



**NURTURING ALTRUISM THROUGH OPLAN ALAGA KASE: A
PEER-SUPPORT APPROACH TO STUDENT SUCCESS**

GRACE F. ILAGAN
MARISOL T. PUNZALAN
CIPRIANO R. MAGNAYE JR.
San Pascual Senior High School 1
marisol.punzalan001@deped.gov.ph

ABSTRACT

This action research aimed to determine the impact of Oplan ALAGA KASE (Alaga at Gabay ng Kaklase)—an altruism-based peer-support program—on the academic performance and social-emotional growth of 51 developing learners from the HUMSS strand enrolled in “Introduction to the Philosophy of the Human Person” at San Pascual Senior High School 1 during SY 2025–2026. Guided by Vygotsky’s Social Constructivist Theory and Bandura’s Self-Efficacy Theory, the study utilized a mixed-method design integrating quantitative surveys and qualitative interviews. Data were collected using pretest-posttest questionnaires and thematic interviews, analyzed through weighted mean and thematic analysis. Findings revealed a significant increase in learners’ engagement, motivation, and confidence after program implementation. The composite mean improved from 3.09 (Agree) to 3.48 (Strongly Agree), with the highest post-intervention mean (3.62) reflecting enhanced teamwork and empathy. Thematic results underscored that altruism fostered peer connectedness, shared learning, and emotional resilience. The study concludes that Oplan ALAGA KASE effectively transformed classrooms into compassionate learning communities that promote both academic competence and emotional well-being. It is recommended that the program be institutionalized as a classroom-based intervention to cultivate empathy-driven learning and support DepEd’s vision of producing learners who are competent, caring, and community-oriented.

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