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Implementation of the National Drug Education Program in Secondary Schools in the Municipality of Uson: Basis for an Enhanced Drug Education Framework

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ABSTRACT

This study assessed the implementation of the National Drug Education Program (NDEP) in six secondary schools in the Municipality of Uson, Masbate, during school year 2018–2019, focusing on curriculum integration, school-based initiatives, perceptions of drug testing, and proposed program improvements. Employing a descriptive research design, the study purposively selected six secondary schools and gathered information through a researcher-developed survey questionnaire. Data were analyzed using frequency counts and percentages, while reported activities and suggestions were described narratively. Findings revealed that the participating schools had 232 teachers serving 4,083 learners, with all teachers reported to have integrated NDEP into classroom instruction, representing 100% curricular participation. Schools implemented various preventive initiatives, including awareness campaigns, educational seminars, student competitions, informational materials, teacher training, and community partnerships. All six schools recorded affirmative responses concerning drug testing for both teachers and learners. These findings indicated extensive reported curriculum integration and diverse school-based prevention efforts. The study concluded that NDEP was widely incorporated into instructional and school activities, although its effectiveness in improving student behavior was not directly assessed. It recommended sustaining curriculum integration, strengthening instructional resources and teacher preparation, expanding stakeholder collaboration, and improving program monitoring. Limited by its geographical coverage and descriptive research design, the study provides a localized assessment of NDEP implementation that may guide institutional planning, resource allocation, and future evaluations of school-based drug prevention programs.

Keywords: *Curriculum Integration, Drug Education, Drug Testing, National Drug Education Program, Preventive Education, Program Implementation, Secondary Schools*

1. INTRODUCTION

1.1. Background and Context of the Study

Preventive drug education constitutes an important part of school health promotion because adolescents encounter social influences and decisions that can affect their responses to substance-related risks. Effective education involves more than presenting the harmful effects of drugs; it also addresses informed decision-making, interpersonal skills, and access to guidance. A systematic review of interventions in low- and middle-income countries identified education, school policies, supportive environments, parental involvement, peer engagement, and counselling as recurring prevention components (Cadri et al., 2024). However, a meta-analysis found that school-based interventions targeting multiple substance-use behaviours often produced little or only modest improvement in measured outcomes (Tinner et al., 2022). These findings distinguish the provision of prevention activities from evidence of their effectiveness. School-based prevention also depends on how education is organized and sustained. Melendez-Torres et al. (2023) examined whole-school interventions that addressed substance use through changes extending beyond classroom lessons, while Handrianto et al. (2025) highlighted curriculum objectives, content, learning experiences, and evaluation as components of drug education. Together, this literature emphasizes the relevance of both instructional practices and school-level implementation. In the Philippines, Section 43 of Republic Act No. 9165 (2002) requires the integration of drug abuse prevention and control into educational curricula. The Department of Education (DepEd, 2018), through DepEd Order No. 30, series of 2018, established a preventive drug education policy supporting the National Drug Education Program (NDEP) through curriculum integration, personnel capability-building, partnerships, and monitoring. Within this policy setting, the present study assessed NDEP implementation in six secondary schools in the Municipality of Uson, Masbate, during school year 2018–2019. The investigation focused on how national expectations were reflected in local instruction and school initiatives, rather than assuming that policy adoption demonstrated implementation or improved student behaviour.

1.2. Research Problem

Although drug education was mandated nationally, the policy did not establish how consistently it was incorporated into lessons or supported through activities in individual schools. DepEd Order No. 30, series of 2018, identified curriculum integration, personnel development, stakeholder participation, and monitoring as responsibilities requiring school-level action (DepEd, 2018). Consequently, a local assessment was needed to describe the actual status of the NDEP in secondary schools in Uson during 2018–2019. The investigation considered school profiles, the percentage of teachers integrating NDEP into lessons, school programs and initiatives, and reported best practices. It also addressed respondents' perceptions of drug testing among teachers and learners and sought suggestions for strengthening the program. These questions examined related but distinct aspects of implementation; none could be answered solely by citing the existence of the national policy. Later evidence underscores why implementation deserves attention. Ponsford et al. (2022) identified school leadership, collaborative planning, and monitoring as factors influencing whole-school interventions, whereas Fitzgerald et al. (2026) emphasized program suitability, teacher support, and implementation fidelity. Jenkins et al. (2026) also reported uneven evidence for substance-use prevention outcomes. The unresolved local issue was therefore the extent and character of NDEP implementation across the six participating schools.

1.3. Research Gap

Research on school-based substance-use prevention has examined curriculum design, program effectiveness, and organizational conditions. Handrianto et al. (2025) synthesized curriculum components, while Ponsford et al. (2022) examined factors influencing whole-school

implementation. Fitzgerald et al. (2026) subsequently identified facilitators and barriers to delivering prevention programs. These investigations provide broader guidance but do not establish how the Philippine NDEP was implemented across the six secondary schools of Uson during the 2018–2019 school year. The gap addressed by the present study was therefore context-specific and operational. The relevant questions concerned the proportion of teachers integrating drug education, the initiatives and practices reported by schools, respondents' views on drug testing, and locally proposed strengthening activities. Evaluating these dimensions together was necessary to describe the program as it functioned within a defined school system, rather than treating formal policy as evidence of consistent delivery. The assessment contributed a local implementation account and a basis for identifying appropriate program improvements.

1.4. Purpose and Objectives of the Study

The study aimed to assess the status of the National Drug Education Program in secondary schools in the Municipality of Uson, Masbate, during school year 2018–2019. It sought to describe the profiles of Armenia National High School, Simawa National High School, Del Carmen National High School, San Ramon National High School, Buenavista National High School, and Uson National High School. Specifically, the study determined the percentage of teachers integrating NDEP into their lessons, examined school programs and initiatives and related best practices, assessed respondents' perceptions of drug testing for teachers and learners, and identified suggested programs, activities, and projects to intensify NDEP implementation. Its objectives concerned program status and improvement priorities, not measured changes in substance use.

1.5. Significance and Practical Contribution of the Study

The study offered a municipality-specific account of preventive drug education that could inform school planning and coordination. Information about curriculum integration and reported initiatives could help school heads and teachers recognize practices requiring reinforcement and opportunities for professional support. The proposed activities could also guide discussions among school personnel, parents, education officials, and community partners about feasible approaches to strengthening implementation. Evidence from a randomized school-based prevention study has illustrated the relevance of educator preparation and school policy (Paschall et al., 2022), while a recent review has highlighted the importance of organized school support and referral arrangements (Maxey et al., 2026). The study contributed a localized assessment of program implementation that could inform school planning and future evaluations.

1.6. Sustainable Development Goals (SDG) Alignment

The research aligned with Sustainable Development Goal (SDG) 3, Good Health and Well-Being, particularly Target 3.5, which addresses prevention and treatment of substance abuse. Its assessment of drug education supported the prevention-related dimension of this goal without claiming to establish reductions in substance use. The study also aligned with SDG 4, Quality Education, by examining whether preventive education was incorporated into lessons and reinforced through school programs. The United Nations Department of Economic and Social Affairs (2025) identified health and education as continuing priorities within the 2030 Agenda. In this context, the study's contribution was practical and diagnostic: describing school-based prevention efforts and identifying possible directions for improved educational delivery and institutional coordination.

2. METHODOLOGY

2.1. Research Design

The study employed a descriptive research design to assess the status of the National Drug Education Program in secondary schools in the Municipality of Uson. It documented existing conditions without manipulating the school environment or introducing an intervention. Survey-questionnaire responses were collected and summarized to describe the program's status across participating schools. This approach was consistent with describing an existing educational program through systematic information collection and presentation (Creswell & Creswell, 2023).

2.2. Research Locale, Population, and Participants or Respondents

The research covered six secondary schools in the Municipality of Uson: Armenia National High School, Simawa National High School, Del Carmen National High School, San Ramon National High School, Buenavista National High School, and Uson National High School. These institutions were identified as participating school-level respondents. The study identified six participating secondary schools but did not specify the population of eligible individual participants or the number, roles, or demographic characteristics of survey respondents. Accordingly, study coverage was reported at the school level with school-level coverage distinguished from individual survey participation.

2.3. Sampling Technique and Sample Determination

Purposive sampling was used to select the six participating secondary schools. This approach selects units relevant to the research purpose rather than through random selection (Andrade, 2021). The methodological description identified the participating schools but provided no additional inclusion criteria, individual respondent selection procedures, or a statistical sample-size calculation. Neither a confidence level nor a margin of error was reported. Thus, the documented sample consisted of six schools, and no additional sample determination was attributed to the study.

2.4. Research Instrument and Validation

A survey questionnaire served as the sole research instrument. The researcher formulated questions to assess the status of the National Drug Education Program and submitted the questionnaire to the thesis adviser for approval before administration. The methodological description did not specify the number of questionnaire items, response scale, dimensions, pilot testing, or numerical validity and reliability results. Adviser approval was therefore distinguished from formal psychometric validation, which requires separately documented development and testing procedures (Yusoff et al., 2021). No other research instrument was used.

2.5. Data Gathering Procedure

After thesis committee approval of the proposal, the researcher secured a permit to conduct the study. The questionnaire was prepared and approved by the thesis adviser before administration. Respondents were given ample time to complete the questionnaire, after which the forms were retrieved. Responses were tallied in frequency tables for description, analysis, and interpretation. The manuscript was submitted to the thesis adviser for corrections, suggestions, and comments before finalization and submission for the final oral defense.

2.6. Data Analysis and Statistical Treatment

The collected data were analyzed using descriptive statistical techniques, particularly frequency counts and percentages, to assess the implementation of the National Drug Education Program (NDEP) across the six participating secondary schools in the Municipality of Uson, Masbate. Frequency counts were used to summarize the distribution of teachers and learners, identify

teachers reported to have integrated NDEP into classroom instruction, and describe recorded responses concerning drug testing. Percentages were employed to determine the proportion of teachers integrating NDEP into their lessons. The reported school initiatives, best practices, and proposed activities were presented descriptively according to the responses gathered through the research questionnaire. These statistical procedures were appropriate for describing existing program implementation without conducting inferential hypothesis testing (Goodfellow, 2023).

The percentage was calculated using the following formula:

Percentage (%) = (f / N) × 100

Where:

f = Frequency of the observed category

N = Total number of observations

The resulting percentages were interpreted alongside the frequency distributions to describe the status of NDEP implementation among the participating secondary schools.

2.7. Ethical Considerations

The study followed institutional procedures for obtaining authorization before conducting the research. The research proposal received approval from the thesis committee, and the researcher secured a permit to conduct the study. The survey questionnaire was also submitted to the thesis adviser for review and approval before its administration to the respondents. These procedures established the documented institutional authorization and academic supervision associated with the research process. Separate ethics committee approval and specific informed consent or confidentiality procedures were not described in the study documentation.

3. RESULTS AND DISCUSSION

3.1. Profile and Staffing Distribution of Secondary Schools in Uson

The institutional profile covered six secondary schools in the Municipality of Uson, with a reported total of 232 teachers and 4,083 learners. Simawa National High School (School ID 309950) had 14 teachers and 258 learners, while San Ramon National High School (School ID 302170) had 28 teachers and 401 learners. Temistocles A. Merioles, Sr. Memorial High School (School ID 302110) had 40 teachers serving 623 learners. These figures established differences in the size and staffing of the participating schools and provided the context for examining implementation of the National Drug Education Program (NDEP).

Among the other schools, Buenavista National High School (School ID 302121) had 60 teachers and 1,367 learners; Del Carmen National High School (School ID 302131) had 62 teachers and 952 learners; and Uson National High School (School ID 302175) had 28 teachers and 482 learners. Del Carmen National High School reported the greatest number of teachers (62), whereas Buenavista National High School reported the greatest number of learners (1,367). Simawa National High School recorded the smallest teaching staff (14) and learner population (258). Although San Ramon and Uson National High Schools each had 28 teachers, their learner populations differed, at 401 and 482, respectively. Thus, differences in school size were not mirrored uniformly by differences in teaching personnel.

This variation was relevant to the organization of NDEP because schools with different teaching complements and enrollments may face different requirements for lesson coordination, information dissemination, activity scheduling, and engagement with parents. However, the profile data did not measure teachers' individual workloads, available facilities, instructional resources, or the quality of NDEP delivery; no conclusions concerning these outcomes followed from staff and enrollment totals alone. Ponsford et al. (2022) identified leadership, adequate support, and time for collaborative planning as important implementation conditions in whole-school prevention interventions. Similarly, Fitzgerald et al. (2026) emphasized the role of implementation support and adaptability to everyday school constraints. These studies help explain why school context merits attention, but they do not establish that any particular Uson school experienced implementation difficulties. The profile therefore served as a descriptive baseline rather than an assessment of program effectiveness. Its primary implication was the importance of interpreting the subsequent findings with attention to the participating schools' differing institutional sizes and organizational settings.

3.2. Reported Integration of the National Drug Education Program in Classroom Lessons

The reported frequency of NDEP lesson integration was identical to the total teacher population in each of the six schools. All 14 teachers at Simawa National High School, all 28 at San Ramon National High School, all 40 at Temistocles A. Merioles, Sr. Memorial High School, all 60 at Buenavista National High School, all 62 at Del Carmen National High School, and all 28 at Uson National High School were recorded as integrating NDEP into their lessons. Each school therefore reported 100% integration, producing an overall frequency of 232 out of 232 teachers, or 100%. No school-level variation appeared in the recorded participation rates.

This finding addressed the study's objective of determining how frequently secondary school teachers integrated NDEP into instruction. The uniform percentage indicated that the schools reported participation across their entire teaching staffs, regardless of enrollment and staffing differences identified in the school profile. Such integration is consistent with the Department of Education's Preventive Drug Education Program Policy for Curriculum and Instruction (Department of Education, 2018), which directs the incorporation of drug abuse prevention and control education into the curriculum. The Preventive Drug Education Program Curriculum Model issued in 2021 further provides a contemporary curricular reference for this work (Department of Education, 2021b). The distinction between coverage and quality nevertheless remains important. The frequencies identified teachers reported to be integrating NDEP; they did not establish how often lessons were delivered, which learning areas contained prevention content, what teaching methods were used, whether prescribed competencies were addressed, or what learners understood after instruction. Tinner et al. (2022) found that effects of interventions addressing several substance-use risk behaviors were often small or uncertain, while Jenkins et al. (2026) reported variable outcomes across school-based substance-use prevention approaches. Neither review evaluated the schools in Uson, but both demonstrate why recorded instructional coverage cannot independently demonstrate prevention effectiveness. Overall, the result showed complete reported participation in lesson integration across the six schools. Its practical significance lies in the apparent breadth of school-level adoption, while assessment of instructional fidelity, learner engagement, and learning outcomes remains a separate matter from the frequencies reported in this study.

3.3. Reported NDEP Programs, School Initiatives, and Best Practices

Respondents described NDEP implementation through a range of curricular, schoolwide, health-related, and community-linked activities. The programs and initiatives reported were random drug testing of selected students conducted by the DepEd Central Office; NDEP corners in every classroom; slogan and poster-making contests during the launching of OK sa DepEd; Preventive Drug Education Program (PDEP) orientation; launching of Barkada Kontra Droga; NDEP lesson integration; Water, Sanitation, and Hygiene in Schools (WINS); a nutrition awareness program; teacher training related to drug addiction; symposia involving students and parents; drug-awareness seminars for core groups of students; the yearly celebration of National Drug Addiction Prevention Month; signage concerning alcoholism, anti-smoking, and drug addiction campaigns; and clear school policies. The inventory indicated that NDEP was represented by activities extending beyond formal classroom instruction.

When asked to identify best practices related to the program, respondents again mentioned random drug testing of selected students by the DepEd Central Office, NDEP lesson integration, NDEP corners, and posted signage. They also described ongoing orientations, updated information, symposia, quarterly information dissemination to students during the school year, monitoring or surveillance of students alleged to be affected by drugs, cooperation with police and barangay officials in drug-awareness activities, film showings, essay-writing contests, slogan-making and poster-making contests, encouragement of students' academic and sports talents, and the initiation of the "Kamag-aral Ko, Akay Ko" program. The overlap between initiatives and perceived best practices suggests that respondents valued their continued visibility and incorporation into school routines. However, the designation "best practice" reflects respondents' descriptions; the study did not include an evaluation showing that one activity produced better prevention outcomes than another. The identified emphasis on information delivery, youth participation, and school-community coordination reflected components discussed in more recent DepEd initiatives. A 2021 NDEP webinar series addressed drug literacy, psychosocial support, life skills, and coordination among schools, parents, and communities (Department of Education, 2021a). The Department also documented student participation in an international preventive drug education forum in 2022 and strengthened youth-centered Barkada Kontra Droga activities through national conventions in 2023 and 2024 (Department of Education, 2022, 2023, 2024). These national activities provide a broader policy and program context for interpreting the initiatives reported by participating schools in Uson.

Research on whole-school approaches likewise supports considering school climate, student participation, relationships, and parental involvement alongside classroom messages. Melendez-Torres et al. (2023) examined whole-school interventions addressing substance use and violence, and Ponsford et al. (2024) distinguished intervention approaches centered on student participation, staff-student relationships, engagement in learning, and parental involvement. The respondents' accounts of contests, seminars, sports, and partnerships resemble some of these components. Nevertheless, similarity of program types should not be interpreted as evidence that the Uson initiatives achieved the effects reported in other settings. The World Health Organization (2025) also described how young people's alcohol-related behaviors are shaped by environments beyond the classroom, reinforcing the relevance of coordinated prevention efforts where alcohol-related concerns are included. The references to random testing and surveillance also require a distinction between preventive education and individual monitoring. Drug testing of students is governed by specific procedural safeguards,

including privacy and confidentiality, under DepEd Order No. 40, s. 2017 (Department of Education, 2017b). The manuscript did not document the operation of these safeguards or the outcomes of the reported monitoring activities, so no assessment of their compliance or effectiveness can be made from the activity list. Taken together, the findings portrayed NDEP as a broad set of classroom, schoolwide, and community-oriented initiatives, with their reach, frequency, and effectiveness remaining outside the descriptive evidence presented.

3.4. Recorded Perceptions of Drug Testing for Learners and Teachers

The assessment of perceptions regarding drug testing yielded affirmative entries for both learners and teachers in each of the six schools. For Simawa, San Ramon, Temistocles A. Merioles, Sr. Memorial, Buenavista, Del Carmen, and Uson National High Schools, the student-testing category recorded one "Yes" and zero "No" entries per school. The teacher-testing category showed the same pattern: one "Yes" and zero "No" entries for each school. Consequently, the reported totals were six affirmative entries and no negative entries for student testing, and six affirmative entries and no negative entries for teacher testing. This uniformity indicated favorable recorded responses across the six school entries. It did not, however, establish that every teacher or learner personally supported drug testing. The results recorded one entry per school in each testing category and did not identify the number of individuals whose attitudes were represented by those entries. Accordingly, the finding was most accurately interpreted as consistent affirmative responses in the school-level records, rather than a population-wide measure of individual endorsement. Neither the extent of respondent agreement nor the reasons for support could be determined beyond what was recorded.

Interpretation of these perceptions must also distinguish between the policy frameworks for learners and personnel. DepEd Order No. 40, s. 2017 provides guidelines for random drug testing in public and private secondary schools, including protections relevant to learners (Department of Education, 2017b). DepEd Order No. 37, s. 2017 establishes the Department's drug-free workplace policy and addresses authorized testing of personnel (Department of Education, 2017a). These older orders remain directly relevant as official policy sources and are retained for that reason, rather than replaced with unrelated recent studies. Support expressed in the recorded responses does not establish procedural compliance, clinical accuracy, or drug-use prevention outcomes. Recent reviews of school-based prevention caution against equating the existence or acceptance of an activity with improved substance-use outcomes. Jenkins et al. (2026) documented substantial variation in the effectiveness and evidence quality of prevention approaches, while Tinner et al. (2022) observed limited or uncertain effects for several universal interventions addressing multiple risk behaviors. The present study did not test the effects of student or employee drug testing and should not be read as evidence of such effects. The finding is therefore best understood as a descriptive indication of favorable school-level perceptions, subject to the applicable safeguards for students and personnel.

3.5. Proposed Programs and Actions to Strengthen NDEP Implementation

The final research area identified activities and program improvements suggested by respondents to intensify NDEP in secondary schools in Uson. Proposed awareness measures included symposia on drug misuse and abuse, extensive drug addiction campaigns in schools and communities, greater awareness among parents of the effects of illegal drugs, and strengthened participation by barangay officials, parents, stakeholders, and community members. Respondents also proposed more active support from local government units,

including rehabilitation programs for persons with drug dependence, as well as free medical checkups and clear policies for individuals affected by illegal drugs and other addictive activities. These suggestions emphasized the need to extend preventive efforts beyond classroom instruction and into family and community settings. Other proposed activities sought to engage learners through clean-up drives, tree planting, an NDEP park, talent shows, fun runs that promote drug awareness, and opportunities for students to express themselves. Respondents recommended stricter implementation of NDEP, enhancement of the nationwide Barkada Kontra Droga program, and the allocation of DepEd funds for instructional materials, modules, and teaching aids. They also suggested offering NDEP as a separate secondary school subject. These were respondent proposals, not programs evaluated for feasibility, approved curricular changes, or activities shown by the study to improve drug-related outcomes. Several suggestions were consonant with the educational and participatory direction of existing initiatives. DepEd's PDEP Curriculum Model provides a basis for considering instructional materials within an integrated curriculum (Department of Education, 2021b), while the student engagement described in DepEd's 2022 youth forum and 2024 Barkada Kontra Droga convention underscores the place of learner voice in program development (Department of Education, 2022, 2024). Ponsford et al. (2022) associated successful implementation with school leadership, local adaptability, collaborative planning, and adequate resources; Fitzgerald et al. (2026) similarly highlighted teacher support and practical implementation conditions. These sources support treating the respondents' proposals as possible areas for careful planning rather than assuming that additional activities will automatically produce stronger results.

The proposals involving parent engagement, student involvement, and community partnerships also align in broad terms with the whole-school intervention models examined by Ponsford et al. (2024) and Melendez-Torres et al. (2023). At the same time, the wider research base warrants caution: Jenkins et al. (2026) found inconsistent effectiveness across school-based substance-use interventions, suggesting that program design and evaluation matter as much as the number of initiatives implemented. The World Health Organization (2024) identified adolescent substance use as a health concern with potential longer-term consequences, and its 2025 policy brief discussed the influence of home, school, and broader environments on youth alcohol consumption (World Health Organization, 2025). These considerations strengthen the relevance of a coordinated approach without establishing that the specific Uson proposals would succeed. In synthesis, the recommendations indicated a preference for a more sustained, participatory, well-resourced, and community-supported NDEP. The study provided a descriptive basis for considering these priorities in local planning. Decisions about additional programs, staff development, learning materials, any separate curricular offering, and support services would require alignment with DepEd policy and an assessment of local capacity, learner welfare, and implementation outcomes.

4. CONCLUSIONS AND RECOMMENDATIONS

The findings indicated that the National Drug Education Program (NDEP) was consistently integrated into classroom instruction across secondary schools in the Municipality of Uson during school year 2018–2019, with all teachers incorporating drug education into their lessons. Schools also demonstrated commitment through various initiatives, including awareness campaigns, seminars, student competitions, informational materials, and collaboration with local authorities. However, differences in school size, teacher staffing, and learner enrollment highlighted the importance of considering institutional characteristics when planning and coordinating program implementation. The affirmative school-level responses regarding drug

testing for teachers and learners reflected favorable recorded perceptions across the six participating schools. Collectively, these findings suggested that curriculum integration was a major strength of NDEP implementation, while sustained program delivery required adequate institutional resources and stakeholder participation. The study provided a localized assessment of existing practices and identified opportunities to strengthen school-based drug education through coordinated initiatives, resource allocation, and continued community involvement.

School administrators and teachers should sustain the integration of NDEP into classroom instruction while strengthening awareness campaigns, seminars, student competitions, and other preventive education activities. The Department of Education should prioritize adequate funding for instructional materials, modules, teaching aids, and related program resources, particularly in schools experiencing resource limitations. Stronger collaboration among schools, parents, barangay officials, local government units, and community stakeholders should be encouraged to expand drug prevention initiatives and promote meaningful student participation. Existing activities, including the Barkada Kontra Droga Program, symposia, and community awareness campaigns, should be reinforced through coordinated implementation. Local government units should consider strengthening rehabilitation support and developing clearer policies addressing individuals affected by illegal drugs. The proposed inclusion of NDEP as a separate subject should also be evaluated alongside existing curriculum integration. Future researchers should assess the effectiveness of these initiatives, particularly their contribution to student awareness, stakeholder participation, and sustainable program implementation.

The study was confined to secondary schools in the Municipality of Uson during school year 2018–2019, limiting the applicability of its findings to other geographic locations and educational contexts. Its survey-based approach primarily described program implementation, existing initiatives, and respondents' perceptions rather than directly establishing long-term changes in student behavior or drug-related outcomes. Differences in school size, staffing, and available resources also characterized the conditions under which the program was examined. Future investigations could include additional school settings, examine implementation across different periods, and evaluate the outcomes of specific drug prevention activities to provide a broader understanding of program effectiveness.

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