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Implementation of Drug Abuse Prevention Education (DAPE) in Tadian District: Perspectives of public school teachers

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ABSTRACT

This study assessed the implementation of Drug Abuse Prevention Education (DAPE) in the public schools of Tadian District from the perspective of public school teachers. Specifically, it described the respondents' demographic profile, determined the level of DAPE implementation in terms of curriculum integration, teacher preparedness, instructional materials, administrative support, community and parental involvement, and monitoring and evaluation, identified the challenges encountered, and examined whether significant differences existed in the respondents' assessments based on sex. A descriptive quantitative research design was employed using a researcher-made survey questionnaire administered to 31 public school teachers through purposive sampling. Data were analyzed using frequency counts, percentages, weighted mean, ranking, and independent samples t-test. Findings revealed that DAPE implementation was generally rated as "Moderately Agree" by both female and male teachers, with administrative support receiving the highest assessment and instructional materials receiving the lowest. The most frequently identified challenge was the lack of training or seminars, followed by minimal parental and community involvement and cultural sensitivity issues. Inferential analysis indicated no significant differences between male and female respondents in most implementation domains, except for community and parental involvement, where a significant difference was observed. The study concludes that while DAPE is moderately implemented in Tadian District, strengthening teacher capacity, instructional resources, monitoring systems, and stakeholder collaboration is necessary to enhance program effectiveness.

Keywords: Digital literacy, barangay development, administrative efficiency, transparency, accountability, local governance.

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INTRODUCTION

Drug abuse continues to pose serious educational, social, and public health concerns, particularly among adolescents who are vulnerable to peer influence and risky behaviors. Schools play a critical role in promoting preventive education by equipping learners with the knowledge, values, and life skills needed to resist substance abuse. In the Philippines, the

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Department of Education institutionalized Drug Abuse Prevention Education (DAPE) by integrating drug prevention concepts across the K to 12 curriculum and encouraging schools to implement preventive programs that promote healthy lifestyles and responsible decision-making.

Teachers serve as the primary implementers of DAPE and significantly influence its effectiveness. Their preparedness, access to instructional resources, administrative support, and collaboration with parents and communities contribute to the successful delivery of the program. However, rural schools often encounter challenges such as limited training opportunities, insufficient instructional materials, inadequate monitoring, and weak stakeholder participation.

Tadian District, located in Mountain Province, presents a unique educational context due to its geographical location and cultural diversity. Understanding teachers' perspectives regarding DAPE implementation provides valuable information for improving school-based drug prevention initiatives. Hence, this study examined the implementation of DAPE in public schools of Tadian District and identified areas that require further enhancement.

METHODOLOGY

The study employed a descriptive quantitative research design. The respondents consisted of 31 public school teachers from elementary and secondary schools in Tadian District selected through purposive sampling.

A researcher-developed questionnaire served as the primary data gathering instrument. The questionnaire consisted of four parts: (1) respondents' profile, (2) assessment of DAPE implementation in terms of curriculum integration, teacher preparedness, instructional materials, administrative support, community and parental involvement, and monitoring and evaluation, (3) challenges encountered in implementing DAPE, and (4) suggestions for improvement. The instrument underwent expert validation prior to administration.

Permission to conduct the study was obtained from the Schools Division Office and school administrators. After securing approval, questionnaires were personally distributed and retrieved. Participation was voluntary, and confidentiality and anonymity were strictly observed.

The collected data were analyzed using frequency counts and percentages for the respondents' profile and challenges encountered, weighted mean and ranking for the level of implementation, and independent samples t-test to determine significant differences between male and female respondents. All statistical tests were interpreted at the 0.05 level of significance.

Ethical considerations

This study adhered to established ethical principles throughout the research process to protect the rights, welfare, and dignity of all participants. Prior to the conduct of the study, the researcher secured the necessary permission from the Schools Division Office of Mountain Province and the school heads of the participating public schools in Tadian District. Approval was obtained before the distribution of the survey questionnaires.

Participation in the study was entirely voluntary. The respondents were informed of the nature, purpose, and objectives of the research through an informed consent statement attached to the questionnaire. They were made aware that their participation was voluntary and that they could decline participation or withdraw from the study at any stage without any penalty or adverse consequences.

The researcher strictly observed the principle of confidentiality. No names, employee identification numbers, or other personally identifiable information were collected from the respondents. The accomplished questionnaires were coded solely for data processing purposes, and all information gathered was treated with the utmost confidentiality. The collected data were used exclusively for academic and research purposes and were not disclosed to any unauthorized individual or organization.

RESULTS AND DISCUSSION

The majority of the respondents were female teachers aged 31–35 years, holding bachelor's degrees and occupying Teacher III positions. Most handled Grade 7 classes, had attended school-level DAPE training, and had six to ten years of teaching experience.

The overall implementation of DAPE was rated "Moderately Agree" by both female (Grand Mean = 3.59) and male (Grand Mean = 3.46) respondents. Administrative support obtained the highest ratings from both groups, indicating that school administrators generally support DAPE implementation and integrate related activities into school programs.

Teacher preparedness and curriculum integration were likewise assessed positively, suggesting that teachers generally understand DAPE objectives and are able to integrate drug prevention concepts into classroom instruction. However, instructional materials received the lowest ratings, indicating inadequacy of teaching resources and reliance on teacher-developed materials.

Community and parental involvement and monitoring and evaluation also received moderate ratings, suggesting opportunities for strengthening stakeholder participation and establishing more systematic monitoring mechanisms.

Regarding challenges, all respondents identified the lack of training or seminars as the primary concern. Other frequently cited challenges included minimal parental and community involvement, cultural sensitivity and stigma, insufficient instructional materials, limited instructional time, low student engagement, and lack of administrative support.

The t-test analyses revealed no significant differences between male and female teachers in curriculum integration, teacher preparedness, instructional materials, administrative support, and overall DAPE implementation. However, a significant difference was found in community and parental involvement, with female teachers reporting more favorable perceptions than male teachers.

The findings indicate that DAPE has been institutionalized in Tadian District schools but has not yet reached optimal implementation. The consistently moderate ratings suggest that teachers recognize the value of DAPE and are making efforts to integrate it into classroom instruction despite existing limitations.

Administrative support emerged as the strongest aspect of implementation, demonstrating the commitment of school leaders to promote drug prevention initiatives. Effective leadership creates an enabling environment where teachers are encouraged to participate in preventive education programs.

Teacher preparedness also received favorable ratings despite respondents identifying insufficient training as their greatest challenge. This suggests that many teachers rely on professional experience, self-learning, and school-based initiatives rather than formal capacity-building programs. Increasing access to specialized DAPE training would likely strengthen teachers' confidence and instructional competence.

The lowest ratings for instructional materials indicate that many schools lack standardized and updated teaching resources. This may result in inconsistent implementation

across classrooms and schools. The development and distribution of localized, learner-centered instructional materials would improve program quality and instructional consistency.

Community and parental involvement were the only domain that showed a statistically significant difference between male and female respondents. This finding may reflect differences in teachers' experiences and roles in engaging parents and community stakeholders. Strengthening partnerships among schools, families, barangay officials, and health agencies is therefore essential in creating a more comprehensive and sustainable drug prevention program.

Overall, the findings emphasize that DAPE implementation requires continuous teacher development, adequate instructional resources, systematic monitoring and evaluation, and stronger multi-sectoral collaboration to achieve its intended educational outcomes.

CONCLUSION

Drug Abuse Prevention Education in Tadian District is moderately implemented, with administrative support serving as its strongest component. Teachers generally possess sufficient awareness and preparedness to integrate DAPE into classroom instruction, but implementation continues to be constrained by inadequate training opportunities, insufficient instructional materials, limited stakeholder participation, and weak monitoring mechanisms. Most implementation domains do not significantly differ according to respondents' sex, indicating relatively uniform experiences among teachers. Strengthening professional development, instructional support, community partnerships, and evaluation systems will further improve the quality and sustainability of DAPE implementation in the district.

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