The Effectiveness Of Teaching Methods In Business Education As Perceived By Ceu Malolos
Marketing Students

Nilo V. Francisco, Ph.D., Ceu Malolos
Josan D. Tamayo, Ceu Malolos
Mary Eugene Malonzo, Ceu Malolos
Aleli Garcia, Ceu Malolos
Maricar S. Ong, Ceu Malolos

This study probed the perception of the Centro Escolar University BSBA major in Marketing Management students on the effectiveness of the various teaching methods that are being used by the faculty members in facilitating the teaching-learning process. One hundred twelve (112) students, 30 from first year, 34 second year, 24 third year and 24 fourth year students answered the self-constructed questionnaire, interpreted verbally as 1= Not Effective, 2 = Not So Effective, 3 = Somewhat Effective and 4 = Very Effective. The teaching methods used in the classroom as perceived by BSBA Marketing Management students are limited to Group discussions, Seminars and Conferences, Individual Presentation, Homework/Assignments, Workshops, Role Playing, Case Study/Analysis, Lecture-Discussion, Gaming, Use of Multi-media (Film viewing, DLP, etc.) and Brainstorming. Using descriptive research, the Use of Multi-media (Film viewing, DLP, etc.) is considered to be Very Effective as a teaching method with Mean of 3.5179 and SD = .58483, while Multiple Choice is Very Effective Type of Test for the respondents with 3.5422 Mean and SD = .50125. It is recommended that educational trip, exposure to local or international seminars and business webinars can be utilized by teachers to make the lessons more interesting. Also further research paper on the same subject matter is recommended for more generalization of the research results.

Key words: Effectiveness, Teaching Methods, Business Education, and Test Evaluation.