

## Teaching effectiveness of Police Instructors on Drug Abuse Resistance Education (DARE): Basis for Capability Enhancement Action Plan

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### Abstract

The descriptive project evaluation research design was used to document the teaching effectiveness of Police instructors on Drug Abuse Resistance Education in selected schools in Cavite Province. The survey questionnaire was distributed to 90 PNP instructors and 70 teachers from selected schools in the province of Cavite using stratified random sampling technique. The basic and inferential statistics were used to interpret and analyze the data gathered. The study revealed that the Effectiveness of Police Instructors Teaching the Drug Abuse Resistance Education to the Elementary Students of Malinta Elementary School and Olivarez College Tagaytay as to the indicators of instructor's proficiency shows with an average weighted mean of 3.57 identify as highly effective. On the indicators under teaching strategy with an Average weighted mean of 3.49 indicating an interpretation as Effective and on the instructional support the result shows also with an average weighted mean of 3.02 as effective. It also revealed that there is no significance difference on the assessment of the two groups of respondents on the effectiveness of teaching the Drug Abuse Resistance Education, and as to the problems encountered by the instructors, the result revealed that all indicators were rated as serious and the computed overall weighted mean for instructor's proficiency is 2.64, teaching strategy is 3.84 and instructional support is 3.16 thereby indicating the verbal interpretation of Serious.

### Keywords:

Effectiveness, drug abuse resistance education, instructors' proficiency, teaching strategies & instructional support

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### Introduction

Drug Abuse Resistance Education, better known as D A R E, is an international education program that seeks to prevent use of controlled drugs, membership in gangs, and violent behavior. D A R E which has expanded globally since its founding in 1983, is a demand-side drug control strategy of the U.S. War on Drugs. Founded by Bro Strider, students who enter the program sign a pledge not to use drugs or join gangs and are taught by local law enforcement about the dangers of drug use in an interactive in-school curriculum. D A R E America has its headquarters in Inglewood, California. ([www.dare.org](http://www.dare.org)).

The research objective of the study is to determine the effectiveness of police instructors teaching the Drug Abuse Resistance Education (DARE) to the students of Malinta Elementary School and Olivarez college Tagaytay specifically addressed the following problems to wit; the assessment of the respondents on the effectiveness of DARE programs to the students of Malinta Elementary School and Olivarez College Tagaytay in terms of instructors proficiency, Teaching strategies and instructional support. Identify if there is a significant difference on the

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assessment of the two groups of respondents on the implementation of DARE program and to know the problems encountered by the police instructors teaching the DARE program to the elementary students relative to the aforementioned variables, and finally based on the result of the study what action plan may be formulated to address the problems.

Adopting D A R E program in the Philippines enables students to interact with police officers in a controlled, safe, classroom environment. This helps students and officers meet and understand each other in a friendly manner, instead of having to meet when a student commits a crime, or when officers must intervene in domestic disputes and severe family problems. It is also an important crime and violence prevention education program. D A R E. officers also help schools when children are threatened, and their presence helps alleviate concerns about situations like school shootings and other threats of violence to children while at school. Starting in 5th grade, elementary students are given lessons to act in their own best interest when facing high-risk, low-gain choices and to resist peer pressure and other influences in making their personal choices regarding: Tobacco Smoking, Tobacco advertising, Drug Abuse, Inhalants, alcohol consumption and health, and Peer Pressure in a Social Network.

The instructors of the D A R E curriculum are local police officers who must undergo 80 hours of special training in areas such as child development, classroom management, teaching techniques, and communication skills. For high school instructors, 40 hours of additional training are prescribed. Police officers are invited by the local school districts to speak and work with students. Police officers are permitted to work in the classroom by the school district and do not need to be licensed teachers. There are programs for different age levels. Working with the classroom teachers, the officers lead students over a number of sessions on workbooks and interactive discussions.

Recognizing the needs to strengthen or replace the existing anti-drug laws, President Gloria Macapagal Arroyo signed Republic Act 9165, or the Comprehensive Dangerous Drugs Act of 2000, on June 7, 2002 and it took effect on July 4, 2002. RA 9165 defines more concrete courses of actions for the national anti-drug campaign and imposes heavier penalties on offenders. The enactment of RA 9165 has reorganized the Philippine drug law enforcement system. While the Dangerous Drugs Board (DDB) remains as the policy-making body, it created the Philippine Drug Enforcement Agency (PDEA) under the office of the President. The new law also abolished the National Drug Law Enforcement and Prevention Coordinating Center (DEP Center), Philippine National Police Narcotics Group (PNP NarGrp), National Bureau of Investigation Narcotics Unit (NBI NU), and the Customs Narcotics Interdiction Office (CNIO). Personnel of these abolished agencies were to continue to perform their tasks on detail service with the PDEA subject to a rigid screening process.

One year after the creation of the PDEA, the President issued Executive Order No. 218 on June 18, 2003 to strengthen the support mechanism for the PDEA as the lead agency in the campaign against illegal drugs. In compliance with the said Executive Order, the PNP organized the PNP Anti-Illegal Drug Special Operation Task Force (AID SOTF), the National Bureau of Investigation (NBI) created the NBI Anti-Drug Task Force, and the Bureau of Customs organized the Customs Task Group and Task Forces on Dangerous Drugs and Controlled Chemicals. Pursuant to the provision of the said Executive Order, the PDEA exercises operational supervision over these task forces and provides technical support to them.

Catalan (2022) had these conclusions in her study on DARE effectiveness. First, parental cooperation and understanding are essential to any substance abuse prevention. Parents are the persons in best position with the best intentions and desire to protect their children from the menace of drug addiction. They are the ones tasked with the responsibility of child rearing, of making their children the best of what they are capable of becoming. Second, as drug abuse is a complex problem, innovative ways and means to effectively curb it are required. D A R E lessons are geared towards drug abuse prevention through education. The lessons are focused on children in a value—formative years, believing that teaching them to resist drugs at an early age; they would grow to be responsible and productive. Third, the collaborative effort of the school and law enforcement personnel paves the way for parental involvement, child awareness on the drug problem, and community support for the undertaking. Fourth, parent's identification of the problems related to D A R E program shows their support and concern to its goals and objectives.

D A R E is universally viewed as an internationally recognized model of community policing. The PNP has identified how D A R E benefits local communities: It humanizes the police; that is, young people begin to relate to officers as people, it permits students to seek officers in helping role, not just an enforcement role, opens lines of communication between the police the youth, open lines of communication between law and enforcement and youth, can serve as conduits to provide information beyond drug related topics and officers can serve as conduits to provide and parents do deal with other issues.

DARE program has a limited research inputs as to the effectiveness of the current training programs for police instructors who teach DARE, while DARE existing for a several decades, there is a limited evidence on the extent to which training provided to police instructors is effective in improving their teaching skills and the effectiveness of their DARE inputs.

DARE students are expected to: 1.) develop key skills to stay safe, healthy and to make a positive contribution within society; 2.) set goals with success criteria for their development; 3.) raise their self-esteem and develop the skills to maximize their life opportunities; 4.) become inspired and motivated, to achieve their goals and focused in their lives as a whole; 5.) be disciplined and take responsibility for their own actions; 6.) develop support networks and communicate with the networks in a positive manner; 7.) make informed decisions about health, social and moral dilemmas (e.g. misusing drugs).

## Methods

This study used descriptive project evaluation research design to document the teaching effectiveness of Police instructors on Drug Abuse Resistance Education in selected schools in Cavite Province. Project evaluation is a systematic method for collecting, analyzing, and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency. In both the public and private sectors, stakeholders will want to know if the programs they are funding, implementing, voting for, receiving or objecting to are actually having the intended effect, and answering this question is the job of an evaluator.

According to Miller (2018), the most difficult part of evaluation is determining whether the program itself is causing the changes that are observed in the population it was aimed at. Events or processes outside of the program may be the real cause of the observed outcome (or

the real prevention of the anticipated outcome). Causation is difficult to determine. One main reason for this is self-selection bias.

### **Respondents of the study**

A total of 120 PNP and 92 teachers were targeted and invited to participate in the study. Of the 212 in the population, retrieved samples were used in the final analysis, yielding 80 police instructors and 60 teachers.

<b>Respondents</b>	<b>Population Size</b>	<b>Sample Size</b>	<b>Retrieved Samples</b>
1. PNP	120	90	80
2. Teachers	92	70	60
<b>TOTAL</b>	<b>212</b>	<b>160</b>	<b>140</b>

**Data Gathering Procedures.** For the teachers, a letter address to the school head/ principal to gather the data and For the police officers, the researcher asked permission from the Provincial Director of Police Provincial Office Police Office.

**Statistical Treatment of Data.** The following were the descriptive and inferential statistics to be used in analyzing the data: Percentage. To provide meaningful description of profiles and attributes of the respondents. Weighted Mean. To compute the arithmetic that gives different observations an equal weight in accordance with their unequal relative importance. Z-test- compares sample and population means to determine if there is a significant difference.

### **Results**

The police as instructors to elementary students give a new perspective on what policing is all about. The traditional police perspective relies on images of patrolling, going after the criminals, and posing as deterrent to criminal activities. The police as an instructor brings the fight against criminality, specifically drugs, inside the classrooms. It is the police teaching the children to wage their own wars against social menace like drug. This view supports the Integrated Transformation of the Philippine National Police. Police officers of the PNP are not just peacekeepers. They are also educators that transforms the minds of the children and youth.

The Drug Abuse Resistance Education (DARE) is one of the programs that aims to teach elementary students on the different aspects of illegal drugs and the harms that come with them. The concept of teaching delved from the traditional teacher-pupil interaction in that it encourages police officers to do the teaching. Training programs are, therefore, conducted before each police officer can become an elementary educator.

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**Table 1** presents the assessment of the respondents on the effectiveness of police instructors teaching the Drug Abuse Resistance Education to the elementary students in Malinta Elementary School and Olivarez College Tagaytay in terms of *instructor's efficiency*.

Instructors' Proficiency	PNP		Teachers		Grand Mean	
	WM	VI	WM	VI	AWM	VI
Help students understand and identify the harmful effects of illegal drugs	3.54	HE	3.53	HE	<b>3.54</b>	<b>HE</b>
Explain the negative consequences of illegal drugs use and the positive consequences of saying “no” to illegal drugs	3.59	HE	3.53	HE	<b>3.56</b>	<b>HE</b>
Identify the situations in which students may be pressured by their peers/gangs in using illegal drugs	3.56	HE	3.53	HE	<b>3.57</b>	<b>HE</b>
Teach students to evaluate the consequences of the choices available to them	3.54	HE	3.50	E	<b>3.58</b>	<b>HE</b>
Guide students to recognize stress and suggest ways to deal with it other than taking drugs	3.54	HE	3.49	E	<b>3.55</b>	<b>HE</b>
<b>Overall Weighted Mean</b>	<b>3.57</b>	<b>HE</b>	<b>3.55</b>	<b>HE</b>	<b>3.57</b>	<b>HE</b>

Legend:

3.51 – 4.00 – *Highly Effective (HE)*

2.51 – 3.50 - *Effective (E)*

1.51 – 2.50 - *Less Effective (LE)*

1.00 - 1.50 - *Not Effective (NE)*

Based on the results of the survey, indicators under the PNP obtained ratings equivalent to highly effective. The indicator “explain the negative consequences of illegal drugs use and the positive consequences of saying “no” to illegal drugs” obtained the highest average weighted mean of 5.59 or highly effective.

The results from both of the respondents also yielded almost identical results. The police personnel of Cavite Police Provincial Office perceived that the D A R E police instructor were highly effective in terms of instructors' proficiency with an overall weighted mean of 3.57. The teachers perceived the police instructors to be highly effective in instructors' proficiency with an overall weighted mean of 3.55.

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The grand mean is 3.57 or it was perceived by the respondents that the proficiency of police instructors teaching D A R E to elementary students in Philippine Christian University Dasmariñas and Olivarez College Tagaytay were highly effective.

These results imply that the D A R E police instructor of CPPO are knowledgeable of the subject matters about D A R E. This must be expected since police personnel must undergo a training program, he or she can teach D A R E lessons to the elementary students.

**Table 2** presents the Respondents' Assessment on the Effectiveness of Police Instructors Teaching the Drug Abuse Resistance Education to the Elementary Students in Malinta Elementary School and Olivarez College Tagaytay in Terms of Teaching Strategies.

<b>Teaching Strategies</b>	<b>PNP</b>		<b>Teachers</b>		<b>Grand Mean</b>	
	<b>WM</b>	<b>VI</b>	<b>WM</b>	<b>VI</b>	<b>AWM</b>	<b>VI</b>
a. Deliver lectures to provide full understanding of the harmful effects of illegal drugs use	3.53	HE	3.47	E	3.52	<b>HE</b>
b. Use video presentation or film showing to highlight the negative consequences of illegal drugs use	3.49	E	3.50	E	3.49	<b>E</b>
c. Ask questions to monitor the knowledge gained by the students about illegal drugs	3.47	E	3.46	E	3.46	<b>E</b>
d. Conduct group activities to solicit active participation of students in the discussion of the harmful effects of illegal drugs	3.52	HE	3.48	E	3.51	<b>HE</b>
e. Assign project for students' deeper understanding of the negative consequences of illegal drugs use	3.48	E	3.48	E	3.48	<b>E</b>
<b>Overall Weighted Mean</b>	<b>3.50</b>	<b>E</b>	<b>3.48</b>	<b>E</b>	<b>3.49</b>	<b>E</b>

Legend:

3.51 – 4.00 – *Highly Effective (HE)*

2.51 – 3.50 - *Effective (E)*

1.51 – 2.50 - *Less Effective (LE)*

1.00 - 1.50 - *Not Effective (NE)*

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Result shows that the grand mean obtained for teaching strategies was 3.49. This means that the police instructors of Cavite Police Provincial Office teaching D A R E to elementary student in Malinta Elementary School and Olivarez College Tagaytay were effective in terms of teaching strategies.

The indicator “*deliver lectures to provide full understanding of the harmful effects of illegal drugs use*” obtained the highest average weighted mean of 3.53 which is equivalent to the verbal interpretation of highly effective. Also assessed highly effective for the police instructors in terms of teaching strategy was their “*conduct group activities to solicit active participation of students in the discussion of the harmful effects of illegal drugs*” with an average weighted mean of 3.52. The indicators on the use of video presentation, asking questions, conduct of group activities, and assigning of projects as part of the teaching strategies were deemed effective.

The assessment of the teacher respondents on the effectiveness of the police instructors teaching D A R E in terms of teaching strategies was effective with an overall weighted mean of 3.48. The teachers deemed the police instructors as effective in their teaching strategies with an overall weighted mean of 3.48.

The result implies that though the police instructors were deemed effective in their teaching strategies, they still needed to improve some of their strategies especially on the using video presentations, question and answer activities, and assigning appropriate and challenging projects. It is not enough that teachers are knowledgeable of the subject matters to be taught. The delivery system of the knowledge from the teacher to the students is highly crucial in the learning process.

Instructional Support	PNP		Teachers		Grand Mean	
	WM	VI	WM	VI	AWM	VI
a. Distribution of information materials like leaflets, hand-outs, and pamphlets facilitate students' learning on the harmful effects of illegal drugs	2.91	E	3.10	E	<b>3.01</b>	E
b. Utilization of audio-visual equipment provide clearer presentation of lecture topics	3.09	E	2.93	E	<b>3.01</b>	E
c. Presentation of illegal drugs samples promote students' familiarity with the banned substances	2.49	E	2.90	E	<b>2.69</b>	E
d. Parents' support to police instructors-led education encourage students to resist illegal drugs use	3.00	E	3.17	E	<b>3.08</b>	E
e. Teachers' involvement in class discussions motivate students to listen attentively to information about illegal drugs use	3.11	E	3.57	HE	<b>3.34</b>	E
<b>Overall Weighted Mean</b>	<b>3.92</b>	E	<b>3.47</b>	E	<b>3.02</b>	E

**Table 3** Presents the Respondents' Assessment on the Effectiveness of Police Instructors Teaching the Drug Abuse Resistance Education to the Elementary Students in Malinta Elementary School and Olivarez College Tagaytay in Terms of Instructional Support.

Legend:

- 3.51 – 4.00 – *Highly Effective (HE)*
- 2.51 – 3.50 - *Effective (E)*
- 1.51 – 2.50 - *Less Effective (LE)*
- 1.00 - 1.50 - *Not Effective (NE)*

The instructional support to the police instructors teaching the Drug Abuse Resistance Education to the elementary students in Malinta Elementary School and Olivarez College Tagaytay Police Office was deemed effective with a grand mean of 3.02.

All the indicators obtained ratings equivalent to effective. But there were indicators worth mentioning. The indicator “teachers’ involvement in class discussions motivate students to listen attentively to information about illegal drugs use” obtained the highest average weighted mean of 3.57. This result is consistent with the observation that students tend to behave properly and listen more intently to instructors if their own teachers are observing them.

The indicator “presentation of illegal drugs samples promotes students’ familiarity with the banned substances” obtained the lowest rating of 2.69, though it was still classified as effective. The police respondents gave the lowest average on this with 3.00. This was expected since it would be unwise to present real drugs in front of the students.

Both the police and teacher respondents assessed the effectiveness of police instructors teaching the Drug Abuse Resistance Education to the elementary students in Malinta Elementary School and Olivarez College Tagaytay in terms of instructional support as effective with an overall weighted means of 3.92 and 3.47, respectively.

**Table 4** is the Test of Significant Difference Between the Respondents’ Assessment on the Effectiveness of Police Instructors Teaching the Drug Abuse Resistance Education to the Elementary Students in Malinta Elementary School and Olivarez College Tagaytay.

Variables	Resp	Ave	Var	z	z-critical	Decision	Interpretation
1. Instructors’ Proficiency	PNP	3.41	0.26	1.32	1.96	Accept Ho.	No significant difference.
	Teachers	3.25	0.21				
2. Teaching Strategies	PNP	3.22	0.27	0.62	1.96	Accept Ho.	No significant difference.
	Teachers	3.14	0.23				
3. Instructional Support	PNP	3.92	0.28	1.31	1.96	Accept Ho.	No significant difference.
	Teachers	3.07	0.17				

To check the presence or absence of significant differences in the perception of the respondents, the z-test was used. All the variables obtained z-values lower than the z-critical value of 1.96. This results to the acceptance of the null hypothesis.

Therefore, there is no significant difference between the assessment of the respondents on the effectiveness of police instructors teaching the Drug Abuse Resistance Education to the

elementary students Malinta Elementary School and Olivarez College Tagaytay in terms of instructors' proficiency, teaching strategies, and instructional support.

**Table 5** Presents the Problems Encountered by Police Instructors Teaching the Drug Abuse Resistance Education to the Elementary Students in Malinta Elementary School and Olivarez College Tagaytay in terms of Instructors' Proficiency.

Instructors' Proficiency	PNP		Teachers		Grand Mean	
	WM	VI	WM	VI	AWM	VI
1. Non institutional training for police instructors on the principles and method of teaching	2.50	LS	2.80	S	<b>2.69</b>	S
2. Instructors' lack of commitment and patience in teaching students	2.66	S	2.83	S	<b>2.75</b>	S
3. Instructors are not thoroughly prepared on the contents of the daily lessons	2.50	LS	2.47	LS	<b>2.64</b>	LS
4. Instructors have inadequate knowledge on how children learns	2.48	LS	2.33	LS	<b>2.41</b>	LS
5. The negative image of the police affects the positive acceptance of information by students	2.44	LS	2.43	LS	<b>2.43</b>	LS
<b>Overall Weighted Mean</b>	<b>2.50</b>	<b>LS</b>	<b>2.79</b>	<b>S</b>	<b>2.64</b>	<b>S</b>

Legend:

3.51 – 4.00 – Very Serious (VS)

2.51 – 3.50 - Serious (S)

1.51 – 2.50 Less Serious (LS)

1.00 - 1.50 - Not Serious (NS)

The police officers assessed all the indicators on the problems of instructors' proficiency as less serious with an overall weighted mean of 2.50, except for "lack of police instructors' commitment and patience in teaching students" which was rated as serious with a weighted mean of 2.66. The teachers rated all the indicators on the problems in instructors' proficiency as serious with an overall weighted mean of 2.64.

The highest indicator was the "lack of police instructors' commitment and patience in teaching students" with an average weighted mean of 2.75 or serious. This does not, however, attract so much attention as the score is quite low.

These serious ratings on the problems on instructors' proficiency can be attributed to the requirement for police instructors to undergo DARE Training Program before teaching DARE to elementary students. The PhilDare, Inc. had conducted series of DARE training to

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police personnel. The 1<sup>st</sup> Mindanao DARE Officer's Training was conducted in March 1997 in General Santos City. The 6<sup>th</sup> Mindanao DARE Officer's Training was also conducted in General Santos City in November 2010. Also conducted was the DARE Officer's Training conducted by DARE Canada in Davao City in November to December 2004.. This would explain the low scores given to the problems on instructors' proficiency.

**Table 6** Presents the Problems Encountered by Police Instructors Teaching the Drug Abuse Resistance Education to the Elementary Students in Malinta Elementary School and Olivarez College Tagaytay in terms of Teaching Strategies.

Teaching strategies	PNP		Teachers		Grand Mean	
	WM	VI	WM	VI	AWM	VI
1. The communication skills are weak as it cannot explaining the harmful effects of illegal drugs use	3.49	S	3.10	S	<b>2.79</b>	S
2. Insufficient facilities for the video presentation or film showing of documented cases of illegal drugs use	3.50	S	3.47	S	<b>3.33</b>	S
3. Framing of questions relative to the maturity level of the students are not appropriate	3.34	S	3.10	S	<b>2.72</b>	S
4. Police instructors' lack skills in the conduct of group dynamics	3.49	S	2.93	S	<b>2.71</b>	S
5. No adequate accessibility to the sources of information about illegal drugs use	3.44	S	3.03	S	<b>2.79</b>	S
<b>Overall Weighted Mean</b>	<b>3.41</b>	<b>S</b>	<b>3.43</b>	<b>S</b>	<b>3.84</b>	<b>S</b>

Legend:

3.51 – 4.00 – Very Serious (VS)

2.51 – 3.50 - Serious (S)

1.51 – 2.50 Less Serious (LS)

1.00 - 1.50 - Not Serious (NS)

The respondents assessed that the problems encountered by the instructors teaching the DARE to elementary students in Malinta Elementary School and Olivarez College Tagaytay in terms of teaching strategies was serious with a grand mean of 3.84. All indicators were assessed as serious. Both the PNP respondents and teacher respondents gave ratings of 3.41 and 3.43, respectively, which were considered serious.

However, it must be pointed out that the problem that obtained the highest score was the “Insufficient facilities for the video presentation or film showing of documented cases of illegal drugs use” with an average weighted mean of 3.50 or serious. This finding highlighted the need of some technological equipment like televisions or Power point projectors to enhance

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the reception of the elementary students on DARE lessons. This would also facilitate the smoother flow of delivery of DARE lessons for the police officers.

**Table 7** are the Problems Encountered by Police Instructors Teaching the Drug Abuse Resistance Education to the Elementary Students Malinta Elementary School and Olivarez College Tagaytay in terms of Instructional Support.

instructional support	PNP		Teachers		Grand Mean	
	WM	VI	WM	VI	AWM	VI
1. Lack of information materials for distribution to students attending the Drug Abuse Resistance Education	3.47	S	3.33	S	<b>3.40</b>	S
2. Lack of audio-visual equipment in the police instructors' delivery of lecture topics	3.50	S	3.43	S	<b>3.47</b>	S
3. Inadequate illegal drugs samples for use as instructional materials	3.43	S	3.03	S	<b>3.33</b>	S
4. No parents' participation in the police-led education on students' resistance to illegal drugs use	2.94	S	3.03	S	<b>2.59</b>	S
5. Failure of coordination with the school authorities on the complementary roles of teachers in the Drug Abuse Resistance Education	2.63	S	2.83	S	<b>2.73</b>	S
<b>Overall Weighted Mean</b>	<b>3.17</b>	<b>S</b>	<b>3.15</b>	<b>S</b>	<b>3.16</b>	<b>S</b>

Legend:

3.51 – 4.00 – Very Serious (VS)

2.51 – 3.50 - Serious (S)

1.51 – 2.50 Less Serious (LS)

1.00 - 1.50 - Not Serious (NS)

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The main problem in instructional support was the Lack of audio-visual equipment in the police instructors' delivery of lecture topics with an average weighted mean of 3.50 which has an interpretation equivalent to serious. This result was consistent with the findings in the problems in teaching strategies where the need of audio-visual equipment was emphasized.

Both the police personnel of Cavite Police Provincial Office and teachers in Malinta Elementary School and Olivarez College Tagaytay perceived that the problems in instructional support were serious. The PNP personnel gave an overall weighted mean of 3.17 while the teachers gave an overall weighted mean of 3.15.

These results imply that for DARE to effective DARE teaching by police instructors would require a lot of instructional support, not only in terms of teaching aides but also in the support of the teachers and parents of students.

**Table 8** Proposed Action Plan Matrix for Enhanced DARE Program in Malinta Elementary School and Olivarez College Tagaytay Cavite province.

Objectives	Focus and Concern	Strategies/ Activities	Persons Involved	Time Frame	Evaluative Measures	Outcome
1. To train police instructors of DARE on teaching strategies	Skills on teaching strategies among police instructors found to be a concern	Training Directive Formulation of Training Modules Selection of DARE police instructors as participants of the Training on Teaching Strategies	PNP Personnel  Students & Parents  School/officials/Stakeholders	One (1) year	Post-training evaluation	Skilled DARE police instructors on teaching strategies
2. To request instructional support for NGOs and business sector	Lack of audio-visual equipment and instructional materials for DARE	Letter request to NGOs and business sector for support on instructional materials and equipments	PNP Personnel  Students & Parents  School/officials/Stakeholders	One (1) year	Evaluation on the effect of the use of audio-visual equipment and added instructional material to the conduct of DARE	Better of appreciation of the elementary students on the DARE lessons conducted by Cavite PPO police instructors
3. To request financial assistance from Cavite Provincial Government	DARE needs instructional support and funds for other activities	Letter of request to the City Government of General Santos City	PNP Personnel  Students & Parents  School/officials/Stakeholders	One (1) year	Evaluation from the trainers and students on the effects of activities funded by LGU like field trips, etc	Increased DARE activities and participant

## Discussion

In summary on the findings of the study it is stated that the police personnel of the Cavite Police Provincial Office and the teachers of the Malinta Elementary School and Olivarez College Tagaytay assessed that the police instructors teaching the DARE to their students were effective. The research concludes the following result to wit;

1. On Instructors' Efficiency. Teach students to evaluate the consequences of the choices available to them", and "Guide students to recognize stress and suggest ways to deal with it other than taking drugs" needs to be improved.

On Teaching Strategies. The indicator "Use video presentation or film showing to highlight the negative consequences of illegal drugs use" should be enhanced, and

On Instructional Support. Presentation of illegal drugs samples promotes students' familiarity with the banned substance" needs to be enhanced.

2. The results indicated an acceptance of the null hypothesis that there is no significant difference between the assessment of the respondents on the effectiveness of police instructors teaching the Drug Abuse Resistance Education to the elementary students in Malinta Elementary School and Olivarez College Tagaytay in terms of instructors' proficiency, teaching strategies, and instructional support.

3. The problems encountered by police instructors of Cavite Police Provincial Office teaching D A R E to elementary students in Malinta Elementary School and Olivarez College Tagaytay were serious and it is identified the following items;

On Instructors' Proficiency. Commitment and patience of Police Instructors should be developed.

On Teaching Strategies. - Facilities for video presentation or film showing should be provided, and

On Instructional Support. Audio-visual equipment in the police instructors' delivery of lectures should be provided.

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