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Impact of Community Resiliency and Intervention Mentoring Project III (Crim III) of the Department of Criminology, Cavite State University-Bacoor Campus

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Abstract

This study assessed the impact of the Community Resiliency and Intervention Mentoring Project III (CRIM III) implemented by the Department of Criminology at Cavite State University-Bacoor Campus. Using a descriptive quantitative approach, data were collected from 150 respondents in Barangay Molino II, including faculty extensionists, barangay officials, and community volunteers. Results showed strong agreement on the effectiveness of CRIM III's components, including information campaigns, disaster preparedness, emergency drills, first aid, and search and rescue, across all respondent groups, with no significant differences in their evaluations. However, challenges such as limited manpower, inadequate funding, lack of equipment, and weak institutional linkages were identified as barriers to sustainability. To address these, the study recommends enhancing faculty training, increasing budget support, improving logistical resources, and strengthening partnerships with government and private sectors to ensure the long-term success of the project and improve community disaster resiliency.

Keywords: Community Extension Service, disaster preparedness, CRIM III, community engagement

Introduction

Community extension services are initiatives led by universities, non-profit organizations, or government agencies aimed at addressing local issues and improving societal well-being. These programs often target underserved communities, offering support through education, health, livelihood, and disaster preparedness initiatives. However, several challenges affect the effectiveness and sustainability of these services. Key concerns include aligning institutional goals with community needs, ensuring equitable access across demographic groups, and maintaining long-term program sustainability amidst limited funding and institutional support.

Ferre et al. (2021) emphasize the importance of evaluation as a tool for understanding the extent and significance of a program's impact. Proper evaluation not only measures outcomes but also informs future strategies by identifying strengths and weaknesses. In the context of community extension, such evaluations are crucial for enhancing program relevance and efficiency.

Despite their potential, many extension services remain under-resourced and lack sufficient support, limiting their long-term impact. This is particularly evident in programs focused outside the agricultural

sector, where research and documentation are scarce (Corpuz et al., 2022). Additionally, evaluation practices often overlook the perspectives of beneficiaries, leading to a disconnect between service delivery and community expectations.

Cavite State University – Bacoor City Campus initiated the Community Resiliency and Intervention Mentoring Project III (CRIM III) as part of its commitment to community development. Implemented in Barangay Molino II, Bacoor City, the project involves partnerships with agencies such as the Bacoor Disaster Risk Reduction and Management Office, Bureau of Fire Protection, and the Philippine Red Cross – Cavite Chapter. A formal Memorandum of Understanding under the Adopt-a-Barangay program outlines a five-year plan for program execution and monitoring, set to conclude in 2027.

Despite these collaborative efforts, limited documentation exists evaluating the impact of CRIM Project III, particularly regarding how it has influenced disaster preparedness and community resiliency. This study aims to assess the project's impact from 2019 to 2024, identify strengths and areas for improvement, and recommend strategies to enhance the effectiveness and sustainability of the university's community extension services.

Objectives of the study

The purpose of this study was to assess the impact of the Community Resiliency and Intervention Mentoring Project III (CRIM III) of the Department of Criminology at Cavite State University-Bacoor City Campus in terms of information campaign, disaster preparedness, emergency response drill, first aid, and search and control. The study also aimed to identify implementation challenges related to manpower, budget, logistics, and partnerships, and to propose a program to enhance the implementation of CRIM Project III.

Methodology

This study employed a quantitative research approach using a descriptive survey design to assess the impact of the Community Resiliency and Intervention Mentoring Project III (CRIM III) of the Department of Criminology, Cavite State University- Bacoor Campus. The quantitative method was selected to allow for the objective measurement and statistical analysis of respondents' perceptions regarding the project's impact and the challenges encountered during its implementation (Babbie, 2010).

To analyze the data, descriptive statistics, including frequency, percentage, and weighted mean (WM), were used to analyze the data using a four-point Likert scale. The levels of agreement for the impact of CRIM III were categorized as Strongly Agree, Agree, Disagree, and Strongly Disagree. For the assessment of challenges, the scale included Very Serious, Serious, Less Serious, and Not Serious. To determine significant differences among the respondent groups' perceptions, Analysis of Variance (ANOVA) was applied (Boone & Boone, 2012; Field, 2018).

Results and Discussion

1. Impact of Community Resiliency and Intervention Mentoring Project III of the Department of Criminology, Cavite State University-Bacoor Campus, in terms of

1.1 Information Campaign

Table 1 shows strong agreement among faculty, barangay officials, and community volunteers on the effectiveness of CRIM Project III's information campaign in enhancing disaster awareness and preparedness. This supports Tan (2022) and Gundran et al. (2023), who stress grassroots involvement and capacity-building, and aligns with Uy et al. (2023) and Cuerteros et al. (2021) on the role of extension programs in improving education, health, and livelihood.

Table 1
Information Campaign

Indicators	Faculty		Barangay		Community		Overall	
	M	VI	M	VI	M	VI	M	VI
1. This activity helps identify needed assistance to develop and implement an appropriate resiliency program	3.6	SA	3.88	SA	3.72	SA	3.77	SA
2. It serves as a tool to raise community awareness and promote a disaster-safe environment.	3.61	SA	3.78	SA	3.76	SA	3.75	SA
3. It increases understanding of community roles in safety, including fire and disaster awareness through education	3.5	SA	3.86	SA	3.68	SA	3.73	SA
4. It fosters a responsive and proactive community during emergencies	3.7	SA	3.73	SA	3.79	SA	3.76	SA
5. It provides information on disaster types, early warning signs, and local risks, enhancing community awareness of potential hazards	3.51	SA	3.85	SA	3.79	SA	3.78	SA
Total	3.58	SA	3.82	SA	3.74	SA	3.76	SA

Despite these positive outcomes, structural challenges remain. Gundran et al. (2023) and Dariagan et al. (2021) note overlapping roles and limited capacity-building, while Corpuz et al. (2022) and Nicolas (2021) emphasize the need for stronger policy, funding, and coordination.

The findings affirm the importance of disaster education, echoing Unciano et al. (2022) and Rogayan & Dollete (2020), who advocate for regular training and integration into curricula. Educational efforts, as noted by Cadosales (2021) and Uy et al. (2023), enhance skills and socio-economic resilience, though outcomes may vary, as observed by Ayeo-eo (2022), Salazar (2020), Gatchalian-Garingan (2021), and Sermona et al. (2020).

To strengthen long-term impact, Gundran et al. (2023) and Robielos et al. (2020) recommend integrating technology and data-driven approaches. Sustaining CRIM III's success will require aligning education, policy, and innovation with local needs and multi-sectoral collaboration.

1.2 Disaster Preparedness

Table 2
Disaster Preparedness

Indicators	Faculty		Barangay		Community		Overall	
	M	VI	M	VI	M	VI	M	VI
1. Disaster preparedness training and seminars greatly help save lives at risk	3.7	SA	3.86	SA	3.86	SA	3.84	SA
2. This activity reduces threats to life, health, safety, and public or private property	3.5	SA	3.81	SA	3.72	SA	3.73	SA
3. Community-level training, drills, and simulations lessen disaster impact	3.71	SA	3.85	SA	3.75	SA	3.78	SA
4. It teaches the phases of disasters such as before, during, and after	3.65	SA	3.78	SA	3.72	SA	3.74	SA
5. This training helps identify and address the needs of vulnerable groups like the elderly, children, and people with disabilities	3.8	SA	3.88	SA	3.75	SA	3.81	SA
Total	3.67	SA	3.83	SA	3.76	SA	3.78	SA

Table 2 shows that respondents strongly agree on the effectiveness of CRIM Project III in promoting disaster preparedness. This indicates the project's success in raising awareness and reducing risks at the

community level, consistent with Ayeo-eo (2022), who emphasized the positive impact of community extension programs in disaster management. However, Gatchalian-Garingan (2021) noted that program effectiveness can vary depending on demographic factors, underscoring the need for more targeted interventions.

George and Kumar (2022) highlighted the value of self-help groups and relief workers in improving disaster response, while Ismail et al. (2022) stressed integrating preparedness into national policies for both supporting CRIM III's localized, community-focused approach. Despite these strengths, challenges remain. As noted by Gundran et al. (2023) and Dariagan et al. (2021), overlapping structures and limited capacity-building hinder sustainability, calling for stronger institutional backing and more efficient frameworks. Unciano et al. (2022) observed that high preparedness levels in Ilocos Sur were linked to active community involvement, aligning with CRIM III's use of drills and simulations. Similarly, Rogayan and Dollete (2020) advocate for embedding disaster education in school curricula, reinforcing CRIM project III's educational focus. These findings suggest that future projects should be more locally tailored, supported by robust institutional systems, and grounded in disaster education to ensure long-term resilience.

1.3 Emergency Response Drill

Table 3
Emergency Response Drill

Indicators	Faculty		Barangay		Community		Overall	
	M	**VI**	**M**	**VI**	**M**	**VI**	**M**	**VI**
1. This activity improved the readiness of barangay personnel and volunteers by teaching emergency response steps	3.7	SA	3.88	SA	3.7	SA	3.77	SA
2. It familiarized them with emergency plans, procedures, and roles, enhancing real-life response	3.8	SA	3.81	SA	3.75	SA	3.76	SA
3. Community-level training drills and simulations help reduce disaster impact	3.65	SA	3.81	SA	3.73	SA	3.75	SA
4. It shortened response times by enabling faster, more efficient actions during emergencies	3.75	SA	3.8	SA	3.78	SA	3.75	SA
5. It allowed testing of emergency equipment like fire extinguishers, exits, medical supplies, and communication tools	3.8	SA	3.85	SA	3.74	SA	3.79	SA
Total	**3.74**	**SA**	**3.83**	**SA**	**3.75**	**SA**	**3.76**	**SA**

Table 3 shows that respondents strongly agree on the effectiveness of CRIM Project III's emergency response drills. This highlights the project's success in fostering hands-on preparedness and active community engagement. The findings support George and Kumar (2022), who emphasized the role of self-help groups and local responders, and Ismail et al. (2022), who stressed the need to integrate preparedness into national policies for both reinforcing the value of localized and practical training.

The high ratings affirm that simulations and drills significantly enhance disaster resilience. This aligns with Unciano et al. (2022), who noted that strong community and organizational involvement lead to higher preparedness levels. Rogayan and Dollete (2020) advocate for disaster education within schools, while Ayeo-eo (2022) highlights the broader socio-economic benefits of extension programs. Still, Gatchalian-Garingan (2021) points out that effectiveness can vary due to demographic differences, suggesting the importance of tailored approaches.

Despite positive outcomes, challenges remain. Gundran et al. (2023) and Dariagan et al. (2021) cite structural and capacity limitations that may affect long-term impact. These issues suggest that sustaining the success of CRIM project III's emergency drills will require addressing organizational inefficiencies, promoting continuous training, and adapting interventions to local community needs.

1.4 First Aid

Table 4
First Aid

Indicators	Faculty		Barangay		Community		Overall	
	M	**VI**	**M**	**VI**	**M**	**VI**	**M**	**VI**
1. Communities gained essential emergency response skills, such as first aid	3.85	SA	3.81	SA	3.79	SA	**3.81**	**SA**
2. This activity empowered barangay personnel and volunteers to respond efficiently to unexpected situations	3.8	SA	3.83	SA	3.73	SA	**3.77**	**SA**
3. They are now better equipped to act quickly during disasters, reducing injuries and fatalities	3.75	SA	3.81	SA	3.72	SA	**3.76**	**SA**
4. The activity fosters a sense of safety and well-being in the community	3.8	SA	3.83	SA	3.66	SA	**3.75**	**SA**
5. It builds confidence and control in handling emergency situations	3.75	SA	3.76	SA	3.72	SA	**3.74**	**SA**
Total	**3.79**	**SA**	**3.8**	**SA**	**3.72**	**SA**	**3.76**	**SA**

Table 4 exhibits that respondents strongly agree on the effectiveness of CRIM project III's first aid training. This indicates the project's success in equipping participants with vital life-saving skills and promoting proactive disaster response. The findings are consistent with Gouda and Yang (2023) and Yakubu et al. (2022), who stress the importance of community engagement and empowerment through localized training.

The high ratings highlight the value of practical, hands-on skills in enhancing resilience. Unciano et al. (2022) and Rogayan and Dollete (2020) emphasize the need for regular preparedness training and its integration into educational frameworks. Similarly, Ismail et al. (2022) underscore the importance of aligning local training with national disaster policies to ensure effective management.

However, Gatchalian-Garingan (2021) notes that training effectiveness can vary depending on community characteristics, highlighting the need for customized approaches. These findings suggest that while CRIM Project III's first aid efforts are impactful, sustaining their benefits requires continued education, policy support, and context-specific implementation to strengthen long-term community readiness.

1.5 Search and Control

Table 5 illustrates strong agreement on the effectiveness of Search and Control training in improving disaster preparedness. This aligns with Gouda and Yang (2023), who emphasize the importance of personalized risk communication and direct community engagement. The practical training in search and control aligns with their assertion that community-specific strategies are vital for effective disaster preparedness. Yakubu et al. (2022) also support this view, advocating for mandatory training to empower local communities, suggesting that hands-on training like search and control is crucial for building community resilience. However, structural and coordination challenges noted in related literature remain barriers to sustainability.

To ensure continued effectiveness, search and control training should be context-specific, integrated into broader disaster strategies, and supported through sustained education, funding, and institutional collaboration.

Table 5
Search and Control

Indicators	Faculty		Barangay		Community		Overall	
	M	VI	M	VI	M	VI	M	VI
1. This activity equips barangay personnel and volunteers with essential emergency response skills and knowledge.	3.65	SA	3.86	SA	3.8	SA	**3.81**	**SA**
2. It enhances the safety and security of residents.	3.8	SA	3.88	SA	3.7	SA	**3.79**	**SA**
3. It empowers personnel and volunteers to act immediately during crises.	3.75	SA	3.86	SA	3.66	SA	**3.75**	**SA**
4. It ensures a well-coordinated and integrated search, rescue, and retrieval response.	3.8	SA	3.85	SA	3.73	SA	**3.79**	**SA**
5. It strengthens community resilience by building skills, resources, and support networks for faster recovery after disaster.	3.6	SA	3.86	SA	3.75	SA	**3.77**	**SA**
Total	**3.72**	**SA**	**3.86**	**SA**	**3.73**	**SA**	**3.78**	**SA**

2. Significant difference among the assessments of the three groups of respondents on the impact of Community Resiliency and Intervention Mentoring Project III (CRIM III) in terms of the above-mentioned variables. SPSS ANOVA Table at α = 0.05 and df = 149 (2 and 147)

Table 6
Assessments of the three groups of respondents on the impact of Community Resiliency and Intervention Mentoring Project III (CRIM III)

Variables	Sum of Square	Mean Square	f-Value	p- Value	Interpretation	Decision	Analysis
Information Campaign	21.728 737.105	10.864 5.014	2.167	**0.118**	**Greater Than α**	**Accept Ho**	**Not Significant**
Disaster Preparedness	11.743 579.330	5.872 3.941	1.490	**0.229**	**Greater Than α**	**Accept Ho**	**Not Significant**
Emergency Drill	10.989 607.151	5.494 4.130	1.330	**0.268**	**Greater Than α**	**Accept Ho**	**Not Significant**
First Aid	5.879 469.615	2.939 3.195	0.920	**0.401**	**Greater Than α**	**Accept Ho**	**Not Significant**
Search and Control	16.815 515.879	8.407 3.509	2.396	**0.095**	**Greater Than α**	**Accept Ho**	**Not Significant**

If the p-value is Greater than α (0.05), accept the null hypothesis

The ANOVA results show no significant differences in the assessments of CRIM project III's community extension services among faculty, barangay officials, and community members. This consistent evaluation suggests the project effectively engaged all sectors through inclusive, community-based training supported by institutional systems.

3. Challenges Encountered in the Implementation of Community Resiliency and Intervention Mentoring Project III of the Department of Criminology, Cavite State University, Bacoor Campus

3.1 Manpower Complement

Table 7 shows that manpower limitations pose a major challenge in implementing CRIM Project III. A lack of trained personnel, especially noted by barangay officials and community members, affects the effectiveness of disaster preparedness activities. The lower ratings from faculty may reflect a limited sense of involvement or responsibility.

Table 7
Manpower Complement

Indicators	Faculty		Barangay		Community		Overall	
	M	VI	M	VI	M	VI	M	VI
Faculty extensionists lack experience in conducting disaster preparedness and training programs	2.35	LS	2.9	S	2.58	S	**2.67**	**S**
They struggle to effectively communicate and engage with the community	2.15	LS	2.8	S	2.68	S	**2.65**	**S**
They face difficulties accessing resources and support for program implementation	2.35	LS	2.76	S	2.75	S	**2.7**	**S**
They find it challenging to adapt to the community's specific needs and concerns	2.1	LS	2.64	S	2.65	S	**2.57**	**S**
Limited experience hinders their ability to lead disaster preparedness efforts effectively	2.05	LS	2.64	S	2.55	S	**2.52**	**S**
Total	**2.2**	**LS**	**2.75**	**S**	**2.64**	**S**	**2.62**	**S**

This concern is supported by Gundran et al. (2023), who emphasize the importance of capacity-building and skilled personnel in disaster response. Daraigan et al. (2021) cite workforce shortages and overlapping roles as barriers to effective implementation. George and Kumar (2022) also highlight the need to support local relief workers and self-help groups to sustain preparedness efforts.
Addressing this issue requires strengthening manpower capacity through ongoing training, clear role designation, and active stakeholder participation to improve disaster preparedness at the community level.

3.2 Budget Support

Table 8
Budget Support

Indicators	Faculty		Barangay		Community		Overall	
	M	VI	M	VI	M	VI	M	VI
1. Insufficient budget allocation limits disaster preparedness program implementation	3.1	S	3.39	S	2.73	S	**3.04**	**S**
2. Limited funding hinders comprehensive training initiatives	3.1	S	3.41	S	2.83	S	**3.09**	**S**
3. Lack of funds affects the conduct of emergency drills and simulations	2.9	S	3.44	S	2.76	S	**3.05**	**S**
4. Budget for food/drinks is not provided	2.95	S	3.44	S	2.75	S	**3.06**	**S**
5. Transportation costs are also not covered by the budget	3.05	S	3.41	S	2.76	S	**3.05**	**S**
Total	**3.02**	**S**	**3.42**	**S**	**2.77**	**S**	**3.06**	**S**

Table 8 indicates that budget support is a major concern in the implementation of CRIM Project III. All respondent groups, particularly those from the barangay sector, identified limited funding as a key challenge. Inadequate resources hinder essential activities such as emergency drills, transportation, and food provision during training sessions.

This issue is supported by Ismail et al. (2022), who emphasize the importance of sufficient funding within national disaster policies. Corpuz et al. (2022), Salazar (2020), and Sermona et al. (2020) also note that financial limitations reduce the effectiveness of community extension programs and increase the vulnerability of at-risk populations.

These findings highlight the urgent need for stable and adequate budget support. Enhancing financial planning, aligning funding with national frameworks, and prioritizing local needs are crucial for strengthening disaster preparedness and resilience.

3.3 Logistics and Equipment

Table 9
Logistics and Equipment

Indicators	Faculty		Barangay		Community		Overall	
	M	VI	M	VI	M	VI	M	VI
1. Inadequate training equipment and resources limit comprehensive disaster training	2.65	S	3.05	S	2.66	S	**2.81**	**S**
2. Lack of proper facilities affects logistics and equipment readiness.	2.55	S	3.07	S	2.63	S	**2.79**	**S**
3. Sourcing suitable logistics and equipment for disaster training is challenging	2.5	S	3.17	S	2.62	S	**2.82**	**S**
4. Communication and tracking systems are insufficient for efficient coordination	2.45	S	3.25	S	2.61	S	**2.84**	**S**
5. Limited capacity to upgrade logistics hinders adaptation to evolving training needs	2.3	S	3.22	S	2.66	S	**2.83**	**S**
Total	**2.49**	**S**	**3.15**	**S**	**2.63**	**S**	**2.82**	**S**

Table 9 reveals that logistics and equipment are major challenges in implementing CRIM Project III. Key issues include inadequate communication systems, weak tracking capabilities, and limited resources for upgrading essential tools and all of which hinder the effectiveness of disaster preparedness activities.

George and Kumar (2022) stress the importance of adequate equipment and logistical support for local readiness. Robielos et al. (2020) highlight the role of communication and tracking in disaster coordination, while Ismail et al. (2022) and Corpuz et al. (2022) note difficulties in maintaining and adapting logistics systems that affect training and response quality.

Furthermore, to enhance disaster preparedness, investments in logistics, technology, and communication infrastructure are crucial. Strengthening these areas will improve coordination, training delivery, and community resilience during emergencies.

3.4 Networking and Partnership

Table 10
Networking and Partnership

Indicators	Faculty		Barangay		Community		Overall	
	M	VI	M	VI	M	VI	M	VI
1. Lack of partnerships with government and non-government agencies for the CRIM project	1.95	LS	2.68	S	2.38	LS	**2.44**	**LS**
2. Limited networking with key stakeholders in disaster management and response	2	LS	2.64	S	2.44	LS	**2.46**	**LS**
3. Few collaborations with LGUs and NGOs for disaster training initiatives	1.85	LS	2.53	S	2.49	LS	**2.42**	**LS**
4. Limited access to external resources and expertise for comprehensive training	1.95	LS	2.53	S	2.55	S	**2.47**	**LS**
5. Challenges in identifying and engaging local stakeholders for effective collaboration	1.85	LS	2.47	LS	2.49	LS	**2.4**	**LS**
Total	**1.92**	**LS**	**2.57**	**S**	**2.47**	**LS**	**2.44**	**LS**

Table 10 indicates that networking and partnership are viewed as less serious concerns in CRIM Project III's implementation, suggesting respondents find existing collaborations generally adequate.\ Sathorar and Geduld (2021) describe the shift toward two-way community engagement, where universities

and communities exchange knowledge for mutual development. This reflects Cooper and Orrell's (2016) model of collaborative partnerships that promote civic responsibility and shared learning. Smith et al. (2021) also emphasize the role of multi-stakeholder coordination in disaster resilience, supported by Johnson and Brown (2020) and Lee et al. (2019), who highlight inclusive networks involving academia, government, and civil society.

Although not a pressing issue, literature acknowledges the ongoing need to strengthen partnerships. Continued cross-sector collaboration, especially through inclusive and reciprocal engagement, remains vital for innovation, coordination, and sustained community resilience in disaster preparedness.

Conclusion

Based on the findings, the following conclusions are drawn:

1. The assessment from faculty, barangay officials, and community members shows strong agreement on the effectiveness of CRIM Project III's key components, such as Information Campaign, Disaster Preparedness, Emergency Drills, First Aid, and Search and Control, which indicates the project's success in enhancing community resilience and emergency preparedness.
2. The absence of a significant difference among the assessments of the three groups of respondents underscores the consistency in perceptions regarding the impact of the CRIM Project III. This uniformity suggests a shared understanding among stakeholders regarding the effectiveness of the project in addressing the identified areas of concern.
3. Challenges in implementation, particularly related to manpower, budget, logistics and equipment, and partnerships, were identified and vary in severity. These areas need targeted improvement to sustain and strengthen the project's outcomes.
4. An enhanced Community Resiliency and Intervention Mentoring Project III (CRIM III) Department of Criminology of Cavite State University, Bacoor City Campus, through a developmental program.

Recommendations

With the findings and conclusions of this research, the following are recommended:

1. The Department of Criminology should implement capacity-building programs on disaster resiliency to strengthen faculty skills in disaster management. Partnerships through MOUs with agencies specializing in disaster response should be pursued to address experience gaps. Full faculty involvement is encouraged, alongside training and retraining, so faculty can serve as resource speakers. Additionally, OJT criminology students and student leaders may serve as force multipliers during activities.
2. Beyond university funding, the department should seek additional budget allocation and explore alternative funding sources such as NGOs and external institutions. Fundraising initiatives led by faculty and the use of departmental societal funds may also support disaster preparedness activities in areas like Molino II.
3. The department must prioritize acquiring essential disaster training equipment, such as first aid kits, spine boards, and fire extinguishers for regular extension programs. Collaboration with NGOs, LGUs, and related agencies is necessary for logistical support. A focal person should be assigned to manage communication, tracking systems, and equipment coordination during training sessions.

4. The department should strengthen partnerships through MOUs or MOAs with key agencies such as DSWD, LGUs, BDRRM, and BFP. Expanding collaboration with private organizations, including the Red Cross and other foundations, is vital to leveraging resources and expertise for more effective disaster preparedness initiatives.

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