International Journal of Arts, Sciences and Education
Volume 7 Issue 4 | October- December- 2026
ISSN: 2799 - 1091
Page No. 55-67

Received: September 1, 2025 | Accepted: November 18, 2026 | Published: November 30, 2026

Gallery Walk Teaching Study of Junior High School Science 9

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Abstract

This study examined the effectiveness of the Gallery Walk teaching strategy in teaching the Grade 9 Science competency in inferring how one's lifestyle can affect the functioning of the respiratory and circulatory systems. The study was conducted at Patao National High School, Bantayan, Cebu, during the First Quarter of School Year 2024–2025. A quasi-experimental, non-randomized pre-test–post-test design involving two intact Grade 9 sections was used. The controlled group consisted of 31 students, while the experimental group consisted of 31 students, for a total of 62 participants. Both groups completed a 15-item multiple-choice pre-test and post-test. The experimental group also answered a researcher-developed four-point Likert-scale Perception questionnaire and a checklist of implementation challenges. The pre-test means were 4.68 for the controlled group and 4.84 for the experimental group; the reported p-value was 0.748. The post-test means were 9.19 for the controlled group and 11.29 for the experimental group, with a reported p-value of 0.0055. The experimental group's overall perception weighted mean was 3.55, interpreted as "strongly agree." The most frequently identified challenges were time required for implementation (30 responses), low participation by some students (23), and extensive teacher preparation (19). This suggests that the experimental group performed better on the posttest and felt overall positively about using Gallery Walk. This could be used to teach the chosen competency if given enough time, clear instructions for the task and support with classroom management.

Keywords: Academic achievement, collaborative learning, Gallery Walk, Grade 9 Science, learning engagement, respiratory and circulatory systems, student-centered instruction

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Introduction

Preparing learners for the 21st century entails cementing the process of equipping them with the ability to think critically, solve problems, and be scientifically literate. Science and technology preparation enable learners to critically evaluate the information presented, express their ideas, and perform scientific inquiry. Science literacy allows learners to acquire the skills of informed citizens in society (Chen & Osman, 2017). In this respect, science lessons need to be designed in a way that allows learners to experience something meaningful to strengthen their higher-order thinking skills (De Jong et al., 2023).

Despite educational reforms, Filipino learners still have difficulty in science. This difficulty is evident through the results gained in international assessments. In 2018, the Philippines scored below the OECD average of 489 with a score of 357 in science (OECD, 2019). In 2022, the Philippines scored below the average of 485 with a score of 356. This highlights the need to improve learners' scientific understanding. A key factor causing issues for learners is the persistent use of teacher-centered strategies where learners rarely engage in any activities, as they mostly receive lessons through lectures and rote learning (Mackatiani and Komo, 2018; Shah, 2020).

One teaching strategy that can assist learners in overcoming these issues is the Gallery Walk strategy. Learners can move around different learning stations, observe the information provided, and have discussions with peers. This activity helps the students become more active by interacting with their peers and working together, and enhances their critical thinking skills (Sheeba Elizabeth et al., 2020; Wahyuni et al., 2022). Several studies have demonstrated that interactive and collaborative teaching are able to increase students' engagement and comprehension (Vale & Barbosa, 2021; Azlinda et al., 2023).

However, the implementation of learner-centered strategies can be difficult in resource-poor communities such as Bantayan Island. As for the resources for tools, laboratories, technology, etc., the limited resources imply that cost-effective strategies must also be cost-saving and flexible. The Gallery Walk strategy is flexible and inexpensive to use, as it requires only manila paper, markers, and printed-out activity sheets. However, more research is needed to assess the application of this strategy in improving science learning.

This study aimed to identify whether or not the Gallery Walk was an effective strategy for improving the 9th Grade Science students of Patao National High School during the First Quarter of the Academic Year 2024-2025. The goal was achieved by identifying and comparing the mean scores of the test of the experimental group exposed to the Gallery Walk strategy and the tests of the control group placed under traditional teaching. In addition, the experimental group's views of the Gallery Walk strategy and their difficulties using it were studied. The data were used to improve the learning guide for the Gallery Walk.

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Research Question

This study assessed the effectiveness of integrating the gallery walk teaching strategy into the lesson, inferring how one's lifestyle can affect the functioning of the respiratory and circulatory systems for Grade 9 students at Patao National High School, Bantayan, Cebu, during the First Quarter of the 2024–2025 School Year, as a basis for enhancement in the gallery walk learning guide for the respiratory and circulatory systems in Science 9.

Specifically, it sought to answer the following questions:

1. What are the pre-test scores of the controlled and experimental groups of Grade 9 junior high school students on inferring how one's lifestyle can affect the functioning of the respiratory and circulatory systems?
2. What are the post-test scores of the controlled and experimental groups after introducing the gallery walk strategy?
3. Is there a significant mean difference in the pre-test scores and post-test scores of the controlled group and experimental group based on the identified competency?
4. What is the level of agreement of the experimental group of students on the utilization of the gallery walk strategy in respiratory and circulatory systems?
5. What are the challenges met by the experimental group in the implementation of the gallery walk teaching strategy on inferring how one's lifestyle can affect the functioning of the respiratory and circulatory systems?
6. Based on the results of the study, what enhancement may be included in the gallery walk learning guide on the respiratory and circulatory systems in Science 9?

Theoretical Framework

This study is based on John Dewey's Experiential Learning Theory and Lev Vygotsky's Social Constructivist Theory. Dewey's theory focuses on students acquiring knowledge by experiencing. Vygotsky believes in social learning, working together, collaborating, and sharing ideas. This supports the Gallery Walk strategy because the students are literally interacting with their material to learn and are also sharing ideas with their peers and creating knowledge.

Gallery Walk Teaching Strategy

It is a learner-centered approach where students get to go around various learning stations to gain information, answer questions, share their ideas, and discuss various concepts with their peers. It promotes active learning, cooperation, communication, and critical thinking.

Experiential Learning Theory

John Dewey's Experiential Learning Theory focuses on the fact that students learn best through hands-on experiences. In this study, students engage in a Gallery Walk by going around learning stations, observing materials, discussing information, and reflecting upon scientific concepts. This

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provides students with an opportunity to have meaningful learning experiences, which may improve their understanding and academic performance.

Social Constructivist Theory

Lev Vygotsky's Social Constructivist Theory focuses on the importance of social interaction, communication, and cooperation in learning. This theory supports Gallery Walk because the students are working in groups and share their ideas and learn from other students. It could foster the development of students who have the scientific sense and more critical thinking ability.

These theories are also related to Republic Act 10533 because it caters to meaningful learning through inquiry, collaborative, reflective, and constructivist learning-teaching. DepEd Order No. 8 s. 2015, DepEd Order No.42 s. 2016, and DepEd Order No. 21 s. 2019: Stating this more definitively to provide direction in the preparation of the lesson, the implementation of the curriculum, and the assessment of the students.

Research Design and Setting

The study utilized a quasi-experimental pre-test/post-test research design. Two intact sections were selected as participants in the study, namely Grade 9-A and Grade 9-B. These sections are both part of Patao National High School in Patao, Bantayan, Cebu. Grade 9-A was used as the control group, which was taught using the traditional way of teaching. Grade 9-B was used as the experimental group, which was taught using the Gallery Walk teaching strategy. The study was conducted during the First Quarter of School Year 2024-2025. The topic covered is Infer how one's lifestyle can affect the functioning of respiratory and circulatory systems (S9LT-Ic-27) under the Grade 9 Science subject.

Participants

The participants were 62 Grade 9 students from the two intact sections. The controlled group comprised 31 students (15 male and 16 female), while the experimental group comprised 31 students (16 male and 15 female). The sections were selected as intact groups in the school setting.

Group / Section	Male	Female	Total
Grade 9-A (Controlled)	15	16	31
Grade 9-B (Experimental)	16	15	31
Total	31	31	62

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Research Instruments

Three principal instruments were used. First, a 15-item multiple-choice pre-test and post-test, adapted from Module 2 of the Grade 9 Science module by Undalok (2020), assessed students' understanding of the selected competency before and after instruction. Second, a researcher-developed perception questionnaire used a four-point Likert scale (4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree) to measure the experimental group's views about conceptual understanding, engagement, enjoyment, collaboration, communication, and the usefulness of Gallery Walk. Third, a predetermined checklist identified challenges encountered during implementation. The thesis also reports the use of informal interviews and classroom observations to obtain contextual information during the administration and collection of the questionnaires.

Data-Gathering Procedure

Written permission from the school principal was sought to conduct the study and administer the instruments. They set the groups and respondents and pretested them to create the baseline for performance. The controlled group was taught by the traditional teaching strategy, while the experimental group was taught by the Gallery Walk strategy. Subsequent to the teaching, both groups completed the post-test. The experimental group then filled out the perception questionnaire and the checklist of challenges they encountered. For two weeks the pre-test, post-test, perception questionnaire, and challenge checklist were given and collected. Responses and test scores were recorded for analysis.

Data Analysis

Percentages were used to show the distribution of responses. For the pre-test and post-test scores, the mean and standard deviation were calculated to describe the performance of the students. In addition, the ANOVA test was used to determine if there were any significant differences between the mean scores. The mean score and interpretation were used to analyze students' perceptions. Frequency counts and rankings were used to summarize the challenges faced during implementation. All statistical tests were conducted at the 0.05 level of significance.

Results

Pre-Test Performance

Both groups were in the Fairly Satisfactory category, compared to their pre-test scores. Controlled group mean = 4.68; experimental group mean = 4.84. In the controlled group, 18 (58.06%) students scored in the 4–6 range, five students (16.13%) scored in the 7–9 range, and eight students (25.81%) scored in the 1–3 range. Within the experimental group, 16 students (51.61%) scored within the 4–6 range, seven (22.58%) within the 7–9 range, and another 7 (22.58%) within the 1–3 range. There was no student in the Outstanding category in either group.

Group	Mean	Standard deviation	Verbal interpretation
Controlled	4.68	1.73	Fairly Satisfactory
Experimental	4.84	2.13	Fairly Satisfactory

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The thesis reports a p-value of 0.748 for the pre-test comparison. At the 0.05 significance level, this value does not indicate a statistically significant difference between the groups' baseline scores.

Post-Test Performance

Both groups improved in scores, with the experimental group having the highest mean. The controlled group's post-test mean was 9.19 (Satisfactory), compared with 11.29 (Very Satisfactory) for the experimental group. In the controlled group, 14 students (45.16%) scored in the 7–9 range, seven (22.58%) in the 10–12 range, and five (16.13%) in the 13–15 range. In the experimental group, 15 students (48.39%) scored in the 10–12 range and nine (29.03%) in the 13–15 range. Four students (12.90%) in the experimental group scored in the 7–9 range, and three (9.68%) scored in the 4–6 range.

Group	Mean	Standard deviation	Verbal interpretation
Controlled	9.19	2.87	Satisfactory
Experimental	11.29	2.77	Very Satisfactory

Comparison of Pre-test and Post-Test Scores

The reported descriptive results show an increase from pre-test to post-test in both groups. The controlled group's mean increased from 4.68 to 9.19, while the experimental group's mean increased from 4.84 to 11.29. The pre-test p-value was 0.748, and the post-test p-value was 0.0055. The pre-test result was not statistically significant at the 0.05 level, whereas the reported post-test result was statistically significant.

Measure	Controlled group	Experimental group
Pre-test mean	4.68	4.84
Post-test mean	9.19	11.29
Pre-test standard deviation	1.73	2.13
Post-test standard deviation	2.87	2.77
Reported p-value for group comparison	0.748	0.0055 (post-test)

Students' Perceptions of Gallery Walk

The experimental group expressed generally positive perceptions of the strategy. The overall weighted mean was 3.55, interpreted as Strongly Agree. The category mean for Learning and Understanding Science Concepts was 3.54; Engagement and Enjoyment in the Learning Process also had a mean of 3.54; and Collaboration, Communication, and Perspective had a mean of 3.57.

Perception category	Mean	Interpretation
Learning and Understanding Science Concepts	3.54	Strongly Agree
Engagement and Enjoyment in the Learning Process	3.54	Strongly Agree

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Collaboration, Communication, and Perspective	3.57	Strongly Agree
Overall weighted mean	3.55	Strongly Agree

At the item level, students gave the highest mean rating (3.90) to the statement that Gallery Walk made learning science more enjoyable. The statement that the strategy improved students' ability to communicate scientific ideas with peers received a mean of 3.81. The statement that Gallery Walk helped students feel more actively involved in their learning process received the lowest mean, 3.06, interpreted as Agree. All other listed statements were interpreted as Strongly Agree.

Challenges Encountered

The challenge checklist identified time required for implementation as the most frequently reported difficulty (30 responses). This was followed by low participation from some students (23) and extensive teacher preparation (19). Other reported challenges were difficulty managing student movement (15), uneven group involvement (13), discomfort among introverted students (10), and off-topic group discussions (7).

Challenge	Frequency	Rank
Time-consuming to implement	30	1
Low participation from some students	23	2
Demands extensive teacher preparation	19	3
Difficult to manage student movement	15	4
Uneven group involvement	13	5
Discomfort among introverted students	10	6
Off-topic group discussions	7	7

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Discussion

Baseline Comparability of the Groups

The pre-test average scores for the two groups were almost similar (controlled = 4.68; experimental = 4.84). Therefore, the pre-test comparison outcome was not statistically significant, as the p-value of 0.748 was above 0.05. This is relevant in that it demonstrates the groups were formed from a similar initial measured performance of the chosen competency at the time of the start of the intervention. This study discusses the importance of assessing learners' prior knowledge Alam (2019), Andreu-Andrés (2016), Demirci (2017), relation to pre-test/post-test designs, cooperative learning, and science learning. The baseline result provides context for interpreting the post-test comparison; it does not, by itself, establish that the groups were equivalent in every characteristic.

Post-Test Performance and the Gallery Walk Intervention

The post-test score mean was 11.29 for the experimental groups and 9.19 for the controlled groups. This means that the p-value is 0.0055 (< 0.05), proving that the difference in post-test scores of the two groups is statistically significant. This implies that the experimental group performed better than the control group in the post-test following instruction. Thus, the higher mean post-test score suggests that the Gallery Walk strategy could have created learning opportunities and thus enabled the learners to better understand the given science competence.

This is consistent with findings of other studies on active and interactive learning strategies. Cleveland et al. (2017) investigated effective ways of the active learning of introductory biology in view of the epistemological and affective changes embraced by the students. Also, Adewumi (2021) studied effect of gallery walk strategy of teaching and mind map on learning biology among students, and Makmun et al. (2020) reported the effectiveness of the Gallery Walk in motivating the learners and improving their performance. Manalo (2019) also listed local studies on interactive teaching and science achievement. The studies differ in the participants involved, subjects studied, and settings in which the studies took place; however, they provide relevant support for interactive strategies of instruction that focus on students' learning.

The findings can also be discussed in light of the theoretical basis of the study. The focus on learning from/of practice (and reflection of such learning) is in line with the principles of experiential learning in general (Kong, 2021; Below, 2024; Leal-Rodríguez & Albort-Moran, 2019). The gallery walk provides students a place to walk in/out of stations to see what they need to learn and complete assignments. Social constructivism theory also emphasizes the role of collaboration and interaction in the learning process (Akpan et al., 2020; Saleem et al., 2021; Wibowo et al., 2024). The students talk and share ideas during this activity, allowing exploring different perspectives and co-construct knowledge. These theories explain the possible reason for the better performance of the experimental group over the control group in post-test due to the use of the Gallery Walk strategy. However, this study was not designed to specifically address the contribution of each learning process.

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Despite the significant difference in the post-test performance, the results must be interpreted with reference to the limitations inherent in using the quasi-experimental design approach. Thus, because the authors used intact classes and not random assignment for the experimental and controlled groups, some other accompanying factors with the already existing classes and classroom conditions could have affected the obtained results. Thus, although the experimental group (post-test) performed better than their counterparts, it does not necessarily imply that the difference should be attributed to the use of the Gallery Walk strategy only. Instead, they indicate a positive relationship between the Gallery Walk strategy and the post-test performance of the students in the study.

Students' Positive Perceptions

In general, the experimental group reacted positively to the Gallery Walk strategy, with a weighted mean of 3.55, interpreted as "Strongly Agree." According to the indicators, the highest mean was in the aspect of having enjoyed the Science lessons (3.90) followed by the aspect of being able to communicate scientific ideas with their classmates (3.81). The other indicators on understanding, participation, and cooperation were also rated positively. The results show that learners enjoyed the activities and liked sharing ideas and collaborating with their peers. They also found Gallery Walk to be an enjoyable and interactive way of learning Science.

Other studies also show that learners respond positively and highlight the importance of learning, participation, and working together in the classroom. For example Sheeba Elizabeth et al. (2020) identified at how students felt about Gallery Walk in the nursing classroom while Insani and Sapriya (2018) talked about how important it's for improving how students take part and communicate. On the other hand, Harland and Salmiah (2024) studied how it is used for reading comprehension, while Sarwanti (2020) looked at how students see the Gallery Walk and how they interact with each other. Even though these studies happened in learning environments different from the current Grade 9 Science classroom, they give helpful information about how Gallery Walk can help learners take part in activities, share their thoughts, and learn from each other through classroom discussions and interactions.

The indicator related to learners' participation in their own learning process obtained the lowest mean score of 3.06. Although it was still interpreted as "Agree," it received a lower rating compared with the other indicators. This implies that not all the learners felt equally involved in the activities despite the overwhelming majority of them enjoying the Gallery Walk experience. The challenge checklist also mentioned that low participation and not everyone participating equally were some of the challenges of implementing the idea. Therefore, just assigning the group activities does not mean that they will participate. Therefore, the teachers should assign specific roles, allow all learners to contribute, and supervise group participation directly during the activity. This will encourage all learners to participate and ensure that they gain more from the Gallery Walk strategy.

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Implementation Challenges

The most common issue was time, followed by low participation and teacher prep requirements. Classes required intentional preparation of lessons, stations, and organization of the classroom; classes required time to move, talk, and get things done; and perhaps further understanding and specific discussions of these challenges should be considered for future research. The reported difficulty in managing movement and the off-task conversations suggests that the station instructions, transition procedures, and time limits need to be clear.

The reported discomfort among introverted students and uneven group involvement also point to the importance of inclusive participation structures. There are several ways teachers can create the roles such as group and individual responses, the group's role, on how students role their stations, and a written response format. These are practical implications drawn from the challenges reported in this study, rather than additional measured outcomes.

Implications for Science Instruction and the Learning Guide

The results support considering Gallery Walk as one option for teaching the selected Grade 9 Science competency, particularly where low-cost printed materials can be used to create learning stations. The positive perception ratings and higher experimental-group post-test mean provide a rationale for refining the learning guide developed in the thesis. The guide should preserve the strategy's interactive features while addressing the implementation concerns identified by students.

Practical refinements may include clearly timed station rotations, concise written instructions, assigned group roles, a participation checklist, planned transition signals, and a short individual reflection or exit response. These refinements directly respond to the reported challenges of time, low participation, group management, and off-topic discussion. The thesis's output includes four interactive stations intended to address different learning demands and encourage teamwork. The findings therefore suggest that the learning guide should be implemented with explicit classroom-management and participation supports.

Limitations

The study was conducted in one public secondary school and involved two Grade 9 intact sections with 62 learners. The instrument was a 15-item multiple-choice test on a Grade 9 Science skill. This thesis used a nonrandomized design and did not include a delayed post-test to measure long-term retention. The challenge checklist and perception survey were administered only to the experimental group. These limitations affected the interpretation of the results and the generalizability of the results to other grades, subjects, or school contexts.

Conclusion

The results showed that the experimental group taught by using the Gallery Walk strategy got a higher post-test mean score (11.29) than the controlled group taught using conventional instruction (9.19). These showed that the pre-test comparison was not significant ($p = 0.748$), while the post-test comparison was significant ($p = 0.0055$) at the 0.05 level. The experimental group had positive views of Gallery Walk with a weighted mean of 3.55 (Strongly Agree). Yet time demands, poor participation from some learners, and heavy preparation by the teacher were the main difficulties of implementation.

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Received: September 1, 2025 | Accepted: November 18, 2026 | Published: November 30, 2026

The findings suggest that Gallery Walk is a viable approach in teaching the said competency of respiratory and circulatory systems as described in the study context. However, it should be implemented with effective time management, clear design of the respective stations, assignment of roles to group members, and ways of ensuring all learners participate in it. Because the study used intact classes in a non-randomized design, conclusions about effectiveness should remain bounded to the observed setting and should not be generalized as definitive causal proof.

Recommendations

For example, in science, teachers can use the Gallery Walk teaching strategy for lessons that involve comparisons, explanations, and drawing solutions to problems. Before the implementation of the strategy, teachers can set the time, prepare materials at each station, set the movement scheme around the stations, and determine the group roles to ensure that group members have equitable roles. The school administrator can use professional development, LAC sessions, and basic instructional materials to support the strategy. Curriculum planners may consider the developed learning guide as an additional teaching resource for the relevant learning competencies. Future researchers may explore the use of the same strategy in other subjects, grade levels, and schools. With larger samples, you can use them more diversely, in particular, tests that give you deep insights, even if it means tests being taken right or transparently, and then post-tests to even visualize if students actually have the memories of what they learned and what they can do.

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