

Enhancing Students' Academic Performance in Marketing Management through Student-Led Presentation Discussions

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Abstract

Business education plays a vital role in shaping future professionals by equipping them with the essential skills and competencies required to deal with the economic, managerial, and entrepreneurial landscapes. However, different teaching strategies may not fit all aspects of college learners. This study aimed to investigate the effectiveness of Student-Led Presentation Discussions in enhancing students' academic performance in Marketing Management. The study utilized a mixed method approach through action research. This study took place in one of the higher education institutions in Ozamiz City. There were 22 number of marketing management 3rd year students through purposive sampling. The study utilized a researcher-made test and Minitab statistical software, with tools such as mean, standard deviation, t-test, and thematic analysis. The study revealed the following findings: (1) Students' performance did not meet expectations before using the Student-Led Presentation Discussions strategy; (2) Students' performance improved significantly after using the Student-Led Presentation Discussions Strategy. They performed satisfactorily; (3) Students' performance differed significantly before and after adopting the Student-Led Presentation Discussions Strategy; and (4) There are other observed improvements among students after using the Student-Led Presentation Discussions Strategy. Furthermore, using a student led discussion strategy improves students' academic engagement in marketing management class. This supports the recommendation to use this method of instruction to improve students' academic engagement.

Keywords: Academic Engagement, Business Education, Collaborative Approach, Marketing Management, Student-Led Presentation Discussions

Introduction

Business education serves as a cornerstone in developing future professionals to be equipped with essential competencies needed for economic, managerial, and entrepreneurial landscapes (Mahmudin, 2023). The Bachelor of Science in Business Administration (BSBA) program, Marketing Management is a pivotal course that demands not only theoretical

comprehension but also practical decision-making, effective communication, strategic thinking, and collaborative skills (De Leon et al., 2021). However, many students in higher education institutions in the Philippines continue to experience learning through traditional lecture-based instruction, which often limits their active participation and engagement in class (Klein et al., 2023). The different development of higher-order thinking skills could reduce motivation and weaken the students' ability to apply concepts in real-world business settings (Huang et al., 2022).

In today's fast-paced business environment, employers seek graduates who are not only knowledgeable but also adaptable, critical thinkers, and team-oriented individuals (Kayyali, 2024). Thus, the Commission on Higher Education (CHED) has emphasized the adoption of Outcome-Based Education (OBE) and innovative pedagogical approaches to enhance student engagement and promote lifelong learning (CMO No. 17, s. 2017) (Cabrera, 2021). Central to this shift is the integration of learner-centered strategies that allow students to take ownership of their learning, collaborate with peers, and apply concepts to authentic scenarios (Bhardwaj et al., 2025). To respond to this pedagogical challenge, this action research explores the effectiveness Student-Led Presentation Discussions (SLPD) as an instructional intervention in a third-year BSBA Marketing Management class during the academic year 2024-2025 (Hensley, 2025).

Student-Led Presentation Discussions (SLPD) refer to an instructional strategy in which students take the lead role in presenting assigned topics, followed by facilitated class discussions among their peers (Khoeriyah, 2023). Rather than relying solely on teacher-centered instruction, SLPD shifts the responsibility of knowledge transmission and engagement to the learners, encouraging active participation and peer collaboration (Raikhel, 2025). This approach is rooted in constructivist learning theory, where students build their understanding through interaction, inquiry, and shared knowledge construction (Mishra, 2023). In the context of the Bachelor of Science in Business Administration (BSBA) program, SLPD can be particularly effective as it nurtures critical thinking, presentation skills, and the ability to analyze and communicate complex business concepts and skills that are highly valued in both local and global business environments (Dwivedi, 2022).

Internationally, the use of student-led discussion formats has shown promising outcomes in business and management education (Hensley, 2025). In a study conducted in Australia, student-led presentations significantly improved engagement and conceptual understanding among undergraduate business students (Markauskaite, 2023). In the United States of America (USA), students who participated in peer-led discussions demonstrated better retention and practical application of marketing theories compared to those taught through conventional lectures (Sharma & Gupta, 2024). These findings align with the growing global trend of using active learning models in business schools to foster entrepreneurial thinking and collaborative decision-making skills (Antoninis et al., 2023). The contextualization of SLPD in international pedagogy, mirrors the dynamic, participatory nature of today's global workforce (Coombe et al., 2025).

Within Philippine higher education, the application of SLPD is gaining momentum as part of flexible and outcomes-based teaching strategies encouraged by CHED (Commission on Higher Education) (Sinsay-Villanueva et al., 2024). Student-led presentations in BSBA

programs across selected universities in the Visayas and Mindanao regions enhanced student engagement, improved public speaking confidence, and cultivated deeper learning of business analytics and management theories (Vergara et al., 2023). Likewise, recent action research by Tan & Vicente, (2019) in a Metro Manila university revealed that SLPD interventions helped students better achieve intended learning outcomes, especially in courses related to strategic management, marketing, and business ethics. These localized findings support the assertion that SLPD, when properly guided and scaffolded by instructors, can significantly contribute to the holistic development of BSBA students (Hasmirah et al., 2024). This approach not only supports academic learning but also empowers students with the soft skills necessary for leadership and innovation in the real-world business landscape (Aithal & Aithal, 2023).

In this strategy, students are assigned to lead discussions on key marketing topics, present case studies, and facilitate class participation through guided questions, group activities, and peer feedback (Khoeriyah, 2023). The role of the instructor shifts from being a primary source of information to a facilitator of learning who provides support, clarification, and deeper insights into theoretical frameworks (Meganathan, 2024). This approach draws on Vygotsky's social constructivist theory, which posits that meaningful learning occurs when students actively engage with peers in collaborative discourse and problem-solving (Mishra, 2023). It also aligns with Hamdoun (2023) principles of constructive alignment, where learning activities and assessments are intentionally designed to achieve academic engagement among students. Empirical evidence from both local and international studies further supports the use of student-led strategies in enhancing academic performance, confidence, and critical thinking.

However, there appears to be a practical knowledge gap in the existing body of literature regarding the application of learner-centered strategies particularly *Student-Led Presentation Discussions (SLPD)* within the Bachelor of Science in Business Administration (BSBA) program in the Philippine context. While the global discourse increasingly supports active learning and student-driven pedagogies to improve business education outcomes (Thomas & Yang, 2024; Roberts & Ahmed, 2023), many local studies remain largely descriptive and theoretical. It lacks the empirical analysis on the implementation and effects of SLPD on actual student performance and engagement in core marketing courses.

Although Outcome-Based Education (OBE) has been emphasized by CHED as a national academic framework (CMO No. 17, s. 2017), few studies have thoroughly investigated how SLPD, as a classroom-based intervention, contributes in achieving students' academic engagement that will develop their critical thinking, communication, collaboration, and strategic decision-making especially among BSBA students (Ramos et al., 2024). In this vein, the need for a more focused, evidence-based exploration that considers the realities of classroom dynamics, student readiness, and faculty facilitation within Philippine higher education institutions is recommended (Cruz & Delos Santos, 2023)

Identifying and addressing this gap is crucial in enhancing the quality and responsiveness of business education. The context of Marketing Management as a discipline that thrives on analysis, presentation, and persuasion makes it highly suitable for the SLPD approach. Thus, this research responds to the call for a practical-focused study that not only

measures academic outcomes but also captures the lived learning experiences of students as they engage with content, peers, and real-world business scenarios through SLPD. This intervention holds significant potential in improving instructional effectiveness and supporting the development of industry-relevant competencies among BSBA students.

The researchers were motivated to conduct this study because of their desire to examine the effectiveness of innovative teaching strategies in handling Marketing Management major subjects for third-year BSBA Marketing Management students. They recognize that while traditional lecture methods provide foundational knowledge, these often fall short in fostering higher-order thinking, problem-solving, and industry-driven skills. Through the exploration of Student-Led Presentation Discussions (SLPD) approach, the researchers sought to create a classroom environment where students are not passive recipients of knowledge but active participants in their own learning. This motivation stems from the researchers' advocacy to align teaching practices with Outcome-Based Education (OBE) principles and to cultivate a more engaging and reflective learning atmosphere that mirrors the realities of the business world.

Through this research, the effectiveness of the SLPD method will be examined in terms of student engagement, participation, comprehension, and reflective learning. Additionally, this study aimed to capture students' perceptions of the intervention and how it influenced their motivation and understanding of marketing concepts. The insights drawn from this research are intended to guide business instructors in adopting innovative teaching approaches that align with OBE standards and foster 21st-century skills.

To fill this gap, the Student-Led Presentation Discussions (SLPD) approach will be implemented during the 2025–2026 academic year as an instructional intervention in a third-year BSBA Marketing Management class. This strategy aims to enhance students' academic performance by promoting deeper engagement, collaborative learning, and practical application of marketing concepts. Through SLPD, students will take an active role in presenting key topics, facilitating peer discussions, and applying theoretical frameworks to real-life business scenarios. This approach not only aligns with the principles of Outcome-Based Education (OBE) mandated by CHED but also addresses the need for more participatory and skills-driven learning in business courses. By shifting the focus from passive listening to active participation, SLPD is expected to improve students' critical thinking, communication abilities, and overall achievement of course learning outcomes in a way that traditional lecture-based methods often fail to deliver.

Finally, this action research is significant in several dimensions. For students, it provides a more participatory and empowering learning environment that builds confidence, accountability, and collaboration. For instructors, it offers an alternative instructional model that can be adapted across various business courses. For the Business Administration program, the findings contribute to curriculum enhancement efforts and continuous quality improvement that advocates in producing globally competitive and industry-responsive graduates.

Research Questions

This study aimed to investigate the effectiveness of Student-Led Presentation Discussions in enhancing students' performance in Marketing Management. Specifically, it sought to answer the following research questions:

1. What is the students' academic performance in Marketing Management before implementing Student-Led Presentation Discussions?
2. What is the students' academic performance in Marketing Management after implementing Student-Led Presentation Discussions?
3. Is there a significant difference in students' academic performance before and after the implementation of Student-Led Presentation Discussions?
4. What other improvements (e.g., communication skills, confidence, teamwork) are observed among students after using Student-Led Presentation Discussions?

Methodology

Research Design

This classroom-based action research utilizes a mixed-method design to gather both quantitative and qualitative data. The quantitative component involves collecting numerical data through surveys, pre-tests and post-tests, or evaluation rubrics to measure specific variables such as student performance, participation levels, or achievement of learning outcomes. These data allow for statistical analysis to determine trends, patterns, or the effectiveness of the instructional intervention. Meanwhile, the qualitative component focuses on gathering descriptive data, typically through interviews, focus group discussions, or open-ended survey questions. This approach aims to capture students' personal experiences, reflections, and perceptions related to the use of the instructional strategy. The qualitative data provide deeper insights into how and why certain outcomes occurred, offering context to support or explain the numerical results. The integration of this design enhances the validity and depth of the findings. It allows the researcher not only to measure the impact of SLPD on students' academic performance but also to explore their attitudes, engagement, and learning experiences making the conclusions more well-rounded and actionable for improving teaching practices in the BSBA program. Thus, this design was appropriate as it aimed to assess the immediate impact of a teaching innovation and support the continuous improvement of professional teaching practices.

Research Setting

The study was conducted in one of the higher education institutions in Ozamiz City specifically in a third-year BSBA Marketing Management class during the Academic Year 2024–2025. The institution offers various business and management-related programs and is actively pursuing Level IV accreditation under Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).

Respondents of the Study

The respondents included 22 third-year BSBA students enrolled in the Marketing Management course who were selected through consensus sampling for the quantitative method. However, there were 7 Participants who were selected through purposive sampling based on the following criteria: enrolled in the Marketing Management course specifically pricing and distribution management; willing to participate voluntarily with signed informed consent; and available to attend all scheduled sessions during the intervention.

Data Collection Procedure

- A. Pre-Implementation Phase.** During this phase, the researcher observed previous teaching strategies and identified gaps in student engagement and academic performance. A pre-test was administered to assess students' baseline knowledge and comprehension. Comprehensive instructional guides and assessment tools aligned with OBE principles were developed.
- B. Implementation Phase.** During this phase, the teacher has implemented student-led Presentation Discussions that were introduced over two consecutive weeks. Students were grouped and assigned specific topics to research, present, and facilitate class discussion. The instructor monitored participation, guided discussion, and integrated key marketing theories. A post-test was administered at the end of the intervention.
- C. Post-Implementation Phase.** In this final phase, the data were collected, analyzed, and interpreted. Thematic interviews were conducted to explore students' reflections on the learning experience and final findings were compiled for dissemination.

Ethical Considerations

Participants were informed of the research objectives, confidentiality of data, voluntary participation, and their right to withdraw at any time. Written consent was obtained, and all ethical protocols were followed based on Amdur & Bankert (2011).

Data Analysis

The following statistical tools were used in analyzing the data:

Mean, standard deviation, were used to assess performance before and after the intervention.

Paired sample t-tests were conducted to determine if there was a significant improvement in academic performance.

Thematic analysis was employed to interpret qualitative responses from student reflections and interviews.

Results and Discussion

Students' Academic Performance Before the Use of Student Led Presentation

Table 1 presents the students' performance before the implementation of the Student-Led Presentation Discussions learning strategy. The overall result shows that findings reveal that a significant majority of the respondents which is 19 out of 22 students (86.36%) did not meet the expectations, as reflected by their low performance levels prior to the intervention. The mean score ($M = 13.70$) and standard deviation ($SD = 3.56$) indicate that student achievement was below the expected academic standard, with considerable variability in the performance of the respondents.

The finding revealed that students demonstrated significantly low academic performance prior to the implementation of the Student-Led Presentation Discussions (SLPD) strategy. Based on the gathered data, a large proportion of students fell under the "Did Not Meet Expectations" performance level, with only a few showing minimally satisfactory outcomes. This trend posits the limitations of the traditional instructional approach, which appeared to lack the capacity to effectively engage students in meaningful learning experiences. The traditional teaching method, often characterized by teacher-centered lectures and passive reception of information, may have failed to stimulate active

participation, independent thinking, and peer collaboration which are essential for mastering complex concepts in Marketing Management. The low mean score before the intervention further supports this notion, signaling not just isolated underperformance but a systemic shortfall in pedagogical effectiveness.

In this vein, a critical need for educational strategies that prioritize interactive learning, student accountability, and real-world application are emphasized. The adoption of more dynamic and learner-centered approaches, such as SLPD, students are at risk of disengagement and underachievement. This initial outcome serves as both a reflection of instructional gaps and a compelling justification for curriculum enhancement to ensure improved academic success and deeper conceptual understanding.

Understanding learner behavior within the classroom context allows academic institutions to realign their teaching strategies to enhance student engagement and achievement (Aithal & Aithal, 2023). In this case, introducing innovative, participatory teaching methods such as Student-Led Presentation Discussions encourage student ownership of the learning process. From an ethical standpoint, this study ensured informed consent, voluntary participation, and strict confidentiality of respondent data in accordance with research standards (Vergara et al., 2023). All participants were clearly informed of the study's objectives and were protected from any form of psychological or emotional harm.

Given the underwhelming performance results, this reinforces the importance of redesigning classroom instruction (Vergara et al., 2023). Educators may be provided with professional development opportunities focused on active learning strategies like student-led discussions (Sharma & Gupta, 2024). Furthermore, tailored interventions such as formative assessments, feedback mechanisms, and collaborative activities can improve learning outcomes and ensure that students progress toward achieving expected academic standards (Ramos et al., 2024).

Thus, it can be inferred that conventional, lecture-based instruction proves insufficient in cultivating the essential academic competencies and engagement required in modern classrooms. In this vein, the importance of rethinking instructional design is essential to embrace strategies that promote active learning, critical inquiry, and student ownership of knowledge. Integrating participatory methods such as Student-Led Presentation Discussions not only aligns with 21st-century educational goals but also fosters a more inclusive, collaborative, and responsive learning environment. Institutions and educators may become more proactive in adapting their pedagogy to meet the evolving needs of learners ensuring that classrooms are spaces of interaction, reflection, and empowerment rather than passive absorption of content.

Table 1

Performance of Students Who Did Not Meet Expectations Before the Use of the Student-Led Presentation Discussions (SLPD) Strategy (n = 22)

Performance Level	Score Range	Frequency (f)	Percentage (%)	M	(SD)
Did Not Meet Expectations	1–29	19	86.36%	13.70	3.56

Note Scale: 42-50 (Outstanding); 38-41 (Very Satisfactory); 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did not Meet the Expectations)

Students' Performance After the Use of the Student-Led Presentation Discussions (SLPD) Strategy

The data presented in Table 2 shows the students' performance after the use of the student-led presentation discussions. The result shows a noticeable improvement in students' academic performance in Marketing Management following the implementation of the Student-Led Presentation Discussions (SLPD) strategy. A significant portion of the class achieved performance levels categorized as Very Satisfactory (31.82%) and Satisfactory (27.27%), with an additional 9.09% attaining an Outstanding rating. Only 13.64% of the students remained in the Did Not Meet Expectations category, a considerable decrease compared to the pre-intervention data. The overall result (M=35.860; SD= 4.052) indicates a shift towards higher academic performance and more consistent outcomes across students. The relatively small standard deviations within each category suggest a strong clustering of scores around their respective means, reflecting stability in the improved performance.

The finding revealed a meaningful shift in how students engaged with and performed in Marketing Management when a more participatory and collaborative strategy was introduced. The Student-Led Presentation Discussions (SLPD) strategy appears to have contributed to creating a more dynamic and empowering learning environment, encouraging students to take ownership of the content, interact more actively with peers, and articulate their understanding in a structured format. This instructional shift likely fostered deeper learning, as students were not merely passive recipients of information but active contributors to the learning process. Moreover, the strategy may have promoted essential academic skills such as critical thinking, effective communication, and cooperative learning which are crucial for mastering complex business concepts. The improved distribution of student performance suggests that the intervention had a widespread effect across varying levels of learners, helping not only the high achievers to excel further but also supporting those who previously struggled to meet expectations.

Furthermore, the collaborative nature of SLPD may have enhanced classroom engagement and motivation by providing students with a sense of accountability and shared responsibility. This change in classroom dynamics likely contributed to increase students' confidence in presenting and defending ideas, leading to better comprehension and retention of subject matter.

The findings of the study corroborate with relevant literature emphasizing the value of learner-centered, participatory approaches in helping students move beyond passive reception of knowledge to becoming active constructors of their learning. Student-led discussions in business and management classes fostered heightened critical thinking and

peer collaboration, with learners demonstrating greater analytical depth than in traditional lecture formats (Sharma & Gupta, 2024). This aligns with earlier cooperative learning theory showing that interdependent group activities improve academic outcomes across ability levels (Millis, 2023). Similarly, in a business-foundation course, students who engaged in problem-based, active learning approaches significantly enhanced their understanding and retention of subject matter (Huang, 2022). The active learning models promote deeper learning through meaningful engagement with real-world problems, reinforcing that students learn more effectively when they grapple with content collaboratively, rather than alone (Mehmeti & Dervishi, nd).

Additionally, peer-led feedback cycles where students alternately present, critique, and refine ideas, stimulated more reflective thinking and helped students articulate arguments with clarity (Valler, 2021). These practices also prompted learners to become more confident communicators, echoing one's observation of increased confidence and participation after implementing SLPD (Meganathan, 2024). Pedagogical guides advocate for intentionally designed student-led discussions supported by clear ground rules and meaningful questioning to cultivate a safe yet autonomous learning space (Klein et al., 2023). This kind of structured discourse empowers learners, giving them ownership of dialogue while enabling peers to actively challenge and build on insights (Millis, 2023).

Thus, the implementation of the Student-Led Presentation Discussions (SLPD) strategy has proven to be an effective pedagogical approach in transforming the learning experience of students in Marketing Management. Its learner-centered nature empowered students to become more engaged, responsible, and collaborative participants in the educational process. This shift not only improved individual comprehension but also fostered a more inclusive and supportive classroom environment. The implications of this finding extend to curriculum design and instructional planning. Educators are encouraged to integrate participatory strategies like SLPD to stimulate critical thinking, enhance communication skills, and build academic confidence among students. Institutions aiming to raise academic performance and learner engagement may benefit from adopting similar approaches, thereby promoting active learning and equipping students with the competencies needed for both academic and professional success.

Table 2

Students' Performance in Marketing Management After the Use of the Student-Led Presentation Discussions (SLPD) Strategy (n = 22)

Performance Level	Score Range	Frequency (f)	(%)	(M)	(SD)
Outstanding	42–50	2	9.09%	43.500	0.707
Very Satisfactory	38–41	7	31.82%	39.286	0.951
Satisfactory	34–37	6	27.27%	35.667	0.816
Fairly Satisfactory	30–33	4	18.18%	31.500	0.577
Did Not Meet Expectations	1–29	3	13.64%	24.667	1.155
Total	—	22	100.00%	35.860	4.052

Note Scale: 42-50 (Outstanding); 38-41 (Very Satisfactory); 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did not Meet the Expectations)

Significant Difference in the Students' Performance Before and After the Use of Student Led Presentation Discussions (SLPD)

Table 3 shows the significant difference between students' performance before and after the use of student led presentation discussions. The results of the t-test reveal a statistically significant improvement in student performance following the implementation of the Student-Led Presentation Discussions (SLPD) strategy. The mean score before the strategy was implemented was 13.700 with a standard deviation of 3.560, whereas the mean score after the implementation increased substantially to 35.860, with a standard deviation of 4.052. The computed t-value of 17.82 and a p-value of 0.000 (which is less than the conventional alpha level of 0.05) indicate that the difference between the pre- and post-intervention scores is highly significant. As a result, the null hypothesis (H_0), which posited that there is no significant difference in students' performance before and after the use of the SLPD strategy, is rejected.

The finding revealed a statistically significant difference in students' academic performance before and after the implementation of the Student-Led Presentation Discussions (SLPD) strategy. Specifically, student scores improved markedly following the intervention, indicating that the SLPD approach had a substantial and positive effect on learning outcomes. This improvement can be attributed to the strategy's core design, which shifts the learning dynamic from passive absorption to active engagement. By allowing the students to lead discussions, present key concepts, and collaborate with peers, SLPD fosters a deeper understanding of the subject matter. The strategy also promotes essential academic skills such as critical thinking, communication, and teamwork competencies that are particularly valuable in Marketing Management. The strategic thinking and interpersonal interactions are integral for students by giving them the opportunities to express their interpretations, defend their viewpoints, and question others, which strengthens both content mastery and analytical skills. Furthermore, the responsibility placed on learners to contribute meaningfully in class discussions enhances their sense of ownership and accountability, which can translate into increased motivation and sustained academic effort.

The finding of the study corroborates with relevant literature emphasizing on the importance of shifting instructional roles from teachers to learners empowers students to take control of their learning process, thereby fostering deeper cognitive processing and meaningful knowledge construction (Hensley, 2025). Similarly, the integration of collaborative learning environments, particularly those driven by peer-led presentations, promote higher-order thinking, improve communication skills, and support the development of subject-specific competencies (Mehmeti & Dervishi, nd). These strategies are especially beneficial in applied disciplines such as business and marketing, where interactive learning and teamwork mirror real-world practices (Ahuja, 2024). Research supports the effectiveness of student-led instructional strategies in enhancing learning outcomes (Markauskaite et al., 2021). When instructional roles shift from teachers to students, learners become more engaged and take ownership of their learning, leading to deeper cognitive processing and meaningful knowledge construction (Kayyali, 2024). Additionally, peer-led collaborative environments foster higher-order thinking, better communication, and the development of

discipline-specific competencies skills that are particularly essential in fields like business and marketing (Valler, 2021). Likewise, students who lead presentations and facilitate discussions demonstrate increased motivation, self-efficacy, and accountability (Khoeriyah, 2023).

The effectiveness of SLPD is reinforced with constructivist learning principles, where knowledge is actively constructed through social interaction and reflection rather than passively received (Meganathan, 2024). This interactive model helps bridge performance gaps among students by supporting both high achievers and those who may initially struggle (Bhardwaj et al., 2025). The significant gain in academic performance suggests that SLPD is not just a pedagogical alternative but a highly effective strategy for improving engagement and academic success in business-related courses like Marketing Management (Duffett & Cromhout, 2022).

Thus, the significant improvement in student performance following the implementation of the Student-Led Presentation Discussions (SLPD) strategy emphasizes its effectiveness as an active learning approach in higher education. By transforming students into active participants in the learning process, SLPD not only enhances academic outcomes but also cultivates essential soft skills such as collaboration, communication, and critical thinking. In this vein, business educators may consider integrating student-led strategies into their pedagogy to foster deeper engagement and holistic skill development. Institutions may also benefit from training faculty to facilitate learner-centered classrooms in promoting academic excellence and preparing students for real-world professional challenges.

Table 3

Significant Difference in the Students' Performance Before and After the Use of Student-Led Presentation Discussions (SLPD) Strategy (n = 22)

Variables	M	SD	t-value	p-value	Decision
Before Using Student-Led Presentation Discussions	13.700	3.560	17.82	0.000	Reject Ho
After Using Student-Led Presentation Discussions	35.860	4.052			

*Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)*

Ho: There is no significant difference in the performance of students before and after the use of Student-Led Presentation Discussions strategy.

Other Improvements in Students' Performance After the Use of Student-Led Presentation Discussions (SLPD) Strategy

The study explored the broader impacts of implementing the Student-Led Presentation Discussions (SLPD) strategy among BSBA Marketing Management students. Participants openly shared their insights and personal reflections on how this learning approach influenced their academic and interpersonal development. Drawing from their responses, the researchers examined recurring patterns and extracted meaningful themes that encapsulate the students' learning experiences. The analysis revealed four (4) prominent themes that illustrate the improvements in students' overall performance and behavior

following the use of SLPD: (1)Enhanced Communication and Persuasive Skills; (2) Strengthened Confidence and Self-Efficacy; (3) Improved Collaboration and Teamwork Dynamics; (4) Increased Critical Thinking and Analytical Abilities.

Enhanced Communication and Persuasive Skills

Student-Led Presentation Discussions (SLPD) refer to an instructional strategy in which students take the lead role in presenting assigned topics, followed by facilitated class discussions among their peers. Rather than relying solely on teacher-centered instruction, SLPD shifts the responsibility of knowledge transmission and engagement to the learners, encouraging active participation and peer collaboration. Students demonstrated increased clarity, fluency, and confidence in both formal and informal presentations, which are essential in marketing-related roles. The participants' responses highlight this:

"I can now explain marketing concepts more confidently during class discussions and even when presenting to groups." (P2)

"My ability to pitch an idea and persuade others has improved, especially when we do role-playing presentations." (P3)

"The feedback from my classmates and my instructor during discussions helped me refine how I deliver messages clearly, especially how the pricing strategy affects the behavioral pattern of consumers." (P4)

"Presenting regularly taught me to use marketing terms more fluently, which will be useful when dealing with clients in the future." (P5)

Based on the participants' responses, Participant 2 emphasizes a significant improvement in subject mastery and self-assurance. Participant 2 asserted that SLPD approach has allowed them to transition from passive learning to actively engaging with course content. Through regularly explaining marketing concepts to their peers, the student has developed confidence not only in understanding theories but also in articulating them. This skill is vital for aspiring marketing professionals who are expected to deliver clear and convincing presentations to colleagues, clients, or stakeholders. Meanwhile, Participant 3 emphasizes the development of persuasive communication skills, a core competency in marketing. Through role-playing which is a key component of SLPD the students gained experience in simulating real-world marketing scenarios, such as pitching products or proposing marketing campaigns. These activities sharpen one's ability to present ideas convincingly, handle objections, and appeal to the target audience skills that are essential for sales, advertising, and strategic marketing roles.

Additionally, Participant 4 emphasizes the role of feedback in enhancing message clarity and application of marketing theories. The response shows an appreciation for peer and instructor insights, which helped in improving their communication style and analytical thinking. The specific mention of "pricing strategy" and its impact on "consumer behavior" demonstrates an ability to link theoretical frameworks with practical consumer psychology which is an advanced learning outcome expected in marketing education. Meanwhile, Participant 5 notes that the repeated practice of presenting helped internalize marketing vocabulary and expressions. This fluency is crucial for effective communication in client

meetings, negotiations, and report writing, where precise and professional language reflects credibility and competence.

The finding of the study corroborates with pieces of literature emphasizing on the shift from passive reception to active knowledge construction. Accordingly, students deepen their understanding by engaging directly with content and peers (Vygotsky, 1978). This approach aligns with Bonwell and Eison's (1991) findings that active learning strategies, such as student-led presentations, lead to improved retention and conceptual mastery. On the other hand, demonstrating peer instruction not only fosters deeper learning but also enhances learners' self-efficacy and communication which are critical attributes in fields like marketing. The development of persuasive and interpersonal communication, as promoted through role-playing elements of SLPD, reflects experiential learning theory (Kolb, 1984), where learning is viewed as a process grounded in experience.

The learners authentic contexts to practice persuasion, strategic thinking, and adaptability skills are foundational to client engagement, campaign planning, and brand positioning in marketing. Subsequently, the role of formative feedback is essential in refining communication style and fostering analytical connections between theory and practice. Continuous feedback is central to learner development as it encourages reflection, metacognition promotion, and enhancing learners' ability to articulate complex ideas especially when applying abstract concepts like pricing strategies to real-world consumer behavior. Lastly, repeated exposure to marketing language in authentic settings strengthens disciplinary fluency, as supported by situated learning theory (Lave & Wenger, 1991). Jackson (2015) argues that immersion in professional discourse communities enables students to adopt the language and practices of their field, thereby increasing their confidence and competence in tasks such as client communication, pitch presentations, and report writing.

Thus, Student-Led Presentation Discussion (SLPD) approach fosters both cognitive and professional growth among marketing students. It enhances subject mastery, persuasive communication, practical application of theory, and vocabulary fluency which are vital for real-world marketing roles. As such, integrating SLPD in marketing education not only strengthens academic performance but also equips students with industry-relevant competencies. Institutions should consider adopting this strategy to cultivate confident, articulate, and practice-ready marketing professionals.

Strengthened Confidence and Self-Efficacy

The SLPD strategy empowered students to take ownership of their learning, increasing their belief in their ability to perform academic and professional tasks. A recurring sentiment among the participants was the growth in their self-confidence. Initially hesitant to speak in front of their peers, many students reported that repeated exposure to leading class discussions significantly improved their comfort and belief in their academic capabilities. The responsibility to present encouraged them to prepare more rigorously and trust their grasp of the material, which translated into stronger academic performance and active participation. The participants' responses highlight this:

"I used to be shy speaking in front of others, but after leading discussions, I became more self-assured." (P1)

"Knowing I had to present pushed me to study harder, and it made me feel more capable of handling pressure." (P5)

"Each time I led a discussion, I felt more confident answering questions and defending my points." (P6)

"I've learned to trust my own understanding of the topic and not rely too much on others or on the professor." (P7)

The participants' responses highlight the transformative impact of Student-Led Presentation Discussions (SLPD) on their personal confidence and self-efficacy. Participant 1 emphasized a notable shift from shyness to self-assurance, suggesting that taking leadership in discussions can break communication barriers. Participant 5 emphasized how the anticipation of presenting motivated deeper study habits developed their ability to manage academic pressure. Participant 6 pointed out a growing confidence in fielding questions and defending perspectives, reflecting strengthened critical thinking and verbal assertiveness. Meanwhile, Participant 7 emphasized the development of academic independence, noting a greater trust in personal comprehension rather than reliance on others or instructors. The integration of SLPD cultivates learner autonomy, confidence, and resilience which are the key traits necessary for academic and professional success.

Several studies highlight the positive impact of student-led learning approaches in enhancing learner confidence, autonomy, and academic engagement. Accordingly, self-regulated learning strategies, such as those involved in student-led discussions, promote a learner's ability to take initiative, monitor progress, and reflect on their own understanding that are critical components for academic independence and success. Likewise, Vygotsky's (1978) social constructivist theory supports the idea that students learn more effectively when they actively engage in collaborative discourse and assume leadership roles, which helps develop both cognitive and affective learning outcomes. Furthermore, the integration of peer-led presentations and discussions provide learners with authentic practice in public speaking and argumentation, reducing communication apprehension and promoting academic confidence. In the context of business education, the active participation in classroom discussions, particularly when students take responsibility for facilitating learning, fosters critical thinking and enhances preparedness for real-world professional settings.

Thus, the integration of Student-Led Presentation Discussions (SLPD) as a teaching strategy serves as a powerful instructional strategy to foster self-confidence, independence, and academic ownership among students in a marketing management program. This approach can be strategically integrated into business curricula to develop learners who are not only knowledgeable but also assertive, resilient, and professionally prepared to communicate and perform in high-pressure environments. Institutions aiming to produce confident and competent business graduates may consider adopting SLPD as a core pedagogical method in communication-heavy subjects.

Improved Collaboration and Teamwork Dynamics

Students developed stronger interpersonal relationships and teamwork strategies, which are vital in group-based marketing projects and real-world marketing operations. SLPD

also fostered a more cooperative learning environment. Students reflected that the strategy required them to coordinate efforts, assign roles, and work closely with peers to deliver cohesive presentations. This process strengthened their sense of accountability and taught them to value peer input, an essential element in collaborative marketing tasks such as group projects, product launches, and branding strategies. Below are some of the participants' responses:

"We had to coordinate well with each other to make sure our group presentation was cohesive after receiving all the different guidelines and mechanics facilitated by our instructor." (P4)

"During discussions, I learned how to listen to my teammates and build on their ideas instead of competing with them." (P5)

"This strategy taught me how to delegate tasks and still work towards one final output." (P6)

"We became more comfortable working together, which helped a lot during our marketing campaigns and simulations." (P1)

The participants highlighted how Student-Led Presentation Discussions (SLPD) enhanced their teamwork, collaboration, and coordination skills in marketing management. Participant 4 emphasized the importance of clear coordination to ensure a cohesive group presentation, especially when dealing with multiple guidelines and expectations. This indicates their growing capability to manage task alignment and group communication. Participant 5 emphasized the value of active listening and idea integration during group discussions, suggesting a shift from competitive to collaborative engagement. Participant 6 expressed growth in delegation and shared responsibility, which reflects improved project management and trust in team processes. Meanwhile, Participant 1 noted the increase in team comfort and synergy, which became especially beneficial during marketing simulations implying that strong interpersonal relationships directly supported applied learning tasks.

The development of teamwork through student-led discussions is supported by Hensley (2025) cooperative learning theory, which asserts that structured group interaction enhances interpersonal skills, accountability, and team success. Similarly, collaborative learning environments promote mutual respect, clearer role definition, and collective goal achievement traits critical in both academic and professional marketing contexts (Mehmeti & Dervishi, nd). In business education, the need for active learning strategies that mirror workplace demands, such as teamwork, adaptability, and effective communication, are reinforced in the SLPD model (Hamdoun, 2023).

Thus, SLPD not only enhances individual student learning but also strengthens group collaboration which is a core skill in the marketing profession. Business educators may continue integrating team-based presentation strategies to simulate organizational settings, allowing students to develop interpersonal fluency, conflict resolution, and cooperative problem-solving skills. Emphasizing group dynamics in learning environments prepares students to navigate collaborative projects and campaign management with competence and confidence in real-world marketing roles.

Increased Critical Thinking and Analytical Abilities

SLPD encouraged students to engage deeply with course material, enhancing their ability to assess marketing strategies and make informed judgments. Preparing for presentations and answering follow-up questions from peers and instructors challenged students to move beyond memorization and instead evaluate marketing principles more deeply. This sharpened their analytical mindset, enabling them to assess real-world marketing problems with greater insight and rigor. Below are some of the participants' responses:

"I now analyze case studies more critically because I've had to prepare deeper justifications for my presentations." (P1)

"The discussions helped me see different perspectives and consider other angles when making marketing decisions." (P4)

"Preparing for discussions forced me to ask why certain strategies work, not just memorize them." (P6)

"Being challenged by classmates during discussions taught me how to support my arguments with logic and data." (P7)

Based on the participants' responses, they emphasized how the Student-Led Presentation Discussions (SLPD) approach significantly deepened their analytical thinking and evaluative skills. Participant 1 highlighted how this method enhanced their ability to critically analyze case studies by requiring more comprehensive justifications during presentations. This reflects a move beyond surface-level understanding into the realm of higher-order reasoning. Participant 4 pointed to the value of gaining exposure to diverse viewpoints, which sharpened their decision-making by enabling them to evaluate marketing strategies through multiple lenses. Participant 6 demonstrated how SLPD encouraged curiosity-driven learning by shifting their focus from rote memorization to the exploration of underlying principles and strategic logic. Lastly, Participant 7 stressed that peer challenges during discussions cultivated their ability to defend ideas using structured arguments supported by logic and empirical data.

The findings of the study corroborate with the constructivist learning theory, particularly Vygotsky's (1978) social development theory. It emphasizes learning as a socially mediated process where critical thinking is enhanced through dialogue and peer interaction. Furthermore, in Bloom's Taxonomy the recognition of analysis, evaluation, and synthesis as higher-order thinking skills stimulated through tasks such as defending arguments and exploring perspectives. Collaborative learning methods like peer-led discussions result in greater critical analysis and deeper understanding than traditional lecture-based instruction. Active learning strategies such as student-led discussions encourage students to engage with material at a deeper cognitive level, promoting analysis, synthesis, and evaluation rather than passive memorization. Business educational practices involving collaborative discourse and student autonomy significantly enhance critical thinking and self-directed inquiry. When students are placed in positions where they must question assumptions, explain reasoning, and defend their perspectives with data, they are more likely to develop durable learning habits and transferable analytical skills. These findings affirm that SLPD creates a learning environment conducive to critical inquiry, strategic thought, and reflective decision-making.

Thus, SLPD cultivates essential higher-order thinking skills among marketing students. It fosters analytical reasoning, reflective inquiry, and data-driven argumentation competencies

that are vital for real-world marketing problem-solving. Business educators are encouraged to incorporate regular student-led discussions in marketing courses to deepen critical engagement and facilitate the transition from passive knowledge reception to active, strategic thinking. Future instructional practices may focus on designing case-based discussion activities that promote inquiry, evidence-based reasoning, and collaborative critique to prepare students for complex decision-making in the marketing field.

Conclusion and Recommendations

This action research affirms that Student-Led Presentation Discussions significantly enhance student academic performance in Marketing Management. The method fosters critical and collaborative learning while empowering students to take responsibility for their education. It is recommended that business educators integrate this approach in relevant courses and that institutions support faculty training in learner-centered strategies.

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