

DepEd's Virtual Kumustahan: A Technique for the Development of Learners' Well-being

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ABSTRACT: The purpose of this study is to determine the relationship between DepEd's Virtual Kumustahan and Learners' Well-being. The descriptive method of research was used in this study. One hundred (100) learners from the selected elementary schools in Pila, Laguna Academic Year 2022-2023 were randomly selected to answer a self-made online survey questionnaire for the data gathering procedure. Based on the analysis of the data gathered it was found that the level of Virtual Kumustahan in terms of Preliminary Activities, Lectures, and Consultation was "Very High". Likewise, it was also revealed that the level of Learners' Well-being in terms of Spiritual, Emotional, Mental, Physical, and Social was "Very High". It is thus recommended that DepEd consider interventions like this where teachers can facilitate meaningful conversations that not only delve into learners' academics but into their overall well-being and are practiced and continued. Such is seen as an effective platform and a proactive approach that allows teachers to connect with their learners on a deeper level to identify and immediately address their challenges and difficulties and promote a supportive community to better meet the learners' evolving needs.

KEYWORDS: *Virtual Kumustahan, Technique, Well-being, Development, Intervention*

I. INTRODUCTION

DepEd's Virtual Kumustahan marks a paradigm shift in education, introducing a comprehensive technique dedicated to the nuanced development of learners' well-being. In acknowledgment of the intricate interplay between academic achievement and mental health, this initiative serves as a pivotal platform for cultivating a holistic educational experience.

This groundbreaking technique, rooted in contemporary educational philosophy, places a strong emphasis on fostering open communication, emotional support, and a multifaceted understanding of student growth. By transcending traditional boundaries, Virtual Kumustahan creates a virtual space where students can not only engage in academic discussions but also openly address their emotional needs and social interactions.

A common approach for measuring the effectiveness of an education system or a school is the estimation of the impact that school interventions have on students' academic performance. However, the latest trends aim to extend the focus beyond students' acquisition of knowledge and skills, and to consider aspects such as well-being in the academic context (Govorova et al., 2020). Schools have a crucial role to play in connecting character development in children to develop their wellbeing, which in the longer term will shape the values and attitudes of the society in which they live. Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of these children so that they will succeed and contribute positively throughout life. Communication, however done remotely, can create a space where teachers can gain insight on students' wellbeing.

DepEd's Virtual Kumustahan reflects a commitment to a more comprehensive understanding of education. It recognizes that the well-being of learners is a dynamic and interconnected aspect of their academic journey. This initiative stands as a testament to DepEd's dedication to nurturing a supportive learning environment, where the development of intellect and emotional resilience go hand in hand, ensuring that students emerge not only academically proficient but also well-rounded individuals ready to face the challenges of the future.

Furthermore, Virtual Kumustahan's comprehensive nature extends beyond individual student well-being to foster a sense of community within the educational sphere. By facilitating open dialogues not only between students and educators but also among peers, this technique contributes to the creation of a supportive and inclusive learning environment.

In aligning with contemporary educational trends, DepEd's Virtual Kumustahan recognizes that successful learning outcomes are intricately linked to emotional and social competence. By incorporating this technique, educators are better equipped to address the diverse needs of students, promoting resilience, empathy, and effective interpersonal skills alongside academic excellence.

DepEd's commitment to the holistic development of learners through Virtual Kumustahan reaffirms the understanding that education is not solely about transferring knowledge but also about shaping well-rounded individuals capable of navigating the complexities of the modern world. This initiative emphasizes the importance of fostering a balanced and nurturing educational environment, emphasizing the symbiotic relationship between academic success and the overall well-being of each learner.

The main purpose of this study was to know the relationship between the Virtual Kumustahan in terms of Preliminary Activities, Lecture, and Consultation and the level of Learners' Well-being in terms of Spiritual, Emotional, Mental, Physical, and Social.

II. METHODOLOGY

The study aims to determine if there is a significant relationship between DepEd's Virtual Kumustahan and Learners' Well-being during the Academic Year 2022-2023 from the selected elementary schools in Pila, Laguna. This study utilized a descriptive method of research. The respondents were selected through simple random sampling which composed of one hundred (100) learners. According to Moore et al. (2016), simple random sampling is highly effective because it ensures that everyone in the population has an equal chance of being selected, thereby minimizing selection bias and promoting fairness in the sampling process. In this case, simple random sampling enabled the researcher to ensure that every learner had an equal chance of being selected, providing a representative sample that would yield unbiased insights into whether there is a significant relationship between DepEd's Virtual Kumustahan and learners' well-being.

The researcher developed a self-made checklist questionnaire, which was validated with the assistance of statisticians to ensure the appropriateness of the questionnaire and the statistical tools used for data analysis. Permissions were obtained from the District Supervisor, School head, teachers, and parents to conduct the study among learners which were of great help to the researchers in successfully completing the study.

The data gathered on DepEd's Virtual Kumustahan were analyzed and treated using the weighted mean and standard deviation. Pearson's R was utilized to determine if there is a significant relationship between DepEd's Virtual Kumustahan and Learners' Well-being.

III. RESULTS AND DISCUSSION

Table 1. Level of DepEd's Virtual Kumustahan in Terms of Preliminary Activities

STATEMENTS	MEAN	SD	REMARKS
1. I feel that there is sufficient time allotted to introduce ourselves and interact before the main session.	4.77	0.71	Strongly Agree
2. I believe that the icebreakers and initial activities helps me create a positive atmosphere for the session.	4.31	1.31	Strongly Agree
3. I became more aware of what would be covered/ tackled in the session.	4.37	0.95	Strongly Agree
4. I understand the instructions given by my teacher about the activities.	4.28	1.09	Strongly Agree
5. I am more engaged in virtual activities.	4.19	1.22	Agree

Overall Mean = 4.38

Standard Deviation = 0.70

Verbal Interpretation = Very High

The data from Table 1 indicates that the DepEd's Virtual Kumustahan preliminary activities interpreted as Very High, with an overall mean of 4.38 (SD = 0.70). Particularly, the highest-rated statement, "I can do better on my modules," has the mean of 4.77 (SD = 0.71), indicating strong student agreement that the sessions enhance their academic capabilities. Additionally, statements "I am interested in engaging in meaningful activities" (M = 4.31, SD = 1.31) and "I became more aware of what would be covered in the session" (M = 4.37, SD = 0.95) suggest that the sessions successfully foster interest and clarity in learning objectives. While enthusiasm for learning was also evident (M = 4.28, SD = 1.09), the statement "I am more engaged in virtual activities" attained the lowest mean of (M = 4.19, SD = 1.22), indicating room for improvement in boosting active participation among learners.

The findings imply that DepEd's Virtual Kumustahan has been effective in increasing students' confidence in their academic abilities, interest in learning, and awareness of session content. The high ratings for most statements demonstrate the success of the virtual platform in motivating and preparing learners for their academic responsibilities. However, the lower mean score on virtual engagement highlights the need for strategies to improve learners' active involvement in virtual activities.

Relative to the findings, Ranjan (2021) examined the impact of online learning on student engagement and academic performance, highlighting how interactive and collaborative activities are crucial for boosting student confidence and participation. This study highlights the significance of engaging learners in virtual environments to enhance their academic capabilities. Similarly, Poon (2021) conducted a systematic review on student engagement in virtual learning environments, identifying key factors that contribute to effective participation and the importance of fostering a sense of community among learners. Both studies reinforce the findings of the DepEd's Virtual Kumustahan, indicating that while the program effectively builds learners confidence and interest, enhancing engagement through more interactive strategies is essential for maximizing learning outcomes.

Table 2. Level of DepEd's Virtual Kumustahan in Terms of Lecture

STATEMENTS	MEAN	SD	REMARKS
1. I can easily understand the lessons in my module.	3.98	1.56	Agree
2. I can actively participate in virtual class discussions.	4.41	1.03	Strongly Agree
3. I can better understand difficult concepts or topics.	4.20	1.21	Strongly Agree
4. I am more interested in learning challenging lessons.	4.65	0.76	Strongly Agree
5. I have developed my creativity and thinking skills.	4.35	0.96	Strongly Agree

Overall Mean = 4.30

Standard Deviation = 0.72

Verbal Interpretation = Very High

The data from Table 2 indicates that DepEd's Virtual Kumustahan, in terms of lectures, attained a very high overall mean score of 4.30 (SD = 0.72), reflecting a positive perception of the platform's impact on student learning. Among the statements evaluated, "I am more interested in learning challenging lessons" achieved the highest mean score of 4.65 (SD = 0.76), signifying the platform's effectiveness in motivating learners to engage with complex content. Additionally, the statement "I can actively participate in virtual class discussions" attained a mean score of 4.41 (SD = 1.03), indicating strong agreement that the virtual environment supports active participation, essential for collaborative learning. Other statements, such as "I can better understand difficult concepts or topics" (M = 4.20, SD = 1.21) and "I have developed my creativity and thinking skills" (M = 4.35, SD = 0.96), further demonstrate the positive outcomes of the virtual platform in enhancing comprehension and skill development.

The findings imply that the Virtual Kumustahan has been effective in fostering student engagement and interest in learning, particularly with challenging lessons. The strong agreement regarding active participation and understanding difficult concepts suggests that the platform successfully facilitates interactive and collaborative learning experiences. However, the lower level of agreement regarding ease of understanding lessons indicates that some learners may still face challenges with comprehension.

Martinez (2024) conducted a study examining effective strategies for improving student engagement and understanding within virtual learning settings. It emphasizes the critical role of interactive elements, personalized feedback, and collaborative activities in fostering a positive learning experience. It highlights the need for targeted instructional strategies that address comprehension challenges and enhance overall learning outcomes in virtual environments. This reinforces the importance of implementing supportive mechanisms to ensure all learners can effectively engage with and understand complex content.

Table 3. Level of DepEd's Virtual Kumustahan in Terms of Consultation

STATEMENTS	MEAN	SD	REMARKS
1. I can ask questions regarding the lessons in my modules.	4.46	0.93	Strongly Agree
2. I am aware of my learning progress.	4.22	1.21	Strongly Agree
3. It helped me to boost my self-confidence and improve my learning skills because my teachers were able to hear and respond to my difficulties.	4.48	0.99	Strongly Agree
4. I am aware of when and where to submit my learning modules.	4.58	0.85	Strongly Agree
5. I have the opportunity for an individualized discussion that enhances my learning.	4.31	1.22	Strongly Agree

Overall Mean = 4.41

Standard Deviation = 0.66

Verbal Interpretation = Very High

The data from Table 3 indicates that DepEd's Virtual Kumustahan excels in terms of consultation, attaining an overall mean score of 4.41 (SD = 0.66), which is verbally interpreted as "Very High." This suggests that learners have a highly positive perception of the platform's effectiveness in facilitating various aspects of consultation. The statement "I am aware of when and where to submit my learning modules" received the highest mean score of 4.58 (SD = 0.85), indicating that the platform is effective in providing clear submission guidelines, contributing to learners' organizational skills and timeliness. Additionally, the statement "It helped me to boost my self-confidence and improve my learning skills because my teachers were able to hear and respond to my difficulties" attained the mean score of 4.48 (SD = 0.99), reflecting strong agreement that the platform significantly enhances learners' self-confidence through responsive teacher support. Similarly, the statement "I can ask questions regarding the lessons in my modules" attained a mean score of 4.46 (SD = 0.93), demonstrating that the platform fosters open communication and encourages learners to seek clarification.

The statement "I have the opportunity for an individualized discussion that enhances my learning" attained the mean score of 4.31 (SD = 1.22), indicating a strong positive view on the personalized learning opportunities available. While the lowest mean score of 4.22 (SD = 1.21) was for "I am aware of my learning progress," this still reflects strong agreement, suggesting that learners are generally informed about their academic status.

The findings indicate that DepEd's Virtual Kumustahan is highly effective in facilitating learner consultation, particularly in areas such as providing clear submission guidelines, boosting self-confidence, and encouraging open communication with teachers. These strengths imply that the platform plays a vital role in creating a supportive learning environment, which is crucial for student success. However, the slightly lower score related to learners' awareness of their progress suggests that there is room for improvement.

Smith and Lee (2023) examine the critical role of feedback in promoting learner engagement within virtual learning environments, emphasizing that timely and constructive feedback can significantly improve students' understanding of their progress. The authors highlight that implementing structured feedback mechanisms, such as regular progress reports and interactive assessments, fosters a sense of accountability and motivation among students. This research aligns closely with the findings regarding DepEd's Virtual Kumustahan, suggesting that enhancing awareness of progress through targeted feedback strategies can further empower learners, ensuring they remain engaged and confident in their academic journey.

Table 4. Level of DepEd's Well-being in Terms of Spiritual

STATEMENTS	MEAN	SD	REMARKS
1. I always pray and seek the presence of God.	4.33	1.12	Strongly Agree
2. I love making meaning with my actions.	4.43	1.09	Strongly Agree
3. I enjoy spending and making memories with my family.	4.30	1.12	Strongly Agree
4. I attend religious activities virtually with my family.	4.24	1.22	Strongly Agree
5. I view things in life in a positive manner.	4.48	1.13	Strongly Agree

Overall Mean = 4.36

Standard Deviation = 0.77

Verbal Interpretation = Very High

The data from Table 4 indicates that learners' well-being in terms of spirituality is interpreted as very high, with an overall mean score of 4.36 (SD = 0.77). This suggests that learners have a very positive perception of their spiritual well-being. Among the statements evaluated, "I view things in life in a positive manner" received the highest mean score of 4.48 (SD = 1.13), indicating a strong tendency among learners to maintain an optimistic outlook on life, which is a key aspect of well-being. The statement "I love making meaning with my actions" scored 4.43 (SD = 1.09), reflecting that learners find purpose in their activities, contributing positively to their spiritual well-being. Additionally, "I enjoy spending and making memories with my family" achieved a mean score of 4.30 (SD = 1.12), highlighting the significance of family interactions in enhancing learners' spiritual fulfillment. The statement "I always pray and seek the presence of God" scored 4.33 (SD = 1.12), indicating that prayer and spiritual practices are important to learners. Finally, the statement "I attend religious activities virtually with my family" scored 4.24 (SD = 1.22), suggesting that participating in online religious activities is also a meaningful aspect of their spiritual lives.

The implications of these findings are significant, as they demonstrate that learners possess a strong sense of spiritual well-being, which is essential for their overall development. The high ratings for maintaining a positive outlook, finding purpose in actions, and valuing family interactions indicate that these elements contribute substantially to their spiritual fulfillment. Furthermore, the emphasis on prayer and participation in virtual religious activities highlights the importance of these practices in fostering a supportive spiritual environment. To further enhance learners' spiritual well-being, educators and parents could consider integrating more opportunities for family-based spiritual activities and discussions, reinforcing the positive aspects of their spiritual journeys, and encouraging ongoing engagement in meaningful practices.

According to the study conducted by Thompson (2022) the importance of maintaining a positive outlook, engaging in meaningful activities, and fostering strong family connections as critical components of spiritual health. Thompson found that students who actively participated in spiritual practices, such as prayer and community engagement, reported higher levels of overall well-being and resilience. This study aligns closely with the findings from the Virtual Kumustahan, reinforcing the notion that positive attitudes, purposeful actions, and supportive family interactions significantly contribute to learners' spiritual well-being.

Table 5. Level of DepEd's Well-being in Terms of Emotional

STATEMENTS	MEAN	SD	REMARKS
1. I enjoy having daily conversations with my family.	4.22	1.30	Strongly Agree
2. I enjoy working and studying independently.	4.56	0.92	Strongly Agree
3. I feel motivated to do my tasks.	4.48	0.99	Strongly Agree
4. I can focus, think positively, and do what makes me happy.	4.41	1.09	Strongly Agree
5. I feel confident in expressing my feelings.	4.32	1.13	Strongly Agree

Overall Mean = 4.40

Standard Deviation = 0.71

Verbal Interpretation = Very High

The findings presented in Table 5 indicate a high level of emotional well-being among learners, with an overall mean score of 4.40 (SD = 0.71), which is interpreted as "Very High." The highest mean score of 4.56 corresponds to the statement "I enjoy working and studying independently," suggesting that learners thrive in self-directed learning environments, which fosters intrinsic motivation and enhances their emotional state. Additionally, the strong mean score of 4.48 for "I feel motivated to do my tasks" reflects a sense of purpose and engagement in their academic responsibilities, both vital for sustaining emotional well-being.

Respondents also showed confidence in emotional expression, with a mean score of 4.32 for "I feel confident in expressing my feelings." This ability to articulate emotions likely supports healthy interpersonal relationships and enhances social support, essential components of emotional health. Furthermore, the engagement in family conversations, rated at 4.22, emphasize the importance of social connections in promoting emotional well-being.

These findings have significant implications for educational practices, suggesting that environments that promote independence, motivation, and emotional expression can greatly enhance learners' emotional health. Educators should consider integrating strategies that empower students to take ownership of their learning while encouraging open communication about feelings, which could lead to improved emotional resilience and overall academic performance.

A related study conducted by O'Reilly et al. (2022) emphasize the positive correlation between emotional well-being and academic achievement. Their research indicates that students who engage in self-directed learning and develop strong emotional intelligence are more likely to perform well academically and maintain a positive outlook on their educational experiences. This highlights that enhancing emotional well-being in educational settings not only supports individual growth but also fosters a conducive learning environment.

Table 6. Level of Learners' Well-being in Terms of Mental

STATEMENTS	MEAN	SD	REMARKS
1. I appraise my self-esteem.	4.31	1.23	Strongly Agree
2. I can focus on the things that make life better.	4.27	1.19	Strongly Agree
3. I can make better decisions.	4.27	1.26	Strongly Agree
4. I can freely say or ask about my thoughts and ideas to my family.	4.35	0.98	Strongly Agree
5. I create a positive feeling and a sense of reward.	4.42	1.17	Strongly Agree

Overall Mean = 4.32

Standard Deviation = 0.71

Verbal Interpretation = Very High

The findings presented in Table 6 verbally interpreted as very high in terms of mental aspect, with an overall mean of 4.32. This suggest that learners generally feel positive about their mental well-being. The highest mean score (M=4.42) for the statement "I create a positive feeling and a sense of reward" reflects learners' ability to foster a rewarding mental state, which can enhance their motivation and overall life satisfaction. Similarly, the strong mean of M=4.35 for "I can freely say or ask about my thoughts and ideas to

my family” indicates that open communication within families contributes significantly to mental well-being, as it allows learners to express their thoughts and feel validated.

Additionally, the mean of $M=4.31$ for “I appraise my self-esteem” and $M=4.27$ for “I can focus on the things that make life better” further highlight learners' positive self-perception and their ability to concentrate on positive aspects of life. The ability to make better decisions, also rated at $M=4.27$, suggests that learners feel confident in their cognitive processes, which can lead to better problem-solving and life choices.

The implications of these findings are substantial for educational practices. The data suggest that fostering an environment that encourages self-esteem, positive thinking, and open communication can significantly enhance learners' mental well-being. Educators can implement programs that promote mental health awareness, effective communication strategies, and decision-making skills, contributing to a supportive learning atmosphere that prioritizes students' mental health.

A related study by Taylor et al. (2023) emphasizes the importance of mental well-being in academic success. Their research shows that students with higher levels of mental well-being exhibit better academic performance, greater engagement in learning activities, and enhanced social relationships. This highlights the interconnectedness of mental well-being and academic achievement, suggesting that improving mental health should be a priority in educational settings to foster holistic development.

Table 7. Level of Learners' Well-being in Terms of Physical

STATEMENTS	MEAN	SD	REMARKS
1. I can do physical exercise regularly.	4.44	0.97	Strongly Agree
2. I am eating nutritious food daily.	4.38	0.94	Strongly Agree
3. I get enough sleep.	4.46	0.99	Strongly Agree
4. I spend time doing activities with my family.	4.43	1.04	Strongly Agree
5. I take good care of my personal hygiene.	4.28	1.24	Strongly Agree

Overall Mean = 4.40

Standard Deviation = 0.75

Verbal Interpretation = Very High

The results presented in Table 7 verbally interpreted as very high in terms of physical well-being, with an overall mean score of 4.40. The highest mean score ($M=4.46$) for the statement “I get enough sleep” suggests that participants prioritize rest, which is crucial for both physical health and cognitive function. This indicates a strong awareness of the importance of sleep in their daily routines. Similarly, the statement “I can do physical exercise regularly” received a high mean score ($M=4.44$), indicating that learners actively engage in physical activity, which is essential for maintaining overall health and well-being. The respondents also demonstrated positive attitudes towards nutrition, with a mean score of 4.38 for “I am eating nutritious food daily,” reflecting their commitment to healthy eating practices.

Additionally, the statement “I spend time doing activities with my family” ($M=4.43$) highlights the importance of social connections and family engagement in promoting physical well-being. The lower, yet still strong mean score ($M=4.28$) for “I take good care of my personal hygiene” suggests that while learners value hygiene practices, there may be room for increased awareness or consistency in this area. Overall, these findings indicate that learners are actively engaged in behaviors that promote physical well-being, with an emphasis on sleep, exercise, and nutrition.

The implications of these findings are significant, as it suggests that fostering healthy lifestyle habits can contribute to enhanced well-being and, potentially, improved academic performance. Encouraging learners to maintain their positive behaviors while addressing any gaps in personal hygiene could further promote their overall health. Integrating wellness education into the curriculum may be beneficial in reinforcing these habits.

A related study by Tiwari, Mishra, and Pathak (2023) explored the relationship between physical well-being and academic success among students. The researchers found that students who engaged in regular physical activity and maintained balanced diets reported higher academic performance and overall life satisfaction. This highlights the importance of holistic approaches to student health that encompass physical, emotional, and cognitive dimensions, aligning with the current study's findings on the significance of physical well-being in fostering a conducive learning environment.

Table 8. Level of Learners' Well-being in Terms of Social

STATEMENTS	MEAN	SD	REMARKS
1. I spend quality time with my family.	4.38	1.08	Strongly Agree
2. I keep on connecting with my teacher about my learning progress.	4.53	1.01	Strongly Agree
3. I actively involved myself in school-related activities.	4.53	0.90	Strongly Agree
4. I enjoy collaborating with my classmates through virtual platforms.	4.44	1.05	Strongly Agree
5. I always attend the virtual kumustahan.	4.38	1.16	Strongly Agree

Overall Mean = 4.45

Standard Deviation = 0.67

Verbal Interpretation = Very High

The results presented in Table 8 verbally interpreted as very high in terms of social aspect, with an overall mean score of 4.45. The statement "I keep on connecting with my teacher about my learning progress" received the highest mean score (M=4.53), suggesting that students prioritize communication with their teachers, which is crucial for academic success and social connection. This indicates that they value feedback and support in their educational journeys. Similarly, the equal high mean score (M=4.53) for "I actively involved myself in school-related activities online or offline" highlights those learners engage in both virtual and independent tasks, fostering a sense of community and belonging.

The statement "I enjoy collaborating with my classmates" also received a strong mean score (M=4.44), reflecting the importance of peer interactions in enhancing the learning experience. Additionally, the respondents rated "I spend quality time with my family" (M=4.38) and "I always attend the virtual kumustahan" (M=4.38) positively, highlighting the significance of family and community ties in promoting social well-being. Overall, these findings illustrate that learners are actively engaging in meaningful social interactions, which can contribute to their emotional and social development.

The implications of these findings suggest that fostering strong connections between students, teachers, and peers can enhance overall well-being, which is beneficial for both academic performance and emotional health. Encouraging continued communication and collaboration can help create a supportive learning environment.

A related study by Johnson and Smith (2023) explored the impact of social engagement on student well-being and academic performance. The researchers found that students who participated actively in collaborative learning and maintained strong relationships with peers and educators reported higher levels of overall well-being and academic achievement. This reinforces the current study's findings that social connections play a critical role in supporting learners' educational experiences and emotional health.

Table 9. Significant relationship of DepEd's Virtual Kumustahan to the Learners' Well-being

DepEd's Virtual Kumustahan	Learners' Well-being	r value	Degree of Correlation	Analysis
Preliminary Activities	Spiritual	.526	Moderate relationship	Significant
Lecture		.631	Strong relationship	Significant
Consultation		.735	Strong relationship	Significant
Preliminary Activities	Emotional	.606	Strong relationship	Significant
Lecture		.666	Strong relationship	Significant
Consultation		.761	Strong relationship	Significant
Preliminary Activities	Mental	.539	Moderate relationship	Significant
Lecture		.582	Moderate relationship	Significant
Consultation		.709	Strong relationship	Significant
Preliminary Activities	Physical	.345	Weak relationship	Significant
Lecture		.381	Weak relationship	Significant
Consultation		.560	Weak relationship	Significant
Preliminary Activities	Social	.376	Weak relationship	Significant

Lecture	.300	Weak relationship	Significant
Consultation	.515	Moderate relationship	Significant

The results presented in Table 9 indicate that there is a significant relationship between the Department of Education's (DepEd) Virtual Kumustahan and various aspects of learners' well-being. Notably, the highest correlation was found in the consultation activities related to learners' emotional well-being ($r = .761$), suggesting that these interactions foster strong emotional support and engagement among participants. Similarly, a strong correlation was observed between consultation and spiritual well-being ($r = .735$), indicating that these virtual gatherings promote a sense of community and shared values among learners. The lecture component also showed strong relationships with emotional ($r = .666$) and spiritual ($r = .631$) well-being, highlighting the effectiveness of structured content delivery in supporting students' emotional and spiritual needs.

In contrast, the relationships regarding physical well-being were notably weaker, with the highest correlation observed in the consultation activities ($r = .560$), reflecting a moderate impact of the Virtual Kumustahan on this area. This divergence suggests that while virtual interactions significantly enhance emotional and spiritual well-being, there may be less direct influence on physical health, which could warrant further exploration and targeted initiatives to promote holistic well-being.

The implications of these findings highlight the importance of structured virtual gatherings in enhancing learners' emotional and spiritual dimensions, suggesting that schools should continue to prioritize and expand these programs. However, to address the weaker correlations in physical well-being, integrating activities that promote physical health within the Virtual Kumustahan could provide a more comprehensive approach to student well-being.

Carter (2022) conducted a study exploring the relationship between virtual learning environments and various dimensions of student well-being. The research emphasized the importance of emotional and social support provided through online interactions, particularly in enhancing students' emotional resilience and sense of community. Carter found that structured virtual programs, similar to the Virtual Kumustahan, positively impacted students' emotional and spiritual well-being by fostering strong connections among peers and educators. This aligns with the findings from the current study, which highlight the significant correlations between consultation activities and emotional and spiritual well-being. Carter's work also points out the need for integrating initiatives that address physical well-being within virtual platforms, suggesting that a holistic approach to student support can lead to improved overall wellness. This reinforces the idea that while emotional and spiritual dimensions are vital, physical health should not be overlooked in educational programs.

IV. CONCLUSIONS AND RECOMMENDATIONS

In view of the salient findings in this study, it is concluded that the DepEd's Virtual Kumustahan has a significant relationship to the Learners' Well-being of Learners in the selected elementary schools in Pila District.

The findings indicate that DepEd's Virtual Kumustahan is highly effective in enhancing students' academic confidence, interest in meaningful activities, and overall learning experience. Students reported improved abilities in managing their modules and strong communication with teachers, reflecting a supportive learning environment. However, the need for improvement in active participation suggests that while the platform successfully motivates and engages learners, strategies must be implemented to encourage more involvement in virtual activities. Additionally, challenges in understanding complex concepts highlight the importance of providing additional support and resources. These implications emphasize that while the Virtual Kumustahan serves as a valuable educational technique, enhancing student engagement and comprehension will be crucial for optimizing learning outcomes and fostering holistic development.

The researcher viewed the findings in relation to Bandura's Social Learning Theory, which emphasizes the importance of social interaction and observational learning in the educational process. According to Bandura, individuals learn not only through direct experience but also by observing others, particularly in a supportive environment. The findings from the Virtual Kumustahan reflect this theory, as students benefit from strong communication with teachers and peers, which enhances their academic confidence and interest in learning. However, the need for improved active participation aligns with Bandura's notion that active engagement and modeling behaviors are essential for effective learning. By implementing strategies that promote interaction and observation in virtual activities, educators can further enhance student engagement and comprehension, ultimately leading to better learning outcomes and holistic development.

On the other hand, the findings indicate that learners experience high levels of well-being across several aspects in terms of spiritual, emotional, mental, physical, and social. In terms of spirituality, students maintain a positive outlook on life and find meaning in their actions, emphasizing the importance of family interactions and spiritual practices. Emotionally, they thrive in self-directed learning environments, express confidence in articulating their feelings, and value family communication, which fosters supportive relationships. Mentally, learners report high self-esteem and the ability to focus on positive aspects of life, contributing to effective decision-making. Their physical well-being is characterized by a commitment to adequate sleep, regular exercise, and nutritious eating,

alongside family engagement. Socially, students prioritize communication with teachers and actively participate in school-related activities, enhancing their sense of community. Overall, these findings suggest a holistic approach to well-being among learners, indicating the importance of fostering supportive environments and strategies that further enhance engagement and comprehension across all aspects.

The researcher aligns the findings with Maslow's Hierarchy of Needs, demonstrating that learners enjoy high levels of well-being across spiritual, emotional, mental, physical, and social dimensions. The emphasis on physical well-being through adequate sleep, exercise, and nutrition addresses foundational physiological needs, while the importance of family interactions and communication fulfills social needs, fostering a sense of belonging. Emotionally, students' confidence in expressing themselves aligns with esteem needs, enhancing their self-worth and interpersonal relationships. Additionally, the spiritual aspect, where learners find meaning in their actions and maintain a positive outlook, reflects self-actualization, emphasizing personal growth and fulfillment. To sum up, these aspects illustrate how meeting diverse needs contributes to a holistic approach to well-being, highlighting the necessity of supportive environments for comprehensive learner development.

It is thus recommended for learners may actively engage in discussions and group activities to foster a sense of community and boost confidence. They may utilize available resources and maintain open communication with teachers and family for support, while also setting personal goals to track their academic progress. Practicing self-care through adequate sleep, exercise, and mindfulness can further improve their overall well-being and academic performance. Meanwhile, it is also suggested for teachers should implement interactive and collaborative learning activities that encourage student participation and foster a supportive learning environment. Providing regular, constructive feedback and additional resources tailored to diverse learning styles will help address individual student needs and enhance comprehension of complex concepts. Furthermore, maintaining open communication with students and their families can strengthen relationships and create a sense of community, while promoting initiatives focused on physical and emotional well-being will contribute to a holistic approach to student development. On the other hand, parents can actively engage in their learning process by encouraging regular communication about school activities and providing a structured environment for study. They should foster a positive learning atmosphere at home by ensuring their children have adequate resources, such as a quiet study space, access to necessary technology, and a routine that includes breaks and physical activity. Additionally, parents can promote emotional well-being by being involved in their children's academic journey, celebrating achievements, and discussing challenges, while also modeling healthy habits and maintaining open lines of communication to strengthen family connections.

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