

Drug Abuse Resistance Education (DARE) Program in one First Class City of Laguna, Philippines

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Abstract –*There have been numerous actions done by various governments and organizations all over the world to address the problems created by drug abuse. One of the significant interventions was the introduction of the Drug Abuse Resistance Education (DARE) which aimed to promote drug education in school setting. This study aimed to evaluate the DARE Program in the first class City of Laguna, Philippines. Specifically, it determined the evaluation of the respondents to the program in terms of objectives, contents, speakers, delivery and impact; tested the significant difference on the evaluation of the DARE program when grouped along the profile variables; and recommended measures to enhance the DARE program in the City based on the results of the study. A descriptive method was used where the main tool was the self-structured survey. Respondents were the principals, teachers and police officers. Results showed that all aspects of the DARE program was rated “Very Satisfactory” which proved that: Objectives are attainable and responsive to needs; contents are comprehensive, expressed with clarity of thoughts, understandable to the young learners, technology-based ideas, with solid theoretical research-based information and most importantly aimed at producing results though positive evaluation measures; police DARE Officers were good resource speakers; program delivery is according to high standards of teaching-learning; an “excellent” remarks on impact proved that the program is highly needed by the community. Recommendations were formulated to enhance the program based on the results of the study.*

Keywords –*Drug Abuse, DARE Program, technology-based*

INTRODUCTION

The devastating effects and consequences of drug abuse have prompted agencies all over the world to come up with programs and projects that aim to prevent, control and possibly stop the prevalence of

illegally used drugs particularly among young people. Hence, world organizations have been enacting measures and interventions to address and control problems created by illegal and abusive use of drugs.

One of such measures was through education, in particular the Drug Abuse Resistance Education (D.A.R.E.) a substance abuse prevention education program that seeks to prevent use of controlled drugs, membership in gangs, and violent behavior. It was founded in Los Angeles in 1983 as a joint initiative of then-LAPD chief Daryl Gates and the Los Angeles Unified School District as a demand-side drug control strategy of the American War on Drugs . The DARE program involves children interacting with police officers or sheriffs in a classroom environment rather than in a criminal justice setting, such as when officers must intervene in domestic violence [1].

The DARE was started in the Philippines in 1993, and was introduced by former president Joseph E. Estrada. There was a lull after this and was revived in 2015. This was according to the GNAP Team [2] who reported that the Police officers from the Philippine National Police (PNP) are now teaching school children about drug abuse awareness as part of the revived Drug Abuse Resistance Education (DARE) program under an incorporated DARE Philippines. The DARE program trains DARE police officers who are given tasks outside their usual police work to teach school children in the classroom. PNP officers undergo a 10 day live-in training lessons on classroom management, teaching strategies, communication skills, adolescent development, drug information, and thorough instruction on DARE’s 17 lessons. A police officer should pass the course to be a certified DARE officer qualified to teach students. The training curriculum was designed for children in their last years in elementary school.

According to the World Drug Report of the United Nations Office on Drugs and Crime (UNODC), [3] it is estimated that a total of 246 million people - slightly

over 5 percent of those aged 15 to 64 years worldwide - used an illicit drug in 2013. Some 27 million people are problem drug users, almost half of whom are people who inject drugs (PWID). An estimated 1.65 million of people who inject drugs were living with HIV in 2013. Men are three times more likely than women to use cannabis, cocaine and amphetamines, while women are more likely to misuse prescription opioids and tranquilizers.

In the Philippines, an alarming report also cited by UNODC last year mentioned that the Philippines now has the highest prevalence of illegal use of drugs than the global average; and two of the most used and valuable drugs are *Shabu* and *Marijuana*. This condition has been reported by the United Nations since 2012 [3]. This probably was the reason why the incumbent president Rodrigo Duterte has been so adamant in fighting drugs at all costs.

Today many horrible stories of how Filipinos particularly young people are destroyed by drugs. The illegal drug use have devastating effects on health and how these drugs have become a factor for the crime surge in Metro Manila. It does, since that illegal drug use is on the rise, and this has worrying implications for the future.

In 2016, the Santa Rosa City Police arrested sixteen (16) suspected drug pushers and users and considered as the biggest single haul in the province during an anti-illegal drug operation in Sitio Kawad, Barangay Santo Domingo City of Santa Rosa, Laguna. Subsequently, police raided the suspects' hideout where 11 more suspects were caught in the act of sniffing *methamphetamine hydrochloride (shabu)*. Police confiscated 25 grams of *Shabu* with estimated street value of P125, 000 as well as drug paraphernalia and a homemade shotgun. This is the biggest so far, since they effected intensified operations against illegal drugs in the city.

At present, City of Santa Rosa Police Station has a total strength of 133 police personnel (Policemen- 115 and Policewomen-18). The police to population ratio (PTPR) based on the NSO population of 2012 is 1:2,452. However, if this is translated to per shift basis, the PTPR is 1:4,904. With the estimated floating population of additional 100,000, the police to population ratio is at 1:3,204.

Adhering to the Chief PNP's Action Programs, this station implemented the ten (10) percent administrative and ninety percent performing field duties personnel deployment. Moreover, this station conducts daily attendance or "roll- call" to maintain adherence to the

personnel deployment and punctuality of the police personnel.

One of the programs on drug prevention and control being implemented now under the leadership of the Santa Rosa Police through the collaborative efforts of the DDB and the Department of Education is the DARE program. However, there was no evaluation done yet on the components (course objectives, content, speakers etc.) of the DARE program.

As a police officer (Chief of Police Community Relations and DARE officer) the researcher delved into this study in order to evaluate the DARE program in a first class City of Laguna with the goal of coming up with measures to improve the delivery of this program.

OBJECTIVES OF THE STUDY

The study aimed to evaluate the Drug Abuse Resistance Education (D.A.R.E.) Program in a first class City of Laguna, Philippines. Specifically, it described the profile of the respondents in terms of age, gender, marital status, position, employment status and years in the employment; determined the evaluation of respondents on the program when grouped along the profile variables; and recommended measures to enhance the delivery of DARE program in the City.

METHODS

Research Design

This study used a descriptive-correlational research design. It was descriptive in as much as it described how the study participants evaluated the implementation of the D.A.R.E program in a first class City of Laguna. This was correlational since it determined the significant difference on the perception of the 42 DARE officers who were trained under the D.A.R.E program of the PNP. The implementation period covered from June 2016 to October 2016 in the first class City of Laguna particularly in elementary schools.

Participants

The participants of this study consisted of forty-two (42) individuals (basic educators of the Department of Education and police officers) who were involved in the DARE program of the City. They were chosen since they were the ones who have observed and reviewed the DARE program as implemented in several elementary schools within the city.

Instrument

The main tool for data gathering was a researcher-made questionnaire consisting of two parts: Part 1 for

the profile of the respondents in terms of age, gender, position, and length of service; and part 2 pertains on the evaluation of the implementation of the DARE program of the city along with the objectives, contents, resource speaker, program delivery and program impact.

In validating the questionnaire, this study applied Bachman's [4] validity and reliability tests. For the test for validity, there are four measures used: face validity, content validity, criterion validity and construct validity. In measuring face validity (measure what it intends to measure), the instrument was presented to fellow DARE officers to determine whether all items in it are congruent with the DARE program.

In terms of content, the instrument was analysed with the help of the DARE team as to accuracy of meaning and clear presentation. This means that all concepts listed do not have double meaning.

On the other hand, for criterion validity, it establishes whether all items in the instrument are connected only with the subject on hand (DARE program). In order to measure this (criterion validity), the items in the questionnaire were analysed along the program components of DARE Philippines, with the help of the adviser.

Finally, for construct validity (measures indicated in the instrument is related to a variety of other measures specified in theories), since the instrument was a researcher-devised one, the researcher with the help of fellow DARE officers and thesis adviser analysed each items and established that all are theoretically based.

Test and retest reliability measure was applied in this study. This means that the instrument after all validity tests were done, was pretested to ten (10) of the identified respondents. The responses were then measured statistically; after one week, the same instrument was presented to the same group of respondents to determine whether the two measures yielded comparable, if not identical values. The result pointed to a comparable result. This means that the instrument was a reliable one.

Procedure

Before the floating of the questionnaire, pilot testing was done to ten (10) respondents for improvement. Likewise, the draft questionnaire was presented to the chief of the Santa Rosa Police Station and the Dean of the Graduate School of Lyceum of the Philippines University for their comments and suggestions. After improving the questionnaire, the same was presented to the adviser for validation. The floating of the

questionnaire commenced after it was approved by the research panel and the Dean of the Graduate school.

The letter of Informed consent for the respondents was included in the questionnaire. The letter contained the purpose of the study and assurance that the confidential nature of research will be properly observed. The researcher personally floated and retrieved the questionnaire to the 42 respondents.

Data Analysis

All data were tallied, encoded and interpreted using frequency distribution, weighted mean and Analysis of Variance (ANOVA). These tools were used based on the observations of the study. In addition, all data were treated using statistical software, PASW version to further analyse the results of the study.

The following *Likert Scale* was used to establish the level of satisfaction of the respondents (police officers) on how the D.A.R.E. program was implemented in Santa Rosa City, Laguna: 4.50 – 5.00 = Excellent (E); 3.50 – 4.49 = Very Satisfactory (VS); 2.50 – 3.49 = Satisfactory (S); 1.50 – 2.49 = Fair (F); 1.00 – 1.49 = Poor (P).

Ethical Considerations

All procedures concerning the handling of personal information of the respondents were highly observed. This means that their names were not mentioned in this study. To observe the highly confidential nature of the interviews, no particular names were mentioned in the report. More so, the pictures taken did not reveal any personal identity of the respondents except that they are currently working as police officer in the Police Station of the City. No personal opinion was given by the researcher, only information and results based from the data gathered.

RESULTS AND DISCUSSION

Table 1 depicts the percentage distribution of the respondents' profile. In terms of age, majority or 35.70 percent belonged to a 41-50 age bracket, having only a slight difference to a 31-40 age group bracket which is composed of 3 respondents or 31 percent. The lowest belonged to a 51-56 age bracket with only 5 respondents. This shows that majority of the respondents belong to a middle-age group, who can be considered as reliable resources who can respond to a survey.

Table 1. Percentage Distribution of the Respondents' Profile

Profile Variables	f	%
Age		
24 - 30 years old	9	21.40
31 - 40 years old	13	31.00
41 - 50 years old	15	35.70
51 - 56 years old	5	11.90
Gender		
Female	34	81.00
Male	8	19.00
Marital Status		
Married	33	78.60
Single	9	21.40
Position		
Principal	3	7.10
Master Teacher 1	2	4.80
Teacher 3	10	23.80
Teacher 2	6	14.30
Teacher 1	16	38.10
Police	5	11.90
Employment Status		
Permanent	38	90.50
Contractual	4	9.50
Year Employed		
1 - 10 years	18	42.90
11 - 20 years	13	31.00
21 - 34 years	11	26.20

In terms of gender, majority or 81 percent of the respondents belong to a female group. This may also indicate that there are more female who opt to enter into the teaching profession than males. In terms of marital status, majority or 78.60 percent belong to married group. This indicates that respondents may also be parents, who are interested to programs that will benefit their children, thus are reliable respondents for this study. On the other hand, only nine respondents or 21.4 percent are single.

In terms of position, majority or 38.10 percent are teachers with a rank of Teacher 1. This group of respondents may be new teachers, who may have less experience, but may have a fresh perspective on school programs like DARE. The least belong to Master Teacher 1 position, which is composed of only two respondents or 4.80 percent, which has a slight difference with the Principal position which is composed of only 3 respondents or 7.10 percent. These two least groups are experienced stakeholders in a school setting, who are better and suitable respondents of this study.

In terms of employment status, majority of the respondents or 90.5 percent are permanent employees,

while only 4 respondents or 9.95 percent are contractual employees. This implies that majority of the respondents possessed a security of tenure, and are more likely contented with their career and make it long-term until retirement, thus making them reliable respondents for this study.

In terms of years employed, majority or 42.90 percent are 1-10 years employed. This group is the least-experienced employees and may have experienced to observe DARE program implementation for the first time.

Table 2. Evaluation of DARE Program as to Objectives

Indicators	WM	VI	Rank
1. The objectives of the program are clearly defined and understood	4.36	VS	5
2. The objectives are within the framework of the PNP's vision and mission	4.40	VS	4
3. The objectives are realistic	4.45	VS	2.5
4. The objectives are relevant to the needs of the students.	4.45	VS	2.5
5. The objectives are relevant to the needs of the community.	4.60	E	1
Composite Mean	4.45	VS	

Table 2 depicts the evaluation of DARE program as to objectives. The composite mean of 4.45 indicates that the program was very satisfactory. The objectives are relevant to the needs of the community obtained the highest weighted mean score of 4.60 and rated excellent. This implies that the respondents agreed to the objectives of the program, and regarded DARE program as an important part of the community for the prevention of drug and substance use and abuse.

Today many horrible stories of how Filipinos particularly young people are destroyed by drugs. The illegal drug use have devastating effects on health and how these drugs have become a factor for the crime surge in Metro Manila. It does, since that illegal drug use is on the rise, and this has worrying implications for the future. There is an urgent need to educate young people as to the dangers of drug use, and there is also a great need to help those who are already addicted to escape their misery. Failure to do these could mean there will be further deterioration within many Filipino communities.

However, other items were rated very satisfactory and items such as objectives are within the framework of the PNP's vision and mission and objectives of the program are clearly defined and understood got the lowest mean values of 4.40 and 4.36 respectively.

Although the result is very positive, other respondents may not fully understand the program’s objective relative to the PNP’s vision and mission since majority of the respondents were teachers. On the other hand, the program’s objectives at some point may not be clearly defined and understood since the latter is discussed to students and not to the respondents.

Since the one that received the highest evaluation was on relevancy of the program in response to community needs, it indicates that the DARE program really addresses one of the worst problems in society, and that is the problem on drug abuse. It can be assumed that those who proposed the DARE programs have seen the extent of the problem and the need to do an action to prevent the growing menace of drug abuse to a person in particular, and to the society in general. The program objectives of the D.A.R.E in the City clearly adheres to what the DDB and other authorities said about the need to educate people, specifically, the young ones. Education clearly is one of the best ways to combat drug problems in the community.

Table 3. Evaluation of DARE Program as to Content

Indicators	WM	VI	Rank
1. The module content is comprehensive	4.40	VS	1
2. The content of the materials had a positive effect on students	4.33	VS	3
3. Modules provide items that lead to conceptual understanding.	4.29	VS	6.5
4. The modules incorporated the use of appropriate technology.	4.38	VS	2
5. The modules/materials integrated theories, experiences and research based studies.	4.31	VS	4.5
6. The modules/materials incorporated experiences for the development of desirable values and attitudes specifically on awareness and compliance to Republic Act 9165	4.31	VS	4.5
7. The modules/materials contained appropriate evaluative measures to assess the learning outcomes of the students.	4.29	VS	6.5
Composite Mean	4.33	VS	

Table 3 depicts the evaluation of DARE program as to content. The composite mean of 4.33 indicates that the program was very satisfactory. The item stating the module content is comprehensive obtained the highest weighted mean score of 4.40 and rated very satisfactory as rank 1. This implies that the respondents agree with

the module contents and are very satisfied with its completeness.

However, other items were also rated very satisfactory such as the modules incorporated use of appropriate technology, the content of the materials had a positive effect on students got the ranks 2 and 3 respectively.

The two items stating the modules/materials integrated theories, experiences and research based studies and the modules/materials incorporated experiences for the development of desirable values and attitudes specifically on awareness and compliance to Republic Act 9165 got the weighted mean of 4.31, rated very satisfactory as rank 4.5.

However, items that belong to the lowest rank of 6.5 and got a weighted mean of 4.29 were Modules provide items that lead to conceptual understanding, and the modules/materials contained appropriate evaluative measures to assess the learning outcomes of the students. Although the responses to all the items were very positive, these two items got the lowest rank, may be because the respondents are looking for a better presentation of the module that could make it easier to interpret and could be more understood by students. Likely, they may also believe that there could be better evaluative measures to assess the learning outcomes of the students.

The reviewed literature pointed to several lessons’ contents that may be incorporated in the DARE modules such as: increase awareness of the different drug and how abuse of these drugs affects drug users; incorporate ideas on the ill-effects of drugs which will result to dysfunctional behavior and disturbance of society; develop in the learner informed-decision by discussing relevant topics like types of drugs, anti-bullying behavior; safe and responsible choices; and making curriculum less rigid which means that content should adapt well with the level of the children [1], [5], [6].

Table 4 depicts the evaluation of DARE program as to speaker. The composite mean of 4.43 indicates that the program was very satisfactory. The item stating D.A.R.E. Officers manifest positive rapport with the students obtained the highest weighted mean score of 4.48 and rated very satisfactory as rank 1. This implies that the respondents think that DARE Officers are very good in establishing relationship with students, hence, garnering active cooperation from the students that may also implies that students are gaining interest to the program.

Table 4. Evaluation of DARE Program as to Speaker

Indicators	WM	VI	Rank
D.A.R.E. Officers...			
1. Are educationally highly qualified and trained.	4.45	VS	2
2. manifest positive rapport with the students	4.48	VS	1
3. Demonstrate mastery of the subject matter.	4.40	VS	3
4. Demonstrate professionalism and give respect to students' opinion, and sensitive to their emotions.	4.38	VS	4
Composite Mean	4.43	VS	

However, the items stating D.A.R.E. Officers are educationally highly qualified and trained, D.A.R.E officers demonstrate mastery of the subject matter, and D.A.R.E officers demonstrate professionalism and give respect to students' opinion, and sensitive to their emotions got the weighted score of 4.45 or rank 2, 4.40 or rank 3, and 4.38 or rank 4 respectively, and were also interpreted as very satisfactory.

The choice of police as teachers for little children with regards to drug abuse may seem out of the qualifications of police officers. There may be questions as to why they (police) should be the one to teach, when in fact they still need to be trained to become communicators for learning and why not just give the teaching aspects to the professional educators under the Department of Education. The answer may be on the authoritative stance of police officers wearing their uniforms as they deliver topics regarding drugs and the menace they created in the lives of people.

However, despite them not being trained (professional teachers) interestingly, the result of this study proved that the DARE police teachers can be effective sources of knowledge.

Table 5 depicts the evaluation of DARE program as to delivery. The composite mean of 4.34 indicates that the program was very satisfactory. The item stating D.A.R.E. officers gained support assistance from teachers and principal during classroom instruction and student activities obtained the highest weighted mean score of 4.38 and rated very satisfactory as rank 1. This implies that the program is very much supported by

important stakeholders of the school, the teachers and principal, especially during its implementation.

Four items got the weighted mean of 4.36 and ranked 3.5. These were items stating the conduct of activity was well-organized and coordinated to the school authorities, lecturers or speakers utilize appropriate and innovative teaching strategies and techniques to motivate students, the venue is appropriate, and the materials and equipment necessary for the program are sufficient and available.

Prior to the implementation of the program, the Dare officers sought approval from school principal and coordinated with them to ensure that it will be implemented in an organized manner, and the students are gathered in a room appropriate for the effective facilitation of the program. It provides visual aids and the atmosphere is conducive to learning.

Table 5. Evaluation of DARE Program as to Delivery

Indicators	WM	VI	Rank
1. The conduct of activity was well-organized and coordinated to the school authorities.	4.36	VS	3.5
2. The presentation of the courses was appropriate to the students' age level.	4.33	VS	7
3. The time allocated for the program was sufficient enough to cover all the contents and topics.	4.29	VS	9
4. Lecturers or speakers utilize appropriate and innovative teaching strategies and techniques to motivate students.	4.36	VS	3.5
5. Lecturers made use of appropriate technology in instructions.	4.33	VS	7
6. There is provision of opportunities for active student participation in class.	4.33	VS	7
7. The venue is appropriate	4.36	VS	3.5
8. The materials and equipment necessary for the program are sufficient and available	4.36	VS	3.5
9. D.A.R.E. officers gained support /assistance from teachers and principal during classroom instruction and student activities.	4.38	VS	1
Composite Mean	4.34	VS	

Three items ranked 7 which got the weighted mean of 4.33 were items stating the presentation of the courses was appropriate to the students' age level, lecturers made use of appropriate technology in

instructions, and there is provision of opportunities for active student participation in class.

The DARE program represents a collaborative effort on the part of police and schools to deliver a curriculum that was jointly designed by educators and law enforcement officials. It is a drug and violence prevention program, the delivery of which is characterized by cooperative learning strategies, decision-making models, and a form of role-play.

The lowest item got a weighted mean of 4.29 as rank 9 is the item stating the time allocated for the program was sufficient enough to cover all the contents and topics. This implies that other respondents thought that the time allotted for program implementation needs to be extended as to time frame so that the expected outcome of the program can be fully absorbed and be internalized by the students.

The studies cited here have provided specific program delivery approaches as: improvement of the communication and listening techniques; role-playing; keeping student journal; inclusion of drug subjects under the core curriculum of the basic education' and inclusive approach like the involvement of parents in DARE program [6].

Table 6. Evaluation of DARE Program as to Impact

Indicators	WM	VI	Rank
1. Those who took the program manifested difference in terms of their attitude toward drug and alcohol abuse.	4.40	VS	4.5
2. Students were receptive to the program	4.40	VS	4.5
3. The school benefitted from the program especially with the presence of D.A.R.E. officers	4.52	E	1.5
4. The program benefitted both the community and the police	4.52	E	1.5
5. The program is in demand in our community	4.48	VS	3
Composite Mean	4.47	VS	

Table 6 depicts the evaluation of DARE program as to impact. The composite mean of 4.47 indicates that the program was very satisfactory. The two items stating the school benefitted from the program especially with the presence of D.A.R.E. officers and the program benefitted both the community and the police obtained the highest weighted mean score of 4.52 and rated excellent as rank 1.5. This implies that DARE program is well accepted by the community and they

believe it's beneficial to school, to the community, and to police as well.

However, the item stating the program is in demand in our community got a weighted mean of 4.48 as rank 3 is rated very satisfactory. Two items stating those who took the program manifested difference in terms of their attitude toward drug and alcohol abuse and students were receptive to the program got a weighted mean of 4.40 as rank 4.5 as the lowest rank. Although all items got a very positive result, others may not be convinced that students manifested a change in attitude toward drug and alcohol abuse. Similarly, other students may not be open-minded or responsive to the program.

Since there is an implication here that some of the young learners may not be open-minded to the impact of the program to them, then this needs further reinforcement by the teachers and parents as well, so that its impact could be seen and its goal of preventing students from taking drugs could be attained.

Be its so, the necessity of the implementation of DARE cannot be discounted since almost all governments, international organizations particularly our own government has been very serious in creating programs upon programs, rules and regulations to curtail the ill-effects of drugs, proved to only one thing- drug abuse is a great problem that everyone should be mindful of. This therefore entails actions. The DARE program for this matter is one of the most effective tools to combat the illegal use of drugs and preventing young people to be victimized.

Table 7. Summary Table on the Evaluation of DARE Program

Indicators	WM	VI	Rank
1. Objectives	4.45	VS	2
2. Content	4.33	VS	5
3. Speaker	4.43	VS	3
4. Delivery	4.34	VS	4
5. Impact	4.47	VS	1
Composite Mean	4.40	VS	

Table 7 shows the summary table on the evaluation of DARE program. The composite mean of 4.40 indicates that the DARE program was very satisfactory. This implies that overall, the DARE program is being implemented very satisfactorily as evaluated by the respondents.

All numerical values that emerged fell under the descriptive rate of "very satisfactory" however, if the ranking of the variables are to be considered, we can see that variables measured in this study pointed to "very

satisfactory” results, however, if the ranking is considered, impact and objectives are the two top scoring variables.

These results indicate that DARE program is highly needed in society where drug issues and problems proliferate; and the realization of this objective will eventually create impacts to the people particularly on the basic education students who were recipients of the drug information campaign under the DARE program Philippines.

Table 8. Difference of Responses on the Evaluation of DARE Program (Objectives) When Grouped According to Profile Variable

Profile Variables	F – value	p – value
Age	2.319	0.091
Gender	1.084	0.285
Marital Status	0.095	0.925
Position	2.413	0.055
Employment Status	1.277	0.209
Years Employed	0.179	0.837

Legend: *Significant at p-value < 0.05

As seen from the result of Table 8, all computed p-values were greater than 0.05 alpha level, thus the researcher fail to reject the null hypothesis of no significant difference on the evaluation of DARE program when grouped according to profile. This means that the evaluation of the program in terms of objectives was the same across each profile.

Table 9. Difference of Responses on the Evaluation of DARE Program (Content) When Grouped According to Profile Variable

Profile Variables	F – value	p – value
Age	1.980	0.133
Gender	1.709	0.095
Marital Status	0.327	0.745
Position	3.269	0.016
Employment Status	1.192	0.240
Years Employed	0.020	0.980

Legend: *Significant at p-value < 0.05

It can be gleaned from Table 9 that the evaluation of program as to content when grouped according to position is significant. This was observed since the obtained p-value of 0.016 is less than 0.05 alpha level. This means that the assessment on the program varies and principal was found to be significant. It was found out to have higher evaluation on the content of the program.

The acceptance of the null hypothesis in terms of position indicates that varying positions may see the content of the program differently. There may be some

disagreement here pertaining to lesson contents from the perception of principal the different levels of teacher’s ranks and the police DARE officers.

The report of MB Online [7] indicates that the National Education program does not rely on a single position or authority. As such drug education program should provide holistic approach in preventing and eliminating the menace of drugs. This means that all sectors regardless of status or position to work collaboratively with the school system.

Table 10. Difference of Responses on the Evaluation of DARE Program (Speaker) When Grouped According to Profile Variable

Profile Variables	F – value	p – value
Age	0.727	0.542
Gender	0.474	0.638
Marital Status	0.311	0.757
Position	3.842*	0.007
Employment Status	1.374	0.177
Years Employed	0.943	0.398

Legend: *Significant at p-value < 0.05

As shown from Table 10, there was significant difference observed on the evaluation of DARE program as to speaker when grouped according to position (0.007). This indicates that the assessment differs significantly. Based from the post hoc test conducted, it was found out that principal has a higher evaluation of the said program.

The rejection of the null hypothesis in terms of position along the DARE program speakers may indicate that assessment of credibility of the resources speakers vary according to ranks and educational qualifications. There is a significant difference on the perception of the respondents by the manner by which DARE resource speakers delivers the lesson.

This result may necessitate determination of the areas or aspects do the resource speakers fail to impress some of the respondents. This is needed for enhancement of the skills of the DARE officers as teachers

Table 11. Difference of Responses on the Evaluation of DARE Program (Delivery) When Grouped According to Profile Variable

Profile Variables	F - value	p – value
Age	3.134*	0.037
Gender	0.562	0.577
Marital Status	0.270	0.789
Position	2.370	0.059
Employment Status	0.407	0.687
Years Employed	0.483	0.620

Legend: *Significant at p-value < 0.05

Table 11 reveals that the evaluation of the program as to delivery differs according to age. This was observed since the obtained p-value of 0.037 is less than the alpha level of 0.05. This implies that the respondents viewed the program differently and it was found out on the age bracket of 24 - 30 years old. They were found to be more significant among the other age group. The rejection of the null hypothesis proved that the evaluation of the respondents vary according to age along program delivery. This may indicate that age is a determinant for program satisfaction in terms of delivery. It could be noted also that the younger the age, the more significant is the evaluation. This may also indicate that the middle aged-respondents are more critical on how the DARE program is being delivered. This aspect should be considered. This may necessitate the need for consultation to enhance the delivery of drug education program.

Tseloni [6] has proven statistically the effect of DARE program delivery along “making safe and responsible choices for young people. The most effective drug education delivery is through role-play made lesson more effective because concepts are being reinforced almost immediately.

On the other hand, Johnstone et al. [8] noted a need for a more robust program delivery that will extend beyond the “core” curriculum for grade 5 and 6. This means that there is a need for more than “one-shot” drug education campaign, but a sustained program delivery.

Table 12 presents the significant difference on the evaluation of DARE program when grouped according to profile variables. It was found out that only age was considered significant since the obtained p-value of 0.031 is less than 0.05 alpha levels. This only means that different age group experienced different impact, however, age bracket of 24 to 30 years old was found to be significant.

Table 12. Difference of Responses on the Evaluation of DARE Program (Impact) When Grouped According to Profile Variable

Profile Variables	F - value	p – value
Age	3.286*	0.031
Gender	1.211	0.233
Marital Status	0.273	0.786
Position	1.309	0.282
Employment Status	0.255	0.800
Years Employed	0.238	0.789

Legend: *Significant at p-value < 0.05

CONCLUSIONS AND RECOMMENDATION

Majority of the respondents were 41-50 years old, female, married, teacher 1, in permanent status and has been employed for 1-10 years. The objectives set by the City DARE program were all rated highly satisfactory with one (relevant to the needs of the community) which got “Excellent” rating from the respondents. This result proved that the DARE program in the City has explicitly written objectives, timely, realistic and attainable within the scope and framework of the DDB, PNP and Department of Education along the goal of eliminating drug abuse problems in the Philippines. The evaluation done by the respondents in the content of the DARE modules of the City resulted in “very satisfactory” rating, which may mean that the content of the modules are comprehensive, expressed with clarity of thoughts, understandable to the young learners, technology-based ideas, with solid theoretical research-based information and most importantly aimed at producing results through positive evaluation measures. The choice of police as teachers for little children with regards to drug abuse may seem out of the qualifications of police officers. There may be questions as to why they (police) should be the one to teach, when in fact they still need to be trained to become communicators for learning and why not just give the teaching aspects to the professional educators under the Department of Education. The answer may be on the authoritative stance of police officers wearing their uniforms as they deliver topics regarding drugs and the menace they created in the lives of people.

However, despite them not being trained (professional teachers) interestingly, the result of this study proved that the DARE police teachers can be effective sources of knowledge. The “very satisfactory” overall composite weighted mean results proved that the City DARE program delivery were within the standards of effective teaching and learning models. This means that the manner by which the program was delivered passed the standards of: proper coordination, age-appropriate, sufficient topics, appropriate choice of teaching and learning strategies and techniques, technology-based instruction, with support from the school management. This further indicates that the DARE program in the City is well-organized and have considered all important aspects for an efficient and effective educational program delivery. The provision of DARE program to the elementary students was evaluated as “ excellent” in terms of its impact to the school, the community and the police. This clearly manifest that drug is a real felt problem in the present

era and people are now aware that if drug issues will not be arrested, stopped or controlled, this menace (drug abuse) will continue to create havoc in the lives of the students, the people in the community and challenge to police operations and functions. There were significant differences on the evaluation of the respondents along: content and position, speaker and position, delivery and age and impact and age. There is a significant difference on the evaluation of the respondents on content, speaker, delivery and impact when grouped according to position and age.

It is recommended that the objectives set by the DARE program in the City may be sustained through the active support of the PNP leadership, school management under the Department of Education, and if possible, encourage cooperation and/or collaboration with other entities like NGO's, business communities and LGU's.

Modules developed by DARE program in the City may be provided to schools, so that teachers may be able to reinforce learning by incorporating some relevant information of the modules in their regular teaching. Utmost support of the PNP, LGU, NGO, business communities and media practitioners in the city for financial and technical support in order to increase the volumes of the resource materials may be solicited.

The manner by which DARE program in the City is delivered maybe sustained; however, continues program review and updating of the program outcome or the eventual behavior of the learners who took the course maybe conducted. Hence, further studies maybe done to determine if the DARE program really has resulted to significant change in behavior of the young people especially connected with drugs and drug dependency.

Police officers who are also licensed teachers maybe tapped to become part of DARE educators. In a way, this will lessen the effort required to train police who, in the first place, are not really into teaching. If there may be lacking of police personnel to be tapped, then teaching capabilities of the present rosters of police DARE teachers maybe developed further.

Citizens' watch against drugs maybe intensified through massive information drive and cooperation of the government.

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