

# VIRTUAL ENTABLADO: CREATING AN ONLINE STAGE IN COPING MENTAL STRESS

Ibero, RJ S.; Las Piñas, Emely L.  
Completed 2021



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**VIRTUAL ENTABLADO: CREATING AN ONLINE STAGE  
IN COPING MENTAL STRESS**

**An Action Research**  
funded through  
**BASIC EDUCATION RESEARCH FUND (BERF) 2021**  
presented to the  
Policy, Planning, and Research Division  
Department of Education – SOCCSKSARGEN  
Regional Center, Brgy. Carpenter Hill,  
City of Koronadal

**RJ S. Ibero, MAEd**  
Teacher III

**Emely L. Laspiñas, MAEd**  
Teacher III  
Bambad National High School  
Sultan Kudarat Division

## **ABSTRACT**

This study was conducted to assess the Virtual Entablado Program, a series of virtual performances of SPA teachers such as dance, musical, theatrical and PEP talks and its effect in the level of mental stress among the SPA learners of Bambad National High School.

This study employed an experimental design known as pretest-posttest design. The participants were 36 SPA learners from grade 7 to grade 10 of school year 2021-2022 who were identified with high level of mental stress based on the result of the initial survey conducted using an adopted General Health Questionnaire- 12 developed by Goldberg in 1970.

The findings of this study revealed that Virtual Entablado Program is effective in improving the mental health state of the participants where a significant shift in the level of mental stress from high to moderate was noted after the implementation of VE considering gender and grade level of the participants. Furthermore, results showed that there is a significant difference between the mental stress level of learners before and after introduction of Virtual Entablado. This indicates that the implementation of the program positively affects learners' mental health. Results of this study may serve as basis for teachers on how to improve learners' mental health and further support and enhance students' learning.

**Keywords:** Mental Stress Level, Virtual Entablado, SPA learners, Online Stage, Coping Mental Stress

## **ACKNOWLEDGMENT**

Writing this BERF research has been a moment of tremendous learning for the researchers. They would like to thank all who have generously offered their time, knowledge, and support to help this study become a reality. Without the aid and inspired encouragement of colleagues, families, and friends, this manuscript would not have been completed. Thus, they express their heartfelt gratitude to the following:

To DepEd- Region 12, led by Dr. Carlito D. Rocafort, CESO V, Regional Director, and Sir Rebonfamil R. Baguio, CESO V, Assistant Regional Director, for supporting this research endeavor as one of the teachers' professional development opportunities;

To Basic Education Research Fund (BERF) Regional Committee, headed by Dr. Glenn A. Bisnar, for their commitment and unselfish dedication manifested in reading and making some suggestions for the improvement of this action research;

To Sir Leonardo M. Balala, CESE, Schools Division Superintendent, and Atty. Nelyn B. Frinal, CESE, Assistant Schools Division Superintendent for the opportunity shared to all teacher-researchers to be recipients of Basic Education Research Fund (BERF);

To Dr. Leodie Mones, Division Research Coordinator, for the encouragement and guidance in completing their paper;

Mr. Abas S. Dollente, Principal I of Bambad National High School, for his thoughtfulness and encouragement, as well as his devoted leadership and dedication to the profession, which the researcher found inspiring;

The faculty and staff of Bambad National High School, particularly their fellow SPA teachers and advisers namely Mrs. Jacqueline P. Almario, Mrs. Mary Joy G. Legayada, Mr. Limwil B. Dela Raiz, Mr. Glenn Q. Quibuyen, and Ms. Mayleen R. Tresbe, for their unwavering support in a variety of ways, including expertly supervising matters concerning the Virtual Entablado performances;

To the Special Program in the Arts learners and parents, the participants of this research, for the time, effort, and honesty shown in order to make this endeavor more valid and reliable;

To their family, for their love and support, especially during times of need, and for inspiring them to face life's challenges with a positive attitude;

Above all, to Almighty Father, the source of all knowledge and wisdom, for sustaining them as they work to complete this monumental task and rewarding them and their family abundantly.

#### ***THE RESEARCHERS***

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## **I- CONTEXT AND RATIONALE**

The coronavirus disease 2019 (COVID-19) has rapidly transitioned into a Public Health Emergency of International Concern on January 30 and a pandemic on March 11, 2020 as declared by the World Health Organization (WHO). Tragically, by the end of April of the same year, over 3 million people have been infected globally (Tee et al., 2020).

The present COVID-19 pandemic has brought dreadful challenges and turmoil. It created profound effects and horrible impact on almost all sectors including education. These have resulted in the prevalent disruption in terms of travel restrictions, global economic collapse, and closure of schools. Every country is presently doing its tasks of implementing plans and measures on how to contain the virus, but the infections are still escalating continuously. In the educational perspective, in sustaining and providing quality education despite community quarantine and lockdown, the new normal should be taken into account particularly in the planning and implementation of the education policies amidst pandemic (Tria, 2020).

Moreover, this global pandemic has had a major effect on people's lives. Many are facing challenges that can be stressful, overwhelming, and cause strong emotions in adults and children. Public health protocols, such as social distancing, are needed to reduce the spread of COVID-19, but they can make us feel isolated and lonely and can heighten stress and anxiety. With this, learning to cope with stress in a healthy way will make you, the people you care about, and those around you become more resilient (Centers for Disease Control and Prevention, 2020).



Currently, we are all remain at home due to lockdown policy and quarantine procedures implemented by the government. However, learning should not stop. Various countries across the globe have introduced ways to continue the education process despite of the pandemic. The introduction and realization of distance learning was evident. The use of online learning platforms such as google, TV and Radio broadcasts, video lectures, online channels, and social media sites were introduced. As a public place, the school is prone to crowd, which is unavoidable and children are vulnerable, there is a need to strengthen policy in terms of the delivery of instruction. This is to provide avenues for online learning and other flexible learning platforms. There are also various innovative programs and initiatives that have been proposed by the different learning sectors in the Philippines (Tria, 2020).

To ensure teaching and learning continuity while considering the health and safety of the learners, teachers and personnel, the Department of Education issued DepEd Order No. 012, s. 2020 or the Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the Light of the COVID-19 Public Health Emergency. This learning continuity plan covers the essential requirements of education in times of COVID-19 pandemic. This includes the Most Essential Learning Competencies (MELCs), multiple learning modalities for teachers, school leaders and learners, required health standards in schools and workplaces, and special activities.

With the outbreak of COVID-19, mental health care has attracted more attention, especially for children (Cui et al., 2020). Children are highly susceptible to the psychological impact of the pandemic. They may

experience fears, significant changes to their routines, uncertainties, physical and social seclusion along with high level of parental stress. These significantly affected their mental health (Imran & Pervaiz, 2020). It was also revealed that children are vulnerable due to narrow understanding of the core problem. They are less capable to escape the terrible harms of the situation physically and mentally. This is because of their limited coping strategies. Closure of schools and separation from friends can cause stress and anxiety in children.

Furthermore, adolescent and older children may feel frustrations and disappointments for missing school activities like school plays, dance and singing competitions, hanging out with their friends, and engaging to sports activities. This has been explained by psychologist Erik Erikson in the fifth stage of the psychosocial development stages, Identity vs Role Confusion, which takes place between the ages of twelve and nineteen. It was claimed that social relationship is an important event during this stage. The hormonal transitions during puberty combined with adolescent social dynamics make them highly socially attuned with their peers and group. Nervousness, frustrations, disconnectedness, nostalgia, and boredom will be evident because of social distancing during this pandemic (Imran & Pervaiz, 2020). This may lead to mental stress and increased anxiety level of the adolescents.

To address the varying needs and learning preferences brought by the multiple intelligences of the learners, the Department of Education introduced the Special Program in the Arts (SPA). It is a program to streamline the system of educating students in an unstructured academic learning environment according to their particular artistic inclination. The

learners in this program are observed to be socially-inclined and attuned with their peers and groups. They are highly expressive and often use the different forms of arts in expressing emotions and feelings. In general, they are observed to be socially-active individuals. Thus, confinement in homes, due to lockdown and community quarantines, significantly affected this kind of learners.

Based on observation, some SPA learners who were performing well in face-to-face lessons became less performing and receptive during the modular approach. Following a casual chat with parents and some peers, it was discovered that these students were having difficulty adapting to the new normal way of learning due to mental issues such as feeling isolated, confined, unmotivated, and unable to express themselves. Their parents were also faced with the issue of managing their children's behavior due to their inability to convey their feelings.

Considering the issue presented, the school initiated an effort to conduct a survey about the mental health state of the SPA learners. The survey revealed that a considerable number of learners are experiencing mental stress. Out of 182 SPA learners, 36 are experiencing High level of mental stress. With the presented data, Virtual Entablado, a series of online performances for SPA learners, were introduced to assist learners in coping mental stress.

## **II- INNOVATION, INTERVENTION AND STRATEGY**

Drastic changes in various aspects of human life were evidently felt due to the current global health crisis. Of all the sectors, education is considered to be seriously affected. With the absence of face-to-face classes

until a vaccine has been proven effective, education should continue in modular, online and other learning modalities. Moreover, virtual learning became an essential and critical part of the educational system. In fact, this mode of learning suddenly turned to be pillar to all plans.

Positive mental health is an important part of total mental health, but we don't know what causes it. Through the mechanism of flow, a mental state in which one is completely immersed in a pleasurable activity, arts participation may contribute to positive mental health. Because of its collective nature, participation in the performing arts may be particularly predictive of good mental health.

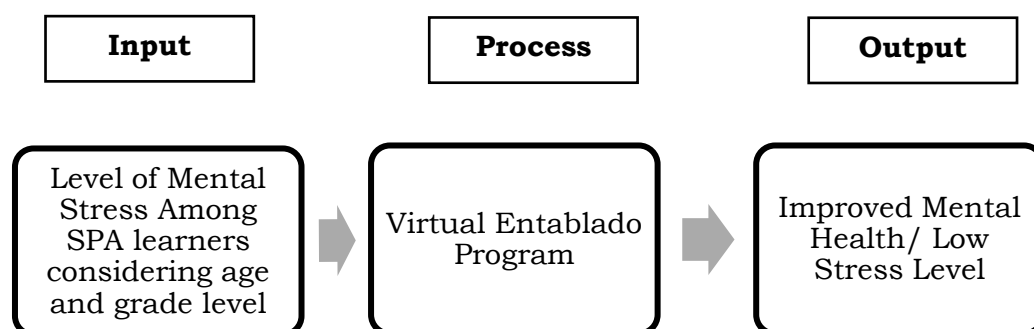
Creative activities have long been known to offer therapeutic qualities. Art therapy is a well-recognized, yet underutilized tool that includes anything from music to singing to writing to even comedy. Creative activities have been used for managing depression, anxiety, stress, and mental distress related to chronic illness and trauma, and for promoting positive emotions, social connection, and self-efficacy for people with mental illness (Baker and Mazza, 2004; Crawford and Caltabiano, 2011; Olderog, Millard and Smith, 1989; Pizarro, 2004; Reynolds and Lim, 2007; Ruud, 2008; Schnee, 1996). While art has been recognized for clinical purposes in the treatment of mental illness, research on its potential utility in promoting positive mental health in the general population, particularly among young adults, has received less attention.

Virtual Entablado, an initiative of the Special Program in the Arts teachers of Bambad National High School is a virtual program designed to cater SPA learners in coping mental stress. This program is composed of

series of performances in music, dance and theater along with inspirational stories and talks integrating mental health awareness and stress-coping strategies. This will be aired through google meet, twice a week for one month. The performers and facilitators in the Virtual Entablado are SPA teachers with inspirational speakers, and the audience and recipients are the SPA learners from Grade 7 to Grade 10 for School Year 2021-2022 who were experiencing high level of mental stress.

“Entablado” is a Filipino term for stage. With this, Virtual Entablado is an online stage that highlights learners’ feelings and emotions through self- expression. This aims to improve the mental health of learners who are facing anxieties brought by the abrupt transition in the mode of learning as well as their confinement at home, and limited interactions with peers.

The organization of this study was based on the research paradigm presented in figure 1. It shows that the level of mental stress among the Special Program in the Arts learners will serve as the input. The intervention named Virtual Entablado will be the process while the improved mental health and low level of mental stress is expected to be the output.



*Figure 1. Research Paradigm*

### **III- ACTION RESEARCH QUESTIONS**

This study aimed to assess the effect of Virtual Entablado program in improving the mental health of SPA learners in Bambad National High School.

Specifically, this sought answers to the following questions:

1. What is the level of mental stress of SPA learners before and after engaging in Virtual Entablado program considering:
  - 1.1. gender; and
  - 1.2. grade level?
2. Is there a significant difference between the mental health state of learners before and after introducing the Virtual Entablado Program?

### **IV- ACTION RESEARCH METHOD**

#### **A. Participants and other sources of data and information**

The participants of this study were the thirty six (36) identified learners with high level of mental stress. They were identified through an initial survey conducted among the one hundred eighty two (182) learners from Grade 7 to Grade 10 learners under the Special Program in the Arts of Bambad National High School for S.Y. 2021-2022.

#### **B. Data Gathering Methods**

##### **a. Pre – Implementation Stage**

Before proceeding with the study, the researchers asked permission from the school principal. Ethics issues of confidentiality, consent, access, and the protection of human participants were addressed during the course of this study, particularly before the data was collected. To get their

permission to participate in the study, the parents of the identified participants were given an informed consent while learners received an assent form. A week after the distribution of forms, an initial survey on the level of mental stress was conducted among the participants. The primary instrument that was utilized in the study was an adopted and modified General Health Questionnaire- 12 developed by Goldlberg in 1970.

The General Health Questionnaire-12 is a self-administered questionnaire originally designed to detect common mental disorders, such as depression and anxiety (Lessage, et al., 2011). It is composed of 12 questions with responses from 0 to 3. Developed as a screening tool to detect those likely to have or be at risk of developing psychiatric disorders, it is a measure of the common mental health problems/domains of depression, anxiety, somatic symptoms and social withdrawal (Jackson, 2007).

Part I of the questionnaire is the basic information of the respondents of the study such as name, age and grade level, while the part II is composed of 12 questions relating to mental health. A modified scale of 0-12, 13-24 and 25-36 was also designed to describe the level of mental stress among the SPA learners of Bambad National High School.

**Table 1. Modified Range and Verbal Description of the Mental Health State of SPA Learners in Bambad National High School**

<b>Score</b>	<b>Verbal Description</b>
0-12	Low Level of Mental Stress
13-24	Moderate Level of Mental Stress
25-36	High Level of Mental Stress

Results of the initial survey were then tallied and analyzed. Based on the initial data, *thirty six (36)* out of one hundred eighty two (182) SPA learners were experiencing *High* level of mental stress. Thus, these learners will be introduced to Virtual Entablado, a series of virtual performing arts activities, an intervention designed by the researchers to address the mental health challenges experienced by these learners.

After the orientation with parents about the study, a plan for the performances and themes to be included in Virtual Entablado was devised. A meeting was held with the school's SPA coordinator and teachers to come up with a series of performances to be aired weekly. Every Virtual Entablado session will include preliminaries, theatrical arts, music and dance performances, PEP chat, and sharing of experiences and problems. Weeks before the intervention was to be introduced, rehearsals for the acts that would be included in the program were held.

#### **b. During Implementation Stage**

The “Virtual Entablado” intervention lasted for four weeks. Every Tuesday and Thursday, two sessions were held, each consisting of musical, dance, and theatrical performances, as well as pep discussions and participant sharing of ideas and experiences. Bambad National High School alumni who excel in the fields of performing arts spoke at the pep talks, while SPA teachers and selected SPA alumni performed music, dance, and theatrical performances.



Participants' behavior was observed, noted, and compared while the intervention was broadcast weekly. After the last session, a post-test was administered using the same instrument as the pre-test.

**c. Post Implementation Stage**

The findings of the learners' initial and final surveys were gathered. Scores were encoded and shown in graph and tabular form. Statistical analysis was also used to see if there was a significant difference in the learners' scores before and after the intervention.

Following the implementation of the intervention, the researchers conducted an interview with the participants' parents to learn about their experiences dealing with the intervention. Their views and opinions, favorable and bad, were recorded in the researchers' log and served as the basis for the reflection.

**d. Data Analysis Plan**

In order to determine the success of the intervention being implemented to the learners, data such as the initial and final survey responses were taken into consideration. Graphs were used to present the level of mental stress among our SPA students before and after the intervention, taking gender and grade level into account. The Z-test was also utilized to see if there was a significant difference in learners' stress levels before and after the Virtual Entablado sessions. As a result, parents were interviewed to confirm their perspectives, insights, and impact of the intervention.

## V- DISCUSSION OF RESULTS AND REFLECTIONS

### Presentation, Analysis, and Interpretation of Data

This presents the analysis and interpretation of the data gathered relevant to the study.

#### A. Mental Stress level of Participants in terms of Gender

**Table 2. Mental Stress Levels of Male Participants during the Pre and Post Implementation of Virtual Entablado (N=14)**

Participants	Pre-Implementation		Post-Implementation	
	Scores	Interpretation	Scores	Interpretation
A	25	High	9	Low
B	27	High	21	Moderate
C	30	High	20	Moderate
D	25	High	12	Low
E	25	High	16	Moderate
F	26	High	16	Moderate
G	27	High	15	Moderate
H	27	High	19	Moderate
I	29	High	11	Low
J	26	High	12	Low
K	25	High	15	Moderate
L	31	High	10	Low
M	28	High	8	Low
N	25	High	14	Moderate
<b>Mean</b>	<b>26.86</b>	<b>High</b>	<b>14.14</b>	<b>Moderate</b>

*Legend: 25-36 (High Level) 13-24 (Moderate Level) 0-12 (Low Level)*

Table 2 presents the comparative mental stress levels of male participants based on their scores during the pre and post implementations of Virtual Entablado. The result shows the drastic change in mental stress levels of male participants from High level (X=26.86) during Pre-implementation to Moderate level (X= 14.14) during Post

implementation of VE as an innovative strategy. It can also be noted that after implementing VE, 6 out of 14 male participants demonstrated Low level of mental stress and Moderate level for the remaining 8 male participants.

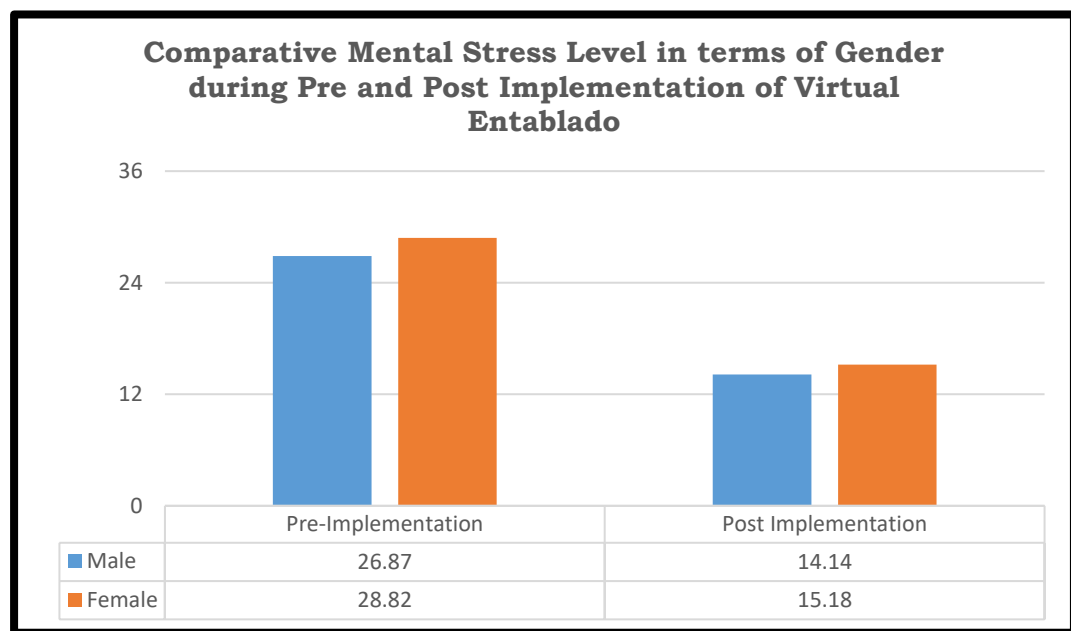
**Table 3. Mental Stress Levels of Female Participants during the Pre and Post Implementation of Virtual Entablado (N=22)**

<b>Participants</b>	<b>Pre-Implementation</b>		<b>Post-Implementation</b>	
	<b>Scores</b>	<b>Interpretation</b>	<b>Scores</b>	<b>Interpretation</b>
A	26	High	15	Moderate
B	27	High	16	Moderate
C	27	High	10	Low
D	29	High	15	Moderate
E	32	High	17	Moderate
F	30	High	17	Moderate
G	27	High	10	Low
H	32	High	11	Low
I	26	High	15	Moderate
J	28	High	14	Moderate
K	30	High	12	Low
L	28	High	13	Moderate
M	29	High	21	Moderate
N	31	High	9	Low
O	28	High	9	Low
P	29	High	10	Low
Q	30	High	22	Moderate
R	32	High	24	Moderate
S	31	High	25	High
T	26	High	11	Low
U	30	High	26	High
V	26	High	12	Low
<b>Mean</b>	<b>28.82</b>	<b>High</b>	<b>15.18</b>	<b>Moderate</b>
<i>Legend: 25-36 (High Level) 13-24 (Moderate Level) 0-12 (Low Level)</i>				

The table shows the comparative mental stress levels of female participants during the pre and post implementation of Virtual Entablado. The consolidated mental stress level drops from high level (X=28.82) to moderate level (X=15.18). After the intervention, 11 participants are with

moderate level of mental stress and 9 are under low level. It can also be noted that 2 participants (S and U), although there is a decrease in scores, are still under High Level of Mental Stress.

Moreover, the data presented in the chart below further presents the change in mental stress level of the participants in terms of gender after the implementation of Virtual Entablado.



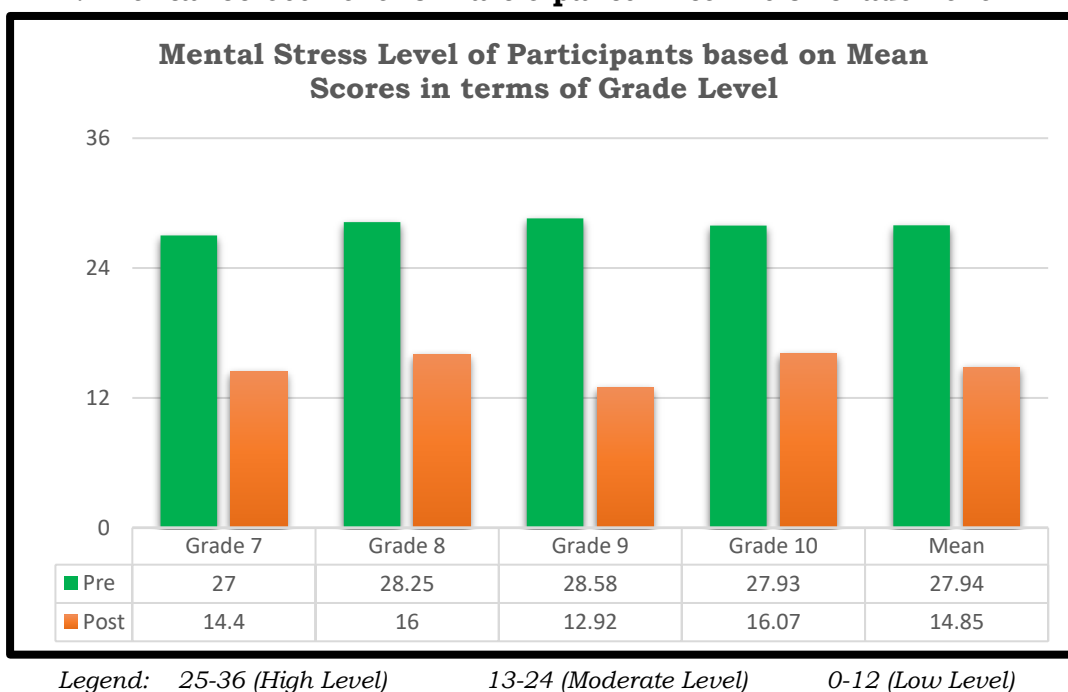
Legend: 25-36 (High Level) 13-24 (Moderate Level) 0-12 (Low Level)

*Figure 2. Mental Stress Levels of Participants based on Mean Scores in terms of Gender*

The figure reveals that during pre-implementation, female participants has a higher mean score ( $X=28.82$ ) compared to male participants ( $X=26.87$ ). The trend is still the same during the post implementation wherein female participants marked a mean score of 15.18, higher than male participants with only 14.14 as the mean score. With this, it can be inferred that females are more prone to mental stress compare to males.

This finding is consistent with earlier studies of (Khanehkeshi, 2012; Lewis, Siegle, & Lewis, 1984; Center for the Advancement of Health, 1999; Rudolph & Hammen, 2002; Sigfusdottir and Silver, 2009 and Sigfusdottir, 1999). Gender has a substantial impact on academic stress and anxiety. The findings revealed that female students face a variety of challenges. Academic stress and despair are more prevalent in girls than in the boys.

#### B. Mental Stress Level of Participants in terms of Grade Level



*Figure 3. Mental Stress Levels of Participants based on Mean Scores in terms of Grade Level*

Figure 3 presents the comparative mental stress levels of participants based on mean scores in terms of grade level during pre and post implementation of Virtual Entablado. It shows that among the grade levels, Grade 7 has the lowest mean score ( $X=27$ ) and Grade 9 has the highest mean score ( $X=28.58$ ) during the pre- implementation. However, during the post-implementation, Grade 9 participants mark the lowest

mean score (X=12.92) while Grade 10 gained the highest mean score (X=16.07). Furthermore, the results revealed the impact of Virtual Entablado in lowering the mental stress among the participants from high level (X=27.94) to moderate level (X= 14.85).

This finding is consistent with earlier research on the effects of early childhood education. Students who were reported with lesser demands and stress levels in lower grades increased their levels more to grade 9 than students who had already encountered high levels of demands and stress in prior years (Hankin et al., 2007; Hankin, 2009; Gustafsson et al., 2010). Students whose personal resources do not match their new circumstances in lower secondary school or who lack necessary support in and/or outside of school are examples of the former.

### **C. Significant difference in the mental stress level of participants using Virtual Entablado**

**Table 4. Z-test Analysis between the Pre-test and Post-test Mean Scores of participants**

<b>Scores</b>	<b>n</b>	<b>SD</b>	<b>Mean</b>	<b>df</b>	<b>z-computed</b>	<b>z-critical</b>	<b>Interpretation</b>
Pre-test	36	2.23	28.06	70	14.975	1.96	Significantly different
Post-test	36	4.84	14.78				

*$\alpha = 0.05$  (Level of Significance)*

Shown in Table 4 the computed z-value of 14.975 which is higher than the z-critical value of 1.96 at 0.05 level of significance. It presents that the mean scores during pre-test and post-test are significantly different. This suggests that Virtual Entablado can significantly help the participants in coping mental stress.

The over-all outcome of this study adheres to the finding of Baker and Mazza, 2004 Crawford and Caltabiano, 2011; Olderog, Millard and Smith, 1989; Pizarro, 2004; Reynolds and Lim, 2007; Ruud, 2008; Schnee, 1996 where it was explicated that creative activities have been used for managing depression, anxiety, stress, and mental distress related to chronic illness and trauma, and for promoting positive emotions, social connection, and self-efficacy for people with mental illness. Therapeutic benefits of creative activity have long been recognized. Art therapy is a well-known yet neglected tool that involves anything from singing to writing to even comedy.

### **Reflections**

The challenges in educational system brought by the pandemic should never be overlooked and the difficulties we have in the moment must be taken into consideration. As educators, this pandemic should never be a reason for us to stop creating opportunities for our learners to maximize their full potentials and eventually reach their dreams. It is not enough that we accept and implement what our department offers and be contented for whatever the impact it may bring. Instead, we should look beyond and realize on what more to contribute in making the system work better. That is the reason why this Virtual Entablado as a platform to help our learners in coping mental stress was created.

This study gave us also the opportunity to get primary information from parents on the impact of pandemic to learners' mental health. During the interview with parents, most of them revealed that their children experience mental stress because they were suddenly confined in their homes due to community quarantines and lockdowns. During those times,

they observed that their children were not interested anymore in their studies. Though modules were provided, they were less motivated to answer them. *“Daw di na siya mag istorya, kung dati very active siya, subong tana ara lang sa sulod balay”*, shared by one of the parents. Another parent revealed that her child easily got bored and tired. *“Daw permi lang siya ginakapoy, pero wala man siya obra, tapos very irritable siya, kag tulog lang gid siya nga tulog”* she added. However, one parent exposed that her child has anxiety which was only developed during pandemic. She observed that her child loss her appetite and don't have enough sleep. There were times that the child woke up in the middle of the night and cannot sleep anymore until morning. *“Nag start lang talaga ito po, nung nagkaroon ng COVID positive cases dito sa area namin. Baka natakot po sya na mahawaan ng COVID”*, the parent remarked. These cases only proves how the pandemic affected our learners. Their confinement in their homes due to lockdowns for quite a long time affected their mental state knowing that the Special Program in the Arts learners are those learners who are active and socially-engaged individuals. The changes in behaviors of the learners as shared by the parents ignited the drive of the teachers to strive more in making initiatives and mechanisms to help these affected learners.

The creation and implementation of Virtual Entablado as an initiative to cope mental stress significantly impacted our learners. This online platform backed up the need of the learners for interaction and socialization. Though this is just possible virtually yet this initiative gave them the opportunity to express ideas, to share experiences, to reconnect



with each other, and to rebuild relationships. This served as a way to minimize the mental stress levels of SPA learners.

After the implementation of the Virtual Entablado, we also had the chance to interview some of the parents about how the intervention helped their children in coping mental stress. It was overwhelming to hear positive responses from the parents. Here are some of parents' responses:

Parent 1: *"Pag start sang Virtual Entablado, slowly nag effort na sya pag-answer sang mga modules nya."* Parent 2: *"Happy po ako dahil may Virtual Activity kayo Sir kasi naa-update po kami about sa mga activities sa school, as well as tulong narin po sa anak namin, naging active na po sya at makita namin na masaya kasi nakakausap na nya mga friends at teachers nya."*

Parent 3: *"Nami kay may program ang aton eskwelahan para makapasundayag man ang mga bata sang ila mga outputs. Nalipay ko as parent, kay wala man ginapabay-an sang mga teachers amon mga bata bisan may pandemic. Bahala na nga virtual kag magasto sa load, basta maging okay lang amun mga bata."* Parent 4: *"Baw daw okay naman siya Sir, naga istorya na sya sa amon, nagapanglimpyo na gani sya sulod balay. Normal na normal nagid sya. Salamat gid sa inyo programa nga Virtual Entablado."*

Hearing those words from parents we interviewed motivated and inspired us to expand our reach. We believed that pandemic greatly affected our learners especially their mental health. With the fact that mental stress is not only affecting the Special Program in the Arts learners but also those learners in other specialized and regular classes, we recommend to apply also Virtual Entablado, if possible, in all classes in

school. We firmly believed that in order to make things possible, collaboration is the key. We need the synergy among the teachers, learners, parents, and other stakeholders for we need each other to realize the mission and vision of our department because in DepEd “Kasali lahat, kasama lahat, para sa lahat!

## VI- ACTION PLAN BASED ON THE RESULTS OF THE STUDY

The following actions will be taken into considerations to effectively implement the result of the action research as well as to encourage other teachers and to adopt the same virtual learning space to assist learners in coping mental stress.

Activities	Objectives	Resources Needed	Persons Involved	Time Frame	Means of Verification	Success Indicators
<b>I- Planning and Implementation</b> A. Seek approval from the school principal and schools division superintendent. B. Present the findings of the study to the teachers during SLAC and to the parents during Parents' Assembly.	To disseminate the findings of the study to teachers and parents.	Copies of the manuscript , printer, laptop, bond papers	School Principal, teachers, parents and researchers	April 2022	Approved Action Research (BERF), Attendance of teachers during SLAC session and of parents during Parents' Assembly	The findings of the study had been disseminated to all persons involved.
<b>II- Implementation Stage</b> A. Implement Virtual Entablado in all classes. B. Conduct post evaluation after implementing Virtual Entablado	To utilize the developed intervention in coping mental stress and to conduct post evaluation after the implementation.	Copies and guides of Virtual Entablado, Laptop, bond papers, printers	Researcher s, teachers, learners and resource persons	May 2022 to June 2022	Activity Design, Attendance, Pictures during the conduct of Virtual Entablado, and the minutes during post-evaluation	Virtual Entablado was utilized in all classes in school.
<b>III- Enhancement Stage</b> From the findings of the post evaluation, the school will conduct SLAC sessions as a workshops on the drafting and modifying contents of the Virtual Entablado to meet differing needs of each class.	To draft and modify the contents of Virtual Entablado to meet the varying needs of the learners in coping mental stress.	Reproduction of the analyzed data for interpretations, school supplies, laptop, printers, bond papers	School principal, teachers and researchers	July 2022	Documented minutes of SLAC, Attendance and evaluation form	The modified and improved contents and strategy of Virtual Entablado were approved and utilized to cope mental stress.

Prepared by:

**RJ S. IBERO, MAEd**  
Teacher III/ Researcher

**EMELY L. LASPIÑAS, MAEd**  
Teacher III/ Researcher

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#### **Statues**

**DepEd Order No. 12, s. 2020** Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in the Light of the COVID-19 Public Health Emergency

