



**THE IMPACT OF EXTRINSIC MOTIVATION STRATEGIES ON
SOCIAL PERFORMANCE OF GRADE 11 HUMSS STUDENTS
IN TALISAY SENIOR HIGH SCHOOL**

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ABSTRACT

A significant challenge has been observed regarding student engagement during institutional activities and events. This lack of involvement presents a hurdle to their holistic development, particularly in social performance, which is a key component of their academic track. Hence, the researchers decided to conduct this study to identify the impact of extrinsic motivation strategies on social perform of HUMSS 11 learners. The researchers employed a quasi-experimental research design to examine the impact of extrinsic motivation strategies on social performance of 86 HUMSS students at Talisay Senior High School selected through purposive sampling. A pre-test and post-test survey questionnaire was used to assess students' social performance in terms of forming and maintaining relationship, and group

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functioning. The gathered data were treated and analyzed using weighted mean and paired t-test.

The results showed that while the experimental group had higher mean scores in both categories, a significant difference was only observed in Group Functioning. In contrast, for Forming and Maintaining Relationships, the difference remained non-significant. This indicates that while the B1US Project effectively enhanced how students collaborate in a group, it did not significantly change their overall ability to form and maintain individual relationships.

To address this, the researchers proposed "Project SIBOL (Social Interaction & Better Outcomes for Learners)" To improve the overall social interaction and cooperation of Grade 11 HUMSS students based on the successful results of the B1US Project.

Keywords: *Extrinsic Motivation Strategies, Social Performance HUMSS 11 Students, Forming and Maintaining Relationship, Group Functioning, Project SIBOL*

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