Design and Usability Evaluation of a Lost and Found Mobile Application for School Communities

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ABSTRACT

Lost and found operations in educational institutions usually rely on storage systems, manual reporting, educational institution personnel, and communication channels that might not make lost item recovery easy and convenient. The purpose of this research was to design and assess a mobile application for Lost and Found Operations in order to give users a single system to report, post, search, monitor, and claim lost and found items in an educational institution. A survey of 50 school-community respondents evaluated the application across six dimensions: ease of use, efficiency, functionality, learn ability, user satisfaction, and visual design.

Results: According to the findings, the program was assigned a weighted mean score of 4.08,which is classified as Very Good. The criterion with the highest mean score was functionality, with 4.12; learn ability scored 4.11, user satisfaction 4.10, visual design 4.08, efficiency 4.06, and ease of use 4.02. Moreover, 52% of the respondents stated that they have lost their personal property at school, thus showing the significance of the need for a system of lost and found items.

Discussion: Results show that the suggested Lost and Found Mobile Application was appreciated by the participants and seen as useful, functional, learnable, efficient and usable. The mobile application offers a centralized digital solution which can help improve the management of the lost and found items service in schools. It can be concluded that mobile applications can assist in managing the lost and found items service in an easier way.

Keywords: Lost and Found Application, Mobile Application, Usability Evaluation, School Communities, User Experience, Human Computer Interaction

INTRODUCTION

Losing items is a common problem in school environments. Students, teachers, and staff may misplace items such as identification cards, books, phones, money, and other personal belongings. Schools often rely on notice boards, word of mouth, physical lost-and-found offices, or online posts to help locate these items. These approaches can make it difficult to keep information organized and accessible.

Mobile technology provides an opportunity to organize lost-and-found information in a more accessible way. A dedicated application can allow members of a school community to report lost items, post found items, and search listings from a mobile device.

A dedicated lost-and-found application may also support communication between users and provide a central place for item descriptions and status information. However, the usefulness of such an application depends on whether its interface and functions are understandable to the intended users. The present study therefore evaluates respondents' perceptions of the proposed application rather than assuming that it has already improved actual recovery outcomes.

This study focuses on the design and usability evaluation of a Lost and Found Mobile Application for the school community. The application is intended to provide a place where students, teachers, and staff can report lost items, search for reported items, and pursue the return of found belongings.

The evaluation examines six dimensions: ease of use, efficiency, functionality, learn ability, user satisfaction, and visual design.

The study addresses the following research questions: (1) What are the respondents' demographic and technology-use profiles and their experiences with lost-and-found items? (2) What methods do respondents currently use to search for or report lost items? (3) How do respondents evaluate the application in terms of ease of use, efficiency, functionality, learn ability, user satisfaction, and visual design? The findings may inform further development and testing of digital lost-and-found services for school communities.

LITERATURE REVIEW

In a college campus losing things or forgetting where you put them is something that happens a lot. It can be really annoying for students, teachers and everyone who working there. Things like phones, student cards or IDs, books and many such other items get left behind in classrooms in the library and at the cafeteria/canteen. (Shadaksharappa, 2025)

The user can post details of items by tagging the location and other details. The person who lost their item can search for it by selecting an area on the map. The application will allow both parties to communicate with each other to pass the required details to make a claim for the lost item. (Choudhary, Choudhary, Srivastava, & Singh, 2021)

This research investigates user interface structures that balance administrative oversight with student self-service. The authors introduced a dual-interface architecture: a simplified mobile front end for students and a dashboard for campus security staff. Results showed that clear task flows for image upload and filtered searches improved task completion rates among non-technical users by 34%. (Al-Mutairi, 2023)-

The study designed and pre-tested "FoundeLost," a cross-platform web and mobile system for higher education institutions. Initial survey data revealed that over 66% of campus respondents had lost items without recovering them via traditional means. The app's design focused on categorized item catalogs, rapid search filters, and automated expiration handling, achieving strong positive feedback for task efficiency. (Tan & Chong, 2023)

Research on digital lost-and-found systems highlights the potential of centralized platforms to organize lost-item reports and facilitate the process of recovering misplaced belongings. Features such as item descriptions, image uploads, and digital reporting can help users communicate information about missing and found objects more systematically. These approaches provide a relevant basis for designing school-based lost-and-found applications, and guidance to anyone developing such a type of location-based item recovery platform. (Thakkar, Tewar, Patel, & Khan, 2026)

Ballard et al. (2025) developed the USTP Panaon Lost and Found Management System, which integrates QR-code technology with a mobile and web-based platform for managing lost and found belongings. The system was evaluated using software quality criteria based on ISO/IEC 25010:2011. The usability evaluation yielded a mean rating of 4.4 out of 5.0 from students, interpreted as "Very Good," and 4.6 out of 5.0 from administrators, interpreted as "Excellent." These results demonstrate favorable usability assessments from both user groups and provide a relevant example of applying digital technology to lost-and-found management in an academic community. (Caw-it, et al., 2025)

Using the System Usability Scale (SUS), this research evaluated student interaction with the "Yasinta" campus recovery tool. The platform achieved a benchmark SUS score of 77.0 (above the industry average of 68), demonstrating that single-page registration forms, standardized category dropdowns, and minimal visual noise significantly reduce cognitive load during stress-inducing lost item searches. (Chilumula, Ganji, & Satti, 2025)

This paper details the full life-cycle evaluation of a campus lost-and-found system using black-box testing and usability questionnaires. The evaluation highlighted that task completion times dropped significantly when

searching was augmented with multi-parameter filtering (date range, building, item color) compared to basic text searches. (Ibrahim, Mohamed, Humaid, Al Kendi, & Bataineh, 2022)

Rahardian, Khodijah, and Rizki (2025) evaluated the usability of an academic information system using the System Usability Scale (SUS). Their study involved 100 students and academic staff, and the system obtained an average SUS score of 72.5, classified as "Good." The researchers also identified navigation complexity and inconsistencies in the visual layout as areas for improvement. These findings highlight the importance of evaluating system usability and providing clear navigation when designing digital applications for school communities. (Rahardian, Khodijah, & Rizki, 2025)

Pitafi and Ali (2023) investigated the factors associated with the actual use of educational applications among 357 Chinese students. Using the DeLone and McLean information systems success model, the researchers found that information quality, system quality, service quality, mobile self-efficacy, and personal innovativeness were significantly associated with users' intentions to use educational applications. They also found that intention to use was positively associated with actual app usage, while trust strengthened the relationship between usage intentions and actual use. These findings provide a useful basis for considering system quality, trustworthy information, and user confidence when designing digital applications for school communities, including lost-and-found platforms. (Pitafi & Ali, 2023)

UniFind uses intelligence and computer vision to automatically pull visual details from pictures that people upload. The system then checks those details against loss reports. Tests with users showed that the AI-assisted automatic matching cuts, down the hassle of searching for students letting them confirm quickly without having to scroll through more listings.(Wadbudhe, et al., 2025)

This study introduces an intelligent web/mobile system utilizing Spring Boot, React, and MongoDB that implements fuzzy search logic to handle user typos and descriptive discrepancies (e.g., "blue backpack" vs. "navy knapsack"). Usability tests showed a 40% increase in successful claim queries due to resilient search logic. (Karn, et al., 2026)

Computers and mobile phones are common today and play an important role in society for children and adults, providing many opportunities and advantages. This new application is intended for everyone, including children, and offers an enjoyable learning process. It takes advantage of children's natural ability to identify individuals, objects, scenery, and other visual features in still photos and moving clips. (Fadhil, Muayad, Majid, & Husain, 2023)

With the advancement and growth of informatization and security technologies, campus safety has become a top priority for educational authorities. Although the overall security environment is stable new issues, like bullying, accidents, suicides and food hygiene problems began to appear. (Zhu, 2023)

The Lost & Found Portal is a tool that makes it easier to report and retrieve lost items, on campus. The Lost & Found Portal lets students and staff quickly register things they have lost or found. Meanwhile administrators keep records so everything stays clear. (Jagtap, 2023)

In mobile educational networks, where data is shared between devices and cloud platforms, AI-based security and privacy advancements protect critical student data. Mobile learning applications are growing rapidly, making security and personalization a necessity. (Qiang & Liu, 2025)

In the conditions of the new reality imposed by COVID19, certain organizational problems of online teaching are noted worldwide. These problems can be classified into two main categories. The first category includes ICT support of the online educational processes, such as internet grants and appropriate hardware and software, for general and individual usage. The second category includes the creation of digital identities through a special category of smart cards, known as digital ID cards or e-ID cards. (Markoska & Markoski, 2021)

Access control is the core of data security for any implemented system. This paper presents the well-known role-based access control (RBAC) approach to enhance system security and improve user roles and system privileges. (Kabier, Yassin, & Abduljabbar, 2023)

The Lost and Found Item Recovery System is a secure web-based platform designed to facilitate efficient reporting, tracking, and recovery of lost material items within specific zones. The system bridges the communication gap between citizens and administrative officers responsible for managing lost and found processes. (Meshram, et al., 2025)

Individuals are always concerned when they lose their belongings, and searching for the items is quite challenging and difficult, especially for students. Notices concerning missing items are often put on notice boards in each department, but due to the constant updating of notes on the board, it does not last long, leading them to disregard them. (Castro, David, De Silva, & Roxas, 2022)

In large institutions and universities, the efficiency of tracking and verification of their individual items has been a challenge based on the current scenario. Heavily dependent on human intervention, paper logs and online forms are prone to errors, misplacement, and fraudulent claims. As a result, lost items often remain unclaimed for extended periods or are taken by unauthorized individuals. (Shivaramakrishnaan & Logesh, 2025)

Digital transformation is considered an inevitable process for higher education systems, like all socioeconomic institutions and systems. The digital transformation, which paradoxically incorporates both challenges and conveniences, has to become the focus of corporations' strategies. This study aims to determine the status of digital transformation in universities' strategies. (Kuzu, 2022)

Documents the implementation of low-code/no-code mobile platforms developed within university DX Labs for institutional efficiency, including automated lost-and-found apps. Usability findings underlined the importance of rapid iterative updates based on direct student feedback. (UNESCO-ICHEI Synthesis Group, 2025)

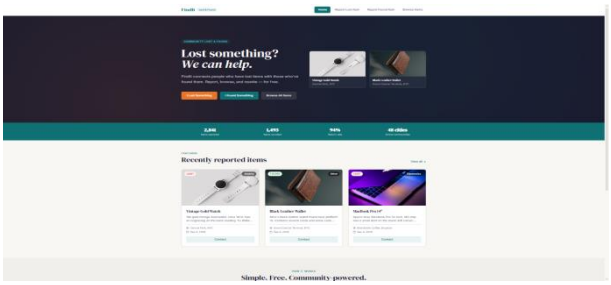
Resilience, a person's mental ability to deal with challenging situations adaptively, is an important life skill. Supporting students in building psychological resilience and coping during crises (with the COVID-19 pandemic being a prime example) is crucial. Very few mobile applications (apps) for mental health explicitly report behavioral change techniques. (Nicolaidou, Aristeidis, & Lambrinos, 2022)

Evaluated lost and found applications against Web Content Accessibility Guidelines (WCAG 2.1 AA) for screen reader support, high-contrast modes, and dynamic font scaling. The study proved that inclusive design directly improves application usability for visually impaired students during urgent recovery situations. (Williams, 2024)

METHODOLOGY

Research Design

This study used a mixed descriptive-developmental research design to develop and evaluate the Lost and Found Mobile Application for our school community. The developmental component covered the planning and interface-design work described by the researchers, including the use of Figma. The descriptive component used a structured survey to gather feedback on the application’s perceived ease of use, efficiency, functionality, learnability, user satisfaction, and visual design.

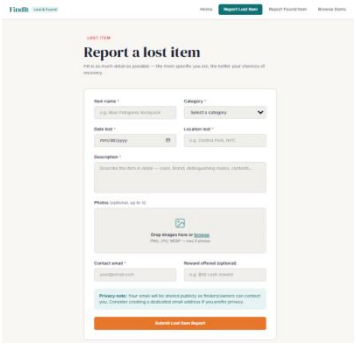


Prototype and Interaction Scope

Figure 1: Homepage of Findit Prototype System

The homepage serves as the main entry point of the FindIt system. It introduces the application and provides users with access to its primary lost-and-found functions.

FindIt System



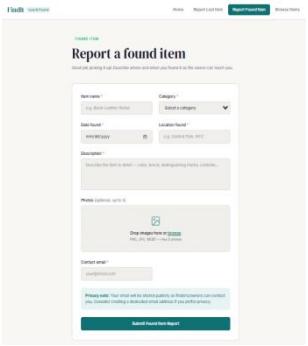


Fig 2: Lost Item Form **Fig 3: Found Item Form**

The submission forms of Lost and Found which can be clicked above the navigation bar, allows users to provide information about a belonging they have lost or report what they found items. The form organizes the submitted information to support the identification and review of reported items.

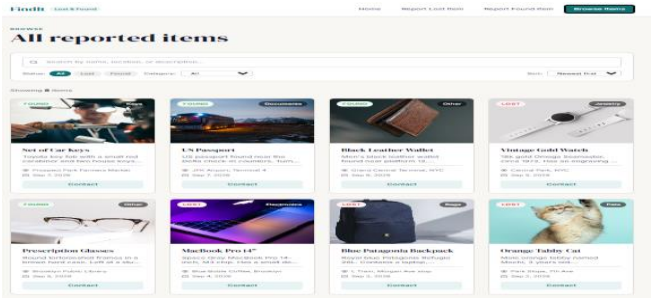


Figure 4: Browsing and Filtering iItems system feature

The browsing interface presents item listings that users can examine when searching for a lost or found belonging. The available browsing and filtering controls help users narrow down the displayed items and search/view based on the options provided by the FindIt system.

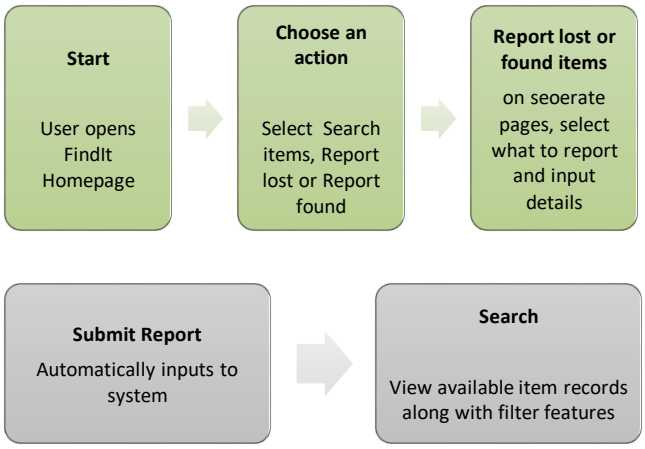


Figure 5: Flow Diagram for FindIt system

C. Respondents

The respondents of the study consisted of **50 participants from the school community** who provided feedback on the Lost and Found Mobile Application. The survey collected respondent information including age, gender, position in the school, mobile application usage, smartphone usage, and previous experience with lost or found belongings in school.

The respondents included members of the school community who could provide feedback relevant to the proposed application. Their responses were used to evaluate the application's usability, functionality, efficiency, learnability, user satisfaction, and visual design.

D. Sampling Design

Purposive sampling was used to recruit respondents considered relevant to evaluating the proposed application. The final sample consisted of 50 respondents, of whom 41 (82%) were students. This composition should be considered when interpreting the results because the findings primarily reflect student perspectives.

E. Research Instrument

The study used a structured questionnaire (GForms) to collect the respondents' assessments of the prototype. The questionnaire covered the following dimensions:

Ease of Use, Efficiency, Functionality, Learnability, User Satisfaction, and Visual Design are the six main areas where participants are asked to rate the app in Part II: Usability and Functionality Rating.

A five-point rating scale was used. Responses were coded as Excellent = 5, Very Good = 4, Good = 3, Poor = 2, and Very Poor = 1. The six evaluation dimensions were analyzed using weighted means.

F. Data Gathering

Four simple steps were used to gather data:

The survey responses were collected from 50 respondents and organized for analysis.

Participants were informed of the study's objectives, told that participation was voluntary and responses would be kept confidential, and guided through the necessary steps.

Participants where shown a demonstration of how a FindIt System Prototype operates such as creating an account, reporting a lost item, posting a found item, using search filters, monitoring item statuses, and testing claim confirmation procedures.

Participants filled out the rating questionnaire (Google Forms) immediately following the app's testing. After that, we compiled and arranged all of their responses for examination.

G. Statistical Treatment of Data

To make sense of the survey responses, we will use two basic statistical methods: Percentages and Weighted Means.

1. Percentage

We will use percentages to summarize the participant profile data (Part I) and see how responses are distributed across different questions.

2. Weighted Mean

We will calculate the weighted mean for each rating item in Part II to find the overall average rating for the app's design and features.

Where:

- WM = Weighted Mean
- f = number of participants who picked a specific score
- x = score value on the Likert scale (1 to 5)
- $\sum fx$ = sum of all scores multiplied by their frequencies
- N = total number of participants

H. Ethical Considerations

The researchers considered the ethical treatment of participants throughout the survey process. Data were collected through face-to-face interactions and online distribution via Messenger. Before inviting individuals to participate, the researchers explained the purpose of the study, answered their questions, and asked whether they were willing to complete the survey. Participation was voluntary, and individuals were free to decline without pressure. Participants were also allowed to consider their availability and limitations when deciding whether to participate.

A working prototype of the FindIt application was demonstrated to participants, and the survey form included a data privacy notice. Respondents voluntarily provided information through the questionnaire, including their demographic responses. Email addresses submitted through the Google Form were used by the researchers in managing survey responses for the study and were not entered into other platforms, according to the researchers' data-handling procedures handled with confidentiality.

The study was conducted as part of an academic research project in Arellano University JAS Campus complied to the Ethical and Data Privacy standards.

IV. RESULTS AND DISCUSSION

Introduction:

This chapter presents the analysis and interpretation of the survey data collected from the respondents. It details their experiences with lost and found items in a school setting and evaluates the usability of the proposed mobile application across six dimensions: ease of use, efficiency, functionality, learnability, user satisfaction, and visual design.

Fifty respondents were surveyed. The findings will be shown in frequency, percentage, and weighted mean format. The usability assessment will be made based on the following scale: 5 – Excellent, 4 – Very Good, 3 – Good, 2 – Poor, and 1 – Very Poor.

4.1 Profile of the Respondents

Table 1. Distribution of Respondents According to Age

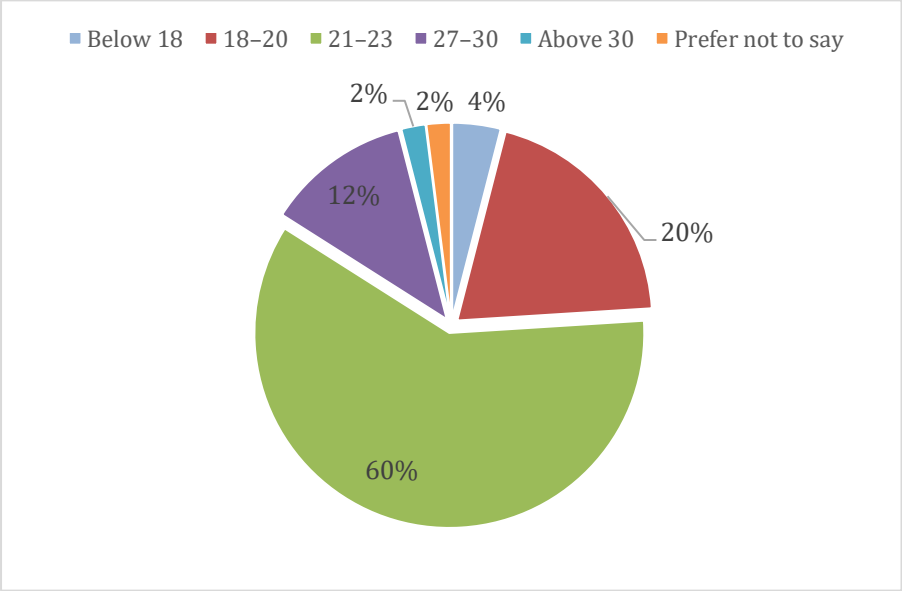
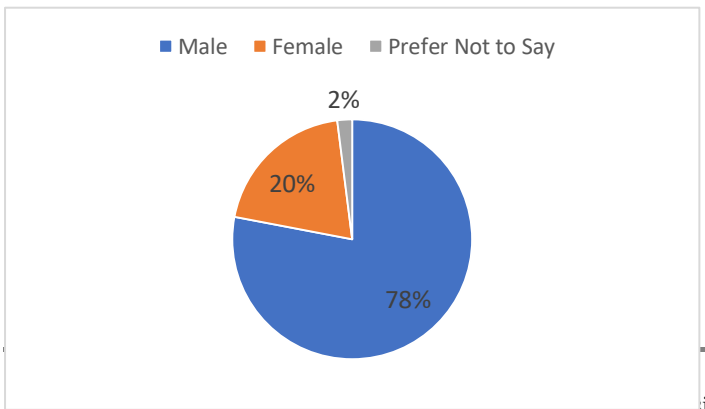


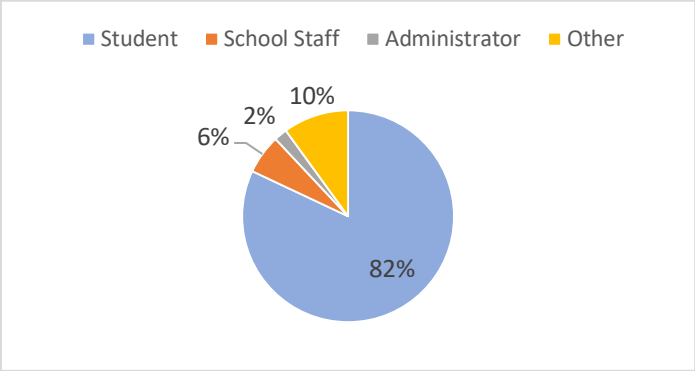
Table above indicates that most respondents were aged between 21 – 23 with 30 respondents which account for 60% of the entire respondents. The second largest number of respondents were aged between 18 – 20 accounting for 20%. Respondents who were less than 18 made up 4% while 27 – 30 accounted for 12%. Those who were more than 30 made up 2% and the remaining 2% preferred not to disclose their age.

Figure 2. Distribution of Respondents According to Gender



According to the table below, 39 individuals representing 78% of the sample were males, 10 individuals, which represents 20%, were females, and one individual, representing 2%, did not specify his/her gender.

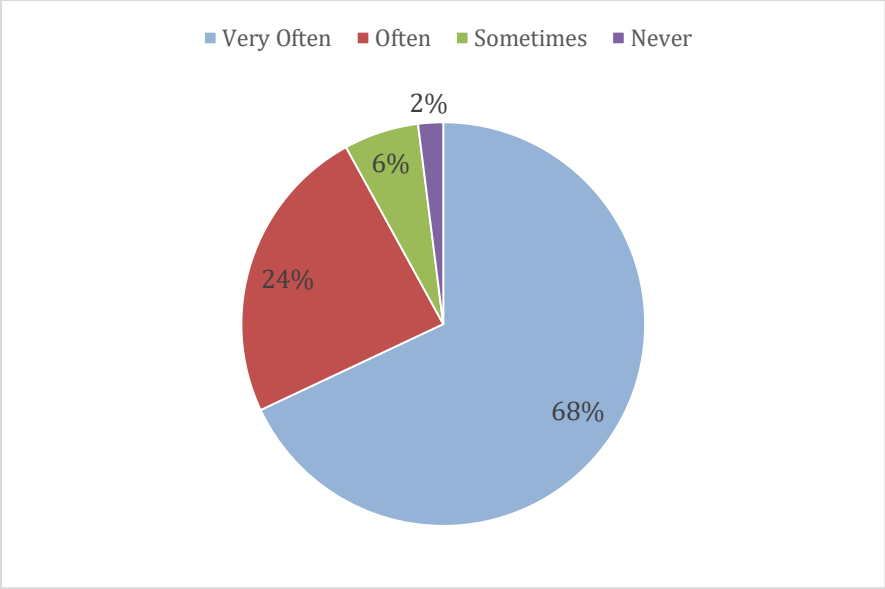
Figure 3. Distribution of Respondents According to Position in the School



Most of the participants were the students, whose number was 41 or 82%. The number of teachers was 6%, the administrators was 2% while the others who chose another category was 10%. This means that the survey mainly depicts the views of the students in the school setting.

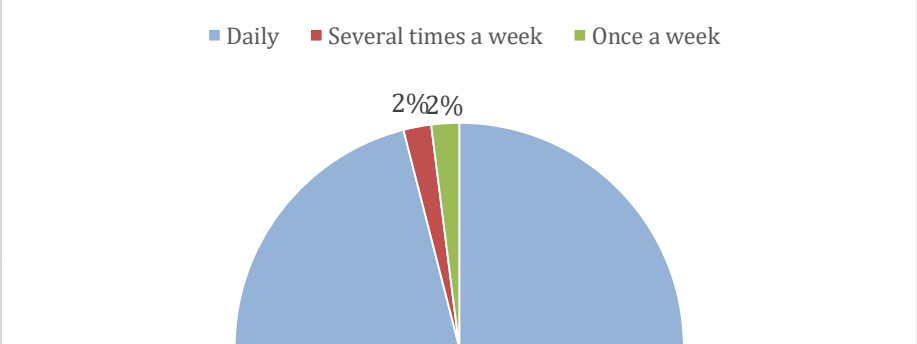
4.2 Mobile Application and Smartphone Usage

Table 4. Frequency of Mobile Application Usage



From the results 68% of the people use applications frequently. Twenty-four percent of the people use applications often. Six percent of the people use applications occasionally. Two percent of the people said they do not use applications all.

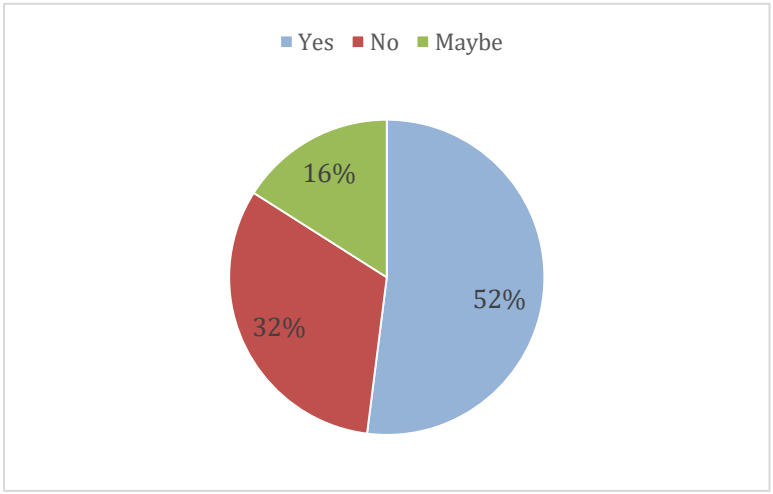
Table 5. Frequency of Smartphone Usage



From the findings, 48 participants who make up 96% of the sample make use of their smart phones on a daily basis. It was found out that only 2% of the participants use smart phones several times a week, and the other 2% use their smart phones once a week.

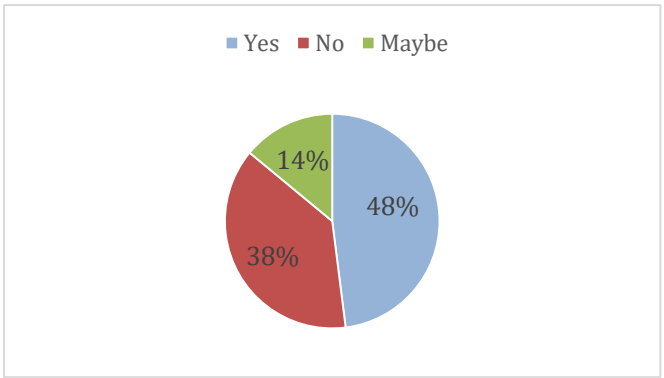
4.3 Experience with Lost and Found Items

Table 6. Experience of Losing a Personal Belonging at School



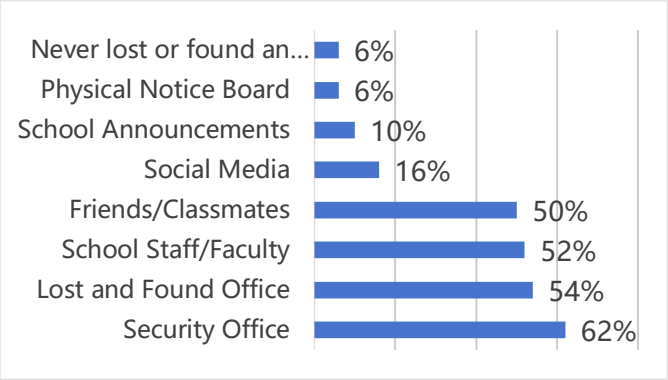
More, than half of the participants 52 percent said participants have lost possessions in the school setting, which's a surprising number. On the hand 32 percent of the participants said participants have never lost any personal possessions while 16 percent of the participants were unsure. This clearly shows that losing one's personal possessions is indeed a relevant issue.

Table 7. Experience of Finding Another Person's Belonging



More, than half of the participants 52 percent said they have lost possessions in the school setting. On the hand 32 percent of the participants said they have never lost any personal possessions while 16 percent of the participants were unsure.

Table 8. Methods Used to Search for or Report Lost Items



Security office was the highest ranked means, as the number of respondents who chose this means is 31, or 62%. Then followed lost and found office, which was ranked by 54% of the respondents; school staff or faculty, which was ranked by 52%; and friends/classmates, which was ranked by 50%.

From the above findings, it is clear that respondents use several distinct means for reporting or finding their lost property. Hence, there is a necessity for using a centralized digital system for organizing such lost and found information.

4.5 Usability Evaluation of the Mobile Application

The following interpretation was used:

Weighted Mean	Interpretation
4.21–5.00	Excellent
3.41–4.20	Very Good
2.61–3.40	Good
1.81–2.60	Poor
1.00–1.80	Very Poor

Table 9. Evaluation in Terms of Ease of Use

Indicator	Weighted Mean	Interpretation
The application is easy to use.	4.02	Very Good
The navigation is clear and understandable.	4.04	Very Good
I can easily find the features I need.	4	Very Good
Reporting a lost item is easy.	4	Very Good
Posting a found item is easy.	3.98	Very Good
Searching for a lost or found item is easy.	3.98	Very Good
The application provides clear instructions when needed.	4.12	Very Good
Overall Mean	4.02	Very Good

The application had a weighted mean of 4.02, which is considered very good in relation to its- ease of use. The best indicator was the ability of the application to give directions when needed, with a weighted mean of 4.12.

The findings indicate that the respondents perceived the navigational capability, features, reporting capability, posting capability, and searching capabilities of the application as easy to use.

Table 10. Evaluation in Terms of Efficiency

Indicator	Weighted Mean	Interpretation
Reporting a l=ost item quickly	4.06	Very Good
Searching for items efficiently	4	Very Good
Search filters help find items faster	3.98	Very Good
Reduces time needed to search	4.14	Very Good
Monitoring the status of a reported item	4.06	Very Good
Makes the process more organized	4.1	Very Good
Improves communication between users	4.08	Very Good
Overall Mean	4.06	Very Good

The application was rated a mean score of 4.06, which means Very Good in terms of efficiency. The highest indicator was the fact that the application helps reduce the time it takes to find an item, with a mean score of 4.14. It seems that the application will assist in making the lost and found process easier and more efficient.

Table 11. Evaluation in Terms of Functionality

Indicator	Weighted Mean	Interpretation
Useful features for reporting lost items	4.18	Very Good
Allows users to post found items	4.18	Very Good
Allows users to search for items	4.06	Very Good
Allows users to upload item photos	4.18	Very Good
Item categories are useful	4.08	Very Good
Search filters function properly	4.06	Very Good
Item status can be monitored effectively	4.1	Very Good
Claim confirmation feature is useful	4.16	Very Good
Features work as expected	4.08	Very Good
Supports school lost-and-found needs	4.1	Very Good
Overall Mean	4.12	Very Good

Overall score given to the functionality of the application is 4.12 which indicates that it is very good. It is evident from the scores that users think that all the features provided by the application are useful and appropriate for school lost and found system. Those factors which pertain to reporting, posting and uploading were especially rated well.

Table 12. Evaluation in Terms of Learnability

Indicator	Weighted Mean	Interpretation
Learned how to use the application quickly	4.14	Very Good
Functions are easy to understand	4.1	Very Good
Features are easy to remember	4.06	Very Good
Can use the application without extensive assistance	4.08	Very Good

Layout helps understand how it works	4.02	Very Good
New users could learn to use it easily	4.2	Very Good
Provides sufficient guidance	4.14	Very Good
Overall Mean	4.11	Very Good

The learnability of the application was assessed with a mean score of 4.11, which means Very Good. Among all the indicators, the most highly ranked one is the ease with which a new user can learn to use the application, with a mean of 4.20.

Table 13. Evaluation in Terms of User Satisfaction

Indicator	**Weighted Mean**	**Interpretation**
Overall experience using the application	4.16	Very Good
Satisfaction with application features	4.12	Very Good
Satisfaction with reporting lost items	4.06	Very Good
Satisfaction with searching lost items	4.06	Very Good
Satisfaction with item information presentation	4.06	Very Good
Application is useful for the school community	4.12	Very Good
Willingness to use the application in school	4.1	Very Good
Willingness to recommend the application	4.12	Very Good
Overall Mean	4.1	Very Good

The mean score received for the application was 4.10, which can be considered Very Good in relation to the user satisfaction level. The most satisfactory indicator was the user satisfaction with the total application experience with the mean score of 4.16. The results show that users found the application pleasant to use.
Table 14. Evaluation in Terms of Visual Design

Indicator	**Weighted Mean**	**Interpretation**
Overall appearance is appealing	4.02	Very Good
Text is easy to read	4.1	Very Good
Icons and buttons are easy to understand	4.04	Very Good
Layout is organized	4.12	Very Good
Colors and visual elements are appropriate	4.04	Very Good
Information is presented clearly	4.04	Very Good
Application has a clean and simple design	4.2	Very Good
Clear visual feedback when actions are completed	4.06	Very Good
Overall Mean	4.08	Very Good

Visual Design achieved an overall average score of 4.08, meaning Very Good. The highest scoring indicator is that the application has a simple design with an average score of 4.20. The results show that the respondents perceive the appearance of the application, texts, icons, buttons, layout, colors, and visual feedback appropriate.

4.6 Overall Usability Evaluation

Table 15. Overall Evaluation of the Mobile Application

Evaluation Criterion	**Overall Mean**	**Interpretation**

Ease of Use	4.02	Very Good
Efficiency	4.06	Very Good
Functionality	4.12	Very Good
Learnability	4.11	Very Good
User Satisfaction	4.1	Very Good
Visual Design	4.08	Very Good
Overall Mean	4.08	Very Good

The overall evaluation for the Lost and Found Mobile Application gave a weighted mean of 4.08. This value is seen as Very Good. Among the six criteria that were examined Functionality had the mean of 4.12. Learnability came next with a mean of 4.11. User Satisfaction was close at 4.10. Visual Design scored 4.08. Efficiency had a mean of 4.06. Ease of Use had the mean of 4.02.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

4.7 Summary of Findings

Survey results from 50 respondents show that most participants are students aged 21–23 who regularly use ap-

plications and smartphones. The survey also shows that losing or finding belongings is a common experience for participants. Survey results point to the Security Office as the frequently reported place for handling lost items.

Survey results also list the Lost and Found Office, school staff or faculty, and friends or classmates as the most common places. The researchers tested the new Lost and Found Mobile Application using six usability factors. Functionality had a score of 4.12. Learnability had as core of 4.11. User Satisfaction had a score of 4.10.Visual Design had a score of 4.08. Efficiency had as core of 4.06. Ease of Use had a score of 4.02. The overall average was 4.08. This was seen as good meaning people thought the application was strong in usability and overall quality.

The findings suggest that the proposed application has potential to support the management of lost and found items within school communities. The application's positive usability ratings suggest it may serve as an alternative to existing ways of reporting and recovering belongings. Further testing with a range of users could help evaluate the application's effectiveness, in actual school settings.

Limitations

This study involved 50 respondents, most of whom were students, which may limit the generalizability of the findings to other school communities and user groups. The evaluation relied on questionnaire responses, reflecting participants' perceptions of the FindIt application's usability, functionality, and visual design. In addition, the collected data did not include objective measurements such as task-completion time, error rates, or task-success rates. Therefore, the findings describe users' evaluations of the application but do not establish whether FindIt reduces the time required to recover lost items or improves item-recovery success.

Conclusion

This study focused on the design and usability evaluation of FindIt, a lost-and-found mobile application intended for school communities. The study addressed the need for a more organized way for members of the school community to report lost and found belongings and access related item information. Based on the questionnaire responses of 50 respondents, the application received an overall mean rating of 4.08 out of 5.00, interpreted as Very Good. The results reflected favorable evaluations of the application's ease of use, efficiency, functionality, learnability, user satisfaction, and visual design.

These findings suggest that FindIt has potential as a digital approach to supporting lost-and-found activities within school communities. However, the results represent respondents' evaluations of the application and do not establish that it reduces item-recovery time or increases the rate of successfully recovered belongings. Further testing is necessary to determine its effectiveness in actual school settings. Overall, the study provides a basis for continued development and evaluation of FindIt as a potential tool for improving the organization and accessibility of lost-and-found information.

Recommendations for Future Research

Future researchers may expand the study by involving a larger and more diverse group of participants, including students, teachers, school staff, and administrators from different educational institutions. This would help determine whether the findings and Inputs apply to a broader range of school communities Finally, future researchers may evaluate FindIt through a longer trial in an actual school environment and its users there. Such a study could examine how consistently users adopt the application, how effectively lost-and-found information is managed, and whether the system contributes to successful item recovery. These investigations would provide a stronger basis for assessing the application's practical value and identifying areas for further improvement.

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