attributed to respondents with fewer teaching loads having more time to get acquainted with the procurement and inventory procedures than respondents with many teaching workloads.

Table 4. *Difference in the Level of Awareness of Property Custodians in Safekeeping and Maintenance when grouped and compared by variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	30	30.65	454.500	0.566	0.05	Not Significant
	Older	33	33.23				
Highest Educational Attainment	Lower	36	30.96	448.500	0.592		Not Significant
	Higher	27	33.39				
Number of Years	Shorter	20	33.75	395.000	0.595		Not Significant
	Longer	43	31.19				
Teaching Load	Few	20	33.98	390.500	0.548		Not Significant
	Many	43	31.08				

Table 4 presents the comparative analysis of property custodians' awareness level in safekeeping and maintenance when grouped and compared by age, highest education attainment, number of years as property custodian, and teaching loads.

The computed p-values for variables age, highest educational attainment, number of years as property custodian, and teaching loads are 0.566, 0.592, 0.595, and 0.548, respectively, which are all greater than 0.05 significance level, thus, interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the level of awareness of property custodians in safekeeping and maintenance when grouped and compared by age, highest educational attainment, number of years as property custodian, and teaching load are accepted.

This indicates that the awareness of property custodians on safekeeping and maintenance of school properties differ regardless of their profile background. Most respondents share similar perspectives on safeguarding and maintaining school property.

Table 5 reveals the comparative analysis of property custodians' awareness level in condemnation and disposal when grouped and compared by age, highest education attainment, number of years as property custodian, and teaching loads.

The computed p-values for variables age and teaching loads are 0.311 and 0.159, which are all greater than 0.05 level of significance and, thus, interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the level of awareness of property custodians in condemnation and disposal when grouped and compared by age and teaching loads is accepted.

Table 5. *Difference in the Level of Awareness of Property Custodians in Safekeeping and Maintenance when grouped and compared by variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	30	29.63	424.000	0.311	0.05	Not Significant
	Older	33	34.15				
Highest Educational Attainment	Lower	36	28.07	344.500	0.042		Significant
	Higher	27	37.24				
Number of Years	Shorter	20	38.55	299.000	0.045		Significant
	Longer	43	28.95				
Teaching Load	Few	20	36.60	338.000	0.159		Not Significant
	Many	43	29.86				

However, for variables with the highest educational attainment and number of years as property custodians, the computed p-values are 0.042 and 0.045, which are less than 0.05 significance level and, thus, interpreted as significant. Therefore, the hypothesis that there is no significant difference in the level of awareness of property custodians in condemnation and disposal when grouped and compared by highest educational attainment and number of years as property custodians is rejected.

The study's results indicate that the respondents' education level and years of experience as property custodians contributed differently to their understanding of the condemnation and disposal process. Respondents with more advanced education and more years of experience as property custodians have greater knowledge of the condemnation and disposal process compared to those with less education and less experience as property custodians.

Comparative analysis in the extent of compliance of property custodians in Privileges, Procurement and Inventory Schemes, Safekeeping and Maintenance, and Condemnation and Disposal when grouped and compared by Age, Highest Educational Attainment, Number of Years as Property Custodians, and Teaching Loads

Tables 6-9 show the statistics for the ninth objective of the study to determine the extent of compliance of property custodians in privilege, procurement and inventory schemes, safe-keeping and maintenance, and condemnation and disposal when grouped by age, highest education attainment, number of years as property custodian, and teaching loads.

Table 6. *Difference in the Extent of Compliance of Property Custodians in Privileges when grouped and compared by variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	30	32.02	494.500	0.994	0.05	Not Significant
	Older	33	31.98				
Highest Educational Attainment	Lower	36	33.99	414.500	0.293		Not Significant
	Higher	27	29.35				
Number of Years	Shorter	20	29.88	387.500	0.507		Not Significant
	Longer	43	32.99				
Teaching Load	Few	20	35.48	360.500	0.277		Not Significant
	Many	43	30.38				

Table 6 summarizes the comparative analysis on the extent of compliance of property custodians in privilege when grouped and compared by age, highest education attainment, number of years as property custodian, and teaching loads.

The computed p-values for variables age, highest educational attainment, number of years as property custodian, and teaching loads are 0.994, 0.293, 0.507, and 0.277, respectively, which are all greater than 0.05 significance levels, thus, interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the extent of compliance of property custodians in privileges when grouped and compared by age, highest educational attainment, number of years, and teaching loads is accepted.

The result entails no variation in the extent of compliance of property custodians in privileges. Most of the property custodians were moderately compliant with the school privilege assets of the school regardless of their profile background. They performed the same in carrying out their duties as property custodians, particularly on school assets requiring special privileges and considerations.

Table 7 displays the comparative analysis of the extent of compliance of property custodians in procurement and inventory schemes when grouped and compared by age, highest education attainment, number of years as property custodian, and teaching loads.

The computed p-values for variables age, highest educational attainment, number of years as property custodian, and teaching loads are 0.138, 0.737, 0.143, and 0.617, respectively, which are all greater than 0.05 significance level, thus, interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the extent of compliance of property custodians in procurement and inventor schemes when grouped and compared by age, highest educational attainment, number of years, and teaching loads is accepted.

Table 7. *Difference in the Extent of Compliance of Property Custodians in Procurement and Inventory Schemes when grouped and compared by variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	30	35.50	390.000	0.138	0.05	Not Significant
	Older	33	28.82				
Highest Educational Attainment	Lower	36	32.65	462.500	0.737		Not Significant
	Higher	27	31.13				
Number of Years	Shorter	20	36.83	333.500	0.143		Not Significant
	Longer	43	29.76				
Teaching Load	Few	20	30.35	397.000	0.617		Not Significant
	Many	43	32.77				

The findings show that the people responsible for managing school property demonstrated similar levels of adherence to procurement and inventory procedures for school assets, irrespective of age, educational background, years of experience, and teaching responsibilities. Most exhibited moderate performance, especially concerning documenting and maintaining records of all procurement activities.

Table 8. *Difference in the Extent of Compliance of Property Custodians in Safekeeping and Maintenance when grouped and compared by variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	30	31.00	465.000	0.671	0.05	Not Significant
	Older	33	32.91				
Highest Educational Attainment	Lower	36	31.93	483.500	0.971		Not Significant
	Higher	27	32.09				
Number of Years	Shorter	20	29.90	388.000	0.523		Not Significant
	Longer	43	32.98				
Teaching Load	Few	20	35.45	361.000	0.294		Not Significant
	Many	43	30.40				

Table 8 discloses the comparative analysis on the extent of compliance of property custodians in safekeeping and maintenance when grouped and compared by age, highest education attainment, number of years as property custodian, and teaching loads.

The computed p-values for variables age, highest educational attainment, number of years as property custodian, and teaching loads are 0.671, 0.971, 0.523, and 0.294, respectively, which are all greater than 0.05 significance level, thus, interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the extent of compliance of property custodians in safekeeping and maintenance when grouped and compared by age, highest educational attainment, number of years, and teaching loads is accepted.

The result indicates the same level of how well property custodians complied with adequately maintaining and safeguarding school properties when compared across their profile characteristics. All respondent groups demonstrated equal responsibility compliance, especially keeping school facilities and properties clean and in good repair.

Table 9. *Difference in the Extent of Compliance of Property Custodians in Condemnation and Disposal when grouped and compared by variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	30	29.03	406.000	0.204	0.05	Not Significant
	Older	33	34.70				
Highest Educational Attainment	Lower	36	29.44	394.000	0.185		Not Significant
	Higher	27	35.41				
Number of Years	Shorter	20	34.20	386.000	0.500		Not Significant
	Longer	43	30.98				
Teaching Load	Few	20	31.43	418.500	0.860		Not Significant
	Many	43	30.40				

Table 9 divulges the comparative analysis of the extent of compliance of property custodians in condemnation and disposal when grouped and compared by age, highest education attainment, number of years as property custodian, and teaching loads.

The computed p-values for variables age, highest educational attainment, number of years as property custodian, and teaching loads are 0.204, 0.185, 0.500, and 0.860, respectively, which are all greater than 0.05 significance level, thus, interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the extent of compliance of property custodians in condemnation and disposal when grouped and compared by age, highest educational attainment, number of years, and teaching loads is accepted.

The result indicates no difference in property custodians' compliance with the condemnation and disposal process. Regardless of the respondents' profile background, they follow the proper procedure in the condemnation and disposal of materials to avoid untoward incidents in the future.

Comparative Analysis of the Level of Difficulties of Property Custodians in Privileges, Procurement and Inventory Schemes, Safekeeping and Maintenance, and Condemnation and Disposal when grouped and compared by Age, Highest Educational Attainment, Number of Years as Property Custodians, and Teaching Loads

Tables 10-13 show the statistics for the tenth objective of the study to determine the level of difficulties of property custodians in privilege, procurement and inventory schemes, safekeeping and maintenance, and condemnation and disposal when grouped by age, highest education attainment, number of years as property custodian, and teaching loads.

Table 10. Difference in the Level of Difficulties of Property Custodians in Privileges when grouped and compared by variables

<i>Variable</i>	<i>Category</i>	<i>N</i>	<i>Mean Rank</i>	<i>Mann Whitney U</i>	<i>p-value</i>	<i>Sig. level</i>	<i>Interpretation</i>
Age	Younger	30	30.78	458.500	0.588	0.05	Not Significant
	Older	33	33.11				
Highest Educational Attainment	Lower	36	32.68	461.500	0.714		Not Significant
	Higher	27	31.09				
Number of Years	Shorter	20	29.03	370.500	0.344		Not Significant
	Longer	43	33.38				
Teaching Load	Few	20	35.40	362.000	0.279		Not Significant
	Many	43	30.42				

Table 10 presents the comparative analysis of the level of difficulties of property custodians in privileges when grouped and compared by age, highest education attainment, number of years as property custodian, and teaching loads.

The computed p-values for variables age, highest educational attainment, number of years as property custodian, and teaching loads are 0.588, 0.714, 0.344, and 0.279, respectively, which are all greater than 0.05 significance levels, thus, interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the level of difficulties of property custodians in privileges when grouped and compared by age, highest educational attainment, number of years as property custodian, and teaching load is accepted.

The result implies that there was no variation in the difficulties encountered by property custodians when carrying out their duties, particularly on the privileged assets of the school. Most respondents have similar problems handling the school's privileged assets regardless of their profile background.

Table 11. Difference in the Level of Difficulties of Property Custodians in Procurement and Inventory Schemes when grouped and compared by variables

<i>Variable</i>	<i>Category</i>	<i>N</i>	<i>Mean Rank</i>	<i>Mann Whitney U</i>	<i>p-value</i>	<i>Sig. level</i>	<i>Interpretation</i>
Age	Younger	30	34.87	409.000	0.217	0.05	Not Significant
	Older	33	29.39				
Highest Educational Attainment	Lower	36	33.67	426.000	0.385		Not Significant
	Higher	27	29.78				
Number of Years	Shorter	20	35.88	352.500	0.233		Not Significant
	Longer	43	30.20				
Teaching Load	Few	20	32.13	427.500	0.969		Not Significant
	Many	43	31.94				

Table 11 summarizes the comparative analysis of the level of difficulties of property custodians in procurement and inventory schemes when grouped and compared by age, highest education attainment, number of years as property custodian, and teaching loads.

The computed p-values for variables age, highest educational attainment, number of years as property custodian, and teaching loads are 0.217, 0.385, 0.233, and 0.969, respectively, which are all greater than 0.05 significance levels, thus, interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the level of difficulties of property custodians in procurement and inventory schemes when grouped and compared by age, highest educational attainment, number of years as property custodian, and teaching load is accepted.

The result suggests no difference in the difficulties faced by property custodians regarding procurement and inventory procedures. All respondent groups experienced similar challenges, especially when purchasing items within the budget allocated for the school.

Table 12 reviews the comparative analysis on the level of difficulties of property custodians in safekeeping and maintenance when grouped and compared by age, highest education attainment, number of years as property custodian, and teaching loads.

Table 12. *Difference in the Level of Difficulties of Property Custodians Safekeeping and Maintenance when grouped and compared by variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	30	33.32	455.500	0.577	0.05	Not Significant
	Older	33	30.80				
Highest Educational Attainment	Lower	36	34.08	411.000	0.285		Not Significant
	Higher	27	29.22				
Number of Years	Shorter	20	32.30	424.000	0.928		Not Significant
	Longer	43	31.86				
Teaching Load	Few	20	33.48	400.500	0.655		Not Significant
	Many	43	31.31				

The computed p-values for variables age, highest educational attainment, number of years as property custodian, and teaching loads are 0.577, 0.285, 0.928, and 0.655, respectively, which are all greater than 0.05 significance level, thus, interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the level of difficulties of property custodians in safekeeping and maintenance is accepted when grouped and compared by age, highest educational attainment, number of years as property custodian, and teaching load.

The result implies that property custodians' difficulty in safeguarding and maintaining school properties does not differ based on their profile characteristics. Regardless of respondents' profile variables, they experienced the same concerns during the safekeeping and maintenance of school properties. Most respondents need help scheduling maintenance for all school facilities and equipment, as they also have teaching responsibilities during the day.

Table 13. *Difference in the Level of Difficulties of Property Custodians in Condemnation and Disposal when grouped and compared by variables*

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	30	29.33	415.000	0.254	0.05	Not Significant
	Older	33	34.42				
Highest Educational Attainment	Lower	36	32.03	485.000	0.989		Not Significant
	Higher	27	31.96				
Number of Years	Shorter	20	30.83	406.500	0.719		Not Significant
	Longer	43	32.55				
Teaching Load	Few	20	37.90	312.000	0.071		Not Significant
	Many	43	29.26				

Table 13 reveals the comparative analysis of the level of difficulties of property custodians in condemnation and disposal when grouped and compared by age, highest education attainment, number of years as property custodian, and teaching loads.

The computed p-values for variables age, highest educational attainment, number of years as property custodian, and teaching loads are 0.254, 0.989, 0.719, and 0.071, respectively, which are all greater than 0.05 significance level, thus, interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the level of difficulties of property custodians in condemnation and disposal when grouped and compared by age, highest educational attainment, number of years as property custodian, and teaching load is accepted.

The result implies that the difficulties of property custodians in condemnation and disposal when compared by age, highest educational attainment, number of years, and teaching loads do not differ. This shows that the property custodian experienced similar issues during the condemnation and disposal.

Conclusion

The study examined the performance, awareness, and challenges faced by property custodians in managing school properties, focusing on four key areas: privileges, procurement and inventory schemes, safekeeping and maintenance, and condemnation and disposal. It revealed that most custodians were older, held bachelor's degrees, and had significant teaching responsibilities. Educational attainment and years of experience notably influenced job performance, awareness, and compliance. Those with higher education and longer service tended to be more aware and complaint, though their performance varied depending on specific tasks.

Maintenance practices among custodians were generally moderate. While strengths were noted in inventory management, weaknesses emerged in organizing routine maintenance activities. High levels of awareness were evident in condemnation and disposal procedures, especially in documentation and coordination with administrative officers. Compliance levels were also moderate across domains, with strong adherence to procurement protocols but challenges in communication, interdepartmental coordination, and maintaining regular cleaning schedules.

Demographic analysis showed moderate compliance across all age groups and educational levels, with older and more experienced custodians scoring higher on documentation and administrative tasks, while younger ones excelled in system creation and activity planning. Differences in awareness were statistically significant for educational attainment and years of service, but not for age or teaching load. Despite demographic variances, common issues included difficulty communicating privilege-related responsibilities and coordinating procurement efforts.

Difficulties in performing roles were also moderate, with specific struggles related to budget constraints, systematizing safekeeping processes, and obtaining necessary approvals. Interestingly, custodians with lower educational levels sometimes outperformed those with higher qualifications in practical, task-based areas such as maintaining inventories and negotiating with administrators.

The study concluded that property custodians showed consistent levels of moderate compliance and awareness across demographics, though performance gaps persisted in key operational areas. It emphasized the need for targeted interventions to improve effectiveness and identified a need for continued research into influencing factors.

Based on these findings, the study recommended implementing targeted training programs tailored to custodians' educational backgrounds, promoting mentorship, integrating digital tools, and establishing clear documentation protocols. It also advised enhancing inter-departmental communication and conducting regular performance evaluations. Additional suggestions included safety training, continuous improvement initiatives, and sustained research to further refine property management practices in educational institutions. These efforts aim to bolster custodians' capabilities and create a more efficient, accountable system for managing school properties.

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