

GALLERY WALK ACTIVITIES IN TEACHING SOCIAL STUDIES: INPUTS IN ENHANCING KNOWLEDGE, INTEREST, AND ATTITUDE OF GRADE 8 STUDENTS

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Abstract

A fundamental change in the learner is the main objective of teaching. To secure the transfer of knowledge, teachers should employ the most effective teaching techniques that are tailored to certain objectives and skills. One of the active learning methods is the Gallery Walk Technique. Students can learn new information, organize it meaningfully, and have the chance to describe it to their peers. As a result, it places a strong emphasis on peer interaction and encourages students to study on their own rather than depending solely on teachers to impart knowledge.

This study aims to find out how effective is Gallery Walk Activities if it is used in teaching Social Studies particularly World History. Thus, the study determined that students prefer using Gallery Walk Activities during discussions since they are thought as very high. In tests of cognitive skills, they are all considered proficient. It was thought that they had a high degree of interest in learning social studies. On the other hand, the students perceived themselves as having a very high in terms of attitude for learning and functioning in groups. A corollary of these findings would suggest that the researcher should explore more features of gallery walk that can be still added to enhance the learning experience of the students that would greatly affect their level of interest and attitude towards discovery learning. In addition, the researcher should further explore on the components of gallery walk that could achieve the highly proficient level of scores for the students.

Keywords: cognitive skills, discovery learning, fundamental change, gallery walk activities, level of interest and attitude

1. Main Text

Introduction

Our lives now are significantly influenced by history. Understanding our history eventually enables us to comprehend our future. As a result, the emphasis of history instruction in junior high schools should be on fostering students' understanding of the past. They need to be proficient in both oral and writing history. Knowledge, comprehension, critical thinking, curiosity, and attitudes relating to historical issues are among the learning objectives for history.

Understanding is regarded as the most important ability to acquire among the objectives since it is the main gauge of effective learning. However, it has been commonly observed that the majority of students have trouble remembering lessons. Due to their lack of interest in participating in the activities, students either remain silent during class discussions or refuse to speak out at all. The children might not be able to comprehend things well if these types of situations persisted.

The primary goal of teaching at any level of education is to affect fundamental change in the learner (Tebabal & Kahssay, 2011). Thus, Philippine schools will constantly try to solve on how to educate our students

effectively and efficiently (Gregorio, 2019). According to Cardino Jr., J. M., and Ortega-Dela Cruz, R. A. (2020), teachers should use appropriate teaching strategies that best suit specific objectives and competencies to secure and make the transmission of knowledge easier. In addition, there is no single strategy that works for all types of learners. A traditional lecture may inspire some but frustrate others; a task-based approach may enthuse some but confuse and discourage others. As a result, teachers must carefully plan their lessons and employ a variety of teaching strategies to ensure that all students are satisfied (San Jose, A., 2015).

Department of Education (DepEd) Order Number 42 series of 2016 proposes that the teachers can select from a range of instructional models and their associated tactics and methodologies while organizing the lessons. As quality learning is dependent upon quality teaching, DepEd implemented the Philippine Professional Standards for Teachers (PPST) in 2017. This initiative is committed to supporting teachers and considering the unmistakable evidence that good teachers are essential to raising student achievement (DepEd Order No. 42, s. 2017).

In connection, DepEd Order No. 42, s. 2017 underscored that one of the characteristics that quality teachers in the 21st century need to possess is “..... mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning so they can apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research.”

Nomsoor, Bello, and Mohammed (2021) argued that on an almost daily basis, new instructional strategies are developed and implemented in classrooms, necessitating the need for teachers to be creative and employ a variety of them in the classroom. Effective instructional strategies are important because they provide a delivery mechanism for presenting content, give teachers the flexibility they need to meet individual needs, and make teaching and learning enjoyable. Meador (2018) further explained that the vast majority of students learn best through active, engaging learning experiences.

Setyawan et al. (2016) proposed that teachers use activity-oriented strategies to ensure students' active participation in the classroom. As a result, teachers who employ activity-oriented strategies such as gallery walk are constantly engaging their students in meaningful activities. In addition, according to Mulyani (2014) Gallery Walk is a teaching strategy that requires all students to participate actively in the activity and move about the classroom while debating the crucial topic.

Moreover, Gallery Walks are used to create new environment in the classroom. This indicates that the Gallery Walk Technique creates unique circumstances in which the students collaborate to debate issues or questions that are written on the wall (Hogan & Cernusca, 2011). In addition, Sujannah and Utami (2017) described the term "Gallery Walk" as a learning activity in which students go around the classroom and actively participate by observing, querying, exchanging ideas, responding to their peers, and forming their own ideas.

The study conducted by Rangkuti, Sihite, and Jatra (2022) revealed that students are more motivated and confident to ask and respond to questions from the teacher or their friends using Gallery Walk Technique in the classroom because students can actively participate by moving around to see the pictures, posters, or even their own works. After looking around the gallery, the students will discuss with their friends, give their comments, share about their thoughts, and ask other groups for clarification.

According to Othman and Mohdrazzi (2020), Gallery Walk is an interesting teaching technique that allows students to have fun, communicate with others, and get to know each other well during the discussion; thus, the students recommend and wish to take part in Gallery Walk activities. Otoyo (2018) emphasized that when Gallery Walk technique was used, the class was better organized and more engaged (Otoyo, 2018). During the repetition session, the students could also easily remember the lesson and actively participate in learning activities with their classmates.

The study of Dinata and Anggraini (2017) revealed that students became more involved in their learning because they active and felt motivated, and engaged when Gallery Walk activities were used in the

class. Otoy (2018) added that when teachers used attractive teaching materials such as pictures, posters, and laptops in the Gallery Walk activities, the students enjoyed the learning process. Katemba and Buli (2018) discovered that Gallery Walk engaged students in learning because it allowed them to move around the classroom and share their thoughts on the galleries.

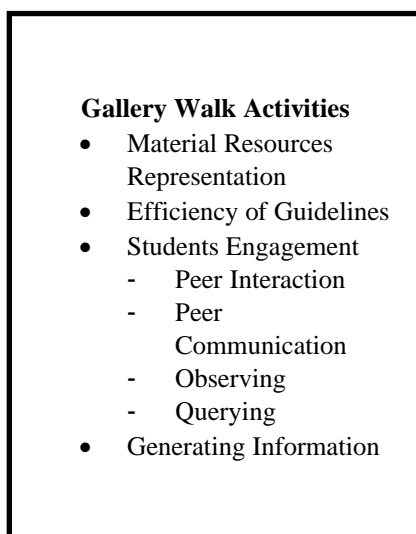
Additionally, issues with pupils are caused by both them and the school environment. The truth is that many students actually understand theory more thoroughly than practice, as we frequently witness. Students need more practice in order to develop their confidence, thus teachers are advised to develop and deploy engaging teaching methods and learning resources. Images, graphs, charts, and posters are some examples of educational resources that may be seen using the gallery walk technique. Due to their propensity to become more engaged in a class when it includes educational materials and images, students often enjoy this kind of instruction. It is also age-appropriate tool and technique for the students. One of the various mediums and strategies to boost student performance is the gallery tour approach, particularly in history. For the pupils, this method of instruction may be highly enjoyable and engaging. They will experience something brand-new and distinct from what they often receive in class. As a result, students will actively participate and have more opportunities to communicate their thoughts and express their interests when this teaching technique is used.

The researcher looked at the gallery walk technique's efficacy in raising students' performance capacity after learning that it may be used as a useful teaching tool. This query the curiosity of the research, which is eager to find out the solution through this study and investigation.

Research Paradigm

The figure below is the research paradigm to be used in the study. It presents the independent and dependent variables of the study.

INDEPENDENT VARIABLE



DEPENDENT VARIABLE

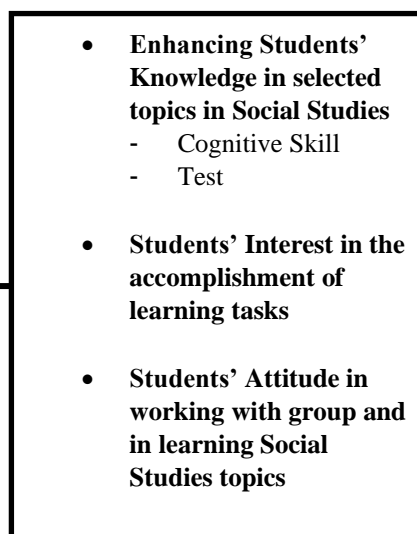


Figure 1. Research Paradigm of the Study

Statement of the Problem

This study aims to find out how effective is Gallery Walk Activities if it is used in teaching Social Studies particularly World History among Grade 8 students of Pedro Guevara Memorial National High School? The specific research questions are as follows:

1. How do the respondents perceive the Gallery Walk Activities as teaching strategy in terms of:
 - 1.1 Material Resources Representation;
 - 1.2 Efficiency of Guidelines of the Activities;
 - 1.3 Student Engagement
 - 1.3.1 Peer Interaction
 - 1.3.2 Peer Communication
 - 1.3.3 Observing
 - 1.3.4 Querying
 - 1.4 Generating Information?
2. What is the mean gained score of the respondents in terms of Cognitive Skills Test?
3. How do the students perceive the level of their interest in learning Social Studies through Gallery Walk Activities?
4. How do the students perceive the level of their attitude in learning Social Studies through Gallery Walk Activities?
5. Are the Gallery Walk Activities significantly related to students' cognitive skill test?
6. Are the Gallery Walk Activities significantly related to students' interest in the accomplishment of learning tasks?
7. Are the Gallery Walk Activities significantly related to students' attitude in working with group and in learning topics in Social Studies?

LITERATURE REVIEW

In this discussion technique, students may participate actively while moving about the classroom. To exchange thoughts and reply to important issues, documents, photographs, problem-solving scenarios, or writings, they collaborate in small groups. Learners investigate various pieces of information or visuals that are scattered throughout the room while on a gallery tour. This strategy can be particularly interesting to kinesthetic learners since it necessitates that they roam about the classroom.

With these, student's performance is perceived to be an important indicator found relevant in this study.

Interest

On the other hand, individual interests illustrate the constant preference of users for certain content. In this case, the direct experience of interest reflects a strong personal preference for enjoying and appreciating a particular object or activity in different contexts. Thus, self-interest is a constant basic disposition that is triggered in specific circumstances. For instance, students interested in geophysics may be more engaged during a lecture on tsunamis, regardless of how entertaining the lecture is, because their interest is more developed and less reliant on situational factors (Harackiewicz JM, Smith JL, & Priniski SJ, 2016).

Attitude

Intrinsically motivated behaviors and attitudes are carried out of curiosity and require no effort. There is no "separable" result, no external or intrapsychic prod, promise, or threat (Deci, 1975). When people are intrinsically motivated, they are simply motivated to perform the activity—or perhaps to perform it well—and to have the spontaneous interest, enjoyment, excitement, and satisfaction experiences that goes with the behavior.

Test

Pretest and posttest are commonly used in behavioral research, primarily to compare groups and/or measure change as a result of experimental treatments (Dimitter & Phillip, 2003). In addition, Malik and Tayyaba (2019) underscored that evaluation in the classroom is an essential component of successful and effective teaching. Pre-test/post-test and post-test-only designs are important assessment tools that aid in the direct and effective evaluation of a course or lecture to improve student learning.

Students' Engagement

Student engagement also takes into account the degree of interest students have, how they connect with one another, and other course participants, and how inspired they are to further explore topics (Briggs, 2015). A study by Mandernach et al. (2011), cited by Gray and Diloreto (2016), student engagement is influenced by a range of affective factors including attitude, personality, motivation, effort, and confidence.

Peer Interaction

It has been demonstrated that respectful interactions and relationships, both offline and online, increase student engagement. Today's students learn in a highly social and interactive way. According to those polled by Willms, Friesen, and Milton (2009), people want to interact with others both inside and outside of the classroom and school setting.

Querying

Teacher-student interaction has also been shown to have a significant impact on student engagement (Burgess, 2015; Jang et al., 2010; Jensen, 2013; Swiderski, 2011). It is quite common for a student to be completely engaged in the process of learning during one class but not engaged during another.

Efficiency of Guidelines

To sum up, in order to accomplish the intended function, one must be able to hold instructions in working memory; as a result, poor working memory performance might compromise a student's ability to follow directions. The likelihood that a student would incorrectly finish a task is increased if they are unable to comprehend or retain instructions in working memory (Bergman-Nutley S, & Klingberg T., 2014).

Material Resources Representation

According to Duval (2006), representation is something that stands in for something else. A representation is a sign or combination of signs, characters, objects, diagrams, or graphs that can be physical or mental in nature. Goldin and Shteingold, (2001) describe the process as a mental image inside an individual's mind (head) which can be perceived as the mental process.

Gallery Walk Technique

Francek (2006) defined gallery walk as a discussion technique that encourages students to get up and participate. The benefit is its adaptability. A gallery walk has numerous advantages for both students and teachers. It is a starting, finishing, or reviewing activity. Participants in this activity write on various pieces of chart paper taped to the training room walls. A gallery walk allows students to learn from one another and from their prior knowledge.

RESEARCH METHODOLOGY

This chapter covers the research methodology used in the conduct of the study. This process includes the research design, respondents of the study, sampling techniques, research procedure, research instrument and the statistical treatment of data.

Research Design

In this study, the research made use of a one-group experimental and correlational research design involving data collection to determine the possible effect of Gallery Walk Activities in teaching Social Studies. The experimental and correlational design seeks to compare the knowledge gained of the students before the experiment and after it is completed (Labao, 2022).

The data collection method involved the analysis of the scores of the participants in learning various topics in Social Studies namely: a. Panahon ng Renaissance, b. Paglawak ng Kapangyarihan ng Europe – Unang Yugto ng Imperyalismo at Kolonyalismo, c. Dahilan, Kaganapan, at Epekto ng Rebolusyong Siyentipiko, Enlightenment, at Industriyal.

Respondents of the Study

The researcher is a high school teacher in Pedro Guevara Memorial National High School (PGMNHS) who teaches Araling Panlipunan (AP) 8. The researcher teaches AP to five out of 52 sections of Grade 8 namely: Chrysoprase (40 students), Connemara (41 students), Coral (42 students), Cuprite (45 students), and Pearl (41 students). In total there are 209 Grade 8 students which are sheltered into five sections who were tapped and participated in this study.

Table 1. Distribution of Respondents by Section

Section	Number of Students	Actual Respondents
Chrysoprase	40	38
Connemara	41	37
Coral	42	40
Cuprite	45	44
Pearl	41	39
TOTAL	209	198

Sampling Technique

The researcher utilized Raosoft Calculator in order to identify the sample size of students per section who were tapped and participated in the study. The margin of error used is five percent with a confidence level of 95 percent. To identify the students per section, fish bowl technique will be used.

Research Instrument

The study utilized a researcher made test in order to measure the cognitive skills of the students. The content of the test focuses on the first three topics in Araling Panlipunan 8 for the Third Quarter. In addition, a Gallery Walk Activities Questionnaire is developed in order to identify students' level of agreement to various learning activities in utilizing Gallery Walk Activities. To test the validity and reliability, the researcher conducted a pilot test of the researcher made test and Gallery Walk Activities Questionnaire to one section of Grade 8 that she does not handle. Item analysis followed right after the pilot testing of the test. Moreover, the Master Teacher together with the Head Teacher and Subject Coordinator were tapped to validate the researcher-made test.

The 21-item-likert scale Gallery Walk Activities Questionnaire has four themes. These are Material Resources Representation, Efficiency of Guidelines, Students Engagement, and Generating Information. The student's engagement part has four sub-themes namely: a) Peer Interaction, b) Peer Communication, c) Observing, and d) Querying.

For the Students' Interest, an Intrinsic Motivation Inventory (IMI) questionnaire was administered. The IMI was developed by Ryan, Mims, and Koestner in 1983. This is a survey questionnaire in a form of statement which is consisted of 10 items. Moreover, for students' attitude, another 10-item questionnaire was

used. The students were asked to rate how do they agree with the statements. On a scale from one to five, where one means totally disagree and five as completely agree.

Research Procedure

The researcher sought an approval from her school head and division office before the conduct of the study. It was followed by securing parental consent from the parents of the 209 Grade 8 students who were tapped as the respondents.

Preliminary activities such as validation of research instruments by experts in the field of Araling Panlipunan was sought. After it was validated, pilot test of the research instruments was conducted to one section of Grade 8 which the researcher does not handle. Item analysis followed right after.

In the execution of lessons in Araling Panlipunan, the researcher who happens to be the Social Studies teacher of the respondents posted various charts, pictures, graphs, and other secondary documents that are related to the topics being discussed. In addition, video clips and other learning materials was used and utilized which stimulated the students' interest and attitudes. These materials was posted in a classroom that resembled how galleries are displayed in a museum.

The researcher-made test was administered after the conduct of the Gallery Walk Activities in teaching Social Studies. It was followed by allowing the students to answer the Gallery Walk Activities Questionnaire.

An Intrinsic Motivation Inventory (IMI) Questionnaire was administered. This questionnaire is comprised of 10 five-level Likert Scale items that measured the students' interest. This was developed by Ryan, Mims, and Koestner in 1983. In addition, for students' attitude, a 10 five-level Likert Scale was utilized. This questionnaire is adapted and modified from the study of Salubayba in 2018.

With confidentiality, the questionnaires were retrieved immediately. The gathered information was transferred in a tally sheet using an electronic form. The responses of the respondents in each statement were tallied together, summarized, interpreted statistically.

Statistical Treatment of the Data

For further analysis of the data, the researcher used the following statistical tools in summarizing, analyzing and interpreting the data gathered.

1. Frequency and Percentage. This was used for the level of Cognitive Skill Test.
2. Mean. This was used to determine the level of students' interest and attitude. This was also used in the Gallery Walk Activities Questionnaire.
3. Pearson-r Moment of Correlation. It was used to determine the relationship between the levels of students' interest and attitude and their Cognitive Skill Test. Also, this was used in identifying the relationship between the level of agreement in the Gallery Walk Activities Questionnaire and their Cognitive Skill Test.
4. Cronbach's Alpha. This was utilized in order to test the internal consistency and reliability of the researcher made Gallery Walk Activities Questionnaire.
5. The table below is adapted from Blay (2007) and was used to verbally interpret the data on students' interest and attitude questionnaire and Gallery Walk Activities Questionnaire in teaching Social Studies.

Table 2. Verbal Interpretation for Students' Interest, Attitude and Gallery Walk Activities

Weighted Mean	Verbal Interpretation
1.0 – 1.79	Strongly Disagree
1.80 – 2.59	Disagree
2.60 – 3.39	Moderately Agree
3.40 – 4.19	Agree
4.20 – 5.00	Strongly Agree

6. The table below was used to verbally interpret the scored gained by the students in the Cognitive Skills Test.

Table 3. Verbal Interpretation of the Scores Gained by the Students

Scores	Verbal Interpretation
8.80 – 10.00	Advanced
6.60 – 8.79	Proficient
4.40 – 6.59	Approaching Proficiency
2.20 – 4.39	Developing
0.00 – 2.19	Beginning

RESULTS AND DISCUSSION

Students Level of Perception on the Gallery Walk as a Teaching Strategy

In this study, level of perception of students on gallery walk as a teaching strategy in terms of material resources representation, efficiency of guidelines of the activities, students' engagement and general information was determined by the weighted mean and standard deviation.

Table 4. Level of Perception of Students on Gallery Walk as a Teaching Strategy in Terms of Material Resources Representation

INDICATORS	Mean	SD	Remarks
1. The materials used are very timely and relatable to real world.	4.58	0.49	Strongly Agree
2. The materials used are connected with one another.	4.54	0.50	Strongly Agree
3. The materials used are in relevance to the topic being discussed.	4.63	0.48	Strongly Agree
OVER – ALL	4.58	0.31	Strongly Agree

Legend: 4.20-5.00 Strongly Agree, 3.40-4.19 Agree; 2.60-3.39 Moderately Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

Table 4 demonstrates the level of perception of the respondents on the gallery walk as a teaching strategy in terms of material resources representation. As shown on the table, it gained an overall mean of 4.58 (SD=0.31). This means that the students strongly agree that they perceived the material resources representation on the gallery walk used as a teaching strategy. This implies that the students were able to see the connection of the materials used in the topics being discussed in the gallery walk. Jarvis (2017) mentioned the importance of the materials used in gallery walk. It is the core guide of the students as they go along the gallery walk so that they will be guided on the flow of the learning experience.

Moreover, the respondents strongly agree that the materials used are relevant to the topic being discussed (M=4.63, SD=0.48). The respondents see the importance of the materials used in the learning process as they study topics on Araling Panlipunan. Tuimur and Chemwei (2015) mentioned the importance of materials used in the learning process. Resource materials allow the learners to practically experience the concepts and skills they need to acquire in the lessons.

Similarly, the students strongly agree that the materials they were exposed to are connected to one another (M=4.54, SD=0.50). This means that the connection of visual and concept materials is relevant for the students optimum learning. Because of the connections among the materials used in the gallery walk, the students can be able to identify the flow and the context of the lesson.

Table 5. Level of Perception of Students on Gallery Walk as a Teaching Strategy in Terms of the Efficiency of Guidelines of the Activities

INDICATORS	Mean	SD	Remarks
1. Instructions were given prior to the activity.	4.65	0.48	Strongly Agree
2. Instructions were clear and complete.	4.68	0.47	Strongly Agree
3. The delivery of instructions was presented at a pace that allows learners to absorb and reflect.	4.64	0.48	Strongly Agree
OVER – ALL	4.65	0.26	Strongly Agree

Legend: 4.20-5.00 Strongly Agree, 3.40-4.19 Agree; 2.60-3.39 Moderately Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

Table 5 shows the level of the gallery walk as a teaching strategy as perceived by the students in terms of the efficiency of the guidelines of the activities. The data shows that the respondents strongly agree that the guidelines of the activities are efficient. This is evident on the over-all mean of 4.65 (SD=0.26). This means that the students are able to understand the guidelines or the instructions on how to carry out the activities presented by the teacher while being engaged in the gallery walk. Clarity of instructions in gallery walk is important for it encourages students-centered learning that promotes collaboration and self-discovery learning. As recommended by Yeorn (2021), the teachers' effective and efficient instruction could prevent the challenge of controlling the students' movement on the gallery walk. This challenge is one of the main problems that can be encountered that hinders the optimum learning experience of the students.

Similarly, the respondents strongly agree that the teachers' instructions in the gallery walk are clear and complete (M=4.68, SD=0.47). A clear and complete instruction allows the students to easily identified the learning goals, and allows them to move on the gallery walk as expected by the teachers. Barile (2020) mentioned the importance of clear and complete instructions. According to her giving clear instructions to students ensure the comprehension on the learning goals that they need to achieve in the learning process.

Moreover, the respondents also strongly agree that the teachers were able to deliver the instructions at a pace that allows learners to absorb and reflect. This means that the respondents were able to do self-learning through self-reflection as they absorbed the instructions set by the teachers.

Table 6. Level of Perception of Students on Gallery Walk as a Teaching Strategy in Terms of the Students Engagement through Peer Interaction

INDICATORS	Mean	SD	Remarks
1. I pay attention to my classmates whenever they present or share their output.	4.62	0.49	Strongly Agree
2. I participate actively in the group activities.	4.79	0.41	Strongly Agree
3. I feel like I am better working with my peers/classmates.	4.58	0.49	Strongly Agree
OVER – ALL	4.66	0.29	Strongly Agree

Legend: 4.20-5.00 Strongly Agree, 3.40-4.19 Agree; 2.60-3.39 Moderately Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

On table 6, the data on the level of perception of the students on the gallery walk as a teaching strategy in terms of students' engagement through peer interaction was presented. The computed over-all

mean 4.66 (SD=0.29) shows that the respondents strongly agree that they are engaged through interaction with their peers while doing the gallery walk activities. This means that they are able to, share ideas and concepts with their peers. Honeycutt (2023) emphasized that gallery walk promotes active learning for it is a combination of physical movement, reflection, analysis, group discussion and writings. Aside from the individual experience, the students were able to analyze and evaluate information shared by their peers.

Moreover, the students strongly agree that they participated actively during the group activities (M=4.79, SD=0.41). Through group activities the students were able to evaluate and analyze the thoughts that the other students experience in the gallery walk. They can talk about the different concepts that they need to know. Fegely & Cherener (2022) noted that the traditional gallery walk is interactive that allows the students to move around the room, analyze the information actively so that they can give feedback on their peer's work and insights.

In the same manner, the respondents also strongly agree that during the gallery walk they feel that they work better when working with their peers and classmates. Since the students were able to share their thoughts and are free to evaluate their peers' insights, they feel comfortable learning using the gallery walk. Aside from their personal reflection, they can also reflect on the insights of their classmates and peers. They can evaluate the concepts, thoughts and ideas shared by the other members of the class.

Table 7. Level of Perception of Students on Gallery Walk as a Teaching Strategy in Terms of the Students Engagement through Peer Communication

INDICATORS	Mean	SD	Remarks
1. I can freely express my thoughts with my classmates/peers.	4.56	0.50	Strongly Agree
2. I accept and respect the opinions or ideas of my peers/classmates.	4.78	0.41	Strongly Agree
3. I am open to answer questions from my classmates.	4.65	0.48	Strongly Agree
OVER – ALL	4.66	0.26	Strongly Agree

Legend: 4.20-5.00 Strongly Agree, 3.40-4.19 Agree; 2.60-3.39 Moderately Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

Table 7 shows the level of perception of the students about their engagement in terms of peer communication as an indicator of the Gallery Walk as a teaching strategy. As shown on the over-all mean of 4.66 (SD=0.26), the respondents strongly agree that they are engaged I gallery walk through their communication with their peers. This means that they can easily disseminate information, product evaluations, and opinions within a social community like their school and classrooms. Rodenbaugh (2015) highlighted the potential impact of using gallery walk as a teaching strategy. He emphasizes that communication between peers and students is developed in the use of gallery walk. He further claimed that it is essential in making critical evaluation of additional information.

In addition to this, the students strongly agree that they accept and respect the opinions and ideas of their peers and classmates. This is evident to the students as they share their thoughts, insights and ideas on the content being presented in the gallery walk. In this regard, through the gallery walk the students have developed the value of respect for each other's ideas.

Similarly, the respondents strongly agree that they can freely express their thoughts with their classmates and peers (M=4.56, SD=0.50). This means that the students do not fear in sharing their thoughts and ideas without being judged by other students. As observed on the respondents, they were able to share their thoughts and ideas, and the other members of the class listens to the one that presents. With this, the respondents were able to construct important knowledge and gain insights from the other students. Alber

(2016) shared the importance of sharing and teaching each other in a student-centered classroom using gallery walk as a teaching and learning strategy.

Table 8. Level of Perception of Students on Gallery Walk as a Teaching Strategy in Terms of the Students Engagement through Observing

INDICATORS	Mean	SD	Remarks
1. I am given enough time to study the materials presented or posted on the board.	4.62	0.49	Strongly Agree
2. I am allowed to take down notes on what I observe.	4.64	0.48	Strongly Agree
3. I am able to voice out my observations to my peers and to my teacher.	4.64	0.48	Strongly Agree
OVER – ALL	4.63	0.29	Strongly Agree

Legend: 4.20-5.00 Strongly Agree, 3.40-4.19 Agree; 2.60-3.39 Moderately Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

Table 8 shows the level of perception of the students on the use of gallery walk as a teaching strategy in terms of student engagement through observing. The overall mean of 4.63 (SD=0.29) revealed that the students strongly agree that they are engaged in gallery walk through observing. This means that the students were able to pay attention to details and make conclusion based on their acquired insights in the gallery walk. Borkala (2022) gave emphasis on the importance of observation in acquiring knowledge. As he mentioned observation creates and develop the students' curiosity, improves learning process, provide deeper understanding, gives real-time feedback and develops individual personality by adapting to change better.

Similarly, the respondents strongly agree that they are allowed to take down notes about their observation and they can voice out these observations to their peers and classmates (M=4.64, SD=0.48). This means that gallery walk creates a free space for learning where students acquired learnings through their observations and the observations of the other students. This is evident on the respondents as their teacher allow them to jot down their notes while having their observation. The students also enjoyed and actively shared their observations with the other students on the class. Wahyuni (2022) concluded that the gallery walk improves the engagement of the students' especially in their participation. Their speaking skills are enhanced through the constant sharing of thoughts and ideas they get from their observations.

Moreover, they also strongly agree that they were given the time to study the materials presented (M. 4.62, SD=0.49). This means that the students have enough time to observe and make reflections on their observation on the topics presented on the gallery walk. The teacher allows the students to allot 7 to 10 minutes in studying the material presented on each station.

Table 9. Level of Perception of Students on Gallery Walk as a Teaching Strategy in Terms of the Students Engagement through Querying

INDICATORS	Mean	SD	Remarks
1. Asking peers or teachers for clarification when I do not understand.	4.68	0.47	Strongly Agree
2. Students' questions and feedback appeared to be taken seriously	4.61	0.49	Strongly Agree
3. Ability to get support from the teacher, if needed.	4.78	0.41	Strongly Agree
OVER – ALL	4.69	0.27	Strongly Agree

Legend: 4.20-5.00 Strongly Agree, 3.40-4.19 Agree; 2.60-3.39 Moderately Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

Table 9 shows the level of perception of the students on the gallery walk as a teaching strategy in terms of their engagement through querying. The overall mean of 4.69 (SD=0.27) manifested that the students strongly agree that they are engaged in the gallery walk through querying. This means that students asked questions of to answer their queries as part of their desire for reliable information.

Moreover, the students strongly agree that they get support from their teacher when they need it (M=4.78, SD=0.41). As a result, the students were able to understand more and link the connections between the learning goals of the topics discussed in the gallery walk. Gallery walk develop students independence on learning, but still the teacher act as their guide and facilitator through-out the whole learning experience of the students in the gallery walk. The teacher answers the queries of the students especially when the concepts and insights seem vague for the students.

In addition to this, they strongly agree that their questions and queries are taken seriously by the teacher and even by the other students (M=4.61, SD=0.49). Students' queries and questions must always be addressed properly by the teachers to elicit the wrong ideas and concepts that they might encountered along the learning process.

Table 10. Level of Perception of Students on Gallery Walk as a Teaching Strategy in Terms of the General Information

INDICATORS	Mean	SD	Remarks
1. I can generate information that I can use in my daily life based on my understanding.	4.64	0.48	Strongly Agree
2. I can provide real life examples in connection to what the lesson is all about.	4.62	0.49	Strongly Agree
3. I can extract connection from what I learned and from what I know.	4.74	0.44	Strongly Agree
OVER – ALL	4.67	0.43	Strongly Agree

Legend: 4.20-5.00 Strongly Agree, 3.40-4.19 Agree; 2.60-3.39 Moderately Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

Table 10 shows the respondents level of perception on the gallery walk used as teaching strategy in terms of generating information. The respondents strongly agree that they acquire information through the gallery walk. This is evident on the over-all mean of 4.67 (SD=0.43). This means that the students students can generate information, synthesize and extract new knowledge based on what they have learned and what they know. Alber (2016) identified the key point of Gallery walk as a method where students individually make their way around the classroom and compose the answers to the questions displayed. In this process the students acquire information and generate them into a meaningful conclusions, concepts and firm ideas.

In line with this, they can extract connection from what they have learned to what they already know (M=4.74, SD=0.44). Strickey (2021) emphasized the importance of the prior knowledge of the students in acquiring new information and learnings. As mentioned, existing knowledge of students when connected to the new knowledge creates a long-term memory for the students. It allows the students to maximize their prior knowledge on the concepts being discussed as they connect it with the new knowledge they are encountering.

In addition to this, the students strongly agree that they can provide real life examples in connection to what the lesson is all about. This means that through the gallery walk, the respondents were able to see the connection between their prior knowledge, new knowledge, and its relevance in the society. As observed, the

students were able to cite real life situations and examples on the topics being presented, with or without the guidance of the teacher. In History, students should be able to see the relevance of the past experiences and the present experiences that they encounter.

Students' Mean Gained Score of the Respondents in Terms of Cognitive Skill Test

The following data will show the result of cognitive skill test which is the indicator in assessing the respondents' enhanced knowledge after they are exposed in the Gallery walk as teaching strategy.

Table 11. Mean Gained Score of the Respondents in Terms of Cognitive Skills Test

Cognitive Skills	Mean Gained	SD	Verbal Interpretation
Lesson 1	7.88	1.66	Proficient
Lesson 2	8.15	1.81	Proficient
Lesson 3	8.01	2.14	Proficient

Legend: 8.80 – 10.00 Advanced; 6.60 – 8.79, Proficient; 4.40 - 6.59 Approaching Proficient; 2.20 – 4.39 Developing; 0.00 – 2.19 Beginning

The table 11 shows the gained mean of the respondent on the three lessons tackled in Social Studies using the Gallery walk as a teaching strategy. It is found out that the students are proficient on the second lesson gaining the highest mean ($M=8.15$, $SD=1.81$). Moreover, the respondents also classified as proficient in the first lesson, attaining the least mean ($M=7.88$, $SD=1.66$).

As revealed on the results, it is implied that the respondents show proficiency on the lessons, skills and competencies required in studying Social Science for the third quarter.

Level of Students' Interest in Learning Social Studies

Aside from the performance of the students in Social Studies, the level of their interest in the subject was also measured through a survey.

Table 12. Students' Perception on the Level of Interest in Learning Social Studies

INDICATORS	Mean	SD	Remarks
1. I enjoyed doing the activities in Gallery Walk very much.	4.39	0.63	Strongly Agree
2. The activities were fun to do.	4.52	0.66	Strongly Agree
3. I thought this was a boring activity.	1.54	0.57	Strongly Disagree
4. This activity did not hold my attention at all.	1.58	0.68	Strongly Disagree
5. I would describe this activity as very interesting.	4.47	0.58	Strongly Agree
6. I thought this activity was quite enjoyable.	4.47	0.53	Strongly Agree
7. While I was doing this activity, I was thinking about how much I enjoyed it.	4.38	0.54	Strongly Agree
8. I tend to forget the time while I was doing the activities.	4.39	0.52	Strongly Agree
9. The activities made me feel good.	4.57	0.54	Strongly Agree
10. I feel I can be myself while doing the activities.	4.57	0.52	Strongly Agree
OVER – ALL	3.89	0.23	Agree

Legend: 4.20-5.00 Strongly Agree, 3.40-4.19 Agree; 2.60-3.39 Moderately Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

Table 12 shows the level of students' perception as they perceive their interest in learning Social Studies. The overall mean of 3.89 (SD=0.23) shows that the respondents agree that they gained interest on learning Social Studies with the use of Gallery Walk as a teaching approach. Sauer (2012) showed that students' interest plays an important value and relevance on what they are learning and on how it could affect reaching their goals. Makmun, Yin and Zakariya (2020) identified the impact of gallery walk on the students' interest. They concluded that gallery walk stimulates the learners' interest through active participation, habitual communication with others and attract their attention to learn. This was supported by the claim of Rodenbaugh (2015) that gallery walk stimulates the physical activity that creates enjoyment in the classroom that leads to the stimulation of learning more about the topic being presented.

On the other hand, the students strongly agree that the activities in the gallery walk made them feel good (M=4.57, SD=0.54) and they felt that they can express themselves while doing the activity (M=4.57, SD=0.52). This means that the respondents are enjoying the activities presented by the teachers in the gallery walk. They are challenged but engaged at the same time while performing the tasks and activities in the gallery walk.

Nevertheless, they strongly disagree that they thought that gallery walk is a boring activity (M=1.54, SD=0.57). This means that even before being engaged in the gallery walk the students perceived that it is an active and engaging activity. One of the main goal of the gallery walk is to engage the students and make them active learners so that they will experience what they learn and how they learn.

Level of Students Attitude in Learning Social Studies

Another indicator to evaluate the effectiveness of the Gallery walk as teaching strategy is through the students' attitude in learning Social Studies. The level of the students attitude is measured through the computation of mean and standard deviation of their responses on the survey.

Table 13. Students' Perception on the Level of Attitude in Learning Social Studies

INDICATORS	Mean	SD	Remarks
1. The Gallery Walk made the understanding of the topics in Social Studies easy for me.	4.55	0.50	Strongly Agree
2. I enjoyed working together with my classmates in groups.	4.65	0.48	Strongly Agree
3. I get along with other group members.	4.47	0.50	Strongly Agree
4. I felt the responsibility to contribute to my group.	4.61	0.49	Strongly Agree
5. The Gallery Walk gave me a sense of belongingness.	4.59	0.49	Strongly Agree
6. The Gallery Walk helped me make new friends.	4.63	0.48	Strongly Agree
7. The Gallery Walk reduced my fears I had about Social Studies lessons.	4.59	0.49	Strongly Agree
8. The Gallery Walk helped me develop the habit of coming to school regularly.	4.65	0.48	Strongly Agree
9. The Gallery Walk made me realize that I need other people to succeed.	4.67	0.47	Strongly Agree
10. The Gallery Walk is the best way for me to learn about the topics in Social Studies.	4.65	0.48	Strongly Agree
OVER – ALL	4.60	0.24	Strongly Agree

Legend: 4.20-5.00 Strongly Agree; 3.40-4.19 Agree; 2.60-3.39 Moderately Agree; 1.80-2.59 Disagree; 1.00-1.79 Strongly Disagree

The Table 13 discusses the students' level of perception on the use of Gallery walk as related to their attitude towards learning Social Science. The overall mean of 4.60 (SD=0.24) implies that the students strongly agree that their attitude in learning Social Studies was affected by the gallery walk. During the implementation of the gallery walk, the students shows eagerness, participation and good attitude towards the topic presented in Social Studies. As emphasized by Chen & Huang (2014), attention is a mechanism that initiates learning, so its vital in learning Social Studies. This is parallel to the study conducted by Al-adab (2019). According to him, the students' attitude to learn is affected by the gallery walk. It resulted from the positive behavior seen in their respondents, in terms of collaboration, independent learning and perception in learning Social Studies.

In addition to this, the students strongly agree that through the Gallery Walk the respondents realized that they need other people to succeed (M=4.67, SD=0.47). This is similar to the findings of Al-adab (2019). This means that collaboration is important in the implementation of Gallery walk as a teaching strategy. It is evident with the learner-respondents as they go along with the learning experience, especially when they encounter concepts that are new to them. They try to ask the other students about their ideas and insights.

Moreover, the students also strongly agree that through the gallery walk they were able to get along with the other members of the group ($M=4.47$, $SD=0.50$). This means that in gallery walk, team work and communication with other students shows an important role in one's learning experience. During the implementation, it was observed that the students were working in small groups, they share ideas and evaluate this ideas to create the ideas embedded in the gallery walk activities.

Table 14. Significant relationship between the Gallery Walk and the Students' Cognitive Skill Test

Gallery Walk Activities	R-Value	Interpretation
Material Resources Representation	0.114	Not Significant
Efficiency of Guidelines of the Activities	0.025	Not Significant
Student Engagement	0.078	Not Significant
1. Peer Interaction	-0.023	Not Significant
2. Peer Communication	0.025	Not Significant
3. Observing	0.143*	Significant
4. Querying	0.070	Not Significant
General Information	0.114	Not Significant

Legend: **. Correlation is significant at the 0.01 level (2 – tailed); *Correlation is significant at the 0.05 level (2 – tailed)

Table 14 shows the significant correlation between the gallery walk activities and the Cognitive Skills Test. It is noticeable that all the indicators identified under the gallery walk activities do not have significant relationship on the cognitive skills test.

However, the sub – indicator observing under the students' engagement shows a significant relationship on the cognitive skill test. This means that observation of the students is important in achieving proficiency on the cognitive skill test. This is because the gallery walk encourages independent learning for students, they need to depend their learning on what they have observed. There is a need to pay attention to the details of the materials presented so that they can understand the key learning areas that they need to acquire. Borkala (2022) emphasized that through observation students can create and curiosity that will lead them in improving the learning process, provide deeper understanding, gives real-time feedback and develops individual personality by adapting to change better. However, in general, the student engagement has no significant relationship to the cognitive skill test.

Moreover, overall, the Gallery Walk has no significant relationship to the cognitive skill test of the students. This leads to the acceptance of the null hypothesis since the computed correlation value of each indicator is not significant at 0.05 level of significance. This implies that the Gallery Walk was used as teaching strategy but is not perceived by the students that affects the result of their cognitive skill test.

This is contrary to the analysis given by Fannia, Rini, and Arman (2017). According to them, the gallery walk helped the increase of students who scored more than 75% of the test. It is supported by the claim of Makmun, Yin & Zakariya (2020). They concluded that the gallery walk has an overall impact on the academic performance of the students. Academic performance of students was measured through their participation in discussion and assessment through paper and pencil test. Yani, Abdi and Harun (2017) mentioned that the gallery walk stimulated the students' memory since they have direct observation on the concepts they learn.

Table 15. Significant relationship between the Gallery Walk and the Students' Interest

Gallery Walk Activities	R-Value	Interpretation
Material Resources Representation	0.094	Not Significant
Efficiency of Guidelines of the Activities	-0.044	Not Significant
Student Engagement	-0.060	Not Significant
1. Peer Interaction	-0.097	Not Significant
2. Peer Communication	-0.032	Not Significant
3. Observing	-0.005	Not Significant
4. Querying	-0.054	Not Significant
General Information	-0.045	Not Significant

Legend: **. Correlation is significant at the 0.01 level (2 – tailed); *Correlation is significant at the 0.05 level (2 – tailed)

Table 15 shows the correlation between the Gallery Walk Activities and the students' interest in accomplishing the activities. As depicted on the table, all the indicators of the gallery walk activities stated are not significantly related on the interest of the students to accomplish their task.

Since all the computed correlational value is not significant at 0.05 level of significance, this leads to the acceptance of the null hypothesis that the gallery walk as a teaching strategy is not significantly related on the interest of the students in learning Social Studies, as well as their interest in accomplishing the activities in Social Studies. With this regard, the result implies that gallery walk as a teaching strategy do not affect the students' interest in learning Social Studies.

Table 16. Significant relationship between the Gallery Walk and the Students' Attitude

Gallery Walk Activities	R-Value	Interpretation
Material Resources Representation	0.441**	Significant
Efficiency of Guidelines of the Activities	0.089	Not Significant
Student Engagement	0.094	Not Significant
1. Peer Interaction	-0.088	Not Significant
2. Peer Communication	0.151*	Significant
3. Observing	0.055	Not Significant
4. Querying	0.130	Not Significant
General Information	0.154*	Significant

Legend: **. Correlation is significant at the 0.01 level (2 – tailed); *Correlation is significant at the 0.05 level (2 – tailed)

At 0.05 level of significance, the indicators efficiency of guidelines of the activities ($r=0.089$) and student engagement ($r=0.094$) have no significant relationship on the students' attitude on working in group and in learning topics in Social Studies.

On the other hand, at 0.01 level of significance, material resources representation ($r=0.441$) shows a significant relationship with the attitude of the respondents. As implied by the result, the material resources representation used in gallery walk affected the attitude of the respondents on teamwork and collaboration. The materials used in the gallery walk stimulates the behavior of the respondents as they learn Social Studies. This is evident during the simulation, that the students enjoyed the activities with the help of the materials since it is timely and relatable to the real world, shows high relevance on the topics being discussed and shows interconnectivity from one material to another. This helps the students to have a smooth transition as

they move along the classroom and gain knowledge.

However, it is noticeable that in the student's engagement, peer communication ($r=0.151$) shows a significant relationship with the students' attitude on working in group and in learning topics in Social Studies. This implies that peer communication helps the students in developing their attitude in working in a group and learning topics in Social Studies. This is parallel to the study of Farrah (2015) that students' communication ability increased after participating in the gallery walk. And is supported by the claim of Makmun, et al. (2020) that students' communication skills show a positive correlation on the use of gallery walk.

It is also noticeable that the general information ($r=0.154$) shows a significant relationship between the gallery walk and the attitude of students in working in group and learning topics in Social Studies, at 0.01 level of significance. This supports the claim of De Pedro, et. al. (2016) that the use of gallery walk encouraged the students to relate what they see or experience to what they are learning inside the classroom and give specific examples on the topics where gallery walk is used.

Moreover, gallery walk has significant relationship with the students' attitude in working group and in learning Social Studies. This leads to the acceptance of the null hypothesis that gallery walk activities are significantly related to the students' attitude in working group and in learning Social Studies. This claim is parallel to the study of Rodenbaugh (2015) that gallery walk enhances the peer instructions which is necessary to work and learn as a group. In addition to this, the students' accountability was also enhanced, as well as the interaction with team members.

CONCLUSIONS

Based on the forgoing findings, the following conclusions were drawn:

In terms of the relationship of the gallery walk and the cognitive skill test, the null hypothesis is accepted. This means that there is no significant relationship between the gallery walk as a teaching strategy and the cognitive skill test of the respondents.

The null hypothesis in terms of the relationship between the gallery walk as teaching strategy and the students' interest in learning Social Studies is also accepted. There is no significant correlation was seen between the gallery walk and the students' interest in learning Social Studies.

However, the null hypothesis defining the relationship between the gallery walk as a teaching strategy and the students' attitude is rejected. This shows that gallery walk as a teaching strategy and students' attitude are significantly related.

RECOMMENDATIONS

Based on the summary, findings and conclusion of the research, the following recommendations are formulated:

1. The respondents strongly agree that they perceived the indicators of the gallery walk. With this regard, it is recommended that researchers may explore more features of gallery walk that can be still added to enhance the learning experience of the students.
2. For the Cognitive Skills of the students, since it was revealed that the students are proficient, it is recommended that the researcher should further explore on the components of gallery walk that could achieve the highly proficient level of scores for the students.
3. The students strongly agree that their interest in learning social studies is perceived by the respondents. Specifically, the students' perception of the gallery walk as boring and could not hold their attention was strongly disagreed with by the students. It is highly recommended that the research must reconstruct the statements for it may be misinterpreted by the respondents.
4. As for the attitude of the respondents towards learning Social Studies, the respondents strongly agree that they perceived it in the gallery walk. Hence, there is no further recommendation for this component.

5. The results of the study showed no significant relationship between the gallery walk activities and the students' academic performance. Therefore, it is recommended that the researcher should review the components of the gallery walk and improve the way of implementation of the teaching strategy.

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