

National drug education program in Calintaan secondary schools and its implementation and challenges

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Abstract

Education can play an essential role in molding students into productive individuals and preventing illegal drugs from reaching them. Using a sequential exploratory design, this study aimed to identify the implementation and challenges encountered by the National Drug Education Program in the Calintaan District. Descriptive statistics were used to answer the descriptive questions, while for the inferential questions and to test the provided hypotheses, partial least squares structural equation modeling (PLS-SEM) was used, and results were generated by WarpPLS version 7.0. There were 343 randomly selected students and 109 teachers from seven (7) secondary schools in the Calintaan District. Based on the respondents' perception, there were three themes of challenges encountered in the implementation of NDEP: teachers' training, schools' schedules, and support towards NDEP. The study revealed that two sets of respondents had dissimilar perceptions of implementing NDEP. The teacher respondents perceived its implementation as high. In contrast, the students perceived it as moderate. Based on these findings, the study concluded that teachers were performing their tasks in implementing NDEP, but the students were not fully aware of its implementation or were not participating. To improve the implementation of NDEP, training, student participation, and consideration of the action plan of the study have been recommended.

Keywords: challenges, implementation, national drug education program, drug prevention program, teachers training

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1. Introduction

Drug education is essential because this raises awareness among children and is needed to address the growing number of young people using drugs (Coggans et al., 2018). Still, despite its importance, it is often misunderstood (Darcy, 2021). Preventive measures and activities can help to lessen the involvement of learners in illegal drugs (Reza, 2017). Furthermore, education can play an important role in molding our learners into productive individuals and preventing illegal drugs from reaching our learners, since according to the Dangerous Drug Board (2020), approximately 1.67 million, or two out of one hundred Filipinos aged 10 to 69, are current users of drugs. Children are vulnerable and prone to illegal drugs; this statement is supported by Volkow (2020). According to her, children often desire to try new things in the age of development.

There are no documented instances of children under the age of 17 being arrested for using illegal substances at the Calintaan, Occidental Mindoro Municipal Police Station. However, the Calintaan Municipal Social Welfare and Development Office has received reports of teenagers using cigarettes and alcohol within the premises of the school. Behavioral consequences are another significant consequence of alcohol and drug abuse (Tulu & Keskis, 2015). They emphasized that peer pressure, issues linked to academic adjustment, social problems, environmental factors, socioeconomic considerations, and psychological factors are the most frequent reasons for alcohol and drug usage among students. The most popular and widely used narcotics and alcohols are smoking cigarettes, chewing khat, and consuming various forms of alcohol.

Calintaan has a substantial number of drug misuse, similar to other municipalities in Occidental Mindoro. Children of substance-abusing parents are at higher risk of developing psychiatric disorders and engaging in risky behaviors, especially when exposed at younger ages (Payá et al., 2015). These children often experience identity instability (Asl & Haghi, 2020) and face psychological, physical, and social challenges (Mancheri et al., 2020). Family relationships can both contribute to and be disrupted by drug addiction, leading to isolation, loneliness, and child abuse (Vasconcelos et al., 2015). The effects extend beyond children to include women in families with substance-abusing partners, resulting in psychological breakdown, emotional deprivation, and marital conflicts (Mancheri et al., 2020). Additionally, families affected by addiction often face social isolation, economic constraints, and overall welfare decline (Mancheri et al., 2020). These findings underscore the need for comprehensive interventions and preventive measures to support children and families impacted by substance abuse (Payá et al., 2015; Mancheri et al., 2020).

The National Drug Education Program is anchored to Republic Act 9165, also known as the "Comprehensive Dangerous Drugs Act of 2002." Specifically, Article 4, from Sections 41 to 46, mandates family, campus organizations, school curricula, school heads, supervisors, and teachers of schools to amend and participate, and it aims to use education as a medium to achieve a safe learning environment for learners. In addition, it is also based on Republic Act No. 7624, which states that both public and private schools' intermediate and secondary curricula, as well as non-formal, informal, and indigenous learning programs, must incorporate the negative impacts of drug abuse, addiction, or reliance.

Implementing efforts is made more difficult by the impacted individuals' lack of commitment and insufficient psychosocial support (Mathai, 2022). Drug education programs need to be strengthened with more financing, better planning, training, and increased community involvement to solve these issues. The success of drug abuse prevention programs and the national drug education program depends on the implementation of the school head and teachers in the school. This study aims to determine the extent of the National Drug Education Program activities in schools. In addition, this will serve as an existing database about the extent of implementation of the

National Drug Education Program in the Calintaan District.

Statement of the Problem - This study aimed to identify the implementation and challenges the National Drug Education Program encountered in the Calintaan District. Specifically, the following questions were sought to be addressed. (1) What are the challenges encountered in implementing the National Drug Education Program (NDEP) in the Calintaan District? (2) As assessed by the teachers and students, what is the extent of challenges encountered in the implementation of the NDEP in terms of teachers' training about NDEP, schools' schedules in the implementation of NDEP, and support toward NDEP? (3) What is the extent of implementation of NDEP in Calintaan District as assessed by the respondents in terms of established Barkada Kontra Droga Chapters in the school, information campaigns on anti-drug abuse, involvement of Parent-Teacher-Community Association, and students' organizations in drug prevention activities? (4) Is there a significant relationship between the assessment of the respondents on the extent of challenges encountered and the extent of implementation of NDEP? (5) Is there a significant difference in the extent of implementation of NDEP as assessed by teachers and students? (6) What action plan can be undertaken to improve the implementation of NDEP in Calintaan District?

Significance of the Study - The researcher of this study believes that the results provide a basis for strengthening NDEP in their respective schools to provide more protection for learners. Therefore, the following individuals and organizations will benefit from this research study. First, individuals inside the school - students, teachers, master teachers, the school head, and school administrators—as this suggests, differentiated activities related to strengthening the implementation of NDEP when the study has been concluded. Second, the offices within the barangay and municipality—Barangay, Office of the Municipal Social Welfare and Development (MSWDO), and Local Government Unit (LGU)—by teaching students about the negative consequences of illegal drugs, this study will help the community to reduce the number of drug cases among young people, resulting in one step closer to a drug-free zone. Third, the uniformed personnel - Philippine National Police (PNP) and Philippine Drug Enforcement Agency (PDEA)—This study will serve as another tool in helping the community to become more vigilant and aware of illegal drugs, thus helping the uniformed personnel. Lastly, future researchers may use this as a guide or reference for future studies with similar topics.

Scope and Delimitation of the Study - The respondents of this study were the teachers and students of six (6) high schools from the Calintaan District in the school year 2024-2025. Specifically, it aimed to determine the implementation and challenges encountered by the National Drug Education Program in the Calintaan District and its extent. How the respondents assessed the challenges in the implementation of NDEP in terms of teachers' training about NDEP, schools' schedules in the implementation of NDEP, and support toward NDEP and its implementation in terms of established Barkada Kontra Droga Chapters in the school, information campaigns on anti-drug abuse, and involvement of the Parent Teacher Community Association and student organizations in the drug prevention activities. Furthermore, how teachers and students assessed its implementation in terms of established Barkada Kontra Droga chapters in the school, information campaigns on anti-drug abuse, involvement of parents, teachers, the community, and associations, and student organizations in drug prevention activities. The interview guide was used for the qualitative phase, and a survey questionnaire for the quantitative phase. This was also limited to identifying the extent of implementation of the National Drug Education Program (NDEP) in Calintaan as perceived by the respondents. It was conducted from August 15 to October 15, 2024, during the 2024-2025 school year. The perception of the school heads and parents was not included in the study; thus, it posed another limitation.

2. Methodology

Research Design - The researcher aimed to determine the implementation and challenges the National Drug Education Program encountered in the Calintaan District. To obtain data and determine this specific task, the researcher employed a mixed sequential exploratory method, a combination of qualitative and quantitative methods. A qualitative question was used to gather data from the respondents in the form of a face-to-face interview and/or an online interview for the respondents from far-flung areas who had limited time to spare. Then the data

underwent a thematic analysis. The teacher-respondents were chosen randomly. This was followed by a quantitative method in a survey questionnaire on the challenges encountered and the extent of implementation of the National Drug Education Program in the Calintaan District.

Respondents of the Study - The respondents for the qualitative method of this study were twenty (20) teachers selected randomly, and they were used to collect the data through an interview. Moreover, for the quantitative phase, the respondents were the teachers and students from secondary schools in Calintaan District, and they were randomly selected. The teacher-respondents were considered since they were the implementers of the programs; they know what is happening in the fields, while the students are the target beneficiaries of the program. There were 151 teachers and 3,158 students in junior and senior high schools in the Calintaan District as of August 2024. Using Raosof's sample size calculation, anchored at a 5% margin of error and 95% confidence level, the sample size population of respondents was 109 teachers and 343 students.

Research Instrument - An interview guide and a researcher-made questionnaire were used to collect data for this study. It was specifically designed for the purpose patterned from this study's relevant and related literature. The researcher made the instrument consist of two parts. Part I consists of respondents' challenges encountered in the implementation of NDEP. Part II consists of implementing NDEP as stated in DepEd Memorandum No. 200, as of 2016. The comprehension of the instrument underwent a validity expert check, wherein it was subjected to corrections and suggestions. The researcher used the split-half method, applying Spearman-Brown coefficients of equal length. This research instrument was administered to a group of 30 respondents from the Rizal District, and they were not included in the final administration of the study. Moreover, the validated questionnaires were distributed to the different secondary schools in the Calintaan District. Since the questionnaire was administered once, the split-half method was used. Six components were tested, and each consisted of eight items.

Table 1
Reliability Analysis Results

Items (Implementation of NDEP)	Number of Items	Reliability Coefficient	Interpretation
1. Barkada Kontra Droga Chapters in the School	8	0.949	Very High
2. Information Campaigns on Anti-Drug Abuse	8	0.978	Very High
3. Involvement of Parent-Teacher-Community Association and Student Organizations in Drug Prevention Activities	8	0.902	High
Items (Challenges encountered in the Implementation of the NDEP)			
1. Teachers' Training about NDEP	8	0.947	Very High
2. Schools' Schedules in Implementation of NDEP	8	0.939	Very High
3. Support Toward NDEP	8	0.986	Very High

Based on the given reliability results, a generally very high extent of reliability of the six sets of indicators resulted from the analysis based on Spearman-Brown coefficients of equal length, as reflected in Table 1, showing coefficients from 0.902 to 0.986. The coefficient attested to the acceptability of the instrument and its administration to the final group of respondents.

Data Gathering Procedure - For the qualitative data, the researcher used one set of questions in an interview guide and gathered responses through personal interviews. The interview was conducted after the school head and the respondents approved it. It took place during the teachers' vacation time to avoid the interruption of classes. For quantitative data, the researcher employed a researcher-made questionnaire. The researcher asked permission from the district supervisor and school administrators/principals to conduct the study. Furthermore, following the recent Division Memo No. 00378 s. In 2024, the researcher also sought the approval of the division office. The researcher administered the research instrument through online platforms. Considering the workload of the teacher and student respondents, an online platform was sufficient. On the other hand, some of the geographical locations of Calintaan schools were not favorable to holding an online questionnaire; that was why, despite having an online platform, the researcher also used a hard copy of the research instrument. The researcher conducted respondent interviews to avoid multiple responses from the same respondent. He gathered data for 5 days, considering the

Statistical Treatment of the Data - The qualitative data generated through the interviews of the teacher-respondents underwent thematic analysis. Recording, transcription, tabulation, and coding were done to extract the themes. The initial and final thematic maps were illustrated to identify the final themes. The quantitative data answered the descriptive problems and were processed by the statistical software SPSS version 26. For the inferential problems and to test the provided hypotheses, partial least squares structural equation modeling (PLS-SEM) was used, and results were generated by WarpPLS version 7.0. The 5-point Likert scale was used with the following verbal descriptions; 5 (4.20–5.00) – Very High Extent, 4 (3.40–4.19) – High Extent, 3 (2.60–3.39) – Moderate Extent, 2 (1.80–2.59) – Low Extent, and 1 (1–1.79) – Very Low Extent.

Ethical Considerations - The researcher asked permission from the school district supervisor and school heads/principals of their schools in the Calintaan District to gather data. Trust in the teacher-respondents was given, considering their complete understanding of the objectives and the research process. The research instrument was explained carefully to gather accurate and valid results. During the administration of the instrument, the survey questionnaire was administered personally at a specified time. The confidentiality of the respondents' data was secured during collection, analysis, and findings. All the data and results gathered were guaranteed to be exclusively used for the study. The content of this study was an original paper and was not copied from any existing study. The researcher used the American Psychological Association (APA) style to give credit to the other research studies used as references. Previous studies and resources used as the basis of this study were also correctly cited and acknowledged. This study was intended to contribute to the advancement of education and did not cause any harm to anyone involved during the study's conduct.

3. Results and Discussions

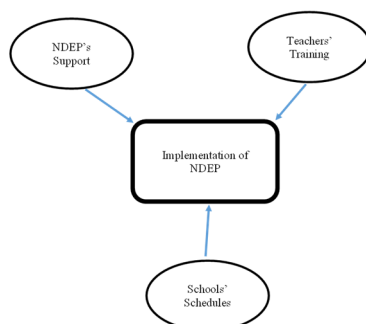


Figure 1. Final Thematic Map

After the descriptions were categorized, the final thematic map, as reflected in Figure 1, revealed three challenges the respondents encountered in implementing NDEP. The final themes are presented in semi-circular figures. These include NDEP's support, as stated by Marigmen-Balinjare et al. (2023) & Vanwesenbeeck et al. (2015); teachers' training, supporting the claims of Mathai (2022), Dalimunthe et al. (2021), & Pereira et al. (2016); and schools' schedules congruent to the statement of Camilotes (2024) & Lester et al. (2014).

Table 2

Mean Extent of Challenges Encountered in the NDEP Implementation in terms of Teachers' Training about NDEP

Indicators	Teachers Weighted Mean	Interpretation	Students Weighted Mean	Interpretation
1. The school head provides technical assistance to teachers integrating NDEP into the lessons.	3.67	High Extent	3.73	High Extent
2. The master teacher guides the teachers in integrating NDEP into the lessons.	3.39	Moderate	3.52	High Extent
3. The NDEP trainings are available for teachers.	3.54	High Extent	3.30	Moderate
4. The NDEP is discussed during Learning Action Cell sessions.	3.37	Moderate	3.43	High Extent

5. The school head discusses NDEP during the PTA meeting.	3.61	High Extent	3.65	High Extent
6. The uniformed personnel visit the school to discuss NDEP.	4.07	High Extent	3.72	High Extent
7. The topics related to NDEP are discussed during in-service training.	3.61	High Extent	3.43	High Extent
8. NDEP is discussed during the focus group discussion of teachers.	3.37	Moderate	3.40	High Extent
Composite Mean	3.58	High Extent	3.52	High Extent

Scale: 4.20-5.00 Very High Extent; 3.40-4.19 High Extent; 2.60-3.39 Moderate Extent; 1.80-2.59 Low Extent; 1.00-1.79 Very Low Extent

Table 2 assesses and reveals the challenges encountered in implementing the NDEP, particularly in teacher training. In teacher assessment, out of eight indicators, six of them were perceived as high extent, with means ranging from 3.40 to 4.19. In contrast, two of them, which are the master teachers' guidance and focus group discussion on NDEP, are perceived as moderate, with weighted means of 3.39 and 3.37. On the other hand, students perceived that seven of the eight indicators have a high extent of weighted means. Both teacher and student assessments were interpreted as high extent, with composite means of 3.58 and 3.52, and their overall combined composite mean was 3.55 and could be interpreted as high extent. This implies that the respondents saw the teachers' training about NDEP as being implemented and addressed correctly to improve the National Drug Education Program implementation. This finding argues with the claim of Moreira et al. (2015) and Martínez et al. (2014), as they noted that teachers are not sufficiently trained in NDEP. On the other hand, this satisfies the claim of Gizyatova (2016) and Pereiral et al. (2016), who pointed out that teacher training is an important factor in the success of NDEP.

Table 3

Mean Extent of Challenges Encountered in the NDEP Implementation in Terms of Schools' Schedules in NDEP Implementation

Indicators	Teachers Weighted Mean	Interpretation	Students Weighted Mean	Interpretation
1. The teachers integrate NDEP in class discussions.	3.75	High Extent	3.66	High Extent
2. The school has annual activities related to NDEP.	3.63	High Extent	3.49	High Extent
3. The school allocates time for teachers and students' seminars about NDEP.	3.55	High Extent	3.42	High Extent
4. The teachers conduct home visits to learn about the students' situation.	3.95	High Extent	3.19	Moderate
5. The guidance counselor is available to counsel students when needed.	4.04	High Extent	3.56	High Extent
6. The topics related to NDEP are discussed during class hours.	3.72	High Extent	3.34	Moderate
7. The school has a representative at the Barangay Anti-Drug Abuse Council meetings.	3.83	High Extent	3.57	High Extent
8. The teachers discuss related topics about NDEP during Homeroom PTA meetings.	3.58	High Extent	3.52	High Extent
Composite Mean	3.76	High Extent	3.47	High Extent

Scale: 4.20-5.00 Very High Extent; 3.40-4.19 High Extent; 2.60-3.39 Moderate Extent; 1.80-2.59 Low Extent; 1.00-1.79 Very Low Extent

Table 3 reveals the respondents' perception of implementing the National Drug Education Program in terms of the schools' schedules for NDEP implementation. Teachers perceived that the eight indicators were of high implementation extent with weighted means of 3.40-4.19 and yielded an interpretation of high implementation extent with composite means of 3.76 and 3.47, respectively, having an overall composite mean of 3.62 (high extent). This implies that the school allocates enough time to implement the National Drug Education Program. This contradicts the claims of Nasheeda et al. (2018), Vanwesenbeeck et al. (2015), Monteiro et al. (2018), and Thurman & Boughelaf (2015), as they all concluded that the school did not have enough time to implement the drug education program. Pointing to the moderate perception of students on two components, which were home visitation and discussion of NDEP during class hours, Monteiro et al. (2018) revealed that one of the obstacles in the implementation process of a drug education program is the absence of students' boundaries, absence of students

in school, and absence of school team collaboration; thus, it is leading to the participation of students. To improve even more the drug education program even more, Bailey et al. (2018) suggest early childhood drug education, and along with this statement, Warren (2016) noted that drug education needs to be context-appropriate, evidence-based, and adapted to the needs of vulnerable children in order to be as effective as possible. To improve the results of drug education initiatives, preventative tactics must be rricula might not be strong enough to stop adolescents from engaging in dangerous conduct.

Table 4 discloses the mean extent of challenges encountered in the NDEP implementation in terms of support toward NDEP; this yielded a high composite mean of 3.68 for teacher-respondents and a moderate composite mean of 3.34 for student-respondents. Teachers perceived that all eight indicators were of high implementation extent. In contrast, the students perceived that six indicators were moderately implemented, in which allocation of funds was the lowest, having a weighted mean of 3.03. Only support of the PTA and participation of the student leader in the NDEP was perceived as high-extent implementation. Having both of the composite means added, it yielded 3.51 and could be interpreted as high-extent implementation

Table 4

Mean Extent of Challenges Encountered in the NDEP Implementation in Terms of Support Toward NDEP

Indicators	Teachers Weighted Mean	Interpretation	Students Weighted Mean	Interpretation
1. The school allocates funds for NDEP.	3.57	High Extent	3.03	Moderate
2. The Parents-Teachers Association supports activities related to NDEP.	3.88	High Extent	3.51	High Extent
3. The school initiates activities related to NDEP.	3.82	High Extent	3.34	Moderate
4. The student leaders participate in activities related to NDEP.	3.95	High Extent	3.46	High Extent
5. The NDEP brochures and reading materials are available in the school.	3.57	High Extent	3.34	Moderate
6. Resources are available for NDEP.	3.57	High Extent	3.37	Moderate
7. There is an information board about NDEP within school premises.	3.66	High Extent	3.36	Moderate
8. Books and other references are available for teaching NDEP.	3.44	High Extent	3.32	Moderate
Composite Mean	3.68	High Extent	3.34	Moderate

Scale: 4.20-5.00 Very High Extent; 3.40--4.19 High Extent; 2.60-3.39 Moderate Extent; 1.80-2.59 Low Extent; 1.00-1.79 Very Low Extent

It is surprising to note that the perceptions of teachers and students were not congruent. Students perceived most of the indicators as moderately implemented, and the lowest among these were the allocation of funds (3.03), availability of books and other references (3.32), and the availability of brochures and reading materials in the school and school-initiated NDEP activities (3.34). With these findings, it could be deduced that there was support for NDEP coming from PTA and student leaders as well as from other sectors, except for the allocation of funds needed to produce materials for NDEP. Supporting the connotation of Kazdough et al. (2018) and Bean (2014), they claimed that the protective factors of learners against illegal drugs are home support, school support, and community support. Additionally, a supportive home environment where concerns about drugs can be discussed and resolved helps young people develop resilience and good mental health. However, this is not true for the budget allocation for NDEP. We can assume that materials like books, multimedia, and other resources are available but limited to teachers' use (Tannenbaum & Sheehan, 2014). Similar to the statements of Pereira (2016) and Mathai (2022), as they mentioned that the primary obstacles to the successful implementation of drug education programs are insufficient financing and funding, resulting in the neglect of the findings of Fidiawati & Solfema (2019) and Bonyani et al. (2017), they concluded that the suitability of materials in the drug education program can increase its success rate.

Table 5 unveils the mean extent of implementation of NDEP in terms of Barkada Kontra Droga chapters in the school. The respondents' perceptions did not match up, as the teachers perceived the eight indicators to be to a high extent, with a composite mean of 3.65. The perception of the students was conflicted with six moderate indicators. The highest among them was the school's orientation about NDEP (3.49), while the lowest was Barkada

Kontra Droga Office (3.05), having a composite mean of 3.28. The average of these composite means was 3.47 (high extent). This finding implies that there were office and Barkada Kontra Droga officers in the high schools of Calintaan District, supporting the vision of the ASEAN Preventive Drug Education Portal (2016), as they mentioned that growing the number of young people who take part in this program, both inside and outside of schools, and eventually uniting them into a movement of young people who serve as role models for their peers, encouraging them to live drug-free, healthy lifestyles, is the goal of institutionalizing it.

Table 5

Mean Extent of Implementation of NDEP in Terms of Barkada Kontra Droga Chapters in the School

Indicators	Teachers Weighted Mean	Interpretation	Students Weighted Mean	Interpretation
1. There are officers of Barkada Kontra Droga in school.	3.77	High Extent	3.32	Moderate
2. There is an office intended for Barkada Kontra Droga.	3.13	High Extent	3.05	Moderate
3. The school organizes NDEP activities.	3.61	High Extent	3.23	Moderate
4. The school gives orientation on NDEP for student leaders.	3.76	High Extent	3.49	High Extent
5. The school holds a Drug Abuse Prevention Month celebration.	3.64	High Extent	3.11	Moderate
6. The parents support activities related to NDEP.	3.90	High Extent	3.57	High Extent
7. The students participate in activities related to NDEP.	3.90	High Extent	3.34	Moderate
8. The school allocates funds for NDEP.	3.48	High Extent	3.10	Moderate
Composite Mean	3.65	High Extent	3.28	Moderate

Scale: 4.20-5.00 Very High Extent; 3.40-4.19 High Extent; 2.60-3.39 Moderate Extent; 1.80-2.59 Low Extent; 1.00-1.79 Very Low Extent

However, these offices and officers were not functional enough for students to recognize. Effective drug education and prevention initiatives must consider local kids' opinions and involve peers in the planning process (Deans et al., 2020). To establish credibility, drug education should also affirm youth experiences and address the perceived hierarchy of harm associated with different substances (Deans et al., 2020). From another point of view, Kasim et al. (2021) and Kwan et al. (2015) pointed out that the effects of student and peer leadership on drug prevention initiatives are mixed but encouraging. Lastly, Izma et al. (2023) add that community-based drug education programs, such as those targeted at neighborhood youth groups, promise to increase drug addiction awareness by highlighting the importance of tailored approaches for drug education and leadership programs.

Table 6

Mean Extent of Implementation of NDEP in Terms of Information Campaign on Anti-Drug Abuse

Indicators	Teachers Weighted Mean	Interpretation	Students Weighted Mean	Interpretation
1. The school conducts an anti-drug information campaign.	3.83	High Extent	3.44	High Extent
2. The school has drug abuse information campaign signage.	3.61	High Extent	3.21	Moderate
3. The school allocates a space for the drug abuse campaign in the school paper.	3.54	High Extent	3.08	Moderate
4. The school develops educational materials for the National Drug Education Program.	3.62	High Extent	3.20	Moderate
5. The teachers integrate drug education lessons across learning areas.	3.87	High Extent	3.48	High Extent
6. Resource speakers are invited to the school to discuss topics related to NDEP.	4.05	High Extent	3.55	High Extent
7. The school's social media account is active in posting campaigns against illegal drugs.	3.67	High Extent	3.24	Moderate
8. School organizations are active in campaigning against illegal drugs, liquor, and cigarettes.	3.79	High Extent	3.55	High Extent
Composite Mean	3.75	High Extent	3.34	Moderate

Scale: 4.20-5.00 Very High Extent; 3.40-4.19 High Extent; 2.60-3.39 Moderate Extent; 1.80-2.59 Low Extent; 1.00-1.79 Very Low Extent

Table 8 affirms the mean extent of implementation of NDEP in terms of information campaigns on anti-drug abuse. Generally, all eight indicators are perceived by teacher respondents as highly implemented, with a weighted mean ranging from 3.54 to 4.05. This has a composite mean of 3.75 (high extent). Dissimilar to the perception of

student respondents, it has a composite mean of 3.34 (moderate), with half of the indicators interpreted as moderate. The lowest among them is 3.08, the section of NDEP in the school paper. The general composite mean of teacher and student respondents is 3.55 and can be interpreted as a high extent of implementation. This suggests that teachers are using multimedia and social networks to emphasize NDEP and reach the students, which is in line with the conclusion of Tam et al. (2015). This is supported by Pereira et al. (2016), who stated that innovation is necessary in creating new educational opportunities and using it in implementing NDEP. However, the result also implies that the NDEP information campaign is not strong enough, having only a moderate implementation as perceived by the student respondents. Similarly to the statement of Kasim et al. (2021), they stated that social media is one of the challenges in implementing NDEP and reaching out to children. Opposing the statement of Pratiwi et al. (2016), they conclude that information and technology's effects on drug education and prevention greatly alter attitudes toward drug information, and also the statement of Maiyana et al. (2020) and Mimigiannis et al. (2020), as they claimed that social media and smartphone applications are useful instruments in NDEP and prevention initiatives for drug abuse.

Table 7

Mean Extent of Implementation of NDEP in terms of Involvement of Parent-Teacher-Community Association and Pupil/Student Organizations in Drug Prevention Activities

Indicators	Teachers Weighted Mean	Interpretation	Students Weighted Mean	Interpretation
1. The school provides guidance related to NDEP through Homeroom meetings and PTA meetings.	3.79	High Extent	3.66	High Extent
2. The school conducts home visits to know the situation of the learners.	3.94	High Extent	3.33	Moderate
3. The school encourages participation from the parents in school programs on the National Drug Education Program.	3.96	High Extent	3.55	High Extent
4. Students intoxicated with alcohol are not allowed to enter the school.	4.34	Very High Extent	3.58	High Extent
5. The school has a committee on school-based civic awareness.	3.94	High Extent	3.53	High Extent
6. The scout leaders integrate Drug Abuse Prevention in Scouting activities.	3.78	High Extent	3.40	High Extent
7. The scout leaders help implement rules against illegal drugs.	3.80	High Extent	3.39	Moderate
8. The scout leaders reprimand scouts who are caught drinking liquor.	3.94	High Extent	3.30	Moderate
Composite Mean	3.94	High Extent	3.47	High Extent

Scale: 4.20-5.00 Very High Extent; 3.40 -4.19 High Extent; 2.60-3.39 Moderate Extent; 1.80-2.59 Low Extent; 1.00-1.79 Very Low Extent

Table 7 reveals the involvement of parent-teacher-community associations and student organizations in drug prevention activities; the composite mean of teachers' perceptions of the eight indicators was 3.94 (high extent), and its weighted means ranged from 3.40 to 4.19 and were all interpreted as high extent. The highest among them was the prohibition of students entering the school who were intoxicated by alcohol, while the lowest was the participation of the scout leaders in NDEP. On the other hand, students perceived its implementation differently. Out of eight indicators, 3 of them were interpreted as moderately implemented, with weighted means from 3.30 to 3.39, while 5 of them were interpreted as a high extent of implementation, having a composite mean of 3.47 (high extent). The overall weighted mean for this table was 3.71 (high extent). This implies that while the teachers were implementing the NDEP, students did not know its existence sufficiently. This supports the claims of Nurmala et al. (2021), stating that students tend to have no idea about these activities; similarly, Yadav and Parajuli (2021) stated that students' understanding of the drug education program is lacking. However, Naseemullah et al. (2019) and Siddiqui & Salim (2016) pointed out that educational programs significantly increase kids' understanding of drug usage and that some factors—such as age, academic year, and parental education—are linked to greater awareness.

The structural equation modelling recorded low to moderate Beta coefficients, ranging from 0.098 to 0.582, which was presented in Table 8. These values were generated after the three variables under the extent of challenges

encountered in implementing NDEP were linked to the extent of NDEP implementation. While four of these values appeared low (0.143, 0.103, 0.098, 0.131), they were considered significant based on their structural model. A highly significant relationship between the extent of challenges encountered in the implementation of NDEP and its extent of implementation was evident, showing beta (β) coefficients of 0.582 between support to NDEP and established Barkada Kontra Droga Chapters in school; $\beta=0.577$ between support to NDEP and information campaign on NDEP; $\beta=0.178$. Between schools' schedules and parent-teacher-community involvement in NDEP and $\beta=0.384$ between support to NDEP and parent-teacher-community involvement in NDEP. The connection between schools' schedules and established Barkada Kontra Droga Chapters in NDEP implementation failed to enter the structural model, as evidenced by the negligible beta coefficients of 0.056 and its p-value of 0.116, which strengthened the non-significance.

Table 8
Path Coefficients and p-values for H_o

Path	Beta (β) Coefficient	p-value*	Interpretation
TRNG→BKDCHAP	0.143	0.001	Significant
SCHED→BKDCHAP	0.056	0.116	Not Significant
SUPPORT→BKDCHAP	0.582	<0.001	Highly Significant
TRNG→INFO	0.103	0.013	Significant
SCHED→INFO	0.098	0.018	Significant
SUPPORT→INFO	0.577	<0.001	Highly Significant
TRNG→INVOLV	0.131	0.002	Significant
SCHED→INVOLV	0.178	<0.001	Highly Significant
SUPPORT→INVOLV	0.384	<0.001	Highly Significant

*Significant at $p<0.05$; Highly Significant at $p<0.001$

This implies that the challenges encountered in the implementation of NDEP perceived by the respondents and its extent of implementation were significantly correlated; thus, it is true and correct to claim that teacher training, schools' schedules, and support towards NDEP greatly affected the implementation of the National Drug Education Program. Similar to the note of Camilotes (2024), as she mentioned, support services, training of teachers, and lack of resources have a major effect on the program's implementation. From another point of view, the non-significance of schools' schedules and the barkada kontra droga chapter imply that students were not fully aware of the association's existence. Since the structural model revealed a single component that was not significant, a new model emerged. This emerging model reflected only the significant links between the extent of implementation of NDEP and the exogenous variables. Based on the hypothesis test results, the standardized estimates of the path, effect sizes, and standard error values are disclosed in Table 8. It can be noted that the R^2 values of 0.53 and 0.40 remained the same as recorded in the structural model. These represent the percentage of variations (53%, 40%) in the extent of NDEP implementation contributed by the percentage of variations of the extent of challenges encountered in the NDEP implementation.

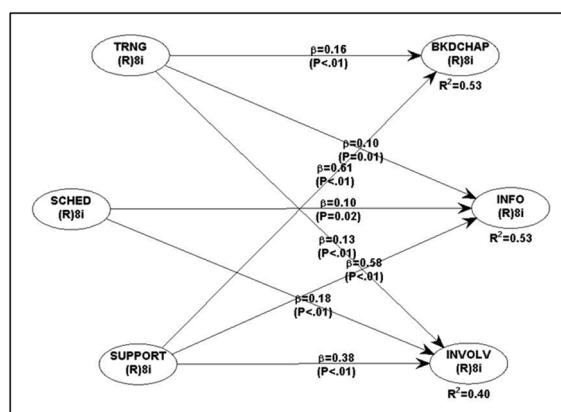


Figure 2. The Emerging Model

The standardized path estimates in the emerging model were displayed with values ranging from 0.103 to

0.609. These values confirmed the rejection of the null hypothesis of no significant relationship between the extent of challenges encountered in the NDEP implementation and the extent of NDEP implementation in Calintaan District, province of Occidental Mindoro. This finding ascertains that the extent of challenges encountered by the teachers and students in the NDEP implementation contributed from small (0.094, 0.058, 0.067, 0.098) to significant effects (0.437, 0.414) on the extent of NDEP implementation. A medium effect of 0.231 was also recorded to support stakeholders' involvement. The significant extent reached a p -value less than 0.01, which marked a highly significant connection between the variables under study. Moreover, standard error values of 0.044 to 0.046 were very low, implying the samples' accuracy in relation to the conclusions drawn about the overall population.

The rejection of the null hypothesis proved that respondents' perceptions of the challenges that affect the implementation of NDEP were accurate. Since the respondents of this study were the teachers (implementers of the program) and students (the target of the program), they were the ones who could identify the areas of NDEP that needed to improve. This is supported by the disclosure of Coelho & Monteiro (2017) and Kärkkäinen et al. (2014), who disclose that the training of teachers is one of the possible ways to strengthen the NDEP. Vanwesenbeeck et al. (2015) cited that lesson and activity time are essential and are required to enhance their execution, which is identical to the note of Nasheeda et al. (2018). They noted that programs that lack rigorous planning are not implemented effectively. Lastly, Kazdough et al. (2018) stated that community, school, and home support are protective factors for students against illegal substances. Even more, a supportive home setting where drug-related concerns may be aired and resolved helps young people build resilience and excellent mental health while also keeping them safer. (Bean, 2014).

Table 9

Analysis of variance on the extent of NDEP implementation as assessed by teachers and students in Calintaan District

Indicators	F-value	p-value	Interpretation
Established <i>Barkada Kontra Droga</i> Chapters in the School	13.218	.000	Highly Significant
Information Campaigns on Anti-Drug Abuse	16.922	.000	Highly Significant
Involvement of Parent-Teacher-Community Association and Student Organizations in Drug Prevention Activities	21.500	.000	Highly Significant

Legend: Significant at p -value<.05

Teachers and students were the two groups of respondents who gave responses to the items in the instrument. Fisher's test (F-test) or commonly known as analysis of variance (ANOVA) was used in investigating the possible differences in their responses considering the three indicators, namely: established *Barkada Kontra Droga* chapters in the school, information campaigns on anti-drug abuse and involvement of Parent-Teacher-Community Association and Student Organizations in drug prevention activities. All computations were set at the 0.05 alpha level of significance.

As shown in Table 9, all p -values reflect 0.000, which was way below the 0.05 alpha level. Hence, the hypothesis of no significant difference between the teachers' and students' assessments on the extent of NDEP implementation was rejected. This is supported by the large values of the variances (F-value) of 13.218, 16.922, and 21.500 for the three indicators. These denote that a highly significant difference existed in the assessment of the two groups of respondents when asked about the extent of implementation of NDEP in the Calintaan District. The result suggests that teachers and students vary in how they perceive the extent of NDEP implementation in the locality. This implies that the NDEP is implemented in Calintaan District since the teacher-respondents perceived it as highly implemented. However, the student-respondents perceived most of its indicators as moderately implemented; thus, this connotes that it was not implemented strongly enough to be noticed by the students.

On the other hand, this result also suggests that most students did not participate in implementing NDEP (Mase et al., 2023; Monteiro et al., 2018). For drug education to be as successful as possible, it must be evidence-based,

context-appropriate, and tailored to the needs of children. Preventative strategies must be regularly assessed and modified to enhance the outcomes of drug education programs. (Warren, 2016). Over and above that, researchers recommend strengthening agency networking through outsourcing drug prevention education programs (Zakaria et al., 2020; Zakaria et al., 2021) and making structural modifications to promote student engagement (Waples et al., 2023) to increase participation.

Table 10

Action plan for the improvement of NDEP implementation in Calintaan District

Objectives	Strategies	Person Involved	Time Frame	Resources		Success Indicator
				Fund	Source	
Teachers' Training About NDEP						
Conduct monthly technical assistance to teachers from Master Teachers and the school head on integrating NDEP into lessons.	Focus group discussion Learning Action Cell	Teachers Master Teachers School Head	April To July	5,000.00	MOOE SEF Canteen	Conducted at least four technical assistance sessions per teacher in one year
Conduct capacity training for teachers, parents, and students.	Parents and Peer Education Workshop Exhibit Symposium Culminating Activities	Parents Students Teachers Master Teacher School Head SDO	July to April	10,000.00	MOOE SEF PTA	Conducted at least four training related to NDEP within the year
Schools' Schedule in NDEP Implementation						
Home Visitation of advisers to their students.	Communication Letter of teachers to parents approved by the school head Schedule of advisers' visits to their students	Teachers Parents Students	July to April	5,000.00	MOOE PTA	The advisers are aware of and have visited students at home.
Support Toward NDEP						
Integration of NDEP activities and materials on SIP and AIP	Collaborative meetings of the school head, teachers, stakeholders, and students.	School Head Teachers Parents Students	July to April	2,000.00	MOOE	Updated SIP and AIP with allocated budget to NDEP
Updating of School NDEP corners and Information Board	Tapping the NDEP coordinators, class advisers, and School Heads	NDEP coordinator s Class advisers School Head	July to April	2,000.00	MOOE PTA	Updated NDEP corners and Information Board
Barkada Kontra Droga Chapters in the School						
Creation of Barkada Kontra Droga Chapters in the School	Election of Officers Designation/ Creation of Office for barkada kontra chapters	Teachers School Head Students	July to April	1,000.00	MOOE Canteen	Functional Office and Officers of Barkada Kontra Droga Chapters in the School

National drug education program in Calintaan secondary schools and its implementation and challenges

Celebration of Drug Abuse Prevention Month	Invitation of uniformed personnel, the barangay committee, and other stakeholders to plan, initiate, and conduct this activity	Teachers School Head Barangay Commi-ttee Uni-formed Personnel	July to April	5,000.00	MOOE PTA Canteen	Conducts the Drug Abuse Prevention Month every year
Information Campaign on Anti-Drug Abuse						
Development of Educational Materials Intended for NDEP	Integration of NDEP during INSET and LRMDs celebration	Teachers School Head Students	July to April	3,000.00	MOOE PTA Canteen	Creation of Educational Materials for NDEP
Posting activities of the School's social media account against illegal drugs	Tapping the school ICT coordinator	ICT coordinator- tor NDEP coordinator- tor School Head	July to April	1,000.00	MOOE	Weekly activity log of the school's social media.
Involvement of Parent-Teacher-Community Association and Pupil/Student Organizations in Drug Prevention Activities						
Integration of NDEP into scout activities	Creating a base activity about NDEP for scouts	Scout leaders	July to April	1,000.00	Scout Funds	Conducted one scouting activity a year with the integration of NDEP
Collaboration of School and Barangay on a campaign against illegal Drugs	Participation of the School staff at the BADAC and BEPOC meeting of the barangay	School Head Barangay Officials	July to April	0	Barangay Fund	Zero drug cases inside the school premises.

Table 10 shows the action plan made by the researcher for the improvement of NDEP implementation. After assessing the questionnaire results, an action plan was created based on the respondents' responses. This action plan is intended to improve and strengthen the implementation of the National Drug Education Program in the Calintaan District following the directive of DepEd Memorandum No. 200, s. 2016 and Republic Act No. 7624. On the other hand, this supports the claim of Akpan (2020) about the classical and operant conditioning theory, wherein he stated that students would become aware of an activity's presence if they were repeatedly exposed to it. Additionally, that reinforcement will make an action stronger and more likely to happen again in the future. Lastly, Corr (2016) stated that punishments and rewards are needed for the success of school activities.

4. Conclusions

Based on the findings of this study, the following conclusions are drawn. In general, it can be said that there were three challenges encountered by the respondents with the implementation of NDEP. These were teachers' trainings, schools' schedules in the implementation of NDEP and support toward NDEP, in terms of training and schools' schedules as assessed by the respondents, they were able to overcome the challenges because they perceived its implementation as highly implemented teachers training for NDEP was highly implemented in Calintaan District, the schools in Calintaan District allocated enough time to implement the National Drug

Education Program, there was support for NDEP coming from PTA and student leaders as well as from other sectors in Calintaan high schools, except for the allocation of funds needed in the production of materials for NDEP, the extent of implementation of the NDEP in Calintaan District was high, combining the weighted mean from the perception of the teacher and student-respondents, the high schools in the Calintaan District had offices and Barkada Kontra Droga personnel, but they were not operational enough to be identified by the students, teachers reached out to students and highlighted NDEP in its Information Campaigns on anti-drug abuse, NDEP was implemented by teachers, but the students were not fully aware of its existence and they were moderately involved in it, training, time schedule and support toward NDEP had a significant effect on the extent of implementation of NDEP, teachers' and students' responses were not congruent, concluding that teachers perceived the implementation of NDEP as high, but the students perceived it as moderately implemented, and an Action plan that can undertaken to improve the implementation of NDEP in Calintaan District.

Recommendations - Based on the aforementioned conclusions, the following recommendations are presented. It is recommended that the school head and district supervisor conduct training for teachers about the National Drug Education Program with the participation of students. Schools Division Office can develop guidelines on how to integrate National Drug Education Program in lesson and school activities, the practices inside the Calintaan District in its implementation of National Drug Education Program highlighting the teachers' training, schools' schedules and support toward National Drug Education Program are recommended to be shared with other districts, though the implementation of extent in Calintaan District was high, improvement through the perspective of the students is recommended by knowing their interest, and perspective through focus group discussions, the Schools Division Office may consider the recalibration of National Drug Education Program's implementation in other districts to cope with the fast-paced development of the learners, the teachers, master teacher, and school head may validate the participation of the students in the Implementation of National Drug Education Program to know its extent of effectiveness, school head and School Division Office are encouraged to consider the action plan made based on the result of this study, and for future researchers, a follow-up study covering the aspects of National Drug Education Program can be done to validate the result of this study.

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