



## Management Practices and Performance of School Property Custodians

<sup>1</sup>Anna Grace D. Catamco, <sup>2</sup>Dr. Ivy A. Lantaka

<sup>1</sup>Teacher III, <sup>2</sup>Teacher III

<sup>1</sup>Department of Education, Schools Division of Zamboanga City

<sup>1</sup>Sinunuc Elementary School, Sinunuc, Zamboanga City, Philippines, 7000

**Abstract :** This study aimed to determine the management practices and performance of school property custodians. This was conducted in the select Elementary Schools and High Schools in Quadrant 1.1, Zamboanga City Division. The respondents of the study involved 50 school property custodians. This study adopted the Descriptive-Quantitative with correlational research design. The findings revealed that the management practices of school property custodians were described as highly practiced and the performance of the school property custodian was described as very satisfactory. The study recommends to emphasize the importance of continuous monitoring and evaluation in managing the custodial operations within the school. It also suggests implementing systems for ongoing professional development and training to maintain and enhance the competence of school property custodians.

**IndexTerms - management practices, performance, property custodian**

### I. INTRODUCTION

Effective management is crucial for the smooth operation and maintenance of school facilities, involving the coordinated efforts of key personnel to achieve school goals with available resources. Property custodians are essential in ensuring school premises' safety, cleanliness, and maintenance, which supports a conducive learning environment and school functions.

The Department of Education plays a pivotal role in managing school property, overseeing building construction, renovation, and maintenance, and procuring necessary equipment and supplies through strategic planning. Efficient procurement processes and inventory management are critical for preventing shortages, excesses, and waste, ensuring optimal learning environments (Funtanilla, 2024).

Managing school property involves procuring, accepting, and issuing supplies to meet students and staff's educational and safety needs. This task is challenging, requiring significant time and effort, particularly during procurement and report preparation at the month's end. Despite pre-allocated funds and identified needs for the next fiscal year, unforeseen circumstances can necessitate additional tasks like preparing justification letters for approval before spending school funds.

Supply officers play a vital role in optimizing the maintenance and functionality of school facilities. Understanding their practices and performance allows for improvements in cost-effective resource allocation and operational efficiency. This study aims to provide innovative strategies to enhance supply officers' flexibility and productivity by reviewing current practices and identifying areas for improvement. The findings will offer practical recommendations for more efficient resource management and school operations, serving as a foundational reference for future researchers and contributing to the overall understanding of supply chain management in educational settings.

### 1.1 Statement of the Problem

The study aimed to determine the Management Practices and Performance of School Property Custodians. Specifically, it sought to answer the following questions:

1. What is the level of management practices of school property custodians in terms of:
  - 1.1 supplies, equipment, and materials
  - 1.2 Inspection and Acceptance Report (IAR)
  - 1.3 Report on the Physical Count of Inventories (RPCI)

- 1.4 Annual Procurement Plan (APP) and Project Procurement Management Plan (PPMP)
- 1.5 Semi-Annual and Annual Reports of Inventories
2. What is the performance level of the property custodians in School Year 2023-2024?
3. Is there a significant relationship between the level of management practices and the performance among the property custodians?
4. Is there a significant difference in the level of management practices of the property custodians when data are categorized according to profile?
  - 4.1 sex
  - 4.2 age
  - 4.3 educational attainment
  - 4.4 number of years in service
  - 4.5 academic rank

## 1.2 Scope and Limitation

This study was focused on determining the Management Practices and Performance of School Property Custodians among Elementary Schools and High Schools in Zamboanga City Division, for School Year 2022-2023.

The school year 2022-2023 served as the period for gathering data from the respondents, the data from this academic year has already been collected and was readily available for use in this research. By focusing on this particular school year, the study can leverage existing data to draw meaningful conclusions and provide timely insights.

## II. RESEARCH METHODOLOGY

### 2.1 Research Design

This study utilized descriptive-correlational quantitative research to examine the management practices and performance of school property custodians. The research involved systematically collecting and analyzing numerical data to understand and describe current practices and performance levels. Data was gathered on various management practices, such as inventory control, maintenance routines, and resource allocation, using quantitative methods like surveys.

The descriptive part of the research provided a detailed account of existing management practices, capturing the frequency, patterns, and characteristics in real settings. This offered a comprehensive overview of the current state among school property custodians. The correlational component identified and measured relationships between different variables, such as specific management practices and custodians' performance outcomes. This combined approach offered objective insights into how management practices impact custodians' performance, aiming to improve efficiency and effectiveness in school property management.

### 2.2 Population and Respondents of the Study

The study encompasses 51 schools across three districts within Quadrant 1.1 of the Zamboanga City Division. Specifically, District A includes 16 schools, District B comprises 12 schools, and District C contains 23 schools.

### 2.3 Sampling Procedure

The study utilized non-probability employing purposive sampling. Purposive sampling in the sense that only property custodian's designates were included in the study. There was a total of 50 respondents in this study. Further, the researcher ensured that all the data from respondents were relevant to the study.

### 2.4 Research Instrument

The researcher developed a self-made questionnaire checklist. The researcher's self-made questionnaire comprises three parts: Part I is the profile of the teacher respondents in terms of their age, educational attainment, number of years in service, and academic rank. Part II aimed to assess management practices of the school property custodian. In Management practices, the researcher intends to identify the level of management practices of school property custodians through the mandated tasks/functions given to them. Part II consisted of five statements. It used a Four-point Likert Scale, numbered and described as 4 - Strongly Agree interpreted Highly Practiced, 3 - Agree and interpreted Moderately Practiced, 2 - Strongly Disagree interpreted Fairly Practiced, and 1 - Disagree interpreted Not Practiced.

On the other hand, Part III was the school's property custodians' IPCRF known as the Individual Performance Commitment and Review Form (IPCRF) which was a standardized tool by the Department of Education. This was used to determine the performance of the school property custodians in the school year 2022-2023. This form served as a comprehensive performance assessment tool, detailing each custodian's commitments toward achieving office goals and objectives. By utilizing a standardized instrument like the IPCRF, the study ensures a consistent and objective measure of performance across all respondents. This uniformity not only facilitates fair and accurate assessments but also aligns with the Department of Education's guidelines, ensuring that the evaluation process is both reliable and credible. Through this systematic approach, the study can draw meaningful correlations between management practices and performance outcomes, providing valuable insights for enhancing the effectiveness of school property management.

### 2.5 Validity and Reliability of the Research Instrument

The research instrument developed by the researcher was based on the problem of the study. This was presented to the adviser for

comments and suggestions. Afterward, the same instrument was subject to validity by the members of the oral defense committee and some experts on the topic. All suggestions and recommendations were carefully validated for the sustainability and relevancy of this instrument.

For reliability, the research instrument was administered once to the fifteen (15) teachers who were non-respondents of the study. The data was obtained from them and computed using Cronbach Alpha. According to Taber K.S. (2018), an alpha value of at least 0.70 is sufficient for the internal consistency of the research instrument. Since all of the variables in school property custodians have alpha values greater than 0.70, it follows that the research instrument was appropriate and reliable.

### III. RESULTS AND DISCUSSION

**Problem No. 1: What is the level of management practices of property custodians in terms of supplies, equipment, and materials, Inspection and Acceptance Report (IAR), Report on the Physical Count of Inventories (RPCI), Annual Procurement Plan (APP) and Project Procurement Management Plan (PPMP), and Semi-Annual and Annual Reports of Inventories**

**Table 1: Level of Management Practices of Property Custodians in terms of Distribution of Supplies, Equipment, and Materials**

Statements	Mean	Verbal Description	Interpretation
I...			
1. Oversee the procurement and delivery of supplies, equipment, and materials	3.70	Strongly Agree	Highly Practiced
2. Coordinate with suppliers to ensure timely delivery of items	3.62	Strongly Agree	Highly Practiced
3. Anticipate needs and maintain adequate stock levels.	3.54	Strongly Agree	Highly Practiced
4. Ensure cost-effective procurement and delivery processes without compromising quality.	3.52	Strongly Agree	Highly Practiced
5. Ensure safe handling and storage of delivered items.	3.78	Strongly Agree	Highly Practiced
Overall Mean/Description	<b>3.63</b>	<b>Strongly Agree</b>	<b>Highly Practiced</b>

Legend: 1.0-1.75 strongly disagree(Not Practiced); 1.76-2.50 disagree (Fairly Practiced) 2.51-3.25 agree (Moderately Practiced) 3.26-4.0 strongly agree (Highly Practiced)

Table 1 shows that school property custodians effectively handle and store delivered items, as well as manage procurement and delivery of supplies, with mean scores of 3.78 and 3.70, indicating "Highly Practiced." This suggests custodians adhere to their duties to ensure the safety and integrity of school supplies, preventing damage or loss and reducing the need for replacements. Most schools follow these practices strictly to maintain resource safety. The study supports Valdez (2012), who emphasized the importance of well-maintained facilities for enhancing student and teacher performance, and Akpabio (2015), who recommended thorough facility assessments by school managers.

The lowest mean of 3.52, still described as "Highly Practiced," indicates that custodians ensure cost-effective procurement without compromising quality, though there is always room for improvement. Custodians demonstrate dedication, overcoming challenges to maintain smooth operations, highlighting the importance of providing training and workshops. Heinis et al. (2021) note that despite challenges like supply disruptions, effective procurement and distribution are crucial. Overall, effective management by custodians supports the teaching and learning process, enhancing the school's operational reliability and administrative functions.

**TABLE 2: Level of Management Practices of Property Custodians in terms of Inspection and Acceptance of Report (IAR)**

Statements	Mean	Verbal Description	Interpretation
I...			
1. Inspect delivered supplies, equipment, and materials to ensure they meet specified standards and requirements.	3.78	Strongly Agree	Highly Practiced
2. Document the condition, quantity, and quality of items received.	3.74	Strongly Agree	Highly Practiced
3. Document damages identified during inspection for further action for replacement or repair.	3.74	Strongly Agree	Highly Practiced
4. Collaborate with suppliers to resolve any issues identified during the inspection process.	3.64	Strongly Agree	Highly Practiced
5. Submit timely completion of the IAR.	3.60	Strongly Agree	Highly Practiced
Overall Mean/Description	<b>3.70</b>	<b>Strongly Agree</b>	<b>Highly Practiced</b>

Table 2 shows that school property custodians excelled in inspecting delivered supplies, equipment, and materials to ensure they meet specified standards and requirements, with mean scores of 3.78 and 3.74, indicating "Highly Practiced." This demonstrates their proficiency in crucial tasks such as inspection and documentation, which are vital for maintaining operational efficiency and effective resource management. Custodians strictly follow Department of Education procedures, ensuring the quality and functionality of school resources and documenting any damages for prompt action.

Odieki & Oteki (2015) emphasize that quality inspection extends beyond evaluating goods to include production facilities and

processes, ensuring all procurement aspects meet quality standards. This thorough inspection reduces risks and maintains consistency in procured goods and services, supporting operational reliability and satisfaction.

Submitting timely Inspection and Acceptance Reports received the lowest mean of 3.60, also classified as "Highly Practiced," indicating room for improvement in punctual reporting. Factors such as poor time management, technical issues, workload, or unexpected events can affect timely submission. Ehren (2016) notes that school inspections have both positive aspects and challenges, including anxiety and financial costs.

Overall, the primary goal of inspections and acceptance reports is to ensure supplies and materials are in good condition and ready for use. Careful inspections and complete reporting contribute to effective resource management, enhancing operational efficiency and creating a conducive learning environment for all stakeholders.

**TABLE 3: Level of Management Practices of Property Custodians in terms of Preparation of Report on the Physical Count of Inventories (RPCI)**

Statements I...	Mean	Verbal Description	Interpretation
1. Conduct physical count of inventory to verify the accuracy of recorded stocks.	3.62	Strongly Agree	Highly Practiced
2. Document the actual quantities of items found during the inventory verification process.	3.58	Strongly Agree	Highly Practiced
3. Investigate thoroughly any discrepancy between recorded inventory levels and physical counts.	3.50	Strongly Agree	Highly Practiced
4. Facilitate effective inventory management.	3.42	Strongly Agree	Highly Practiced
5. Submit timely submission of the report.	3.56	Strongly Agree	Highly Practiced
Overall Mean/Description	<b>3.53</b>	<b>Strongly Agree</b>	<b>Highly Practiced</b>

Table 3 indicates that the school property custodian effectively conducted a physical count of inventory, verifying the accuracy of recorded stocks and documenting actual quantities, receiving high scores of 3.62 and 3.58, described as "Highly Practiced." This ensures the reliability and accuracy of inventory records, crucial for effective resource management. The process identifies discrepancies, corrects errors, prevents theft, and reduces losses, enhancing accountability and transparency among teachers, learners, and stakeholders while complying with auditing requirements.

Despite the lowest score of 3.42 for facilitating effective inventory management, it remains "Highly Practiced." This implies that school property custodians successfully maintain an optimal balance of supplies, ensuring adequate stock levels. However, challenges such as data collection, lost documents, and inadequate inventory alignment with financial audits can impede their objectives.

Studies by Kamali (2018) and Rajasekar et al. (2020) highlight the importance of physical inventory counts for accuracy and financial audit compliance. The school property custodians excel in inventory management practices, reducing issues like overstocking or understocking, thereby optimizing resource utilization and minimizing waste.

**TABLE 4: Level of Management Practices of Property Custodians in terms of Preparation of Annual Procurement Plan (APP) and Project Procurement Management Plan (PPMP)**

Statements I...	Mean	Verbal Description	Interpretation
1. Outline the anticipated needs for supplies, equipment, and materials to support educational activities with relevant stakeholders.	3.58	Strongly Agree	Highly Practiced
2. Prepare the APP and PPMP that involve current inventory levels and budget funds.	3.52	Strongly Agree	Highly Practiced
3. Set procurement strategies and methods in acquiring necessary goods and services.	3.38	Strongly Agree	Highly Practiced
4. Coordinate with suppliers to ensure alignment of procurement regulations outlined in PPMP.	3.44	Strongly Agree	Highly Practiced
5. Review and adjust both plans that responds to changing needs, budget allocations, and project requirements of school.	3.40	Strongly Agree	Highly Practiced
Overall Mean/Description	<b>3.46</b>	<b>Strongly Agree</b>	<b>Highly Practiced</b>

Table 4 shows that school property custodians excelled in preparing the annual procurement plan and project procurement



management plan, specifically in outlining anticipated needs for supplies, equipment, and materials with stakeholders, earning a high score of 3.58, described as “highly practiced.” This means they draft these needs in advance for the next fiscal year, considering what teachers, students, and other stakeholders might require. However, adjustments are often necessary mid-year to meet changing needs and activities.

Despite the lowest score of 3.40 for reviewing and adjusting plans, this was described as “highly practiced.” Custodians adjust plans based on school needs and budget changes, following Department of Education guidelines. They prepared necessary documents for various funding allocations and made adjustments for unforeseen activities, showing dedication to maintaining a safe and efficient learning environment. This can be challenging without additional budget allocation.

Studies by Obura (2020) and Lombres (2019) supported the importance of procurement planning and highlighted challenges in manual procedures. Overall, school property custodians strived to meet departmental regulations, swiftly implementing necessary changes to ensure compliance and efficient use of funds. Their efforts contribute to the school's success and sustainability.

**TABLE 5: Level of Management Practices among Property Custodians in terms of Semi-Annual and Annual Reports of Inventories**

I...	Statements	Mean	Verbal Description	Interpretation
1.	Conduct semi-annual and annual inventory counts of school resources.	3.42	Strongly Agree	Highly Practiced
2.	Compile semi-annual and annual reports of inventories on the status of school resources.	3.42	Strongly Agree	Highly Practiced
3.	Detail the quantity, condition and location of inventory items.	3.42	Strongly Agree	Highly Practiced
4.	Update inventories to ensure transparency and accountability.	3.60	Strongly Agree	Highly Practiced
5.	Compare physical counts with recorded inventory level to identify discrepancy or areas requiring attention.	3.48	Strongly Agree	Highly Practiced
Overall Mean/Description		<b>3.46</b>	<b>Strongly Agree</b>	<b>Highly Practiced</b>

Table 5 shows that school property custodians were efficient in updating inventories to ensure transparency and accountability, with a high score of 3.60 described as “highly practiced.” This indicates a strong commitment to maintaining accurate records of all supplies and equipment, essential for tracking usage, preventing mismanagement, and providing reliable data for audits and reviews. The custodians prioritized inventory updates to ensure all school assets were well-documented and managed, aligning with Stevenson’s (2010) framework on Inventory Management.

On the other hand, semi-annual and annual inventory counts, and reporting on the status of school resources, received a lower mean of 3.42. This suggests that while custodians make efforts to maintain accountability and organization, there is room for improvement in accuracy and consistency. Despite these efforts, the extensive time and labor required for these activities can be challenging, as custodians often manage multiple tasks.

Daniel et al. (2018) highlights that challenges such as long waiting times and irregular inventories arise during this process. Effective management of these constraints can enhance productivity.

Overall, school property custodians demonstrate satisfactory behavior in conducting regular inventory counts and compiling detailed reports, ensuring accurate tracking of supplies, identifying discrepancies, and facilitating informed decision-making. However, the time and labor required are crucial for overall success and sustainability.

**Problem No. 2: What is the performance level of the property custodians in School Year 2022-2023?**

**TABLE 6: Performance of Property Custodian in School Year 2022-2023**

Indicator	Mean	Verbal Description
Property Custodian’s IPCRF	4.14	Very Satisfactory

*Legend: below 1.499 – Poor 1.500-2.499 – Unsatisfactory 2.500-3.499 – satisfactory 3.500-4.499 Very Satisfactory 4.500-5.000 - Outstanding*

Table 6 shows that school property custodians received an average score of 4.14 for the 2022-2023 academic year, rated as "Very Satisfactory." This indicates that they met or exceeded expectations in their duties, demonstrating effective management and adherence to departmental guidelines and standards. Their performance was evident through timely report submissions, which positively impacted the overall performance of the school head as well.

Telan & Quioc (2017) emphasized the responsibilities of property custodians, such as determining the needs and excesses of school items. Valdez, a teacher and property custodian, shared his positive experiences in this role, highlighting the responsibilities and the trust he earned from superiors and colleagues. The Division Superintendent allows schools to submit advance requests for necessary equipment, ensuring availability before classes start.

Overall, school property custodians are crucial in supporting the educational environment. They oversee procurement, optimize

budget use, and contribute to the school's financial health, safety, and productivity, creating a conducive atmosphere for student success.

**Problem No. 3: Is there a significant relationship between the level of management practices and the performance of property custodians?**

**TABLE 7: Relationship between the level of management practices and the performance of property custodians**

Variable Mean		R-Value	P-Value	Interpretation
X	Y	.197	.189	Not Significant
Management Practices	Performance			

Table 7 reveals that the variables management practices and performance exhibit a correlation coefficient (R-value) of .197 with a corresponding p-value of .189, which means that the relationship between these variables was not significant. This implies that a significant relationship between the management practices and the performance of the property custodian did not exist. In other words, there is no substantial or meaningful connection between the management practices employed by the property custodians and their performance. The correlation coefficient R-value of .197 with a corresponding non-significant p-value of .189 indicates that variations in management practices do not reliably predict or influence the overall performance outcomes observed among the property custodians. As per observation, the school property custodian can perform well even without religiously following its management practices, respectively. For instance, the school property custodians provided all the necessary supplies and needs of the learners and teachers in school. Learners learn comfortably because they have a conducive and well-ventilated classroom. However, despite providing this, the school property custodians were not able to submit the reports on time. In addition, the study of

Filardo et al. (2018) show a review from year to year of the impact of facilities management on educational achievement. Students are part of the school operations and maintenance, and having a well-ventilated and conducive classroom could affect their performance in school. Therefore, as facility managers, it is their role to maintain conducive learning environments that support students' achievements. By addressing the physical and environmental aspects of educational facilities, facility managers contribute to the overall success and well-being of students.

**Problem No. 4: Is there a significant difference in the level of the property custodians when data are categorized into profile?**

**TABLE 8: Level of the Property custodians when grouped according to sex**

Variable	Sex	Mean	T-Value	P-Value	Interpretation
Property Custodian proficiency and Sex	Male	4.00	-1.711	.093	Not Significant
	Female	4.20			

*Legend: 1.0-1.75 strongly disagree(Not Practiced); 1.76-2.50 disagree (Fairly Practiced) 2.51-3.25 agree (Moderately Practiced) 3.26-4.0 strongly agree (Highly Practiced)*

Table 8 shows that both male and female school property custodians were equally capable of fulfilling their responsibilities effectively. Male custodians scored an average of 4.00, while female custodians scored 4.20. The t-value of -1.711 indicates that, on average, male custodians scored slightly lower than female custodians, but this difference was not significant. The p-value of 0.093 confirmed that there was no significant difference in proficiency between male and female custodians.

This means gender does not determine a custodian's proficiency or success. Both male and female custodians have the necessary skills, knowledge, and dedication to manage school properties efficiently. Their performance was influenced more by their qualifications and experience than by their gender.

DepEd Memorandum No. 328, s.2009, which outlines the duties of school property custodians, does not specify gender qualifications, reinforcing that both genders can perform these roles equally well.

In conclusion, male and female property custodians are equally proficient in their roles, and gender does not significantly impact their job performance.

**TABLE 9: Level of the Property custodians when grouped according to Age**

Variable	Age	Mean	F-Value	P-Value	Interpretation
Property Custodian proficiency and Age	30 years old and below	4.16	.266	.850	Not Significant
	31 years old to 40 years old	4.15			
	41 years old to 50 years old	4.0			
	51 years old and above	4.0			

Table 9 shows that school property custodians performed well regardless of their age. School property custodians aged 30 and below have a proficiency mean of 4.16, while those aged 31 to 40 have the highest mean of 4.15, both described as "highly practiced." This implies that experience and maturity enhance performance, making older custodians more adept at managing school properties, adhering to procedures, and maintaining efficiency and accountability.

School property custodians aged 41 to 50 and 51 and above both have a mean of 4.0. These older custodians bring practical knowledge, better problem-solving abilities, and a deeper understanding of their roles. They performed well, equipped with the necessary skills for procurement and handling challenges.

The F-value in ANOVA tests shows no statistically significant differences between the age groups, with a p-value of .850, higher than the significance level of 0.05. This indicates that age does not significantly impact custodian proficiency. Factors such as training, experience, or job responsibilities may have a more significant impact on proficiency. Therefore, age alone was not a reliable predictor of custodian proficiency, warranting further investigation into other influencing factors.

**TABLE 10: Level of the Property custodians when grouped according to Educational Attainment**

Variable	Educational Attainment	Mean	F-Value	P-Value	Interpretation
Property Custodian proficiency and Educational Attainment	Bachelor's Degree	4.08	.232	.919	Not Significant
	Master's Degree with units earned	4.17			
	Master's Degree Holder	4.0			
	Doctoral's Degree with units earned	4.0			
	Doctoral's Degree Holder	4.0			

Table 10 shows that school property custodians' proficiency was influenced by their educational attainment, with all groups described as "highly practiced." Custodians with a Master's Degree with units earned have the highest mean score of 4.17, followed by those with a Bachelor's Degree at 4.08. This suggests that higher education positively impacts job performance by enhancing understanding of organizational practices and problem-solving abilities. Custodians pursue higher education for professional growth and to better equip themselves in management.

School property custodians with a Master's Degree, a Doctoral Degree with units earned, and a Doctoral Degree all have a mean score of 4.0. While these scores were slightly lower, they still reflect high proficiency. Advanced education provides school property custodians with greater knowledge and skills, enhancing their ability to manage school properties effectively. Investing in higher education for custodians could improve their overall proficiency.

The F-value of 0.232 and p-value of 0.919 from ANOVA tests indicate no statistically significant differences in proficiency scores between different education levels. This means that educational attainment does not significantly impact custodian proficiency. Other factors, such as training, experience, or job responsibilities, may play a more significant role. Therefore, educational attainment alone is not a reliable predictor of custodian proficiency.

**TABLE 11: Level of the Property custodians when grouped according to the Number of years in service**

Variable	Number of years in service	Mean	F-Value	P-Value	Interpretation
Property Custodian proficiency and Number of years in service	10 years and below	4.13	.001	.976	Not Significant
	11 to 20 years in service	4.14			
	21 to 30 years in service	-			
	31 years and above	-			

Table 11 shows that school property custodians' proficiency was satisfactory, with those having 11 to 20 years of service scoring a mean of 4.14 and those with 10 years or less scoring 4.13, both rated as "highly practiced." This implies that experience significantly enhances job performance, as longer-serving custodians have accumulated extensive knowledge and practical skills, making them more effective in their roles. They are familiar with managerial processes and school needs, allowing them to perform their tasks more efficiently.

The data indicates that tenure and on-the-job learning contribute to proficiency, emphasizing the value of retaining experienced staff and the benefits of mentorship programs where seasoned custodians can share their expertise with newer employees. There is no data for those with 21 to 30 years and 31 years or more in service.

The F-value of 0.001 and p-value of 0.976 from ANOVA tests indicate no statistically significant differences in proficiency scores between different years of service. This means that the number of years in service does not significantly impact custodian proficiency.

Overall, long-serving custodians enhance their effectiveness and efficiency in managing school properties, developing a deep familiarity with the school's needs, processes, and challenges over time. Investing in the retention and professional development of experienced custodians can maintain high-performance standards and ensure the smooth operation of school facilities.

**TABLE 12: Level of the Property custodians when grouped according to Academic Rank**

Variable	Age	Mean	F-Value	P-Value	Interpretation
Property Custodian proficiency and Academic Rank	Teacher I to Teacher III	4.18	2.16	.127	Not Significant
	Master Teacher I to Master Teacher III	4.0			
	Administrative Officer II	3.83			

Table 12 shows that school property custodians performed well in their roles regardless of academic rank. The proficiency scores are "highly practiced," with Teacher I to Teacher III scoring a mean of 4.18 and Master Teacher I to Master Teacher III scoring 4.0. This suggests that custodians with higher academic ranks have better job performance due to enhanced skills and knowledge. Typically, custodians are teachers in the Teacher I to Teacher III range, as they have fewer additional responsibilities. Administrative Officer II scored lower at 3.83 because this role was recently assigned to administrative officers following DepEd Order No. 002, s. 2024, which removed administrative tasks from teachers to allow them to focus on teaching. As a result, many administrative officers are new to these tasks.



The F-value of 2.16 and p-value of 0.127 indicate that differences in proficiency scores between academic ranks were not statistically significant. This means there was no strong evidence that academic rank affects custodian proficiency.

Overall, school property custodians, especially those with higher academic ranks, are well-trained and experienced, enabling them to manage school resources effectively and maintain high standards of organization and efficiency.

#### IV. Conclusion and Recommendation

The level of management practices of school property custodians was found to be highly practiced. The performance level of the school property custodians in the school year 2023-2024 was deemed very satisfactory. The study revealed that there was no significant relationship between the level of management practices and performance among school property custodians. Additionally, there was no significant difference in the level of management practices of the property custodians when the data were grouped according to their profile. The Department of Education implementors monitored and evaluated management practices to improve custodial operations. They developed ongoing professional development and training for school property custodians, conducted qualitative interviews to explore performance factors, and organized workshops to share best practices. Researchers conducted similar studies to enhance management strategies in various contexts.

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