

**Academic Performance and Satisfaction Level of Grade 11 Students in Face-to-Face and Blended Learning Modalities: A Comparative Study in Mathematics and English Core Subjects**

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**Abstract**

This research examined how learning modalities impact student performance and satisfaction in order to improve the implementation of blended learning at the University of the East Caloocan. It compared the academic achievement and satisfaction levels of Grade 11 students across two delivery modes: face-to-face (FTF) classes held on Tuesdays and Thursdays, and blended learning (BL) classes held on Mondays, Wednesdays, and Fridays. The following aspects were looked into: (1) the level of academic performance within each modality; (2) the presence of significant differences in performance between platforms; and (3) student satisfaction regarding core subjects in both settings. The study involved Grade 11 students from the 2023–2024 academic year in a quasi-experimental quantitative design. Comparisons focused on Mathematics and English core subjects, using self-developed questionnaires to assess satisfaction levels. Results revealed varied outcomes in student performance. Reading and Writing performance was similar in both BL (84.15) and FTF (85.14) settings. Oral Communication scores were consistently high in both modalities (BL: 84.15, FTF: 85.14), while FTF students performed significantly better in Probability and Statistics (mean: 89.88) compared to BL (mean: 86.85). General Mathematics showed minimal difference (BL: 85.67, FTF: 85.41), suggesting that subject-specific factors should be considered when determining appropriate learning modality. An individual subject analysis is recommended to better understand why some subjects showed significant differences while others did not. A limitation of the study is the absence of qualitative data; incorporation of which into the research design could provide valuable context and yield richer insights into students' experiences and perspectives across both learning modalities.

*Keywords:* Academic performance, satisfaction level, blended class (BL), face-to-face (FTF) class