

PROJECT E.N.T.A.B.L.A.D.O: A BASIS FOR PROMOTING THE DRUG ABUSE PREVENTION ADVOCACY AND PRACTICES

JULIUS P. REYES

<http://orcid.org/0000-0002-2426-3599>

julius.reyes001@deped.gov.ph

Natalia Velasquez Ramos Memorial Integrated School
Batangas City, Batangas, Philippines

ABSTRACT

People who abuse drugs can die or get addicted to them without realizing it. Temptation is hard to deny. People may think they are cool if they are into it but truth is, they are not. Instead, they can harm themselves. Using drugs is one of the huge problems in society. Meanwhile, schools are known as the center for the development of every learner and through education, prevention of this malady is expected with coordination with the community. This study then aimed to perform a counterbalancing act in molding a safe and well-informed decision making in a normative culture that can be used by all members of society, most especially the learners. In addition, it sought to promote a project that will showcase activities and trainings of Barkada Kontra Droga (BKD) in Natalia Velasquez Ramos Memorial Integrated School, District III-Alangilan in the Division of Batangas City, Batangas, Region IV-A CALABARZON which will contribute as model illustration to different schools to boost drug education, prevention and awareness and to sustain various services in the Barkada-adopted concepts by maximizing the drug abuse prevention advocacy given by the DepEd from various memorandum and orders. This research used the descriptive method of research with a researcher-made questionnaire as the main data gathering instrument and supplemented with an interview. Frequency, percentage, rank, and weighted mean were used as statistical tools in data analysis. Thirty selected junior and senior high school teachers served as the respondents of the study. Findings revealed that there were more activities needed to improve and to strengthen the awareness on drug addiction among learners and also increase community involvement to keep a fully drug-free atmosphere.

Keywords: drug awareness, drug prevention, drug education, national drug education program

INTRODUCTION

The term drugs as defined can mean as one or more of the chemical substances that, when taken into a person's body, can affect the structures, especially the functions and activities of an individual. Illegal drugs are deemed to be one of the biggest issues globally today and also damage the lives of human beings. Using illegal drugs has expanded and entered at a high rate, sparing no country from its detrimental effect. As provided in Section 43, Article IV of Republic Act

No. 9165, also known as the Comprehensive Dangerous Drugs Act of 2002, there is certain information regarding on how to incorporate the drug education in the system of learning. For instance, teaching on drug education, prevention and awareness shall be integrated from primary until tertiary level in both public and private institutions. Another is by giving trainings and activities that emphasize the negative effects of abusing the use of illegal drugs in society. Preventive measures on how to fight drug abuse

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

REYES, J. P., *Project E.N.T.A.B.L.A.D.O: A Basis for Promoting the Drug Abuse Prevention Advocacy and Practices*, pp. 102 – 109



that can affect the holistic development of every person may also be included by using procedures for the intervention, services like treatment and rehabilitation and last, misinterpretations on taking dangerous drugs. DepEd Order No. 12, s. 2009 also known as Strengthening the National Drug Education Program (NDEP) in Schools gives a complete educational program that provides a wholesome approach to address the problem on drug abuse. This is also created by higher authorities to enable all agencies to work with collaboration, where the school is the center for the development. This program has five important components, the curriculum instruction, co-curricular and ancillary services, next is teacher/staff development followed by parent education and community outreach and lastly research, evaluation, and monitoring. These are applied in schools to develop consciousness among learners and develop positive behavior and life skills to resist drugs. According to Datuin (2019), the Department of Education (DepEd) plans to integrate the government's drug education and prevention program in the K-12 curriculum in the coming school year. During the first part of 2019 Balik Eskwela, Glene Basio, supervising education program specialist of the Bureau of Curriculum Development, presented the drug education program that President Rodrigo Duterte has been pushing since the start of his term. The program is based on RA 7624 of 1992 or the law that incorporates the drug education, prevention, and awareness in the curriculum and in other learning systems and ideal activities. Ongwae (2016) cited that recognized program about drug education and its implementation should be offered for learners' moral aspects as individuals. There should be a formulated movement or organization that gives trainings and activities which will be set as role models for their schoolmates about drug education and prevention supported by their school administrator as pieces of development. According to Hernando-Malipot (2018), DepEd is conducting a search for the outstanding Barkada Kontra Droga Program Implementers. Education Secretary Leonor Briones encouraged

secondary schools all over the Philippines to join this prestigious competition. In cooperation with the Dangerous Drugs Board, DepEd's School Health Division and Bureau of Learner Support Services push the competition among secondary schools to develop knowledge, thoughts, and capacity to apprehend among stakeholders for a drug-free school. Annually, DepEd searches for schools that give contributions by conducting various trainings and activities related to drug abuse prevention advocacy according to DepEd Memorandum No. 127 s. 2018, or known as the "Search for Outstanding Barkada Kontra Droga Implementers in Secondary School." The researcher engaged in this study to join this prestigious competition since the school has a strong advocacy in drug awareness and education.

OBJECTIVES OF THE STUDY

This study aimed to propose and promote a project that showcases activities and trainings on drug abuse prevention advocacy. Specifically, this research seeks to answer the following: 1) to evaluate the extent of manifestation of teachers using drug awareness and prevention relative to cognitive development; psychomotor development; and affective development; 2) to analyze the extent the drugs awareness and prevention contribute to learners' holistic development; 3) to determine the problems encountered by teachers in administering drugs awareness and prevention; and 4) to propose a project that showcases drug abuse prevention advocacy.

METHODOLOGY

This research utilized the descriptive research design to find out and determine the extent of activities on drug awareness and education for learners. The subjects of the study were 30 designated junior and senior high school teachers at Natalia Velasquez Ramos Memorial Integrated School, District III-Alangilan in the Division of Batangas City. With the permission granted from the school head, the



questionnaires distributed were retrieved based on the agreement of the researcher and the respondents concerned. The data were tallied, tabulated and interpreted using the appropriate statistical treatments. There was 100 percent retrieval of the questionnaire. To analyze the gathered responses, the researcher used the following descriptive statistical tools which are frequency and percentage, ranking and weighted mean.

RESULTS AND DISCUSSION

1. Extent of Manifestation of Teachers Using Drug Awareness and Prevention

Activities in drug awareness and prevention used in the secondary level refer to the use of teaching strategies/techniques, or actions by the teachers for their learners in the different domains or development. These activities were important because learners engage actively with one another to sustain and share responsibilities to attain goals which were the keys to attain their consciousness related in drug education.

1.1 Cognitive development. Cognition refers to how learners especially in the secondary level think, pay attention, remember, and learn. It is an important aspect of students' overall development. Students are constantly learning new ideas, how things work, and how to solve problems. These are aspects of learners' cognitive development that may be affected when a child has an interrupted education. Table 1 presents the activities of the learners used by the teacher-respondents in terms of cognitive development. Integrating the drug education program in teaching-learning process was assessed to a moderate extent as reflected in the weighted mean of 3.04. Emphasizing preventive drug education concepts by its integration to other learning areas is very essential as teachers are responsible to mold learners to become good citizens. This discussion substantiated the information given by DepEd order No. 30 s. 2018 also known as

Preventive Drug Education Program (PDEP) which aim is to integrate drug abuse prevention across all learning areas.

Table 1
Activities in Terms of Cognitive Development

Items	WM	VI
1. Integrating the drug education program in teaching-learning process	3.04	ME
2. Relating the importance of drug education and awareness in learning discussion	3.0	ME
3. Preparing activities that enhance learners' ideas and concepts about drug education such as Quiz Bee	2.93	ME
4. Encouraging learners to participate in any school activities that give more knowledgeable information about drug education	2.89	ME
5. Giving different teaching styles in order to give more acquisition on drug education and awareness	2.78	ME
Composite Mean	2.92	ME

Preparing activities that enhance learners' ideas and concepts about drug education was encountered to a moderate extent as revealed by the weighted mean of 2.93. Teachers were always ready to give meaningful learning by giving various activities to students in order for them to acquire knowledge that can be used in the future. This supports the statement in DepEd Memorandum No. 174 s. 2018 or Drug Abuse Prevention and Control Week which cite that people must be made aware especially the learners on the exposure to drugs and deeper enhancement to resolve the fight against this risk by doing school-based competitions like Quiz Bee, slogan and poster making contest. In the same manner, giving different teaching styles in order to give more acquisition on drug education and awareness was assessed also to a moderate extent and had a weighted mean of 2.78. This practice was based on the idea of Datuin stating that the government plans to integrate the drug education program into the curriculum as RA 7624 of 1992 or a law that



integrate drug abuse prevention in the school curricula. It can be gleaned that most of the items on teacher- respondents on the extent of use of activities in terms of cognitive development were assessed as manifested to a moderate extent and had a composite mean of 2.92. This suggests that teachers should prepare different cognitive skills for development activities so that learners benefit from these that promote their active learning.

1.2 Psychomotor Development. The psychomotor aspect is the relationship between cognitive functions and physical movement of every learner. In this domain, attention was given to the learning of coordinated activity while verbal processes were not emphasized.

Table 2
Activities in Terms of Psychomotor Development

Items	WM	VI
1.Participating in any outdoor activity that is related on drug education and awareness	2.93	ME
2.Preparing physical activities that improve learner’s wellness about drug education such as sports	2.89	ME
3.Conducting active participation of learners by modifying their skills in campaigning drug awareness	2.81	ME
4.Attending trainings related to drug education and prevention	2.74	ME
5.Participating as part of teaching-learning while teachers integrate drug education in their lessons	2.70	ME
Composite Mean	2.81	ME

Table 2 shows the activities in terms of the psychomotor development of the learners according to the teacher-respondents. Participating in any outdoor activity that is related to drug education and awareness had a weighted mean of 2.93 and manifested as to a moderate extent. Giving a chance for learners in doing outdoor activity was significant for them because they were to develop social interaction outside the school which was considered as part of experiential learning in the community. This result is aligned to DepEd Order No. 12 s. 2009 which supports the community outreach program of Strengthening the National Drug

Education Program to share and make consciousness on the ill-usage of drugs in the society. Meanwhile, conducting active participation of learners by modifying their skills in campaigning drug awareness was developed also to a moderate extent as shown by the weighted means of 2.81. Educating the learners about drug obliteration in school was very important for them since drug issues were among major societal problems nowadays. This further proved the idea from The Comprehensive Dangerous Drugs Act of 2002 which mandates one of the agencies of government especially the Dangerous Drugs Board (DDB) to have a policy and strategy-making body that design and develop programs on drug education, prevention, and control which was supported by different orders, memorandum, and circulars from the Department of Education. Moreover, participating as part of the teaching-learning process while teachers integrate drug education in their lessons reflected to be done to a moderate extent as shown by the weighted mean of 2.70. It can be gleaned that most of the items on teacher-respondents on the extent of use of activities in terms of psychomotor development were assessed as manifested to a moderate extent and had a composite mean of 2.81. This means that there were many activities needed to improve and enhance for learners’ need to be proactive to boost their healthy living. Learners who set up their healthy lifestyle at a young age will carry them for the rest of their lives.

1.3 Affective Development. Affective domain plays an undeniable role in the education of learners because it emphasizes educational objectives that express different kinds of emotions either degree of attitude or situation of learners. This presents from an easy to complex, but internally consistent qualities of attitude and behavior and moral sense of every learner. Table 3 illustrates the affective development of the learners according to the teacher-respondents. It can be seen from the table that appreciating the importance of the activities on drug education and awareness was developed also to a moderate extent as shown



by the weighted means of 3.0, while recognizing learners' efforts in the activities related to drug education was to moderate extent as shown by the weighted mean of 2.89, respectively. Giving learners recognition who had contributed in the activities about drug education was essential for them and to the persons behind the activities.

Table 3
Activities in Terms of Affective Development

Items	WM	VI
1. Appreciating the importance of the activities on drug education awareness	3.0	ME
2. Cooperating with adults and peers in group related to drug education	2.93	ME
3. Recognizing learners' efforts in the activities related to drug education	2.89	ME
4. Promoting the value of activities which contributes learning journey on drug education	2.81	ME
5. Respecting learners' similarities and differences related to drug awareness and education	2.78	ME
Composite Mean	2.88	ME

These findings conform with Hernando-Malipot's report on current DepEd secretary Leonor Briones who said that the competition aims to determine the scope of the program using implementation by the division and regional offices; motivate the program implementer to express enthusiasm, leadership, and profound commitments to the execution of the program by giving recognition and award to the person who shared their efforts for the success of every activity related to drug education and advocacy to program related to personnel's efforts. Respecting similarities and differences related to drug awareness and education had a weighted mean of 2.78 and manifested as to a moderate extent. Equality and equity were important today since people facilitate gender role development. Based from the findings, teachers assessed that the activities relative to drug education in terms of affective development had a composite mean of 2.88 and manifested as to a moderate extent. This can be inferred that teachers should give activities that can support learners'

understanding of emotions and engagement in competent social interactions. Producing stimulation on affective development of using trainings and activities was vital for learners' education. Education is affective learning; the goal is to assist learners to draw their meaning out of life skills.

2. Contribution of Drug Awareness and Education to the Learners' Holistic Development

Educating learners is one of the main ways to develop awareness on drugs to become good citizens of the Philippines and for their holistic development. It contributes to self-worth by offering learners' sense of building their uniqueness and confidence. It is an integral part of a learner's foundation and supports their learning journey, too. Learners can develop many activities which can be an instrument to draw youths away from using drugs. Table 4 explains the contribution of play-based learning activities of the pupils according to the respondents.

Table 4
Contribution of Drug Awareness and Education to the Learners' Holistic Development

Items	WM	VI
1. Offer opportunities to form enduring bonds of socializing, including with their schoolmates	3.0	ME
2. Gain range of gesture, agility, collaboration, balance, resiliency, and fine and gross motor exploration	2.93	ME
3. Achieve balance, coordination and strong, flexible bodies, which are significant for the learners' accomplishment in their development	2.81	ME
4. Facilitate gender role development	2.78	ME
5. Encourage to enhance the different multiple intelligences among learners	2.74	ME
Composite Mean	2.85	ME

As seen from the table, offer opportunities to form enduring bonds of socializing, including with their schoolmates was done to moderate extent as reflected in the weighted mean of 3.0. Socializing the students with other students is a form of interaction until it



become a peer group and it has a vital role in developing good leadership among students for the goodness of everyone. This supports the idea of Board Regulation No. 5 s. 2007 of Dangerous Drug Board which the flagship of Barkada Kontra Droga, with a mission of empowering learners to be agents in promoting a healthy, and drug-free lifestyles through participation in every holistic activity. Achieve balance, coordination, and strong, flexible bodies which are essential to the learners' performance in the development was assessed to moderate extent as revealed by the weighted mean of 2.81. Giving students leisure activities was very important for them to become physically fit. This statement supports the idea in DepEd Memorandum no. 127 s. 2018 stating that to sustain and support the services in the Barkada-adopted concepts, building skills, ideas and knowledge among learners and stakeholders in innovating active responses for the school by doing alternative way such as sports like Basketball is one of the essential factors to Strengthen the National Drug Education Program. Meanwhile, indicator on encourage to enhance the different multiple intelligence among learners had a weighted mean of 2.74 and manifested as to a moderate extent. This may be deduced as individual differences among learners were very visible in the school. With the help of teachers, they gave learners a chance to participate in activities wherein their talents, skills, abilities were further strengthened that will help them become better persons. Results revealed that the composite mean in the assessment of teachers in regard to the contribution of drug education trainings and activities towards holistic development was 2.85 with a verbal interpretation of moderate extent. This signifies that there were more activities that they needed to enhance and promote to strengthen the drug education in school.

3. Constraints met by High School Teachers in Conducting Drug Awareness and Education

In the high school level, abilities change greatly among learners as these may have been influenced by their inborn talents, parents' participation, and former educational experiences. It's hard to impart knowledge and ideas to learners who did not pay attention, and lack of involvement in various activities in school. There were also accomplishment reports that needed to be submitted as one duty and responsibilities in the field of teaching. Table 5 shows the constraints met by teachers relative to activities in the drug education program.

Table 5
Constraints met by High School Teachers in conducting drug awareness and education

Items	WM	VI
1. Flexibility for teachers to arrange time according to learners' needs regardless of time allotment	2.52	ME
2. Lack of source of fund in order to allocate the needs of the activities	2.33	ME
3. Insufficient training/ seminars attended	2.30	ME
4. Short time allotment in adopting activities in the school	2.26	ME
5. Failure of administrator/s to support NDEP projects such as training and activities	1.85	ME
Composite Mean	2.53	ME

Failure of administrator to support NDEP projects such as training and activities was the lowest among constraints met by teachers relative to activities on drug education which acquired 1.85 weighted mean and done to some extent. School heads support their teachers and students in advocacy related to drug education to be more able and willing to investigate future experiences leading to continuing development. When giving the opportunity to lead, teachers vested and wanted to see their accomplishments successful in any trainings and activities on drug awareness. This supports the idea of Ongwae who stated that school-based program that contains activities about drug education should be supported by school administrators for the development of the school and essential portion of the wide-ranging that require participants such as stakeholders and other agencies both public and private

institutions. Based from the findings, results revealed that the composite mean in the constraints met by high school teachers in conducting drug awareness and education was 2.53 with a verbal interpretation of moderate extent. This signifies that there were more activities that they needed to strengthen relative to the national drug education program by giving ample time and efficient support by the stakeholders.

4. Proposed Project for Drug Abuse Prevent Advocacy

The acronym called project “E.N.T.A.B.L.A.D.O” stands for Enhancing and Nurturing Training and Activities to Boost Learning about Drug Obliteration was the output of this study. This project is composed of various activities that promote practices of drug abuse prevention advocacy, which give a chance to each learner to have education and awareness on drugs.

CONCLUSION

Based on the findings of the study, the following conclusions are drawn.

1. Teachers need to improve and enhance their trainings and activities in drug awareness and education for learners.
2. Trainings and activities contribute to the learners’ holistic development to a moderate extent.
3. Constraints met by teachers in conducting trainings and activities are to a moderate extent.
4. The set of activities designed by the researchers to manage trainings and activities of learners about drug obliteration may improve and acquire the learners’ holistic development skills, and other areas of learning.

RECOMMENDATION

In the light of the findings and conclusions of the study, the following recommendations are endorsed:

1. That the sets of activities initiated by the researcher may be further validated by the secondary teachers for implementation for the holistic development of learners.
2. That the learners may be encouraged to attend seminars to raise their awareness on the alternative ways and gain new ideas that may improve their understanding about drug obliteration.
3. That a similar study be conducted using other teachers from different districts in the Division of Batangas City to determine the use of trainings/activities, and their impact to learners’ learning.

ACKNOWLEDGEMENT

The author is indebted to all people for the priceless help and contributions they gave. With this in mind, the author would like to extend his heartfelt appreciation and gratitude who shared their time and efforts in doing this study.

REFERENCES

- Board Regulation No. 5, s. 2007. Institutionalizing the barkada kontra droga program. https://www.ddb.gov.ph/images/Board_Regulation/2007/Bd.%20Reg.%205%2007.pdf
- Datuin, O. (2019). *DepEd to Integrate Drug Education into Curriculum*. The Manila Times. <https://www.manilatimes.net/2019/04/16/news/national/depd-to-integrate-drug-education-into-curriculum/540845/>
- DepEd Memorandum No. 127, s. 2018. *Search for Outstanding Barkada Kontra Droga Implementers in Secondary Schools for School Year 2017-2018*. https://www.deped.gov.ph/wp-content/uploads/2018/08/DM_s2018_127.pdf

DepEd Memorandum No. 174, s. 2018. *Drug Abuse and Prevention Week*.
https://www.deped.gov.ph/wp-content/uploads/2018/11/DM_s2018_174.pdf

DepEd Order (DO) No. 30, s 2018. *Preventive Drug Education Program (PDEP) Policy for Curriculum and Instruction*.
<https://www.deped.gov.ph/2018/07/12/41346/>

DepEd Order No. 12, s. 2009. *Strengthening the National Drug Education Program (NDEP) in Schools*.
<https://www.deped.gov.ph/2009/01/30/do-12-s-2009-strengthening-the-national-drug-education-program-ndep-in-schools/>

Hernando, M.M., (2018). *DepEd to conduct Search for the Outstanding Barkada Kontra Droga Program Implementers*. The Manila Bulletin.

Ongwae, Mondester Nyakemwa (2016). *A Study of the Causes and Effects of Drugs and Substance Abuse among Students in selected Secondary Schools in Starehe Sub County, Nairobi County*. University of Nairobi.

Republic Act no. 9165 (n.d.) An act instituting the comprehensive dangerous drugs act of 2002, repealing republic act no. 6425, otherwise known as the dangerous drugs act of 1972.
https://lawphil.net/statutes/repacts/ra2002/ra_9165_2002.html

AUTHOR'S PROFILE

Julius P. Reyes, received the Bachelor of Secondary Education major in Social Studies at Kolehiyo ng Lungsod ng Lipa in 2009, Master of Arts in Education major in Educational Management at Batangas State University in 2019. He also recognized as one of the “Most Outstanding Teacher in NAVERA MIS for the school year 2018-2019. As an educator he became part of different research conferences and presentations in the national and international platform.



COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (http://creativecommons.org/licenses/by/4).