

DOCUMENTARY PROJECT BASED-LEARNING AND STUDENTS' AWARENESS OF DRUG ABUSE AMONG GRADE 10 STUDENTS

Paula Jane Q. Pasco
Jason C. Carlos

Graduate School, FEU Roosevelt, Cainta, Rizal, Philippines

Corresponding author's email: paulajanequilloy@ymail.com

ABSTRACT

This study examined the effectiveness of documentary project-based learning as an instructional approach in enhancing students' awareness of drug abuse. Specifically, it determined the level of drug abuse awareness of Grade 10 students before and after the implementation and assessed the relationship between their awareness and performance in a documentary project. A quantitative descriptive-correlational research design was employed and conducted at Antipolo National High School among Grade 10 students. Data were gathered using a structured questionnaire to assess students' demographic profile and level of drug abuse awareness in terms of health, family, educational, community, and economic aspects, as well as their performance in a documentary project. The data were statistically treated using frequency, percentage, mean, paired t-test, and correlation analysis. Findings revealed that students had exposure to drug-related situations within their family and community; however, they demonstrated a high level of awareness. Results further showed a significant increase in awareness after the implementation, with the mean score improving from 3.88 to 5.20 ($t = -10.35$, $p = 0.001$), indicating a significant difference. Moreover, a significant positive relationship was found between students' awareness and their documentary project performance. The study concludes that documentary project-based learning is an effective instructional strategy in enhancing students' awareness of drug abuse and promoting informed decision-making.

Keywords: *Documentary Project-Based Learning, Drug Abuse Awareness, Grade 10 Students*

INTRODUCTION

Instructional strategies that move from passive learning to active, meaningful learning are increasingly important in education. Project-Based Learning (PBL), especially documentary-based project learning, places students at the center of learning

by involving them in research, storytelling, and multimedia production. Instead of simply receiving information, students investigate real-world issues, gather data, and present their understanding through documentaries, helping develop critical thinking, collaboration, communication, and digital literacy skills.

Studies by Almulla (2020) and Condliffe et al. (2017) show that PBL improves engagement, motivation, critical thinking, and real-life application of knowledge. Mayer (2021) also explains that multimedia learning enhances understanding and retention by combining visual and auditory elements.

Documentary Project-Based Learning involves inquiry, interpretation, and presentation, where students conduct research, fieldwork, and interviews, then turn findings into narratives using digital tools. It improves engagement, motivation, and real-world understanding, especially of issues like drug abuse. It also strengthens the connection between academic content and real-life situations.

In the Philippine context, DepEd, CHED, and the Dangerous Drugs Board emphasize preventive and learner-centered education, but traditional drug education is often less engaging. This study therefore examines the effectiveness of Documentary Project-Based Learning in improving Grade 10 students' awareness of drug abuse in terms of knowledge, attitudes, and understanding.

Documentary-based learning uses multimedia storytelling to explore social issues and aligns with Mayer's (2021) multimedia learning theory and Kolb's (2021) experiential learning theory. It involves active participation in research, interviews, and analysis of real-life issues.

Research by Nushur and Astutie (2021) shows that documentary projects improve critical thinking and real-world connections, while also enhancing creativity, collaboration, and communication skills. Faqih et al. (2024), Gómez-Galán et al. (2024), and The Borneo Post (2024) found that documentaries and structured programs improve awareness and understanding of drug abuse. Further studies (Tahlil & Aiyub, 2021; Schmidt et al., 2025; Dela Cruz et al., 2025) confirm that school-based drug education improves students' knowledge, attitudes, and behavior.

Stephen Greenspan's Social Awareness Theory (1981) explains that social awareness develops through observation, experience, and guided learning. Documentary-based learning supports this by exposing students to real-life situations, helping them understand social issues like drug abuse and make informed decisions.

Background of the Study

Documentary-based learning has emerged as an effective tool in increasing students' awareness of real-world issues, especially social problems like drug abuse. By combining visual storytelling, research, and real-life experiences, it helps learners better understand complex issues and their consequences. Kolb (2021) emphasized that experiential learning allows students to learn more effectively through active engagement and reflection, making documentary-based learning a strong approach for drug education and shaping students' awareness and attitudes toward substance use.

Substance use among adolescents in the Philippines remains a serious concern, with reports of drug exposure and related incidents in schools and communities, including cases in Rizal where young individuals are targeted by drug dealers. Studies show that Filipino adolescents often begin experimenting with substances during their teenage

years due to peer influence and limited awareness. A nationwide study (2019) reported that 14.1% of adolescents used illicit drugs, while only 44% received drug education and fewer knew where to seek help, showing gaps in existing awareness programs.

Because of these issues, there is a need for more engaging and effective educational approaches beyond traditional lectures and passive materials. Documentary-based learning addresses this by allowing students to investigate real-world problems, conduct interviews, and produce video presentations. This process develops a deeper understanding of drug use, including its causes and effects, while also promoting active learning.

In addition, documentary projects enhance collaboration, communication, and critical thinking skills, helping students analyze social issues and share insights within their community. This fosters not only knowledge but also empathy, responsibility, and better decision-making.

However, there is still limited research on the effectiveness of documentary-based learning in improving students' awareness of substance use, particularly among Grade 10 learners in the Philippines. This study therefore aims to examine its effectiveness in enhancing students' knowledge, perceptions, and awareness of drug abuse.

Review Related Literature

Documentary-based learning is a form of project-based learning that uses multimedia storytelling and real-life narratives to help students explore complex social issues. It allows learners to investigate real-world situations and present their findings through documentary films. Mayer (2021) explains that multimedia learning improves understanding by combining visual and auditory elements, while Kolb (2021) emphasizes that experiential learning strengthens understanding through active participation and reflection. Documentary production supports these theories by engaging students in research, interviews, and analysis of real-life issues.

Studies by Nushur and Astutie (2021) show that documentary projects improve critical thinking and help students connect classroom learning to real-world experiences. It also enhances creativity, collaboration, and communication skills.

Documentary Project-Based Learning has been widely recognized as an effective approach for addressing social, ethical, and health-related issues such as substance abuse. It promotes critical thinking, empathy, and reflection through factual and emotional storytelling. Research by Monarque, Sabetti, and Ferrari (2023) shows that multimedia interventions are effective in addressing substance use, while De Torres, De Jesus, and De Leon (2023) found that documentary films improve student understanding and engagement compared to traditional lectures. Ito and Tanaka (2022) also noted that documentary-based instruction enhances ethical sensitivity and emotional awareness.

Further studies (Faqih et al., 2024; Gómez-Galán et al., 2024; Tahlil & Aiyub, 2021; Schmidt et al., 2025) confirm that structured drug education programs and documentary-based assignments improve students' awareness, attitudes, and understanding of drug abuse. In the Philippine context, Dela Cruz et al. (2025) also found that drug education significantly influences students' awareness and behavior.

Foreign studies further support its effectiveness. Hagan (2023) found that documentary storytelling reduces stigma and promotes empathy, while the U.S. Department of Justice (2022) reported that youth video projects increase awareness and

responsibility. Overdose Lifeline (2024) and Vanderbilt University's "Speaking Through ME" project (2023) also show that documentary and storytelling approaches improve engagement and understanding of drug-related issues. However, most studies focus on students viewing documentaries rather than creating them.

This gap highlights the importance of the present study, which uses a group documentary Project-Based Learning approach where Grade 10 students actively research, produce, and present documentaries on substance abuse. This method aims to enhance engagement, critical thinking, collaboration, reflection, and awareness of drug-related risks.

Community Awareness refers to adolescents' understanding of the risks, consequences, and prevention of substance abuse, shaped by community engagement and social norms. Higher awareness strengthens protective behaviors, while low awareness increases risk exposure. Studies (Sidek et al., 2025; Martinez & Santos, 2023; Nawi et al., 2021) show that awareness programs and school-based education improve knowledge and attitudes. Documentary-based learning enhances this by allowing students to explore real-life cases and reflect on drug-related issues, leading to better understanding and responsible decision-making.

Economic Awareness involves understanding the financial consequences of substance use, including effects on personal finances, education, family income, and future careers. Research (Martinez & Garcia, 2023; Nguyen et al., 2022) shows that awareness of these costs reduces drug experimentation. Documentary-based learning strengthens this by showing real-life economic impacts such as poverty, unemployment, and interrupted education, helping students connect lessons to real-world financial consequences.

Education Awareness focuses on understanding how substance abuse affects academic performance, school engagement, and future opportunities. Studies (Johnson et al., 2022; Nguyen & Pham, 2024; Ahmed & Youssef, 2025; Schmidt et al., 2025) show that structured and interactive education improves awareness and reduces drug use. Substance use is also linked to poor academic outcomes (Bulfone et al., 2025; Chan et al., 2021). Documentary-based learning strengthens this by promoting active learning, collaboration, and reflection on how drug use harms education.

Family Awareness refers to how well families understand substance abuse and its effects, promoting communication, guidance, and monitoring. Studies (Nguyen et al., 2022; Martinez & Garcia, 2023; Singh et al., 2024; Ahmed & Hassan, 2025) show that family involvement reduces drug use and improves student awareness. Documentary-based learning supports this by encouraging students to share real-life stories at home, improving parent-child communication and strengthening family-based prevention.

Health Awareness involves understanding the physical, mental, and social effects of drug use. Studies (Smith & Lee, 2023; Garcia et al., 2022; Chen & Zhang, 2025; Rodriguez & Kim, 2021) show that health education reduces substance use and strengthens resistance to peer pressure. Documentary-based learning enhances this by presenting real-life health consequences of drug abuse through visual storytelling, helping students develop deeper understanding and healthier lifestyle choices.

Direct exposure to drug abuse whether through family, peers, or community can strongly influence adolescents' awareness, attitudes, and behaviors toward substance use. Studies show that such exposure may normalize drug use, lower risk perception,

and increase the likelihood of experimentation (Jackson et al., 2023; Nguyen et al., 2022). This makes adolescents more vulnerable, especially when prevention programs fail to connect with their real-life experiences. In this context, documentary-based learning serves as an effective educational strategy to counter the effects of direct exposure. By presenting real-life stories, consequences, and community experiences related to drug abuse, documentaries make the issue more tangible and relatable for students. This approach helps learners critically reflect on the realities of substance use rather than relying only on abstract information.

Research also suggests that interactive and experience-based learning methods are more effective in influencing adolescents who have direct or indirect exposure to drugs (Brown et al., 2023). Documentary project-based learning aligns with this by engaging students in viewing, analyzing, and creating documentary outputs that deepen their understanding of drug-related issues. Documentary-based learning strengthens students' awareness of substance abuse by transforming real-life experiences into meaningful learning, helping adolescents make more informed and responsible decisions.

Indirect experience of drug abuse refers to exposure to substance use through observation, media, peers, or community without personal involvement. This type of experience plays a significant role in shaping adolescents' awareness, perceptions, and attitudes toward drug abuse. Similarly, Ryan et al. (2022) found that adolescents exposed to peers who engage in drug use are more likely to develop favorable attitudes toward substances, even if they have not personally used them. The study emphasized that peer observation significantly affects adolescents' perception of risk and acceptability of drug use. In addition, Lopez and Santos (2023) reported that media exposure, including films, social media, and online content, contributes to adolescents' indirect experience with drug abuse. Their findings revealed that repeated exposure to drug-related content can normalize substance use and reduce perceived harmfulness, thereby affecting awareness levels.

A study by Johnson et al. (2023) also found that adolescents who have indirect exposure to substance use within the family are at higher risk of developing substance-related behaviors. Observing family members using drugs can influence beliefs and attitudes, making drug use appear more acceptable. Additionally, Garcia et al. (2021) pointed out that school-based interventions can help mitigate the effects of indirect experience by providing accurate information and reshaping misconceptions. Educational strategies, such as documentary projects, can counteract misleading indirect exposure by presenting real-life consequences of drug abuse.

The literature indicates that indirect experience of drug abuse significantly influences adolescents' awareness, perceptions, and attitudes. Although it does not involve personal use, exposure through peers, family, media, and community can normalize drug-related behaviors and reduce perceived risks. Therefore, addressing indirect experiences through effective educational interventions is essential in increasing students' awareness of drug abuse.

Theoretical Framework

This study is anchored on Stephen Greenspan's Social Awareness Theory (1981), which explains that social awareness is a fundamental component of human competence

that enables individuals to understand, interpret, and respond appropriately to social situations. It is a multidimensional construct that develops through experience, observation, and guided learning, and is composed of three interrelated components: social sensitivity, social insight, and social communication.

Social sensitivity refers to the ability to perceive, recognize, and accurately interpret social cues such as facial expressions, tone of voice, gestures, and body language. This skill allows individuals, particularly adolescents, to identify emotional states, intentions, and subtle social signals that may influence behavior. In situations involving peer pressure and exposure to risky behaviors such as drug use, social sensitivity enables learners to recognize warning signs and social influences that may affect their decision-making.

Social insight involves the ability to understand and interpret the motivations, beliefs, and behaviors of others, as well as to evaluate the consequences of actions within a social context. It includes perspective-taking, empathy, and critical reflection on how environmental factors such as peer groups, family dynamics, and community norms shape behavior. In relation to adolescent drug awareness, social insight helps learners assess how social influences may contribute to substance use and encourages more informed and responsible decision-making.

Social communication refers to the ability to express thoughts, feelings, and intentions effectively while engaging in appropriate interpersonal interactions. It includes skills such as assertiveness, negotiation, self-expression, and resistance to negative peer influence. This component is essential for adolescents as it enables them to communicate decisions confidently, seek support when needed, and maintain positive relationships while avoiding risky behaviors such as drug abuse.

Greenspan (1981) emphasized that social awareness is not an innate trait but a developmental skill that emerges through continuous exposure to social experiences, reflection, and structured learning opportunities. It can therefore be strengthened through educational interventions that provide learners with meaningful opportunities to observe, analyze, and respond to real-life social situations.

By integrating real-world issues into the learning process, Documentary Project-Based Learning strengthens students' cognitive understanding and emotional awareness, allowing them to develop more responsible attitudes and decision-making skills. As students engage with authentic social problems, they enhance their ability to analyze situations, understand consequences, and communicate informed perspectives.

Research Questions

This study assessed the effectiveness of Documentary Project-Based Learning in increasing drug abuse awareness among Grade 10 students during the school year 2025–2026.

Specifically, it sought to answer the following sub-problems:

1. What is the demographic profile of the grade 10 students in terms of:
 - 1.1. Age
 - 1.2. Family Size
 - 1.3. Occupation of Father

- 1.4. Occupation of Mother
- 1.5. Direct experience of the respondents
- 1.6. Indirect experience of the respondents
- 1.7. Community and Environment of the respondents
2. What is level of awareness of Grade 10 students before the implementation of documentary project based learning about drug abuse issues in terms of :
 - 2.1. Health Awareness
 - 2.2. Family Awareness
 - 2.3. Education Awareness
 - 2.4. Community Awareness
 - 2.5. Economic Awareness
3. What is level of awareness of Grade 10 students after the implementation of documentary project based learning about drug abuse issues in terms of:
 - 3.1. Health Awareness
 - 3.2. Family Awareness
 - 3.3. Education Awareness
 - 3.4. Community Awareness
 - 3.5. Economic Awareness
4. Is there a difference in the level of awareness of the respondents before and after the implementation of documentary project-based learning about drug abuse?
5. Is there difference in the level of awareness of the respondents after the implementation of documentary project-based learning about drug abuse when grouped according to demographic profile?
6. What program can be proposed based on the results of the study?

Hypotheses

There is no difference in the level of awareness of the respondents before and after the implementation of documentary project-based learning about drug abuse.

There is no significant difference in the level of awareness of the grade 10 students when grouped according to demographic profile.

Scope and Delimitation of the Study

The study aims to examine the effectiveness of using a documentary project strategy in increasing the level of awareness of Grade 10 students about substance abuse. The study examines their demographic background, direct and indirect experience related to substance use, and their level of awareness about drug use. Using quantitative research design, the study focuses on measuring students concern, awareness and perception in the documentary project. The participants are selected section of Grade 10 students from Antipolo National High School, Antipolo City for the academic year 2025-2026. the study is limited to assessing the level of awareness of students about substance abuse as influenced by the documentary project. Data were collected through an adopted and modified structured questionnaire, which quantified students' responses regarding their awareness, concern, and attitude toward substance abuse. It focused solely on

analyzing quantitative responses to evaluate the effectiveness of the documentary project in raising awareness and promoting advocacy among students.

The study is limited to a selected group of Grade 10 students from Antipolo National High School in Antipolo City during the academic year 2025–2026. It adopts a quantitative research design, concentrating solely on measurable outcomes related to students' awareness and perceptions. The scope does not include other grade levels, schools, or qualitative methods such as interviews or focus group discussions. It is further limited to analyzing these quantitative responses to determine the effectiveness of the documentary-based project in enhancing awareness and promoting advocacy among students. Other possible factors that may influence awareness, such as family background, peer influence, or media exposure outside the documentary project, are not extensively explored within this research.

METHODOLOGY

Research Design

The study employed a quantitative descriptive-correlational research design to examine the relationship between documentary project-based learning and Grade 10 students' level of awareness of drug abuse. Specifically, it aimed to determine how students' engagement and performance in the documentary project are associated with their level of awareness regarding drug use.

Locale of the Study

The study was conducted at Antipolo National High School, Located in Antipolo City, Rizal, Philippines. This school is a public secondary institution operating under the supervision of Department of Education (DepEd). It caters to junior and senior high school students from various barangays within the city, representing a diverse student population in terms of socioeconomic background and academic performance.

Antipolo National High School was found on 23rd of August 1971 with 400 enrollees, 10 teachers and a janitor, almost a year before the declaration of Martial Law. Formerly, it is known as Antipolo Municipal High School or "MUNIC" in short. Its establishment was first conceived by a former City Councilor Hon. Antonio Masaquel during the term Mayor Jose Oliveros. The local government rented a two storey building with ten classrooms. It was first managed by Mr. Lamberto San Esteban, a former District Supervisor who passed away on May 1971.

Antipolo National High School is generally recognized as the First public high school established in Antipolo City, Rizal. It had served as a key institution for secondary education in the city since its founding. Formerly, Antipolo National High School has had extensions and Annexes and some of its extensions become independent schools or National High Schools.

Participants

The participants of this study were grade 10 students from selected section at Antipolo National High School for the academic year 2025-2026. The chosen section is consist of 41 students which are the advisory class of researchers who are willing and accessible to participate in the research. The learners were informed about the purpose

and procedures of the study and were asked for their consent to participate. In compliance with ethical standards, informed consent was also obtained from their parents or guardians to ensure voluntary participation and protection of the students' rights.

Instrumentation

The instrument used in this study was a researcher-made structured questionnaire, specifically designed to assess the level of awareness of Grade 10 students regarding substance abuse. The questionnaire was developed based on the objectives of the school's drug prevention program and tailored to measure students' understanding of the physical, psychological, social, and legal consequences of drug use. To ensure the validity and reliability of the instrument, it underwent a thorough review and evaluation by master teachers and a PhD graduate specializing in Social Studies, who provided expert feedback on the clarity, relevance, and appropriateness of the items. The questionnaire employed a six-point Likert scale, with the response options: *extremely aware*, *very aware*, *moderately aware*, *slightly aware*, *barely aware*, and *not aware at all*, allowing for a nuanced measurement of students' awareness levels.

Data Gathering procedures

The study followed a systematic process in collecting data to evaluate the effectiveness of Documentary Project-Based Learning.

Before conducting the study, the researcher prepared all necessary documents such as the research proposal, permission letters, and research instruments. Approval was obtained from the school principal, and coordination with teachers was done to schedule the implementation to avoid disruption of classes.

The participants were Grade 10 students from the researcher's advisory class. This group was selected for convenience, easier coordination, and continuous monitoring throughout the study.

The researcher then oriented the students regarding the purpose and significance of the study, including ethical considerations such as voluntary participation, confidentiality, and the right to withdraw at any time.

Before the intervention, a pre-test questionnaire was administered to assess students' awareness of drug abuse in terms of health, family, education, community, and economic aspects. This established the baseline level of awareness among the respondents.

The main intervention involved the implementation of group Documentary Project-Based Learning. Students researched, planned, and produced documentaries about the causes, effects, and prevention of substance abuse. They worked collaboratively under the guidance of the researcher. Their outputs were evaluated by five Social Studies experts using a validated rubric, followed by presentations and reflection sessions to deepen understanding.

After the intervention, the same questionnaire was administered as a post-test to measure changes in students' awareness and determine the effectiveness of the documentary project.

All collected responses were then organized, coded, and encoded using Microsoft Excel for analysis.

The data were analyzed using frequency, percentage, weighted mean, and standard deviation to describe the respondents' awareness levels. Inferential statistics, including t-test and One-Way ANOVA, were used to determine significant differences based on demographic profiles, with a 0.05 level of significance used as the basis for interpretation.

Ethical Considerations

The researcher followed strict ethical procedures in conducting the study on "Documentary Project-Based Learning and Students' Awareness of Drug Abuse Among Grade 10 Students." Prior to data collection, permission was obtained from the School Principal of Antipolo National High School to conduct the research with Grade 10 Charles Goodyear students.

Because the study involved minors and a sensitive topic, parental consent was secured through approval letters. Parents were informed about the study's purpose, procedures, possible risks, and benefits. Assent was also obtained from the students. The study followed ethical guidelines for research involving minors (World Health Organization, 2011).

Participants were assured that their academic performance would not be affected by their participation or scores. Their identities were kept anonymous, and all data were handled confidentially to prevent any physical, psychological, or social harm. Students were also informed that participation was voluntary and that they could withdraw at any time without consequences.

To ensure privacy, all identifying information was coded or removed, and data were securely stored and accessed only by the researcher. Photographs taken during activities ensured that students' faces were not visible. No participant identities were disclosed in the final report.

The researcher also maintained academic integrity by properly acknowledging all sources and ensuring transparency, honesty, and responsibility throughout the study. Overall, the researcher took full responsibility for protecting the participants' rights, dignity, and well-being, ensuring the ethical conduct and credibility of the research.

RESULTS

Table 1.1
The profile of the respondents with respect to Age

Age	Frequency	Percentage
15 years old	13	32
16 years old	19	46
17 years old	9	22
Total	41	100

Table 1.2
The profile of the respondents with respect to Family Size

Family size	Frequency	Percentage
1-5 members	32	78

6-10 members	9	22
Total	41	100

Table 1.3
The profile of the respondents with respect to Occupation of Father

Occupation	Frequency	Percentage
Driver	10	24
Call Center	2	5
Construction	13	32
Manager	2	5
None	10	24
Security Guard	4	10
Total	41	100

Table 1.4
The profile of the respondents with respect to Occupation of Mother

Occupation	Frequency	Percentage
Housewife	17	41
Helpers	5	12
OFW	5	12
Security Guard	4	10
Others	10	24
Total	41	100

Table 1.5
The profile of the respondents with respect to Direct Experience

Direct Experience	Frequency	Percentage
1. Have you ever been offered illegal drugs?		
Yes	31	76
No	10	24
Prefer not to say		
Total	41	100
2. Have you ever tried or used any kind of illegal drug or substance, even once?		
Yes	4	9
No	36	88
Prefer not to say	1	3
Total	41	100

These findings highlight the critical need for preventive education and interve

Table 1.6
The profile of the respondents with respect to Indirect Experience

Indirect Experience	Frequency	Percentage
1. Do you personally know someone like friend, classmate, neighbor who has used illegal drugs?		
Yes	33	80
No	8	20
Prefer not to say		
Total	41	100
2. Has anyone in your immediate family parent, sibling, cousin struggled with drug use or addiction		
Yes	17	41
No	24	58
Prefer not to say		
Total	41	100

Table 1.7
The profile of the respondents with respect to Community and Environment

Community and Environment	Frequency	Percentage
1. Have you ever seen drug use or drug related activities dealing or arrested in your neighborhood		
Yes	26	63
No	15	37
Prefer not to say		
Total	41	100
2. Do you believe that drug use is common problem in your community or school?		
Yes	37	90
No	4	10
Prefer not to say		
Total	41	100

Table 2
Level of awareness of Grade 10 students before the implementation of documentary project about drug abuse issues in the aspects of Health, Family, Education, Community and Economic Awareness

Health Awareness	WM	VI	VI
1. I am aware that adolescents are more vulnerable to the harmful effects of drugs.	4.36	VA	EA
2. I am aware that drug abuse increases the risk of mental health disorder such as depression, anxiety, and psychosis.	4.34	VA	EA

3. I am aware that drug addiction is a serious and chronic health condition	4.11	VA	EA
4. I am aware that repeated drug use can change a person's decision behavior and decision making ability	3.45	MA	EA
5. I am aware that being informed about substance use strengthens my my commitment to a drug-free life.	3.19	MA	EA
Composite Mean	3.89	MA	EA
Family Awareness			
1. I am aware that drug abuse may lead to domestic conflict and violence.	4.00	MA	EA
2. I am aware that drug addiction can cause emotional trauma to family members.	3.90	MA	EA
3. I am aware that families may experience social stigma due to drug-related issues.	4.12	VA	VA
4. I am aware that parents' involvement can reduce the likelihood of adolescents drug use.	3.98	MA	VA
5. I am aware that open communication within the family can serve as proactive factor against drug abuse.	4.45	VA	EA
Composite Mean	4.09	VA	EA
Education Awareness			
1. I am aware that drug abuse may reduce students' academic motivation and goal setting.	3.45	MA	VA
2. I am aware that peer pressure within school can contribute to experimentation with drugs.	4.01	VA	VA
3. I am aware that drug abuse can impair cognitive functions such as memory, attention and learning.	3.67	MA	EA
4. I am aware that students who avoid drugs have better opportunities for higher education	4.34	VA	EA
5. I am aware that media, including documentaries, can influence students' understanding of drug related issues.	4.43	VA	EA
Composite Mean	3.98	MA	EA
Community Awareness			
1. I am aware that drug abuse contributes to increased crime rates in the community	4.43	VA	EA
2. I am aware that drug abuse affects community safety and public security.	3.56	MA	EA
3. I am aware that drug abuse can damage the reputation and development of a community	4.35	VA	EA
4. I am aware that cooperation among school, families, and authorities strengthens anti-drug efforts.	3.40	MA	EA
5. I am aware that community awareness campaigns play a significant role in preventing substance abuse.	3.94	MA	EA
Composite Mean			
Economic Awareness	4.00	MA	EA

1. I am aware that drug abuse reduces an individual's ability to maintain stable employment.	3.23	MA	VA
2. I am aware that drug users may spend excessive money to sustain their addiction.	3.45	MA	EA
3. I am aware that families affected by drug abuse may experience poverty.	3.67	MA	VA
4. I am aware that drug related crimes cause financial losses to business and property owners.	3.49	MA	VA
5. I am aware that governments allocate large budgets for drug enforcement and rehabilitation programs.	3.12	MA	SA
Composite Mean	3.49	MA	VA
Over-All Mean	3.88	MA	EA

Table 3
Level of awareness of Grade 10 students after the implementation of documentary project about drug abuse issues in the aspects of Health, Family, Education, Community and Economic Awareness

Health Awareness	WM	VI
1. I am aware that adolescents are more vulnerable to the harmful effects of drugs.	5.27	EA
2. I am aware that drug abuse increases the risk of mental health disorder such as depression, anxiety, and psychosis.	5.61	EA
3. I am aware that drug addiction is a serious and chronic health condition	5.61	EA
4. I am aware that repeated drug use can change a person's decision behavior and decision making ability	5.49	EA
5. I am aware that being informed about substance use strengthens my my commitment to a drug-free life.	5.17	EA
Composite Mean	5.43	EA
Family Awareness		
1. I am aware that drug abuse may lead to domestic conflict and violence.	5.59	EA
2. I am aware that drug addiction can cause emotional trauma to family members.	5.39	EA
3. I am aware that families may experience social stigma due to drug-related issues.	5.00	VA
4. I am aware that parents' involvement can reduce the likelihood of adolescents drug use.	4.83	VA
5. I am aware that open communication within the family can serve as proactive factor against drug abuse.	5.41	EA
Composite Mean	5.24	EA
Education Awareness		
1. I am aware that drug abuse may reduce students' academic motivation and goal setting.	4.90	VA
2. I am aware that peer pressure within school can contribute to experimentation with drugs.	4.88	VA

3. I am aware that drug abuse can impair cognitive functions such as memory, attention and learning.	5.10	EA
4. I am aware that students who avoid drugs have better opportunities for higher education	5.46	EA
5. I am aware that media, including documentaries, can influence students' understanding of drug related issues.	5.44	EA
Composite Mean	5.16	EA
Community Awareness		
1. I am aware that drug abuse contributes to increased crime rates in the community	5.44	EA
2. I am aware that drug abuse affects community safety and public security.	5.51	EA
3. I am aware that drug abuse can damage the reputation and development of a community	5.49	EA
4. I am aware that cooperation among school, families, and authorities strengthens anti-drug efforts.	5.22	EA
5. I am aware that community awareness campaigns play a significant role in preventing substance abuse.	5.41	EA
Composite Mean		
Economic Awareness	5.24	EA
1. I am aware that drug abuse reduces an individual's ability to maintain stable employment.	4.85	VA
2. I am aware that drug users may spend excessive money to sustain their addiction.	5.17	EA
3. I am aware that families affected by drug abuse may experience poverty.	4.80	VA
4. I am aware that drug related crimes cause financial losses to business and property owners.	4.85	VA
5. I am aware that governments allocate large budgets for drug enforcement and rehabilitation programs.	3.61	SA
Composite Mean	4.76	VA
Over-All Mean	5.20	EA

Table 4
Difference in the Level of Awareness of the Respondents Before and after the Implementation of Documentary Project About Drug Abuse

Implementation	Mean	Computed Paired T-Test Value	p-value	Decision	Interpretation
Before	3.88	-10.35	0.001	Reject the Null Hypothesis	Significant
After	5.20				

Difference in the level of awareness of the respondents after the implementation of documentary project Based Learning about drug abuse when grouped according to demographic profile.

Table 5.1
Difference in the Level of Awareness of the Respondents When Grouped According to Demographic Profile

Profile	Mean	Computed Value	p-value	Decision	Interpretation
Age					
15 years old	5.24	Computed ANOVA Value = 1.57	0.222	Do not Reject the Hypothesis	Not Significant
16 years old	5.02				
17 years old	5.40				
Family Size					
1-5 members	3.56	Computed t-value = 0.508	0.614	Do not Reject the Hypothesis	Not Significant
6-10 members	3.61				
Fathers' Occupation					
Driver	5.06	Computed ANOVA Value = 0.753	0.590	Do not Reject the Hypothesis	Not Significant
Call Center	5.54				
Construction	5.21				
Manager	5.58				
None	5.00				
Security Guard	5.38				
Mothers Occupation					
Housewife	5.17	Computed ANOVA Value = 0.188	0.943	Do not Reject the Hypothesis	Not Significant
None	5.08				
OFW	5.16				
Security Guard	5.03				
Others	5.28				

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

Table 5.2
Difference in the Level of Awareness of the Respondents When Grouped
According to Demographic Profile - Direct Experiences

Profile	Mean	Computed Value	p-value	Decision	Interpretation
1. Have you ever been offered illegal drugs?					
Yes	5.19	Computed ANOVA Value = 1.32	0.224	Do not Reject the Hypothesis	Not Significant
No	5.15				
Prefer not to say	5.12				
2. Have you ever tried or used any kind of illegal drug or substance, even once?					
Yes	5.16	Computed ANOVA Value = 0.983	0.325	Do not Reject the Hypothesis	Not Significant
No	5.18				
Prefer not to say	5.17				

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

Table 5.3
Difference in the Level of Awareness of the Respondents When Grouped
According to Demographic Profile - Indirect Experiences

Profile	Mean	Computed Value	p-value	Decision	Interpretation
1. Do you personally know someone like friend, classmate, neighbor who has used illegal drugs?					
Yes	5.17	Computed T-Value = 0.936	0.299	Do not Reject the Hypothesis	Not Significant
No	5.15				
Prefer not to say					
2. Has anyone in your immediate family parent, sibling, cousin struggled with drug use or addiction					
Yes	5.16	Computed T-Value = 1.34	0.236	Do not Reject the Hypothesis	Not Significant
No	5.17				
Prefer not to say					

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

Table 5.4
Difference in the Level of Awareness of the Respondents When Grouped According to Demographic Profile - Community and Environment

Profile	Mean	Computed Value	p-value	Decision	Interpretation
1. Have you ever seen drug use or drug related activities dealing or arrested in your neighborhood					
Yes	5.16	Computed ANOVA Value = 1.44	0.279	Do not Reject the Hypothesis	Not Significant
No	5.17				
Prefer not to say					
2. Do you believe that drug use is common problem in your community or school?					
Yes	5.16	Computed ANOVA Value = 1.12	0.277	Do not Reject the Hypothesis	Not Significant
No	5.18				
Prefer not to say					

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

DISCUSSION

Profile of the Respondents with respect to Age

Adolescents at this age are capable of understanding the consequences of drug abuse and can benefit from educational interventions such as documentary-based learning, which presents real-life situations and factual information. The profile of the respondents in terms of age present in table 1.1

The data shows that the majority of the respondents were 16 years old, comprising 46% of the total participants. Students aged 15 years old made up 32%, while those who were 17 years old accounted for 22% of the respondents. This indicates that the sample was mostly composed of mid-adolescents, with a smaller proportion of younger and older students, which reflects a typical distribution for a Grade 10 class.

Profile of the Respondents with respect to Family Size

Family size can influence how well parents are able to guide and monitor their children's behavior. The profile of the respondents in terms of family size present in table 1.2

In the study, t This suggests that most of the learners live in households with moderate number of family members. Family size may influence the level of supervision, communication, and emotional support that adolescent receive at home. When parents are able to give adequate attention and guidance to their children, it may help reduce the risk of engaging in harmful behaviors such as drug use.

Profile of the Respondents with respect to Occupation of Father

A father's occupation significantly influences the socioeconomic background of respondents and may serve as a guiding factor in shaping their children's positive behavior.

The results indicate that the majority of the respondents' fathers are engaged in construction and driving occupations, which are considered labor intensive jobs that may require long working hours. Additionally, a number of respondents reported that their fathers have no occupation.

The study also emphasized that socio-economic variables, including occupation, significantly influence these behaviors. This diversity provides a broader understanding of how the documentary project strategy can help increase the awareness of Grade 10 students about the dangers and consequences of drug abuse regardless of their socioeconomic status.

Profile of the Respondents with respect to Occupation of Mother

A mother's occupation is an important factor that contributes to the socioeconomic status of respondents and may play a role in influencing the development and behavior of their children. The table presents the distribution of respondents according to their mother's occupation.

The result suggests that the level of parental guidance may vary depending on the mother's availability and involvement in the child's daily life. When parents, particularly mothers, are unable to provide consistent supervision and guidance due to work or other circumstances, adolescent may become more vulnerable to external influences, including peer pressure. As a result, students may be more easily influenced by their friends, which can increase the risk of engaging in negative behaviors such as drug use.

Profile of the Respondents with respect to Direct Experience of the Respondents

Direct experience with drugs or substances is an important factor that may influence an individual's awareness, attitudes, and behavior toward substance use. Table 2 presents the profile of the respondents in terms of their direct experience with drugs or substances.

The profile of the respondents with respect to Direct Experience

These findings highlight the critical need for preventive education and intervention strategies. While actual experimentation remains low, the widespread exposure to drug offers underscores the importance of reinforcing refusal skills, promoting drug awareness, and strengthening protective factors among adolescents to prevent early initiation into substance use.

Profile of the Respondents with respect to Indirect Experience of the Respondents

Indirect experience with drugs or substances refers to exposure through family, peers, or the community without personally using them. This type of experience may still influence an individual's awareness, attitudes, and perceptions toward substance use.

These findings are particularly alarming because both peer groups and family environments show notable exposure to illegal drug use. The presence of drug users among friends, classmates, and even immediate family members may increase adolescents' vulnerability to influence, including peer pressure and normalization of such behaviors. As a result, adolescents may be at greater risk of engaging in similar activities. This highlights the importance of implementing effective educational strategies, such as the use of documentary projects, to further enhance students' awareness and understanding of drug abuse.

Profile of the Respondents with respect to Community and Environment of the Respondents

The community and environment play a crucial role in shaping individuals' awareness, attitudes, and behaviors, particularly in relation to substance use. Exposure to different social influences, norms, and conditions within the community may affect how individuals perceive and respond to drug-related issues.

These findings suggest that students' awareness of drug abuse is shaped not only by direct observation but also by shared perceptions within their social environment. The high percentage of students who recognize drug use as a common problem (90%) reflects a heightened level of social awareness, where the issue is widely acknowledged regardless of personal experience.

Level of awareness of Grade 10 students before the implementation of documentary project about drug abuse issues in the aspects of Health, Family, Education, Community and Economic Awareness

The results show that respondents had an overall moderate level of awareness regarding substance use before the implementation, with an over-all mean of 3.88 (Moderately Aware).

Across the different indicators, health, education, community, family, and economic awareness were generally rated from Moderately Aware to Very Aware, indicating that respondents already had some understanding of the effects of substance use, but there were still gaps in their knowledge.

Among the domains, family and community awareness obtained relatively higher ratings, while economic awareness had the lowest composite mean, suggesting limited understanding of the financial effects of substance abuse.

Overall, the findings indicate that while respondents had basic awareness prior to the intervention, there was still a need to strengthen their understanding of substance use impacts.

Level of awareness of Grade 10 students after the implementation of documentary project about drug abuse issues in the aspects of Health, Family, Education, Community and Economic Awareness

The results show that respondents achieved an overall high level of awareness on substance use after the implementation, with an over-all mean of 5.20 (Extremely Aware).

All indicators health, family, education, community, and economic awareness were generally rated from Very Aware to Extremely Aware, indicating a strong understanding of the effects of substance use. Health and community awareness obtained the highest

ratings, reflecting improved knowledge on health risks and societal impacts. Meanwhile, economic awareness, although improved, remained comparatively lower than the other domains.

Overall, the findings indicate that the implementation was effective in significantly increasing respondents' awareness of the effects of substance use across different aspects of life.

Difference in the Level of Awareness of the Respondents Before and after the Implementation of Documentary Project About Drug Abuse

Based on the table, the mean score before implementation is 3.88, which indicates a generally moderate level of awareness. This suggests that prior to the intervention, students had limited to developing understanding of drug abuse across its different aspects. In contrast, the mean score after implementation increased to 5.20, which reflects a high to extremely high level of awareness. This noticeable increase clearly shows an improvement in students' understanding after exposure to the documentary project.

This result indicates that the increase in awareness is not due to chance, but is strongly attributed to the intervention applied. The documentary project had a measurable and meaningful effect in improving students' knowledge and understanding of drug abuse across different domains such as health, family, education, community, and economic awareness.

The findings imply that the implementation of the documentary project is highly effective as an instructional strategy. It significantly enhances students' awareness by providing realistic, emotionally engaging, and context-based learning experiences that help them better understand the consequences of drug abuse in real life. The substantial improvement from moderate awareness (3.88) to high awareness (5.20) further confirms the effectiveness of documentary-based learning in promoting deeper understanding and long-term awareness among students.

According to Alarco-Rosales et al. (2021), school-based educational interventions significantly improve adolescents' knowledge, attitudes, and awareness regarding substance abuse. Their study found that structured learning programs lead to statistically significant gains in post-test scores, confirming that educational interventions are effective in increasing awareness and reducing risky behavioral intentions among students.

In addition, a systematic review by Mairena Carrellán et al. (2025) highlighted that intervention-based learning strategies such as videos, structured discussions, and experiential materials (including documentary-style approaches) are effective in preventing and reducing substance use by increasing students' understanding and emotional engagement with real-life consequences.

Difference in the level of awareness of the respondents after the implementation of documentary project Based Learning about drug abuse when grouped according to demographic profile.

Difference in the Level of Awareness of the Respondents When Grouped According to Demographic Profile

In terms of age, the computed ANOVA value is 1.57 with a p-value of 0.222, which is greater than the 0.05 level of significance. Therefore, the null hypothesis is not rejected, indicating that there is no significant difference in the level of awareness among respondents when grouped according to age. Although slight variations in mean scores were observed 17 years old (5.40), 15 years old (5.24), and 16 years old (5.02) these differences are not statistically significant. This implies that awareness of drug abuse is relatively consistent across age groups.

Similarly, when grouped according to family size, the computed t-value is 0.508 with a p-value of 0.614, which is also greater than 0.05. This result indicates no significant difference in awareness between respondents from families with 1–5 members (3.56) and those with 6–10 members (3.61). This suggests that family size does not significantly influence students' level of awareness regarding drug abuse.

With regard to the father's occupation, the computed ANOVA value is 0.753 with a p-value of 0.590, indicating no significant difference among the groups. Although respondents whose fathers are managers (5.58) and call center employees (5.54) obtained slightly higher mean scores compared to other occupations such as drivers (5.06) and none (5.00), these differences are not statistically significant. This implies that the occupation of the father does not have a measurable effect on the students' awareness of drug abuse.

In conclusion, the findings indicate that demographic variables such as age, family size, and parents' occupation do not significantly influence the level of awareness of students about drug abuse. This strengthens the implication that the documentary project strategy used in this study can be considered an inclusive and effective approach in increasing awareness among students with diverse backgrounds.

Difference in the Level of Awareness of the Respondents When Grouped According to Demographic Profile - Direct Experiences

Table 4.2 presents the differences in the level of awareness of Grade 10 students about drug abuse when grouped according to their direct experiences, specifically whether they have been offered illegal drugs and whether they have tried or used illegal substances.

The findings indicate that direct experience with drugs does not significantly influence the level of awareness among the respondents. This implies that awareness is likely shaped more by educational exposure, school-based interventions, and information dissemination rather than personal involvement or encounters with drugs.

According to Dela Cruz et al. (2025) noted in the Philippine context that drug education programs significantly influence students' knowledge and attitudes, regardless of their personal exposure to drugs. This supports the idea that awareness is shaped through institutional and educational efforts rather than direct involvement.

Similarly, Schmidt et al. (2025) found that adolescents who received proper drug education demonstrated high levels of awareness and informed decision-making, even without direct experience with drugs. This suggests that knowledge and awareness can be developed through education rather than personal exposure.

Difference in the Level of Awareness of the Respondents When Grouped According to Demographic Profile - Indirect Experiences

These findings suggest that indirect experience with drugs does not significantly determine students' level of awareness. This implies that awareness is largely shaped by educational interventions, media exposure, and structured learning strategies, rather than personal or family exposure to drug use.

The findings indicate that indirect exposure to drug use whether through friends, neighbors, or family members does not significantly affect the level of awareness among students. This reinforces the value of interventions like the documentary project strategy, which ensures that all students, regardless of their social or family environment, gain accurate knowledge and understanding about drug abuse. It also highlights that educational programs can provide a level playing field for awareness, reducing disparities that could otherwise arise from indirect exposure to substance use.

Difference in the Level of Awareness of the Respondents When Grouped According to Demographic Profile - Community and Environment

Several studies support the finding that community and environmental exposure do not necessarily determine students' awareness of drug abuse. For instance, Faqih et al. (2024) emphasized that structured educational programs significantly increase students' knowledge and awareness of drug abuse, regardless of the level of drug activity in their surroundings. This suggests that formal education can be a more powerful factor in shaping awareness than mere exposure to drugs in the neighborhood

these findings suggest that community exposure and perception of drug prevalence do not significantly affect students' awareness about drug abuse. This implies that awareness is likely shaped more by formal education, school interventions, media-based projects, and structured learning strategies rather than by the immediate community environment or personal perceptions of drug activity.

Taken together, these studies indicate that educational strategies especially structured, media-based, or school-led programs play a more decisive role in shaping awareness than community or environmental exposure. They support the present findings that students' awareness of drug abuse remains consistent regardless of whether they have witnessed drug use in their neighborhood or perceive it as a community problem.

The proposed program based on the results of the study

This section presents the proposed training design for teachers and learners, focusing on the use of documentary-based strategies to enhance instruction and learning.

The program is designed to enhance students' awareness through documentary-based experiential learning while strengthening their ability to resist peer pressure, make informed decisions, and maintain a drug-free lifestyle. It focuses on improving student engagement, reflective learning, and the application of real-life insights related to drug abuse prevention.

Conclusions

This study employed the quantitative descriptive-correlational research design of documentary project based learning and students' awareness of drug abuse among grade 10 students

The study utilized a quantitative-descriptive research design to describe the demographic profile of Grade 10 students in terms of age, family size, occupation of parents, and their direct and indirect experiences, as well as their community and environment. It was also used to determine the level of awareness of students regarding drug abuse issues before and after the implementation of documentary project-based learning in terms of health, family, education, community, and economic awareness. Furthermore, the design was employed to examine whether there is a significant difference in students' level of awareness before and after the intervention, as well as when grouped according to their demographic profile. Lastly, it served as the basis for proposing a program to further enhance students' awareness of drug abuse.

Based on the findings of the study, a program was proposed to enhance students' awareness of drug abuse through documentary project-based learning and related educational activities.

Frequency and percentage and weighted mean were utilized in the study to treat the data statistically.

Summary of Findings

Demographic Profile of the respondents

With regards age, the sample was mostly composed of mid-adolescents, with a smaller proportion of younger and older students, which reflects a typical distribution for a Grade 10 class.

The majority of the respondents come from smaller families. This suggests that most of the learners live in households with moderate number of family members. Family size may influence the level of supervision, communication, and emotional support that adolescents receive at home.

The majority of the respondents' fathers are engaged in construction and driving occupations, which are considered labor intensive jobs that may require long working hours. Additionally, a number of respondents reported that their fathers have no occupation.

The findings indicate that while many mothers stay at home, others are occupied with work responsibilities or employment outside the country. The data on direct experiences with drugs among the respondents indicates a high level of exposure to drug offers. A significant majority of students, 76%, reported that they had been offered illegal drugs, while only 24% stated that they had not experienced such offers.

Despite the high exposure to drug offers, the actual reported use of illegal substances was relatively low. Only 9% of the respondents admitted to having tried or used drugs at least once, whereas the majority, 88%, indicated that they had never used any substances. A small portion (3%) preferred not to disclose their experience. This gap between exposure and actual use may indicate that students possess some level of

awareness, self-control, or resistance to trying drugs, possibly influenced by family guidance, school programs, or personal values.

The data indicate that a large majority of respondents (33 out of 41, or 80%) reported personally knowing someone such as a friend, classmate, or neighbor who has used illegal drugs.

Level of Awareness of Grade 10 Students before the implementation of documentary project about drug abuse issues

The findings reveal that before the implementation of the documentary project, Grade 10 students have a moderate to high level of family awareness regarding drug abuse. While they recognize the importance of communication and social consequences, their understanding of emotional impact, family conflict, and parental involvement is less developed.

The results suggest that while students recognize general risks, their understanding of the direct academic and cognitive effects of drug abuse is still limited. The findings imply that students possess a moderate to high level of educational awareness, but there is a need to strengthen their understanding of how drug abuse directly affects academic performance, cognitive functioning, and learning outcomes.

The results suggest that while students are aware of general community impacts, their understanding of collective action, prevention strategies, and institutional cooperation is still limited. The findings imply that students possess a moderate level of community awareness, with stronger understanding of visible social consequences such as crime and reputation, but weaker awareness of systemic prevention efforts and community collaboration.

The findings suggest that students have a moderate level of economic awareness, but their understanding is mainly focused on visible and immediate effects such as poverty and financial loss, while awareness of systemic and long-term economic impacts (such as government expenditure and employment instability) remains limited.

Level of Awareness of Grade 10 Students after the implementation of documentary project about drug abuse issues

Grade 10 students possess a very high level of health awareness regarding drug abuse. This suggests that students are not only knowledgeable about the physical and psychological effects of drugs but also recognize the long-term implications of substance use on behavior, decision-making, and overall well-being.

The data on the level of awareness of Grade 10 students about drug abuse in terms of family awareness indicate a generally high level of understanding among the respondents. The weighted means range from 4.83 to 5.59, with most items verbally interpreted as “Extremely Aware (EA)” and two items as “Very Aware (VA)”.

Students possess a very high level of educational awareness regarding drug abuse. This implies that learners understand how substance abuse affects not only their health but also their academic performance, cognitive abilities, and future educational opportunities.

The respondents possess a very high level of community awareness regarding drug abuse. This implies that students understand drug abuse as a social issue that extends beyond individual consequences, affecting public safety, social stability, and community progress.

The results revealed that overall, students possess a high level of awareness regarding the economic consequences of drug abuse.

Difference in the level of awareness of the respondents before and after the implementation of documentary project about drug abuse.

The computed paired t-test value is -10.35, with a corresponding p-value of 0.001. Since the p-value is lower than the 0.05 level of significance, the result is statistically significant. Therefore, the decision is to reject the null hypothesis, which means that there is a significant difference between the students' level of awareness before and after the implementation of the documentary project.

The findings indicate that demographic variables such as age, family size, and parents' occupation do not significantly influence the level of awareness of students about drug abuse. This strengthens the implication that the documentary project strategy used in this study can be considered an inclusive and effective approach in increasing awareness among students with diverse backgrounds.

Proposed Training Design

A training design was proposed to enhance teachers' and learners' awareness and understanding of drug abuse prevention through documentary-based instruction.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

The respondents were mostly mid-adolescents from small families, with parents largely engaged in home duties or labor-intensive jobs, which may affect supervision and support at home.

The results show that before the documentary project, Grade 10 students had moderate to high awareness of the health, family, educational, community, and economic effects of drug abuse.

The findings reveal that Grade 10 students have very high awareness of the health, family, educational, community, and economic effects of drug abuse.

The findings revealed a statistically significant difference between the students' level of awareness before and after the implementation of the documentary project, as evidenced by the computed paired t-test value of -10.35 and a p-value of 0.001, which is lower than the 0.05 level of significance.

The findings revealed that demographic variables such as age, family size, and parents' occupation do not have a significant influence on the students' level of awareness regarding drug abuse.

Based on the findings of the study, a program was devised to further strengthen and sustain students' awareness regarding drug abuse through documentary-based project learning and related educational activities.

Recommendations

Based on the findings of the study and the conclusions drawn, the following recommendations were offered:

Programs for substance addiction awareness and prevention that emphasize developing students' decision-making abilities, resilience, and resistance to peer pressure should be strengthened and consistently implemented in schools.

Schools should strengthen drug awareness education through more interactive, reflective, and experiential learning strategies such as documentary-based project learning.

Schools should continue to strengthen and sustain substance abuse awareness programs through engaging and learner-centered strategies such as documentary-based project learning, seminars, and community involvement activities. Educators should also reinforce students' understanding by integrating real-life applications, reflective discussions, and preventive education across different subject areas.

Schools and educators should consider integrating documentary-based project learning into drug education and other awareness programs to promote deeper understanding and student engagement.

Schools and educators are encouraged to utilize documentary-based project learning as part of substance abuse awareness programs since it has been shown to effectively increase awareness among students regardless of demographic differences.

The proposed program should be implemented and continuously evaluated by school administrators, teachers, and guidance personnel to determine its effectiveness in sustaining and improving students' awareness of drug abuse.

Social Awareness Seminar and Peer Mentoring Program on Drug Abuse Prevention must be encouraged. Although only four students admitted to experimenting with drugs, even minimal early exposure is alarming due to its potential long-term physical, psychological, and social consequences.

Social Awareness on Family Engagement and Communication Workshop on Drug Prevention must be enforced. Indirect exposure through friends, classmates, or family members significantly shapes students' perceptions of drug use. Knowing peers or relatives who engage in substance abuse may normalize these behaviors and increase the risk of experimentation.

Social Awareness Community Campaign and Mentorship Program on Drug Abuse, The findings also highlighted the role of environmental factors, such as drug-related activities in neighborhoods and perceptions of drug prevalence in schools and communities.

Holistic Social Awareness Program on the Consequences of Drug Abuse, demonstrated strong awareness of the multiple consequences of drug abuse, including health risks, family conflicts, academic decline, social stigma, and economic burdens.

Proposed Training Design for Multigrade Teachers

Rationale

This initiative aligns with the significance of the study, which emphasizes the importance of innovative, student centered strategies in addressing social issues like drug abuse. Through this program, students are expected not only to understand the dangers of drugs but also to develop the competence and confidence to maintain a drug-free lifestyle.

General Objectives

The program aims to increase social awareness and reduce the vulnerability of Grade 10 students to drug abuse through the use of documentary-based learning.

Specific Objectives

Teachers are expected to:

Enhance their ability to use the documentary project as an instructional strategy in raising awareness and preventing substance use. Guide learners in reflecting on real-life situations and applying the insights gained from the documentary to their own experiences. Effectively plan, implement, and oversee documentary-based learning activities as well as collaborative tasks within the classroom.

Students are expected to:

Develop a deeper understanding of the causes, effects, and consequences of drug abuse.

Strengthen refusal skills and the ability to resist peer pressure.

Enhance decision-making skills, self-awareness, and social-emotional competence.

Reflect on real-life situations and apply learned insights to personal experiences.

Demonstrate responsible attitudes and behaviors in maintaining a drug-free lifestyle.

Actively engage in documentary-based activities and collaborative learning experiences.

Resources Required

Required resources include a seminar venue, projector, audio-visual materials, printed modules, financial support, brochure and workshop materials. Funding will be sourced from school MOOE and institutional support.

Proposed Program: Documentary Strategy for the Professional Development Seminar on Drug Abuse Prevention Peer Mentoring Strategies

ACTIVITY 1 /TITLE 1	<i>1.1.1. Professional Development Seminar on Drug Abuse Prevention Peer Mentoring Strategies</i>
OBJECTIVES	The documentary strategy for the Professional Development Seminar on Drug Abuse Prevention and Peer Mentoring aims to equip teachers with proper skills in documenting seminar activities, processes, and outputs in an accurate and organized manner. It also trains teachers on how to properly document learners' participation and outputs during student seminar sessions related to drug abuse prevention and peer mentoring. In addition, it ensures that all teacher and learner outputs, including intervention plans, case analyses, and reflections, are properly recorded as evidence of program implementation and professional development.
PERSONS INVOLVED	The persons involved in the implementation and documentation of the seminar include Grade 10 teachers and selected faculty members as primary participants and trainees. Guidance counselors serve as resource speakers and provide expert input on drug abuse prevention and student behavior management. The program facilitators and researcher are responsible for overseeing the overall implementation, coordination, and documentation of all activities and outputs. Selected teachers also act as peer mentoring coordinators to support program sustainability and assist in documenting both teacher and learner outputs during seminar-related student sessions.
TIME FRAME	The activity will be conducted during the first quarter in the form of a two-day seminar and workshop..
PERFORMANCE & PRODUCT (OBE)	Teachers are expected to actively participate in lectures, discussions, workshops, case analyses, and simulation activities during the seminar. They will also practice proper documentation techniques by recording both their own outputs and learners' participation during related student sessions on drug abuse prevention and peer mentoring. The expected products include attendance sheets, case analysis reports, intervention plans, peer mentoring frameworks, reflection notes, and photo and video documentation. For learner-related sessions, documented outputs such as student reflections, activity records, and engagement

	reports will also be collected as evidence of learning and program implementation. Product: • Attendance sheet • Workshop outputs (case analysis, intervention plans) • Sample peer mentoring plans for students • Reflection notes on teaching strategies for drug abuse prevention
RESOURCE NEED/ SOURCE OF FUND	Required resources include a seminar venue, projector, audio-visual materials, printed modules, and workshop materials. Funding will be sourced from school MOOE and institutional support.
MONITORING AND EVALUATION	Monitoring and evaluation will be conducted throughout the seminar to ensure proper implementation and accurate documentation of all activities and outputs. Attendance of participants will be recorded daily, while facilitators and documenters will continuously observe and record both teacher and learner engagement during sessions. Guidance counselors and program facilitators will assess participation, understanding, and application of concepts during workshops and simulations. All outputs, including intervention plans, peer mentoring frameworks, and learner activity records, will be evaluated using a rubric based on relevance, accuracy, and alignment with program objectives.
SUCCESS INDICATOR	The seminar will be considered successful if teachers demonstrate improved competence in documenting both seminar activities and learners' participation during related student sessions. It is also expected that participants are able to produce complete, accurate, and well-organized outputs such as intervention plans, peer mentoring frameworks, and learner activity records. A 100% participation rate and submission of required documentation outputs will further indicate success. Additionally, teachers' ability to apply proper documentation strategies in classroom and program implementation settings, as well as the completeness of the final compiled report, will serve as key indicators of program effectiveness.

Proposed Program
Real stories, Real Impact: Drug Abuse Seminar.

ACTIVITY 2/TITLE 2	Real stories, Real Impact: drug abuse Seminar.
OBJECTIVES	This activity aims to enhance students' social awareness of drug abuse by exposing them to real-life situations through documentary viewing. It seeks to develop students' critical thinking and reflective skills by allowing them to analyze the causes, effects, and preventive measures related to substance abuse. Furthermore, it intends to promote empathy, informed judgment, and responsible decision-making by connecting documentary content to students' real-life experiences.
PERSONS INVOLVED	Grade 10 students will serve as the primary participants who will actively engage in viewing and reflection activities. Teachers will facilitate discussions and guide students in analyzing key concepts. The guidance counselor will provide support in processing emotional responses and reinforcing positive values, while the researcher will organize, monitor, and document the implementation of the activity.
TIME FRAME	This activity will be conducted at the beginning of the School Year 2026–2027 as part of the program orientation and awareness-building phase.
PERFORMANCE & PRODUCT (OBE)	Performance: Students are expected to actively participate in documentary viewing, guided discussions, and reflection sessions. They will demonstrate understanding by sharing insights, asking questions, and engaging in critical analysis. Product: As outputs, students will produce reflection journals, documentary analysis worksheets, and written insights that capture their understanding of drug-related issues.
RESOURCE NEED/ SOURCE OF FUND	Resources include a projector, audio-visual equipment, selected documentary materials, and printed reflection guides. Funding will be sourced from the School MOOE, Guidance Office, and other school support programs.
MONITORING AND EVALUATION	The monitoring and evaluation of the Social Awareness Documentary Engagement activity will be conducted systematically to ensure that its objectives are effectively implemented and achieved. Throughout the activity, attendance of Grade 10 students will be closely monitored and recorded to determine participation rates.

	Teachers, together with the guidance counselor, will observe student engagement during the documentary viewing, guided discussions, and reflection sessions. Their observations will focus on students' level of participation, responsiveness, and ability to express insights related to drug abuse issues. In addition, the researcher will maintain an activity log to document the flow of implementation, significant observations, and any challenges encountered during the conduct of the activity. After the completion of the activity, students will submit their reflection journals and documentary analysis worksheets, which will serve as primary outputs for evaluation. These outputs will be assessed using a rubric that measures comprehension, critical thinking, clarity of ideas, and relevance to the topic of drug abuse prevention.
SUCCESS INDICATOR	The success of the activity will be measured through students' active participation, completion of reflection outputs, and demonstrated understanding of drug abuse issues.

Proposed Program: Social Awareness Seminar
Social Awareness Seminar : Peer Mentoring Program on Drug Abuse Prevention

ACTIVITY 3 /TITLE 3	Social Awareness Seminar : Peer Mentoring Program on Drug Abuse Prevention
OBJECTIVES	This activity aims to equip students with comprehensive knowledge about the risks and consequences of early drug experimentation. It also seeks to provide guidance and early intervention for students who may be at risk through peer mentoring and counseling support. Additionally, the program promotes informed decision-making, responsible behavior, and the development of positive peer influence.
PERSONS INVOLVED	Grade 10 students and other interested learners will participate as primary beneficiaries. Peer mentors will assist in guiding discussions and sharing experiences. Guidance counselors will facilitate sessions and provide professional support, while program facilitators and the researcher will oversee the implementation.
TIME FRAME	The activity will be conducted during the second quarter in the form of a two-day seminar and mentoring session.
PERFORMANCE & PRODUCT (OBE)	Performance

	• tudents will actively engage in interactive seminars, case studies, and peer mentoring discussions. They are expected to demonstrate understanding through scenario-based exercises and group participation. s. Product: • Attendance sheet • Reflection notes or personal action plans to avoid risky behaviors • Outputs include reflection notes, personal action plans, and mentoring documentation.
RESOURCE NEED/ SOURCE OF FUND	Required resources include a seminar venue, projector, audio-visual materials, and printed handouts. Funding will come from school programs and institutional support.
MONITORING AND EVALUATION	The monitoring and evaluation of the Social Awareness Seminar: Peer Mentoring Program on Drug Abuse Prevention will be carried out throughout the implementation of the two-day seminar to ensure that all planned activities are properly executed and that the intended learning outcomes are achieved. During the conduct of the program, attendance of all Grade 10 students and other participants will be strictly monitored and recorded using official attendance sheets. The researcher, together with program facilitators and peer mentors, will document student participation in seminar discussions, case study activities, and peer mentoring sessions.
SUCCESS INDICATOR	Success will be indicated by students' ability to identify early warning signs of drug use, completion of mentoring sessions, and submissions of output. 100% of participants are expected to demonstrate improved awareness and preventive knowledge.

Proposed Program: Social Awareness Family Engagement and Communication Workshop on Drug Prevention

ACTIVITY 4/TITLE 4	Social Awareness Family Engagement and Communication: Workshop on Drug Prevention
OBJECTIVES	The objective of this activity is to strengthen communication between parents and adolescents by providing opportunities for open dialogue and shared understanding. Through this activity, families will gain strategies to effectively monitor, guide, and support students in making informed and responsible choices regarding drug use.

PERSONS INVOLVED	· Grade 10 students and their families; other students and parents may join. · Guidance counselors and social workers as facilitators.
TIME FRAME	The activity will be scheduled within the school year depending on availability of participants.
PERFORMANCE & PRODUCT (OBE)	After conducting the study and obtaining the results, students and their families will participate in interactive workshops and activities focused on enhancing communication and collaboration at home. The activity will include group discussions, role-playing exercises, and practical scenarios designed to strengthen parent-adolescent dialogue. Participants will also share strategies for monitoring behavior, providing emotional support, and promoting responsible decision-making to prevent drug use. Product · Family Participation Log – a simple record of family members who attended the workshop. · Home Action Plan – a practical guide for families to apply strategies discussed during the workshop. · Family Engagement Toolkit – handouts, tip sheets, and activities designed for daily use at home to strengthen communication and support.
RESOURCE NEED/ SOURCE OF FUND	Resource: Meeting space, transportation to community sites, campaign materials, audiovisual equipment
MONITORING AND EVALUATION	The monitoring and evaluation of the Social Awareness Family Engagement and Communication: Workshop on Drug Prevention will be conducted to ensure the effective implementation of the activity and the attainment of its objectives. Throughout the workshop, attendance of Grade 10 students and their families, as well as other participating parents, will be carefully recorded using a Family Participation Log. The researcher, together with guidance counselors and social workers, will closely monitor the level of participation during group discussions, role-playing activities, and interactive sessions. During the implementation, facilitators will also document significant interactions and behavioral responses that demonstrate improved understanding and collaboration among family members. Guidance counselors and social

	workers will provide professional observations regarding family dynamics, communication patterns, and the effectiveness of the activities in promoting emotional support and responsible decision-making at home.
SUCCESS INDICATOR	Success will be measured through active participation of families, improved communication as observed during activities, and submission of family action plans.

Proposed Program: Holistic Social Awareness Program of the Drug Abuse

ACTIVITY 5/TITLE 5	Holistic Social Awareness on the Health, Family, Social, and Economic Consequences of Drug Abuse
OBJECTIVES	The objective of this activity is to deepen students' understanding of the comprehensive and interconnected consequences of drug abuse, particularly in relation to physical health, psychological well-being, family relationships, academic performance, social interactions, and economic stability.
PERSONS INVOLVED	Grade 10 students serve as the primary participants of the activity, as they are at a critical developmental stage where awareness and decision-making skills must be strengthened. Subject teachers facilitate the integration of drug education concepts into classroom discussions and activities, ensuring that learning is continuous and contextualized. Guidance counselors provide expert support by delivering specialized knowledge, addressing students' concerns, and facilitating reflective discussions. School administrators oversee the implementation and ensure alignment with school policies and programs.
TIME FRAME	Quarterly or within one academic semester · 2–3 hours per session
PERFORMANCE & PRODUCT (OBE)	Students are expected to actively engage in a variety of structured and interactive learning experiences designed to promote deeper understanding and application of knowledge regarding drug abuse. These include participation in seminars, multimedia presentations, case study analyses, and guided group discussions where learners examine real-life situations and consequences of substance use. Product: · Reflection Papers in-depth written outputs expressing students' understanding, personal realizations, and commitment to drug-free living Awareness Campaign Materials creative outputs such as posters, brochures, infographics, or digital

	presentations that communicate key messages about drug prevention
RESOURCE NEED/ SOURCE OF FUND	Multimedia equipment, educational materials, printed handouts, guest speakers Source of Fund: School MOOE / Guidance Office / School Programs Fund/Researcher
MONITORING AND EVALUATION	The monitoring and evaluation of the Holistic Social Awareness Program on the Health, Family, Social, and Economic Consequences of Drug Abuse will be conducted in a systematic manner to ensure that the objectives of the activity are effectively achieved. Throughout the implementation, attendance of Grade 10 students will be closely recorded to determine participation rates in seminars, multimedia presentations, case study analyses, and group discussions. Teachers, together with guidance counselors and invited resource speakers, will observe and document students' engagement, responses, and level of understanding during all learning activities.
SUCCESS INDICATOR	At least 85% of student participants demonstrate increased knowledge on the health, family, social, and economic consequences of drug abuse as evidenced by pre-test and post-test results.

Proposed Program Activity: Social Awareness Counseling and Support Services

ACTIVITY 7/TITLE 6	Proposed Program Activity: Counseling and Support Services Continuous Student Counseling and Support Program
OBJECTIVES	The objective of this activity is to provide continuous counseling and psychosocial support services that will sustain students' awareness of drug prevention and promote their overall well-being. It aims to identify students who may be at risk through regular monitoring and assessment while offering timely emotional and psychological support through individual and group counseling sessions. The program also seeks to establish peer support systems that encourage positive influence and reinforce anti-drug values. Additionally, it intends to guide students in applying the knowledge and coping strategies they have learned in real-life situations, while ensuring that those who require further assistance are referred to appropriate professional services.
PERSONS INVOLVED	Students are the primary beneficiaries of the program, participating in counseling sessions and support activities tailored to their needs. Guidance counselors and school psychologists play a

	central role in delivering professional counseling services, conducting assessments, and designing intervention strategies. Peer facilitators or trained student leaders assist in creating a supportive environment by leading peer group discussions and promoting positive influence among students.
TIME FRAME	Continuous throughout the school year
PERFORMANCE & PRODUCT (OBE)	Students will actively participate in counseling sessions, peer support groups, and intervention programs that aim to enhance their emotional resilience and decision-making skills. They are expected to demonstrate openness, self-awareness, and willingness to seek and accept guidance when needed. The program emphasizes continuous monitoring and follow-up to ensure that students are able to apply learned coping strategies and maintain positive behaviors. Participation in peer support activities also allows students to develop interpersonal skills and build supportive relationships. Product: · Counseling Session Records – confidential documentation of individual and group sessions conducted · Peer Support Group Logs – records of activities, discussions, and attendance · Monitoring and Evaluation Reports – tracking student progress and program effectiveness · Referral Documentation – records of students referred to external professionals for further assistance
RESOURCE NEED/ SOURCE OF FUND	Resource: • Laptop / projector • Printed handouts • Bond paper and pen • Presentation materials Source of Fund: School MOOE / Guidance Office / School Programs Fund/Researcher
MONITORING AND EVALUTATION	The monitoring and evaluation of the Continuous Student Counseling and Support Program will be conducted continuously throughout the school year to ensure that counseling services and psychosocial interventions are effectively implemented and responsive to students' needs. Attendance and participation in individual counseling sessions, peer support groups, and intervention programs will be carefully recorded using counseling session logs and peer support

	group records. Guidance counselors and school psychologists will closely monitor students' progress through regular assessments, while peer facilitators will assist in documenting participation and engagement during group activities. Throughout the implementation, guidance counselors will observe students' emotional responses, behavioral changes, and level of openness during counseling and support sessions. These observations will help identify students who may require additional intervention or referral to external mental health professionals. The researcher will also maintain monitoring tools and documentation reports to track the consistency of program implementation and ensure that all activities are properly recorded and supervised. Evaluation of the program will be based on multiple sources of data, including counseling session records, peer support logs, monitoring and evaluation reports, and referral documentation.
SUCCESS INDICATOR	Standards for Success: - At least 70–80% of identified students regularly participate in counseling sessions, peer support groups, or intervention programs. · Early identification of at-risk students is achieved through monitoring tools, with appropriate interventions provided in a timely manner. · Students demonstrate improved emotional well-being, coping skills, and behavioral outcomes, as reflected in counseling assessments and progress reports. · A decrease in reported cases of behavioral issues or risk-related incidents among participating students over time. · Positive feedback from students indicates increased trust in counseling services and willingness to seek help when needed. · Effective referral system is established, with documented cases successfully linked to professional support services when necessary.

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