This study aimed to determine the effectiveness of concept mapping to improve the performance of Science I students particularly on the study of Matter and its Properties and on Force. Specifically, it attempted to find answers to the following:

1) Is there a significant difference between the pre-test scores of the experimental and the control groups?
2) Is there a significant difference between the post-test scores of the experimental and the control groups?
3) Is there a significant difference between the gain scores of the experimental and the control groups?

This study was conducted in San Nicolas National High School, San Nicolas, Ilocos Norte during the School Year 2010-2011. This experimental research made use of the Pre-test-Posttest Control Group Design. The population of the study involved first year high school students taking General Science taught by the researcher. A 30-item criterion referenced test was used as the main tool in determining the effectiveness of concept mapping in the teaching of the topics Matter and its Properties and Force. Meanwhile, the gathered scores were described, analyzed and interpreted using means and Z-test. Level of significance was set at .05.

Pre-test results of the study showed that the mean scores of the control and experimental groups in both topics were fair as indicated by their respective computed mean scores of 7.833 and 7.708 in Matter and its Properties and 10.5 and 9.542 on the topic Force.

The Z-test revealed no significant difference between the pre-test scores of the control and experimental groups, in both topics on Matter and its Properties and Force.

Meanwhile, the study found out that the post test mean score of the control group in both topics is Fair (Matter and its Properties, 10.042 and Force, 11.649) while the post test mean score of the students in the experimental group in both topics is
Satisfactory as indicated by the computed mean score of 16.833 in Matter and its Properties, on topic Force, 16.854.

The Z-test revealed a significant difference between the posttest scores of the control and experimental groups on the topics Matter and its Properties and force.

Lastly, results of the study showed a significant difference between the gain scores of the control and experimental groups on the topics matter and its Properties and Force.

Concept Mapping employed in the study improved the learner’s knowledge on the two topics, therefore it is an effective tool in enhancing learner’s knowledge.

Considering the improved performance of the General Science students in the study of Matter and its Properties and Force using concept mapping, the researcher is highly recommending its use in the classroom setting. The researcher also recommends the use of concept mapping in other subject matter for a longer period of time and in other learning areas.