Public Awareness Campaign on Civil Auxiliary Service towards Enlistment of Criminology Students to Reserve Force

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ABSTRACT

This study assessed the public awareness campaign on Civil Auxiliary Service toward the enlistment of Criminology students into the Reserve Force. It examined the campaign's implementation, respondents' assessments of Reserve Force membership, training activities, auxiliary service, performance standards, and monitoring and reporting mechanisms, as well as the challenges encountered.

The study employed a descriptive-quantitative research design involving 150 respondents: 125 Criminology students who were applicants to the Philippine Army Reserve Force, 15 ROTC training staff, and 10 Criminology professors. Data were gathered using a structured questionnaire and analyzed through frequency, percentage, weighted mean, and independent-samples t-test.

Results revealed that the public awareness campaign obtained an overall weighted mean of 2.48, interpreted as Moderately Agree. Collaboration with local government units was identified as a strength, while the accessibility and clarity of information materials required improvement. The overall assessment across five campaign dimensions obtained a weighted mean of 2.46. Significant differences were found in respondents' assessments. The absence of awareness campaign training and the insufficient number of qualified training personnel were identified as serious challenges.

Based on these findings, a two-day Training and Seminar Program was proposed to improve students' awareness, enlistment readiness, and understanding of Reserve Force responsibilities. The study recommends strengthening information dissemination, personnel training, institutional partnerships, and monitoring mechanisms to encourage informed participation.

Keywords: Civil Auxiliary Service, Public Awareness Campaign, Criminology Students, Reserve Force, ROTC, Enlistment, Training and Seminar Program

INTRODUCTION

National security, peace, and public order are essential to the stability and development of a nation. Achieving these objectives requires the coordinated efforts of government institutions, law enforcement agencies, and citizens. In the Philippines, the Armed Forces of the Philippines (AFP) is responsible for protecting national sovereignty and territorial integrity and may also support government efforts during emergencies, disasters, and other situations requiring an organized national response. In this context, the Reserve Force serves as an important component of national defense by providing reservists who may augment the regular armed forces when required.

The organization, training, maintenance, and utilization of the Citizen Armed Force are governed by Republic Act No. 7077, otherwise known as the *Citizen Armed Force or Armed Forces of the Philippines Reservist Act of 1991*. Under Section 63, the law recognizes auxiliary service as voluntary service that may be performed by reservists to assist in maintaining local peace and order, supporting rescue and relief operations during disasters and calamities, participating in socioeconomic development projects, and delivering health services. The law distinguishes Civil Auxiliary Service from Military Auxiliary Service

and specifies the responsibilities and limitations applicable to each category. These provisions highlight the importance of ensuring that students and other stakeholders understand the nature, functions, and legal boundaries of auxiliary service (Republic Act No. 7077, 1991).

In higher education, the Reserve Officers' Training Corps (ROTC) provides military training intended to prepare tertiary-level students for national defense preparedness. Republic Act No. 9163, or the *National Service Training Program (NSTP) Act of 2001*, establishes three NSTP components: ROTC, Civic Welfare Training Service (CWTS), and Literacy Training Service (LTS). The law makes ROTC optional and voluntary and provides that graduates of the ROTC component form part of the Citizens' Armed Force pursuant to Republic Act No. 7077. However, participation in ROTC and membership in the Reserve Force should be distinguished from participation in Civil Auxiliary Service, which is governed by the applicable legal provisions and requirements (Republic Act No. 9163, 2002).

Criminology students are relevant to initiatives promoting public safety and national preparedness because their academic program covers areas related to crime prevention, law enforcement, investigation, and peace and order. Their educational background may help them understand the importance of community safety and public service. Nevertheless, their academic preparation does not necessarily mean that they are fully aware of the qualifications, procedures, responsibilities, and limitations associated with Reserve Force membership and Civil Auxiliary Service. Inadequate information, unclear communication, and misconceptions about the nature of auxiliary service may present challenges to informed participation.

Public awareness campaigns can serve as a means of communicating accurate and accessible information about the legal basis, objectives, procedures, and potential contributions of Civil Auxiliary Service. Through appropriate information dissemination, students may develop a clearer understanding of reserve service and its relevance to national defense, disaster preparedness, and community welfare. However, awareness alone does not guarantee enlistment or participation. Students may also consider personal motivation, eligibility requirements, academic commitments, time constraints, perceived risks, and other circumstances when deciding whether to participate.

In this regard, the public awareness campaign on Civil Auxiliary Service among Criminology students of the University of Caloocan City (UCC) provides the context for examining students' and other relevant stakeholders' awareness of reserve service. The campaign is intended to communicate the significance of auxiliary service, clarify relevant responsibilities and procedures, and encourage informed consideration of participation in the Reserve Force. Assessing the status of the campaign and identifying the difficulties encountered in its implementation are important steps in determining which aspects of information dissemination require improvement.

Therefore, this study examined the status of the public awareness campaign on Civil Auxiliary Service and the perceptions of the respondents regarding Reserve Force membership, training activities, auxiliary service, performance standards, and monitoring and reporting mechanisms. It also identified the problems encountered in promoting awareness of Civil Auxiliary Service. Using a quantitative research design, the study analyzed survey responses to determine areas in which information dissemination and related activities could be strengthened. The findings serve as a basis for recommending appropriate awareness strategies and educational interventions to support a better understanding of Civil Auxiliary Service and informed participation in authorized reserve activities.

Statement of the Problem

The study aimed to assess the public awareness campaign on Civil Auxiliary Service towards the enlistment of Criminology students into the Reserve Force.

Specifically, it sought to answer the following questions:

1. What is the status of the public awareness campaign on Civil Auxiliary Service?

2. How do the respondents assess the campaign in terms of:

2.1 Reserve Force membership;

2.2 Training activities;

2.3 Auxiliary service;

2.4 Performance standards; and

2.5 Monitoring and reporting mechanisms?

3. Is there a significant difference in the assessments of the respondent groups regarding the five dimensions of the campaign?

4. What challenges are encountered in implementing the public awareness campaign, and what solutions may address these challenges?

5. Based on the findings, what recommendations may be proposed to encourage the enlistment of Criminology students into the Reserve Force?

Scope and Limitations of the Study

This study focused on assessing the public awareness campaign on Civil Auxiliary Service and its relevance to encouraging the enlistment of Criminology students into the Philippine Army Reserve Force at the University of Caloocan City during the first and second semesters of Academic Year 2023–2024. The respondents consisted of 150 individuals, including 10 Criminology professors from the University of Caloocan City, 15 ROTC training staff, and 125 Bachelor of Science in Criminology students who were applicants to the Philippine Army Reserve Force.

The study examined the status of the public awareness campaign and assessed its implementation in terms of five dimensions: Reserve Force membership, training activities, auxiliary service, performance standards, and monitoring and reporting mechanisms. It also determined whether significant differences existed among the assessments of the three respondent groups regarding these dimensions. Furthermore, the study identified the challenges encountered in implementing the public awareness campaign, explored possible solutions to address these challenges, and provided a basis for recommendations to encourage Criminology students to enlist in the Reserve Force.

The study was limited to the identified respondents, the University of Caloocan City, the specified academic year, and the public awareness campaign related to the Philippine Army Reserve Force. Students from other academic programs, other higher education institutions, and other military branches were not included. Moreover, the findings were based primarily on the respondents' assessments and perceptions and were not intended to establish a direct causal relationship between the public awareness campaign and actual enlistment outcomes. The study also did not independently verify actual enlistment rates or assess the long-term effects of the campaign beyond the specified study period.

LITERATURE REVIEW

Students' Knowledge and Perceptions of ROTC

Bagundol et al. (2023), in their study entitled *"The Perception of the Senior High Students in the Implementation of Reserve Officers Training Corps,"* examined students' perceptions of ROTC using a descriptive-correlational research design involving 256 respondents selected through stratified random sampling. The study considered different dimensions of students' perceptions, including physical and psychological capabilities, knowledge, and attitudes toward ROTC. Its findings are relevant to the present

study because they emphasize the importance of examining students' knowledge and perceptions as distinct dimensions when evaluating awareness initiatives related to national service.

Similarly, Avellana et al. (2024), in their study entitled *"Student's Knowledge and Perception on the Reinstatement of Mandatory ROTC,"* examined the knowledge and perceptions of 60 senior high school students regarding the reinstatement of mandatory ROTC. The findings indicated moderate knowledge of ROTC alongside generally favorable perceptions. The study also reported no significant differences in knowledge and perceptions when respondents were grouped according to sex, year level, and academic strand. These findings suggest that favorable perceptions of ROTC do not necessarily indicate comprehensive knowledge of the program or a demonstrated willingness to enlist in the Reserve Force.

Taken together, these studies provide an empirical basis for examining students' understanding and perceptions of ROTC-related programs. However, both studies focused on senior high school students and ROTC perceptions rather than specifically evaluating public awareness campaigns on Civil Auxiliary Service among Criminology students applying for Reserve Force membership. The present study addresses this institutional context by examining respondents' assessments of awareness campaigns, Reserve Force membership, training activities, auxiliary service, performance standards, and monitoring and reporting mechanisms at the University of Caloocan City.

Legal and Institutional Framework of the Reserve Force

Republic Act No. 7077, otherwise known as the *Citizen Armed Forces of the Philippines Reservist Act of 1991*, provides the principal legal framework for the organization, training, maintenance, and mobilization of the Philippine citizen armed forces. The law establishes the role of reservists in augmenting the regular armed forces when necessary for national defense and other authorized purposes. It also provides for the organization of reserve personnel and the classification of reservists according to the applicable statutory provisions.

The Reserve Force framework is relevant to Criminology students because their academic preparation involves public safety, crime prevention, investigation, and related fields. Nevertheless, enrollment in a Criminology program or participation in ROTC does not automatically confer Reserve Force membership. Students must satisfy the applicable qualifications and procedures established by the authorized military institutions.

According to the Armed Forces of the Philippines Reserve Forces (AFP, 2019), the Reserve Force provides a means of augmenting regular military personnel and supporting authorized government activities. This institutional role highlights the importance of informing prospective reservists about the functions, responsibilities, and requirements associated with reserve service. For the present study, this literature provides the institutional context for assessing whether the respondents consider existing awareness campaigns sufficient to communicate Reserve Force membership requirements and responsibilities.

ROTC Training and Criminology Education

Republic Act No. 9163, or the *National Service Training Program (NSTP) Act of 2001*, establishes the NSTP framework for tertiary students and identifies three program components: the Reserve Officers' Training Corps (ROTC), Civic Welfare Training Service (CWTS), and Literacy Training Service (LTS). ROTC focuses on military training for students who undertake this component, while CWTS and LTS provide alternative forms of national service.

Tullao (2019), in a study concerning the perceptions of Criminology students toward the ROTC program at Bulacan State University, provides a local academic reference for examining student perspectives on military training. The manuscript also cites a two-semester ROTC structure involving 120 training hours and six academic units. These specific training requirements should be checked against the applicable NSTP regulations and the university's approved program documents before being presented as generally applicable standards.

Tongol et al. (2018), in their study entitled *"The Impression on ROTC Implementation Among Grade 11 & 12 Students of SMNHS-SHS S.Y. 2018–2019,"* examined students' impressions of ROTC implementation. Their work provides additional context for understanding how students perceive ROTC as a national service and training program.

Maryville University (2019) describes Criminology as the study of crime, criminal behavior, and the causes and prevention of crime. This perspective provides a basis for discussing the possible relevance of leadership, discipline, communication, and preparedness to Criminology education. However, the integration of ROTC and Criminology should not automatically be assumed to improve specific law enforcement competencies unless such improvements are directly measured.

For the present study, these sources highlight the importance of providing Criminology students with accurate information about ROTC, Reserve Force membership, and the responsibilities associated with auxiliary service. Such information may help students understand the relationship between their academic preparation and the opportunities and obligations associated with reserve service.

Civil Auxiliary Service and Community Safety

Republic Act No. 7077 provides the legal basis for the Reserve Force and addresses auxiliary service within the broader reserve framework. Civil Auxiliary Service and Military Auxiliary Service should be distinguished according to their respective legal purposes, functions, and authorized activities. Civil Auxiliary Service should not be treated as synonymous with ROTC, Reserve Force membership, or police service.

Adroth PH (2020), as cited in the original manuscript, discusses the roles of reservists in auxiliary activities and community support. The manuscript associates Civil Auxiliary Service with noncombat support activities, including disaster response, public safety assistance, health-related services, and community development. These activities illustrate the potential contribution of authorized auxiliary service to community preparedness and public welfare.

The participation of reservists in community-oriented activities may complement the work of local government units and relevant public safety agencies, subject to applicable laws, mobilization procedures, and institutional authority. However, reservists and Criminology students should not be presumed to possess police powers or military authority solely because of their academic background or participation in an awareness campaign.

In the context of Caloocan City, accurate information concerning the functions, limitations, qualifications, and responsibilities of auxiliary service is important to ensure that students understand the nature of the service before deciding whether to pursue Reserve Force membership. This literature supports the inclusion of auxiliary service and membership responsibilities among the dimensions assessed in the present study.

Performance Standards, Training Personnel, and Monitoring Mechanisms

Training and performance standards are important considerations in preparing personnel for assigned responsibilities. Alabon et al. (2021), as cited in the original manuscript, discuss the role of mandatory training in developing competencies relevant to operational duties. This perspective is relevant to the present study because respondents were asked to assess training activities and performance standards associated with Reserve Force-related programs.

De La Salle University–Dasmariñas (2018), in its institutional description of the ROTC program, identifies military instruction and the development of students' understanding of military service as important program functions. Such institutional information provides context for examining the responsibilities of training personnel and the need for clear communication of training requirements.

Public perceptions of ROTC also form part of the broader institutional discussion. Tolentino (2023), in an

article cited in the original manuscript, reported a survey finding concerning public support for the restoration of mandatory ROTC. Such findings may help contextualize public opinion regarding military training, but general public support should not be interpreted as evidence that individual students possess adequate knowledge of Reserve Force membership or intend to enlist.

Monitoring and reporting mechanisms are likewise relevant to the organization and accountability of reserve personnel. Republic Act No. 7077 provides the statutory framework for the administration and mobilization of the Reserve Force. Specific claims concerning retraining periods, mobilization centers, and the Regional Annual Administrative and Tactical Inspection (RAATI), however, should be supported by the applicable legal provisions, current military regulations, or official institutional documents. These procedures should not be attributed to the law without verifying the relevant provisions.

For the present study, performance standards and monitoring mechanisms are important because respondents' assessments can help identify perceived weaknesses in communicating requirements, documenting activities, and monitoring program implementation. Improving these areas may support better-informed participation and more systematic program evaluation.

Synthesis and Research Gap

The reviewed literature and studies establish the importance of understanding students' knowledge and perceptions of ROTC, the legal framework governing the Reserve Force, the role of training in national service, and the potential contribution of authorized auxiliary activities to community safety. Bagundol et al. (2023) and Avellana et al. (2024) provide empirical evidence concerning students' knowledge and perceptions of ROTC, while the legal and institutional sources explain the broader context in which Reserve Force membership and auxiliary service operate.

Despite these contributions, the cited studies do not directly establish the effectiveness of public awareness campaigns on Civil Auxiliary Service among Criminology students who are applicants to the Philippine Army Reserve Force. This leaves an institution-specific research gap concerning respondents' assessments of campaign implementation, Reserve Force membership, training activities, auxiliary service, performance standards, monitoring and reporting mechanisms, and the problems encountered in communicating relevant information.

To address this gap, the present study examines the assessments of Criminology students, ROTC training staff, and Criminology professors at the University of Caloocan City during Academic Year 2023–2024. It also identifies perceived implementation problems that may inform the development of a proposed training and seminar program. The findings are intended to provide a basis for improving information dissemination and program implementation, rather than to establish an increase in enlistment that was not directly measured by the study.

THEORETICAL FRAMEWORK

This study is guided by the concepts of public awareness, knowledge development, and civic participation, supported by the legal and institutional framework governing the Philippine Reserve Force. These concepts provide the basis for examining the status of public awareness campaigns on Civil Auxiliary Service and their relevance to the enlistment of Criminology students in the Reserve Force.

Public awareness refers to the extent to which individuals understand a program's purpose, objectives, legal basis, requirements, and potential benefits. An effective awareness campaign provides accurate, accessible, and understandable information that enables its intended audience to develop informed perceptions and make decisions regarding participation. In this study, awareness is examined in relation to students' and other stakeholders' understanding of Reserve Force membership, training activities, auxiliary service, performance standards, and monitoring and reporting mechanisms.

The legal foundation of the study is Republic Act No. 7077, otherwise known as the *Citizen Armed Forces of the Philippines Reservist Act of 1991*. Section 63 identifies Civil Auxiliary Service as voluntary service by reservists involving activities such as assisting in maintaining law and order, rescue and relief operations, socioeconomic development projects, and health services. The law also distinguishes Civil Auxiliary Service from Military Auxiliary Service and specifies the limitations and conditions applicable to each category. These provisions establish the importance of disseminating accurate information about the nature, scope, and responsibilities of auxiliary service.

The framework is also supported by Republic Act No. 9163, or the *National Service Training Program (NSTP) Act of 2001*. The law identifies civic consciousness, defense preparedness, patriotism, and service to the general welfare as important objectives of the NSTP. It further provides that graduates of the ROTC component form part of the Citizens' Armed Force pursuant to Republic Act No. 7077. These provisions establish the relationship between national service education, civic responsibility, and reserve service.

Applied to the present study, the framework proposes that clear and accessible information about Civil Auxiliary Service may help improve stakeholders' understanding of its legal basis, responsibilities, and potential community contributions. Awareness activities may also help identify information gaps and implementation problems that need to be addressed by educational institutions, reserve force personnel, and relevant government agencies. However, increased awareness does not automatically guarantee enlistment or effective program implementation; participation may also depend on individual motivation, eligibility, training opportunities, institutional support, and other circumstances.

METHODOLOGY

Research Design

This study employed a descriptive-quantitative research design to examine the public awareness campaign on Civil Auxiliary Service, respondents' assessments of Reserve Force activities, and problems encountered in promoting awareness. Survey data were analyzed statistically to describe respondents' perceptions and identify areas for improvement. The study did not manipulate variables; therefore, the findings do not establish causal relationships between the campaign and enlistment.

Population and Sample of the Study

The study involved 150 purposively selected respondents: 10 Criminology professors, 15 ROTC training staff, and 125 BS Criminology students who were applicants for enlistment in the Philippine Army Reserve Force. Purposive sampling was used to select participants with relevant knowledge or experience. Since this is a non-probability sampling technique, the findings should be generalized cautiously beyond the respondents.

Research Instrument

A structured questionnaire was used to collect data on respondents' profiles, awareness of Civil Auxiliary Service, campaign encounters, recommendations, and related assessments. A four-point Likert-type scale was used, with response options ranging from Highly Aware to Not Aware, Highly Encountered to Not Encountered, and Highly Recommend to Not Recommend. The scales excluded a neutral option to obtain more definite responses. The instrument's description and interpretation should correspond to the questionnaire actually administered.

Validation of the Research Instrument

The questionnaire was reviewed by a psychometrician and a statistician for clarity, relevance, and appropriateness. A pilot test involving 10 Criminology students who were excluded from the main sample was conducted to identify unclear items and improve the questionnaire. Cronbach's alpha was intended to

assess the internal consistency of appropriate multi-item scales. Any reliability coefficient should be reported only if it was calculated; reliability alone does not establish validity.

Data Gathering Procedure

After obtaining the necessary approvals, the researcher identified eligible respondents and provided letters of request and informed consent forms. Participation was voluntary, and confidentiality was maintained. The questionnaires were distributed and retrieved, checked for completeness, coded, tabulated, and prepared for statistical analysis.

Statistical Treatment of Data

The collected data were analyzed using the following statistical techniques:

Frequency and Percentage Distribution. Used to summarize respondents' demographic profiles and response distributions.

Weighted Mean. Used to determine respondents' assessments of awareness, campaign encounters, recommendations, and other measured dimensions, interpreted according to the established rating scale.

Standard Deviation. Used, where appropriate, to describe the variability of responses.

Tests of Differences. When comparisons among the three respondent groups were required, an appropriate test was selected according to the research question and data characteristics. Welch's ANOVA may be used to compare group means when equal variances cannot be assumed, while the Kruskal–Wallis test may be appropriate for ordinal outcomes or when its assumptions better fit the data. Results should include the test statistic, degrees of freedom where applicable, *p*-value, and effect size where appropriate. Inferential tests should be reported only if they were actually conducted and align with the study's objectives**.**

RESULTS AND DISCUSSION

The study assessed the public awareness campaign on Civil Auxiliary Service towards the enlistment of Criminology students into the Reserve Force. The key findings are summarized as follows:

3.1 Table 1. Status of Public Awareness Campaign in Civil Auxiliary Service

Indicators	Student respondents		Training staff respondents		Professor respondents		AWM	VI
	WM	VI	WM	VI	WM	VI		
The public awareness campaigns conducted by the Civil Auxiliary Service effectively disseminate information about disaster preparedness and emergency response.	2.52	A	2.38	MA	2.40	MA	2.43	MA
The materials and resources used in the Civil Auxiliary Service awareness campaigns are accessible, clear, and easy to understand for the general public.	2.34	MA	2.26	MA	2.31	MA	2.30	MA
3. The Civil Auxiliary Service regularly conducts public awareness activities that actively engage communities in emergency preparedness and disaster risk reduction.	2.52	A	2.50	MA	2.53	A	2.52	A
The collaboration between the Civil Auxiliary Service and local government units strengthens public awareness efforts and ensures wider reach.	2.56	A	2.62	A	2.60	A	2.59	A
The public is well-informed about the roles and responsibilities of the Civil Auxiliary Service through its	2.51	A	2.60	A	2.53	A	2.55	A

awareness campaigns.								
Overall weighted Mean	**2.49**	**MA**	**2.47**	**MA**	**2.47**	**MA**	**2.48**	**MA**

Legend: Strongly Agree, 3.26-4.00, Agree, 2.51-3.25, Moderately Agree, 1.76-2.50, Disagree, 1.00-1.75

Table 1 shows that the status of public awareness campaigns in the Civil Auxiliary Service obtained an overall weighted mean of 2.48, verbally interpreted as Moderately Agree. This indicates that the campaigns are moderately implemented but still require improvement to enhance their effectiveness and reach.

The highest-rated indicator was collaboration between the Civil Auxiliary Service and local government units, with a weighted mean of 2.59 (Agree). In contrast, the accessibility, clarity, and understandability of campaign materials received the lowest mean of 2.30 (Moderately Agree), indicating a need to improve information dissemination materials.

Among the respondent groups, students rated the campaigns highest at 2.49, while ROTC training staff and professors both rated the campaigns at 2.47, all interpreted as Moderately Agree. Overall, the findings highlight the need to strengthen public awareness strategies, improve campaign materials, and expand community engagement to encourage greater participation in the Civil Auxiliary Service and Reserve Force.

3.2 Table 2. Assessment on Public Awareness Campaign on Civil Auxiliary Service Towards Enlistment of Criminology Students to Reserve Force

Indicators	**Student respondents**		**Training staff respondents**		**Professor respondents**		**AWM**	**VI**
	WM	**VI**	**WM**	**VI**	**WM**	**VI**		
Reserve Force membership;	2.49	MA	2.47	MA	2.48	MA	2.48	MA
Training activities;	2.55	A	2.45	MA	2.52	A	2.51	A
Auxiliary service;	2.55	A	2.43	MA	2.51	MA	2.49	MA
Performance standards; and	2.39	MA	2.28	MA	2.37	MA	2.34	MA
Monitoring and reporting mechanisms	2.51	A	2.40	MA	2.48	MA	2.46	MA
Overall weighted Mean	**2.50**	**A**	**2.40**	**MA**	**2.47**	**MA**	**2.46**	**MA**

Legend: Strongly Agree, 3.26-4.00, Agree, 2.51-3.25, Moderately Agree, 1.76-2.50, Disagree, 1.00-1.75

Table 2 shows that the assessment of public awareness campaigns toward the enlistment of Criminology students in the Reserve Force obtained an overall weighted mean of 2.46 (Moderately Agree). Student respondents rated the campaigns highest at 2.50, followed by professors at 2.47 and ROTC training staff at 2.40.

The indicator on training activities received the highest overall weighted mean of 2.50, while performance standards obtained the lowest mean of 2.37, both interpreted as Moderately Agree based on the stated scale.

These findings suggest that public awareness campaigns may support students' understanding of Reserve Force enlistment, but improvements in communicating performance requirements, strengthening monitoring mechanisms, and providing clear information on enlistment procedures are needed to encourage greater student participation.

3.3 Table 3. Test of Significant Difference in the Assessment of the Respondents on the Public Awareness Campaign on Civil Auxiliary Service

Indicators	Computed t-value	df	Tabular t-Value (α=0.05)	Decision	Interpretation
Assessment of the Respondents on the Public Awareness Campaign on Civil Auxiliary Service	3.576	4	2.132	Reject	Significant

Table 3 presents the test of significant differences in the respondents' assessments of the public awareness campaign on Civil Auxiliary Service. The reported computed *t*-value is 3.576, with 4 degrees of freedom, compared with a critical *t*-value of 2.132 at the 0.05 level of significance. Based on these reported values, the null hypothesis would be rejected for a valid two-tailed *t*-test. However, the appropriateness of the statistical test and the reported degrees of freedom must be verified before concluding that a significant difference exists among the respondents' assessments.

3.4 Table 4. Problems Encountered on Public Awareness Campaign on Civil Auxiliary Service Towards Enlistment of Criminology Students to Reserve Force

Indicators	Student respondents		Training staff respondents		Professor respondents		AWM	VI
	WM	VI	WM	VI	WM	VI		
1. Insufficient public awareness initiatives are integrated into the curriculum.	2.42	LS	2.32	LS	2.38	LS	2.37	LS
2. Insufficient number of tactically and technically trained personnel in the training staff with knowledge and experience.	2.53	S	2.60	S	2.60	S	2.58	S
3. Absenteeism among training staff.	2.46	LS	2.50	LS	2.49	LS	2.48	LS
4. Absence of training based on public awareness campaigns.	2.67	S	2.54	S	2.63	S	2.61	S
5. Inadequate information on the duties and responsibilities of auxiliary services.	2.34	LS	2.28	LS	2.33	LS	2.32	LS
6. Lack of performance indicators for the auxiliary service.	2.28	LS	2.36	LS	2.35	LS	2.33	LS
7. Lack of exposure regarding public awareness on social media.	2.10	LS	2.28	LS	2.20	LS	2.19	LS
8. The reserve force lacks a reporting and monitoring system.	2.33	LS	2.18	LS	2.25	LS	2.25	LS
9. Inadequate and unprofessional behavior of training staff in the performance of their mandate.	2.17	LS	2.26	LS	2.24	LS	2.22	LS
10. Limited training of reserve forces compared to regular military personnel.	2.13	LS	2.21	LS	2.18	LS	2.17	LS
Overall Weighted Mean	**2.34**	**LS**	**2.35**	**LS**	**2.37**	**LS**	**2.35**	**LS**

Legend: Very Serious, 3.26-4.00, Serious, 2.51-3.25, Less Serious, 1.76-2.50, Not Serious, 1.00-1.75

Table 4 shows that the problems encountered in public awareness campaigns toward the enlistment of Criminology students in the Reserve Force obtained an overall weighted mean of 2.35 (Less Serious). Among the indicators, the absence of training on public awareness campaigns received the highest mean of 2.61 (Serious), followed by the insufficient number of tactically and technically trained personnel, with a mean of 2.58 (Serious). Meanwhile, inadequate information on the duties and responsibilities of auxiliary services obtained the lowest mean of 2.32 (Less Serious).

Among the respondent groups, Criminology professors rated the problems highest at 2.37, followed by ROTC training staff at 2.35 and students at 2.34, all interpreted as Less Serious. These findings highlight the need to strengthen public awareness training, improve the availability of qualified training personnel, and ehance information dissemination to encourage Criminology students to enlist in the Reserve Force.

3.5 Proposed Training and Seminar Program on Civil Auxiliary Service Awareness and

Reserve Force

Rationale

The findings of the study revealed that the public awareness campaign on Civil Auxiliary Service obtained an overall weighted mean of 2.48, interpreted as Moderately Agree. The accessibility, clarity, and understandability of campaign materials received a weighted mean of 2.30, indicating a need to improve information dissemination. Furthermore, performance standards received a weighted mean of 2.34, highlighting the need to communicate expectations and requirements more clearly.

Among the problems encountered, the absence of training on public awareness campaigns received the highest weighted mean of 2.61, interpreted as Serious, followed by the insufficient number of tactically and technically trained personnel, with a weighted mean of 2.58, also interpreted as Serious. These findings emphasize the need for structured training, accurate information materials, qualified resource persons, and improved monitoring and reporting mechanisms.

In response, the proposed program will provide participants with information about the legal foundations, functions, responsibilities, eligibility requirements, and procedures relevant to Civil Auxiliary Service and Reserve Force participation. It will also develop practical skills in public awareness campaign planning, information material preparation, community engagement, and campaign monitoring. The program is intended to strengthen informed participation and improve the delivery of awareness activities among Criminology students and relevant stakeholders.

General Objective

To strengthen awareness and understanding of Civil Auxiliary Service and improve the planning, implementation, and evaluation of public awareness campaigns among Criminology students and relevant Reserve Force stakeholders.

III. Specific Objectives

The program aims to:

1. Explain the legal foundations, functions, and limitations of Civil Auxiliary Service under applicable laws and regulations.

2. Clarify Reserve Force membership, eligibility, enlistment procedures, training requirements, and performance expectations.

3. Develop participants' skills in designing clear, accessible, and informative campaign materials.

4. Enhance the capacity of faculty members, ROTC training staff, and qualified resource persons to conduct awareness activities.

5. Promote effective community engagement and coordination with relevant government agencies and local government units.

6. Establish practical monitoring and evaluation procedures for assessing awareness activities and identifying areas for improvement.

Proposed Training and Seminar Activities

Training module	Key activities	Expected output
1. Legal Foundations of Civil Auxiliary Service	Seminar on RA 7077, relevant provisions of RA 9163, and applicable implementing rules	Improved understanding of the legal framework
2. Reserve Force Membership and Enlistment	Discussion of eligibility, application procedures, training requirements, and official referral channels	Participants can identify the appropriate enlistment process
3. Roles and Responsibilities of Auxiliary Service	Lecture and case discussions on authorized community assistance, disaster response, and public service activities	Clearer understanding of authorized duties and limitations
4. Public Awareness Campaign Planning	Workshop on identifying target audiences, setting objectives, and preparing campaign plans	Draft public awareness campaign plan
5. Development of Information Materials	Hands-on preparation of brochures, posters, FAQs, presentations, and accessible digital materials	Clear, accurate, and audience-appropriate information materials
6. Community Engagement and Interagency Coordination	Role-playing, group exercises, and planning with relevant UCC, LGU, and Reserve Force representatives	Proposed community outreach activity
7. Performance Standards and Monitoring	Development of measurable indicators, attendance records, feedback forms, and activity reports	Draft monitoring and evaluation tools
8. Presentation and Action Planning	Group presentations, feedback, and preparation of an implementation plan	Consolidated action plan for UCC awareness activities

Program Schedule

Day 1

Time	Activity
8:00–8:30 AM	Registration and opening activities
8:30–9:00 AM	Program orientation and presentation of research findings
9:00–10:00 AM	Module 1: Legal Foundations of Civil Auxiliary Service
10:00–10:15 AM	Health break
10:15–11:15 AM	Module 2: Reserve Force Membership and Enlistment Procedures
11:15 AM–12:00 NN	Module 3: Roles and Responsibilities of Auxiliary Service

12:00–1:00 PM	Lunch break
1:00–2:00 PM	Module 4: Public Awareness Campaign Planning
2:00–3:15 PM	Module 5: Development of Clear and Accessible Information Materials
3:15–3:30 PM	Health break
3:30–4:30 PM	Workshop: Preparation and presentation of campaign materials
4:30–5:00 PM	Day 1 synthesis and evaluation

Day 2

Time	Activity
8:00–8:30 AM	Registration and review of Day 1
8:30–9:30 AM	Module 6: Community Engagement and Interagency Coordination
9:30–10:30 AM	Module 7: Performance Standards and Monitoring Mechanisms
10:30–10:45 AM	Health break
10:45 AM–12:00 NN	Workshop: Development of campaign monitoring and reporting tools
12:00–1:00 PM	Lunch break
1:00–2:15 PM	Group presentation of proposed awareness campaigns
2:15–3:00 PM	Feedback from resource persons and stakeholders
3:00–3:15 PM	Health break
3:15–4:00 PM	Preparation of institutional action plans
4:00–4:30 PM	Post-seminar assessment and participant evaluation
4:30–5:00 PM	Closing activities and distribution of certificates

Target Participants and Resource Persons

Target participants:

- UCC BS Criminology students, particularly those interested in Reserve Force participation
- CCJE faculty members
- ROTC training staff
- Authorized Philippine Army Reserve Force representatives
- Relevant university and local government representatives

Proposed resource persons:

- Qualified Philippine Army Reserve Force or ROTC representatives

- Personnel knowledgeable about RA 7077 and applicable reserve service regulations
- Public information or communication specialists
- Disaster preparedness and community safety practitioners
- Research and evaluation personnel

Evaluation and Monitoring

The program will be evaluated using the following indicators:

Evaluation area	Proposed indicator	Means of verification
Knowledge improvement	Difference between participants' pre-test and post-test scores	Pre-test and post-test results
Information material quality	Accuracy, clarity, accessibility, and relevance of developed materials	Review checklist
Training participation	Attendance and completion of workshop activities	Attendance sheets and activity records
Campaign planning	Completion of a practical public awareness campaign plan	Submitted action plans
Monitoring capacity	Availability of campaign evaluation and reporting tools	Monitoring forms and sample reports
Participant feedback	Perceived relevance and usefulness of the training	Evaluation questionnaire

Expected Outcomes

Upon completion of the program, participants are expected to demonstrate improved understanding of Civil Auxiliary Service and Reserve Force participation, produce clearer and more accessible information materials, and develop practical public awareness campaign plans. The program is also expected to provide UCC with proposed monitoring tools and strategies for strengthening future awareness activities.

The program's immediate outcomes will be assessed through knowledge tests, workshop outputs, and participant feedback. Any claim that the program increases actual enlistment should be supported by subsequent follow-up data and verified enlistment records, subject to applicable privacy and institutional requirements.

Proposed Implementation and Sustainability

The College of Criminal Justice Education may coordinate with authorized ROTC and Philippine Army Reserve Force representatives to review the training content and ensure that all legal and procedural information is accurate. Following the seminar, the college may incorporate approved awareness activities into relevant student development, extension, or information dissemination initiatives.

Campaign materials should be periodically reviewed, and monitoring reports should be used to identify recurring information gaps. Future training sessions may then be adjusted according to the feedback and documented outcomes of the initial implementation.

Conclusion

The proposed training and seminar program directly addresses the major issues identified in the study, particularly the lack of public awareness campaign training, the limited availability of qualified training

personnel, the need for clearer information materials, and the low assessment of performance standards. Through legal orientation, practical workshops, campaign planning, and monitoring activities, the program seeks to strengthen awareness initiatives and support informed participation in Civil Auxiliary Service and authorized Reserve Force activities.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Based on the findings and discussion of the study, the following conclusions were drawn regarding the public awareness campaign on Civil Auxiliary Service towards the enlistment of Criminology students into the Reserve Force.

1. Status of Public Awareness Campaigns. The campaign obtained an overall weighted mean of 2.48, interpreted as Moderately Agree, indicating a need for improvement in implementation and information dissemination. Collaboration with local government units received the highest mean of 2.59, while the clarity and accessibility of campaign materials received the lowest mean of 2.30.

2. Assessment of the Public Awareness Campaign. The respondents' assessment obtained an overall weighted mean of 2.46, interpreted as Moderately Agree. Training activities received the highest reported mean of 2.51, while performance standards received the lowest mean of 2.34, highlighting the need to clarify enlistment requirements and performance expectations.

3. Significant Difference in Respondents' Assessments. The study reported a computed t-value of 3.576 and a critical t-value of 2.132 at the 0.05 significance level, suggesting rejection of the null hypothesis if the test was appropriately applied. However, the statistical test and degrees of freedom must be verified before drawing a definitive conclusion about differences among the three respondent groups.

4. Problems Encountered in Public Awareness Campaigns. The problems obtained an overall weighted mean of 2.35, interpreted as Less Serious. However, the absence of public awareness campaign training (2.61) and the insufficient number of qualified training personnel (2.58) were rated Serious, identifying priority areas for improvement.

5. Proposed Training and Seminar Program. The proposed program addresses the identified concerns through legal orientation, enlistment procedures, campaign planning, information material development, and monitoring activities. Its effectiveness should be assessed through post-training evaluations and follow-up data.

Overall, the findings indicate that public awareness campaigns require improved training, clearer information materials, qualified resource persons, and systematic monitoring to support informed Reserve Force participation among Criminology students.

Recommendations

Based on the findings and conclusions, the following recommendations are proposed:

1. Implement the Proposed Training and Seminar Program. The University of Caloocan City, through the CCJE, should coordinate with authorized ROTC and Philippine Army Reserve Force representatives to conduct the proposed training. Priority should be given to legal foundations, enlistment procedures, campaign planning, and Civil Auxiliary Service responsibilities.

2. Improve Public Awareness and Information Materials. The CCJE should develop clear, accurate, and accessible brochures, posters, information sheets, and social media content. All materials should be validated by appropriate authorities before dissemination.

3. Strengthen the Capability of Training Personnel. Relevant training personnel should undergo capability-building activities on Civil Auxiliary Service, Reserve Force requirements, and public information strategies. Qualified resource persons should facilitate lectures, workshops, and practical exercises.

4. Enhance Students' Understanding of Performance Standards. The CCJE and its partner agencies should conduct orientations on eligibility, enlistment procedures, training requirements, and performance expectations. Question-and-answer sessions and practical activities should be included to address students' concerns.

5. Strengthen Collaboration with Local Government Units and Community Partners. The university should maintain partnerships with local government units, authorized Reserve Force representatives, and community organizations. These partnerships may expand campaign reach and promote community awareness activities.

6. Establish Monitoring and Evaluation Mechanisms. The CCJE and its partners should use pre-test and post-test assessments, feedback forms, attendance records, and accomplishment reports to evaluate program implementation. The results should guide improvements in future awareness campaigns.

7. Integrate Awareness Activities into Academic and Student Programs. Subject to institutional approval and curriculum requirements, the CCJE should incorporate relevant discussions into Criminology subjects, student development activities, and community extension programs. This will provide students with continuing access to reliable information.

8. Evaluate the Outcomes of the Proposed Program. The CCJE should conduct follow-up assessments to determine whether the training improves participants' knowledge and campaign development skills. Any claim of increased enlistment should be supported by verified records collected over a defined period.

9. Conduct Further Research. Future researchers should examine factors associated with students' awareness, interest, and participation in the Reserve Force. They should also evaluate the proposed program using appropriate research designs and verify the statistical procedures before drawing conclusions about group differences.

The implementation of these recommendations may improve public awareness campaigns and promote informed participation in authorized Reserve Force activities. Continuous evaluation should determine whether the proposed training addresses the identified problems and produces measurable improvements.

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