

# **THE EFFECTIVENESS OF SMALL GROUP INSTRUCTION GAMES AS A TEACHING STRATEGY ON THE IMPROVEMENT OF ACTIVE CLASS PARTICIPATION AMONG BUSINESS ADMINISTRATION STUDENTS**

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The study focused on assessing the receptiveness and responsiveness of Business Administration students in the implementation of small group instruction games as a teaching strategy in improving active class participation. Two Business Administration sections were subjected to the intervention proposed by the researcher during the 2<sup>nd</sup> semester AY 2015-2016. The cognitive ability, behavior and participation were highlighted based on how well or poorly students perceived themselves based on a pre- test and post- test conducted by the proponent. Games were employed to ensure an active participation of students in the learning process.

Results suggest that the small group instruction games played a significant role in improving active class participation among students with an increased perception on the students' learning experience, behavior and interaction within the class. It was then recommended that this methodology be adopted and integrated in the approaches employed by the professors of the Business Administration department given its positive result to the over- all performance of the students. It is necessary that teachers become more innovative and be open to adapting contemporary methodologies to improve and to effect learning to students in a relaxed, conducive and less taxing means.