

Teachers' Gratification in Blended Teaching Modality in Tarlac National High School

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Abstract

This study examined the relationship between institutional support and teachers' gratification in blended learning among Senior High School teachers at Tarlac National High School. Anchored on Maslow's Hierarchy of Needs Theory, the study explored how trainings, equipment, facilities, and learning materials influenced teachers' physiological, safety, belongingness, esteem, and self-actualization needs in blended teaching environments. The study employed a quantitative descriptive research design and utilized a researcher-made questionnaire validated by experts and tested for reliability using Cronbach's Alpha. The respondents were Senior High School teachers from different academic and technical-vocational strands selected through total population sampling. Data were analyzed using frequency distribution, percentage, weighted mean, and ranking techniques. The findings revealed that the school support system in blended learning was generally rated as "Good," indicating that trainings, equipment, facilities, and learning materials moderately supported teaching effectiveness. Teachers also reported "High Gratification" across Maslow's hierarchy of needs, particularly in collegial support, professional recognition, instructional innovation, and opportunities for growth. However, challenges related to workload fatigue, limited technical support response, accessibility of resources, and concerns regarding job security remained evident. Based on the findings, the study proposed institutional interventions focusing on workload management, technical assistance, professional recognition, wellness initiatives, collaborative practices, and continuous professional development to improve teacher well-being and effectiveness in blended learning. The study supports SDG 4: Quality Education through the promotion of effective blended teaching and SDG 8: Decent Work and Economic Growth by emphasizing teacher well-being, professional development, and supportive working conditions. It also contributes to educational, institutional, technological, and socio-economic sustainability by strengthening teacher support systems and promoting sustainable blended learning practices in public secondary education.

Keywords: Blended Learning, Institutional Support, Maslow's Hierarchy of Needs, Professional Development, Teacher Gratification, Teacher Well-Being, Trainings

1. Introduction

Blended learning has become a significant educational approach that combines face-to-face and online instruction to sustain flexible and accessible education. Teachers play a crucial role in ensuring the effectiveness of this modality because they are responsible not only for delivering academic content but also for guiding students' cognitive, emotional, and moral development. As blended learning continues to expand globally and locally, teacher satisfaction and institutional support have become essential concerns in maintaining educational quality, teacher well-being, and professional effectiveness. Existing literature emphasizes that institutional support systems such as training, technological resources, facilities, and learning materials influence teachers' gratification, motivation, and teaching performance. However, despite educational reforms and policy initiatives, many teachers continue to experience workload pressures, insufficient resources, technological limitations, and emotional stress. This study examined the relationship between institutional support and teachers' needs gratification in blended learning among teachers at Tarlac National High School (TNHS), using Maslow's Hierarchy of Needs as its theoretical lens.

1.1 Background of the Study on Institutional Support and Teachers' Gratification in Blended Learning

The teaching profession requires dedication, adaptability, and commitment because teachers are expected to facilitate students' academic, emotional, and moral development. Teacher satisfaction is vital because motivated and supported teachers contribute to better educational outcomes and institutional performance. The implementation of blended learning during and after the COVID-19 pandemic transformed educational systems globally, combining online and face-to-face instruction to ensure continuity of learning. Countries such as the United States, Finland, and Singapore adopted blended learning to promote equitable access to education and innovative teaching practices (OECD, 2024). UNESCO (2023) reported that the transition to hybrid teaching increased teachers' stress, preparation time, and challenges related to

insufficient technical support. Ronquillo and Mendoza (2025) and Tang et al. (2025) further emphasized that adequate institutional support, digital resources, and teacher training improve teaching quality and teacher satisfaction in blended learning environments. Blended learning also exposed inequalities between well-resourced and under-resourced schools. Educational systems with equitable access to digital resources demonstrated higher teacher satisfaction and more effective blended learning implementation (OECD, 2024; UNESCO, 2023). In the Philippines, blended learning was institutionalized through policies such as Republic Act No. 10533, DepEd Order No. 42, s. 2017, DepEd Order No. 29, s. 2021, the DepEd MATATAG Agenda (2024), and the Digital Education 2028 Roadmap. These initiatives aimed to strengthen teachers' digital competencies and improve learning delivery systems. However, Filipino teachers continue to encounter challenges related to workload, inadequate resources, technological limitations, and administrative burdens (Fabella, 2023; Cammayo, Aquino, and Gomez, 2023; Alvarez, 2020).

1.2 Themes and Insights from Related Literature on Blended Learning Support Systems and Teacher Needs

Related literature highlights several recurring themes concerning teacher satisfaction in blended learning. Institutional support, including professional training, technological equipment, facilities, and instructional resources, significantly affects teacher productivity, stress management, and instructional effectiveness. Long-term training programs improve teacher efficacy and digital pedagogical competence (OECD, 2024), while sufficient technological resources reduce implementation difficulties and stress among teachers (UNESCO, 2025). However, studies in the Philippines revealed that many teachers still rely on personal devices and self-funded learning materials due to insufficient institutional support (Fabella, 2023; Cammayo et al., 2023). Another major theme in the literature is teacher gratification based on Maslow's Hierarchy of Needs. Research shows that unmet physiological and safety needs, including excessive workload, poor compensation, employment insecurity, and mental stress, contribute to burnout and lower performance (UNESCO, 2025; OECD, 2024). Belongingness and esteem needs are strengthened through collaborative school cultures, administrative support, and professional recognition, which improve teacher motivation and commitment (Tang et al., 2025; Domingo, 2023). Opportunities for innovation, career advancement, and professional development support self-actualization and teacher growth (Villanueva et al., 2024). Despite these findings, barriers such as heavy administrative tasks and limited growth opportunities continue to affect teacher well-being (Manila Bulletin, 2024). The literature also emphasizes the importance of context-specific and evidence-based interventions. Global recommendations advocate for professional development programs, digital infrastructure improvement, mentoring systems, and collaborative networks to strengthen blended learning implementation (OECD, 2024; UNESCO, 2023). Local studies further recommend participatory school-level initiatives that involve teachers in decision-making and resource planning to improve motivation and program effectiveness (Ronquillo & Mendoza, 2025; Domingo, 2025).

1.3 Local, National, and Global Context of Teacher Gratification in Blended Learning

Globally, blended learning has become a long-term educational reform rather than a temporary pandemic response. Educational systems in Singapore, Finland, and the United States integrated technology into classroom instruction to provide flexible and inclusive learning opportunities (OECD, 2024). However, UNESCO (2023) noted that teachers worldwide experienced increased stress, workload, and insufficient technical support during the transition to blended learning. Nationally, the Philippine educational system adopted blended learning through several educational reforms and digitalization initiatives. Despite government efforts, disparities in internet access, technological infrastructure, and institutional support remain significant. Philippine News Agency (2025) reported that nearly 12,000 public schools still lacked internet connectivity, particularly in remote areas, while Manila Bulletin (2024) revealed that teachers lose approximately 53 teaching days annually due to administrative tasks. Studies also found that teachers spend extensive hours performing teaching and non-teaching responsibilities, contributing to burnout and stress (Cammayo, Aquino, and Gomez, 2023). Locally, Tarlac National High School (TNHS) continues implementing blended learning within its Senior High School Department. Teachers reported challenges related to unreliable internet connections, limited technological resources, insufficient training, and excessive bureaucratic workload. These issues negatively affect teacher satisfaction, professional development, and teaching effectiveness despite teachers' adaptability and commitment. The situation at TNHS reflects broader national concerns regarding institutional support and teacher welfare in blended learning environments.

1.4 Theoretical or Conceptual Basis of Teachers' Gratification in Blended Learning

This study was anchored on Maslow's Hierarchy of Needs Theory (1943), which explains that human motivation depends on the satisfaction of hierarchical needs ranging from physiological needs to self-actualization. The theory suggests that teachers become more motivated, resilient, and committed when their physiological, safety, belongingness, esteem, and self-actualization needs are satisfied. Conversely, unmet needs contribute to dissatisfaction, stress, and lower performance. The framework was applied to understand how institutional support systems influence teacher gratification in blended learning environments. The study also adopted Humanism and Pragmatism as philosophical foundations. Humanism emphasized teachers' personal growth, professional fulfillment, and self-actualization, while Pragmatism focused on generating practical solutions to educational challenges through evidence-based strategies. The conceptual framework linked the school support system, including trainings, equipment, facilities, and learning materials, to teachers' gratification

across Maslow's five levels of needs. The framework further proposed that adequate institutional support enhances teacher well-being, motivation, and professional performance in blended teaching.

1.5 Research Gaps and Rationale for the Study on Teacher Gratification and Institutional Support

Although blended learning research has expanded internationally, several gaps remain evident. Existing studies primarily focus on student outcomes, policy reforms, and technological integration rather than teachers' psychological, emotional, and professional well-being. There is limited research examining how institutional support specifically affects teachers' needs gratification within blended learning environments. Additionally, many studies generalize findings across countries without considering differences in culture, policy implementation, and resource allocation. In the Philippine context, there remains insufficient empirical research connecting national education policies with actual school-level practices and teacher experiences. Existing studies also provide limited application of Maslow's Hierarchy of Needs in understanding teacher gratification within blended learning. Moreover, inadequate attention has been given to identifying which institutional support components most strongly influence teacher satisfaction and effectiveness. These research gaps justify the need for localized and context-specific studies that examine the relationship between institutional support systems and teacher gratification in blended learning at TNHS.

1.6 Alignment with Relevant Sustainable Development Goals (SDGs)

This study aligns with several Sustainable Development Goals (SDGs). It supports SDG 4 – Quality Education by examining how institutional support and teacher satisfaction contribute to effective and equitable blended learning environments. The study also relates to SDG 8 – Decent Work and Economic Growth because it addresses teacher well-being, workload, professional development, and supportive working conditions. Additionally, the study connects with SDG 9 – Industry, Innovation and Infrastructure through its emphasis on digital infrastructure, technological resources, and innovation in educational delivery systems. The study further supports SDG 10 – Reduced Inequalities by highlighting disparities in educational resources and technological access between well-resourced and under-resourced schools.

1.7 Importance of the Study to Multidisciplinary Sustainability

This study contributes to socio-economic, educational, technological, institutional, and community sustainability. Educational sustainability is promoted through the improvement of teacher satisfaction, instructional quality, and professional development in blended learning environments. Technological sustainability is supported by identifying the importance of adequate digital infrastructure, ICT resources, and training for sustainable educational delivery. Institutional sustainability is reinforced through evidence-based recommendations for policy improvement, teacher welfare, and organizational support systems. The study also contributes to socio-economic sustainability by emphasizing teacher well-being, workload management, and professional effectiveness, which are essential to maintaining quality public education systems. Community sustainability is strengthened because improving teacher support systems directly affects learner achievement, school performance, and educational equity. By integrating technological innovation with human-centered educational practices, the study supports sustainable blended learning strategies that prioritize both institutional effectiveness and teacher welfare.

2. Material and methods

2.1 Research Design

The study employed a quantitative research approach using a descriptive research design. Quantitative research enabled the collection and analysis of numerical data to determine patterns, relationships, and differences among variables (Creswell & Creswell 2023). The descriptive design was appropriate because the study sought to describe and interpret the existing level of teachers' gratification in blended learning without manipulating any variables. The study focused on teachers' satisfaction across Maslow's five levels of needs, namely physiological, safety, belongingness, esteem, and self-actualization needs. This approach allowed the researchers to generate objective findings and formulate evidence-based recommendations regarding teacher welfare and job satisfaction.

2.2 Locale of the Study

The study was conducted at Tarlac National High School (TNHS), one of the largest public secondary schools in Tarlac Province. Established in 1902, TNHS is recognized as one of the pioneering public high schools in the province and offers academic, technical-vocational, and special education programs (Department of Education Tarlac City Schools Division 2023). The school implemented blended learning, which combined online and face-to-face instruction, during the post-pandemic educational transition (DepEd Tarlac City, 2023). TNHS served as an appropriate research locale because it functioned as a site for the implementation and development of blended learning strategies used by public schools. Teachers in the school experienced challenges involving technology access, workload management, and work-life balance. The findings of the study were intended to support the development of local and division-level educational policies and programs that could improve teacher satisfaction, motivation, and productivity in TNHS and other public schools in the province.

2.3 Respondents of the Study

The respondents of the study were Senior High School teachers of Tarlac National High School. Teachers from different strands, grade levels, and employment statuses were included in the study. The respondents represented teachers from the ABM, STEM, HUMSS, Arts and Design, TVL-ICT, TVL-Home Economics, and TVL-EIM tracks. The total teacher population consisted of 130 teachers distributed across the various academic and technical-vocational strands. STEM had the highest number of teachers with 28 respondents, followed by HUMSS with 24, ABM with 22, Arts and Design with 18, TVL-ICT with 15, TVL-Home Economics with 13, and TVL-EIM with 10 teachers. This distribution reflected the diversity of academic and technical-vocational programs offered in the Senior High School Department of TNHS.

2.4 Sample and Sampling Procedure

The study used total population sampling, a purposive sampling technique in which all members of the identified population who met the inclusion criteria were included in the study. According to Nyimbili & Nyimbili (2024), total population sampling is appropriate in educational research when the population is relatively small and when the researcher intends to include all members of the target group. This method ensured that the findings reflected the actual experiences and perceptions of all Senior High School teachers in TNHS. The total teacher population was 130, and the sample size was determined using Slovin's Formula, which is commonly applied when the population size is known but variability is uncertain (Statistics How To, n.d.; Statology, 2023). Using the formula, the computed sample size was 100 respondents. The respondents were proportionally distributed across the different strands. STEM obtained the highest proportional share with 21 respondents, followed by HUMSS with 18, ABM with 17, Arts and Design with 14, TVL-ICT with 11, TVL-Home Economics with 10, and TVL-EIM with 7 respondents. This proportional allocation ensured representative participation across all Senior High School tracks while minimizing sampling bias and improving the generalizability of the findings within the school setting.

2.5 Research Instrument

The study utilized a researcher-made questionnaire as the primary data-gathering instrument. The questionnaire was validated by three experts in education and research to ensure content validity, accuracy, relevance, and usefulness. The instrument was physically distributed to the respondents. The questionnaire consisted of three parts. The first part assessed the school support system in terms of trainings, equipment, facilities, and learning materials using a four-point Likert scale. The second part measured teachers' level of gratification in blended learning based on Maslow's Hierarchy of Needs, specifically physiological, safety, belongingness, esteem, and self-actualization needs. Responses ranged from Strongly Disagree to Strongly Agree. The third part included open-ended questions intended to gather additional insights and support policy recommendations. To establish reliability, a pilot test was conducted among teachers from Capas National High School (CNHS) who were not included in the main study. The reliability of the instrument was tested using Cronbach's Alpha, which exceeded the acceptable threshold of 0.70, indicating good reliability (Taber, 2018). The use of Cronbach's Alpha in educational research was further supported by Jugessur (2022). A pilot test involving thirty respondents was conducted to assess the internal consistency of the questionnaire items (Frost, 2022). The reliability results indicated that the Physiological Needs and Self-Actualization constructs achieved excellent reliability with Cronbach's Alpha values above 0.90. The constructs for Trainings, Equipment, Facilities, and Learning Materials demonstrated acceptable reliability ranging from 0.84 to 0.89. Meanwhile, Safety Needs, Belongingness Needs, and Esteem Needs obtained acceptable reliability coefficients between 0.71 and 0.78. Item-rest correlation analyses were also conducted to identify and improve items with lower consistency. The pilot test was administered through Zoom, where researchers explained the questionnaire and guided respondents to minimize confusion and improve instrument quality before the actual data gathering. The reliability testing confirmed that the instrument consistently measured the intended constructs related to teacher gratification and institutional support in blended learning.

2.6 Data Gathering Procedure

Before conducting the study, the researchers secured formal permission from the Schools Division Superintendent of Tarlac Province and the principal of Tarlac National High School. Upon approval, the researchers personally distributed printed questionnaires to the teacher respondents. Respondents were given approximately one week to complete the survey to ensure adequate time for answering the questionnaire. After retrieval, the researchers checked all questionnaires for completeness and correctness. The responses were encoded and tabulated using Microsoft Excel for data processing and analysis. Confidentiality and security of the respondents' information were maintained throughout the research process. The gathered data were used to determine the overall level of teacher satisfaction and identify which of Maslow's needs were most and least gratified among TNHS teachers.

2.7 Data Analysis Techniques

The study employed descriptive statistics to analyze the collected data. Frequency counts and percentage distributions were used to describe the demographic profile of the respondents, while weighted mean was utilized to determine the level of teachers' needs gratification. The weighted mean formula included frequency, weighted score, and total number of respondents as components of the computation. A four-point scale was used to interpret the results. Scores ranging from 3.26 to 4.00 were interpreted as Strongly Agree, Excellent, or Very High Gratification; scores from 2.51 to 3.25 were interpreted as Agree, Good, or High Gratification; scores from 1.76 to 2.50 represented Disagree, Fair, or Moderate Gratification; while scores from 1.00 to 1.75 indicated Strongly Disagree, Very Poor, or Low Gratification. Ranking techniques were also applied to determine which of Maslow's five need categories were most and least gratified among the respondents. All computations were manually performed and verified using Microsoft Excel to ensure accuracy and reliability. The results were summarized and interpreted based on Maslow's Hierarchy of Needs Theory.

3. Results and Discussion

3.1 School Support System in Blended Teaching

3.1.1 Trainings for Blended Teaching

The findings revealed that teachers generally agreed that the trainings provided by the school supported their blended teaching practices, with an overall interpretation of "Good." Teachers highly appreciated orientations before using new blended learning tools, indicating that preparatory sessions increased their confidence and readiness in using technology. However, trainings specifically aligned with the actual demands of blended teaching received the lowest rating, suggesting that some training programs were not fully responsive to classroom realities. Teachers also moderately agreed that training content addressed real challenges and improved their blended teaching practices, although there were concerns regarding the practical application of training knowledge in actual teaching situations. These findings support Domingo (2025), who emphasized the importance of orientations and professional training in reducing teachers' anxiety toward technology integration. The results also align with Rivera et al. (2025), who noted that many teacher trainings in the Philippines lack contextual relevance, creating gaps between theoretical discussions and classroom implementation. Amemasor et al. (2025) further stressed that training programs become more effective when they focus on practical digital integration and classroom-based application. Similarly, Salmorin (2024) highlighted that many blended learning trainings remain theory-centered and require more hands-on practice to enhance teacher competence and confidence.

3.1.2 Equipment for Blended Learning

The results showed that teachers generally perceived the equipment provided by the school as supportive of blended teaching, with an overall "Good" interpretation. Teachers highly valued the reliability of devices during online and face-to-face instruction, indicating that stable equipment reduced classroom interruptions and improved lesson delivery. However, immediate technical assistance during equipment failure received the lowest evaluation, suggesting limitations in technical support services. Teachers also moderately agreed that school devices matched the digital platforms required for blended learning and that maintenance of equipment was acceptable but still needed improvement. These findings are consistent with Prestoza (2024), who found that reliable technological devices and platforms are critical in avoiding disruptions during instruction. UNESCO (2025) similarly reported that limited technical support contributes to teacher stress and affects teaching effectiveness in blended learning environments. The findings also reflect the observations of the DepEd ICTS-EdTech Unit (2025), which identified insufficient ICT support personnel in many Philippine schools, especially in underserved areas. Alvarez (2020) further explained that compatibility issues between devices and digital platforms, together with irregular maintenance, continue to hinder effective blended learning implementation.

3.1.3 Facilities Supporting Blended Instruction

The findings indicated that teachers generally considered the school facilities supportive of blended teaching, with an overall "Good" interpretation. Teachers highly appreciated the availability of multimedia-equipped rooms and classrooms that supported both online and face-to-face learning modalities. Stable internet access and access to multimedia tools also received favorable evaluations. However, private spaces for online instruction and the overall condition of facilities, including ventilation and lighting, received comparatively lower ratings, suggesting that teachers still experienced limitations in their working environments. These results support Villanueva et al. (2023), who found that multimedia-enhanced classrooms improve teacher participation and student engagement in blended learning settings. Pentang, Bucad, & Bautista (2023) also emphasized that ICT laboratories and multimedia facilities are essential in supporting flexible and blended learning approaches. However, the findings are consistent with the Philippine News Agency (2015), which reported overcrowding and lack of private instructional spaces in public schools. Villanueva et al. (2023) further noted that poorly maintained facilities negatively affect learning efficiency, while Pentang et al. (2023) highlighted the importance of safe and organized facilities in sustaining teacher motivation and satisfaction.

3.1.4 Learning Materials for Blended Teaching

The results revealed that teachers generally agreed that the learning materials provided by the school effectively supported blended teaching, with an overall “Good” interpretation. Student accessibility to learning materials received the highest evaluation, indicating that teachers considered accessibility crucial in blended instruction. Teachers also positively evaluated curriculum alignment, collaborative resource development, and the usefulness of materials in lesson delivery. However, ease of accessing printed and digital resources received the lowest rating, suggesting continuing difficulties in resource availability and accessibility. Digital content support and regular updates of instructional materials also received moderate evaluations. These findings support DepEd (2022), which emphasized the importance of accessible modular and digital learning resources in ensuring continuity of learning during the pandemic. Blando (2025) similarly reported that disparities in ICT access and digital resource availability continue to affect teacher readiness and lesson preparation. Pentang, Bucad, & Bautista (2023) further stressed that regularly updated instructional resources are essential in maintaining effective flexible learning systems. The results suggest that while learning materials are generally available, improvements in accessibility and regular updating are still necessary to support teachers more effectively.

3.2 Teachers’ Gratification in Blended Teaching Modality

3.2.1 Physiological Needs Gratification

The findings showed that teachers experienced “High Gratification” regarding their physiological needs in blended teaching. Teachers highly valued their ability to afford additional costs related to blended learning and felt physically capable of sustaining teaching responsibilities. Access to stable internet connection and reliable teaching devices also received favorable evaluations. However, taking adequate breaks during the day and managing workload without physical exhaustion obtained the lowest ratings, indicating challenges related to workload management and teacher well-being. These findings align with DepEd (2022), which reported that teachers commonly shoulder internet and device-related expenses during blended learning implementation. Blando (2025) also highlighted the importance of financial readiness and institutional support in sustaining teacher well-being under the MATATAG curriculum. Pentang, Bucad, & Bautista (2023) similarly found that flexible learning arrangements increased teacher workload and contributed to fatigue and burnout. UNESCO (2023) further emphasized that unstable ICT infrastructure remains a major issue in developing countries and continues to affect teaching performance and teacher satisfaction.

3.2.2 Safety Needs Gratification

The findings revealed that teachers generally experienced “High Gratification” regarding safety needs in blended teaching. Trust in institutional systems and digital platforms received the highest evaluation, indicating that teachers valued reliable school systems and established procedures. Teachers also positively evaluated technical support, online safety training, and institutional support during major challenges. However, job security amidst changes in teaching modalities received the lowest rating, suggesting concerns regarding employment stability in blended learning environments. These findings support UNESCO (2023), which emphasized that confidence in digital systems and institutional processes reduces uncertainty and strengthens teachers’ sense of security in blended learning. Domingo (2025) also highlighted the importance of transparency and system reliability in helping teachers adapt to changing educational modalities. Rivera et al. (2025) similarly reported that many teachers expressed anxiety regarding job security during educational transitions. Pentang, Bucad, & Bautista (2023) further stressed the need for stronger institutional safety measures to address technical and psychosocial concerns in flexible learning environments.

3.2.3 Belongingness Needs Gratification

The findings indicated that teachers experienced “High Gratification” regarding belongingness needs in blended teaching. Feeling part of a team despite physical and virtual separation received the highest rating, demonstrating the importance of collegial relationships and teamwork. Teachers also positively evaluated emotional support from colleagues, social inclusion, and their ability to build relationships with students. However, collaboration with peers in blended instruction received the lowest rating, indicating limited opportunities for collaborative planning and mentoring. These findings are consistent with Villanueva et al. (2023), who found that collaboration and peer support strengthen teacher resilience and job satisfaction in blended learning. Domingo (2025) also emphasized the value of peer mentoring and community-building activities in maintaining teacher well-being. Blando (2025) further explained that limited ICT access and inadequate collaborative platforms reduce opportunities for professional collaboration among teachers. Pentang et al. (2023) additionally noted that participatory governance and collaborative practices enhance teachers’ motivation and sense of belonging within educational institutions.

3.2.4 Esteem Needs Gratification

The findings showed that teachers generally experienced “High Gratification” regarding esteem needs in blended teaching. Recognition for innovative blended teaching practices received the highest evaluation, indicating that acknowledgment of teachers’ creativity and contributions positively influenced teacher morale. Teachers also appreciated opportunities to share teaching strategies and felt trusted in making instructional decisions. However, satisfaction with the recognition of professional contributions received the lowest rating, suggesting that some teachers still felt undervalued within the institution. These findings support Rivera et al. (2025), who emphasized that institutional recognition of teacher innovation

improves self-esteem, motivation, and professional pride. Domingo (2025) also highlighted that awards, recognition programs, and opportunities to showcase innovative practices strengthen teachers' commitment to blended learning. Blando (2025) similarly reported that many teachers implementing the MATATAG curriculum experienced feelings of underappreciation, negatively affecting morale and professional identity. Pentang, Bucad & Bautista (2023) further observed that participatory evaluation and peer mentoring increase teacher esteem by recognizing their professional contributions and expertise.

3.2.5 Self-Actualization Needs Gratification

The findings revealed that teachers experienced “High Gratification” regarding self-actualization needs in blended teaching. Teachers highly agreed that blended teaching allowed them to reach their full professional potential, encouraged innovation, and supported long-term career goals. Opportunities for professional development, instructional reflection, and creative teaching approaches also received favorable evaluations. However, fulfillment derived from helping students succeed in blended formats received the lowest rating, suggesting that teachers still required stronger institutional support to sustain personal fulfillment in teaching. These findings are consistent with Villanueva et al. (2023), who found that blended learning enhances teacher creativity, autonomy, and professional reflection. UNESCO (2023) also noted that hybrid teaching modalities provide opportunities for innovation and long-term professional growth. Pentang et al. (2023) further explained that teacher satisfaction in flexible learning depends on both student achievement and institutional support for innovation. Rivera et al. (2025) additionally emphasized that continuous professional development strengthens teacher self-actualization by aligning personal and institutional goals.

3.3 Proposed Initiatives to Promote Teacher Well-Being and Professional Effectiveness

The findings led to the development of several initiatives intended to improve teacher well-being, professional effectiveness, and institutional support in blended learning. The proposed initiatives focused on addressing the lowest-rated areas identified by respondents. These included workload management, technical support, professional recognition, employment security, targeted training, equipment compatibility, facility maintenance, and accessibility of learning resources. The initiatives included implementing a “Refresh & Recharge” policy to support teacher wellness, establishing a Rapid Response Tech Squad for immediate technical assistance, and creating a Blended Excellence Rewards Program to recognize innovation and professional contributions. Additional proposals included a Modality Security & Tenure Roadmap to strengthen job security, a “Sync-Async” Pedagogy Series for targeted blended learning training, a Unified Digital Ecosystem Upgrade to improve technological compatibility, classroom maintenance initiatives to enhance facilities, and a Centralized Resource Hub to improve access to learning materials. These initiatives support UNESCO (2023), OECD (2024), Domingo (2023), and Villanueva, Redmond, Galligan, & Eacersall (2024), who emphasized the importance of strategic institutional interventions in promoting teacher well-being and instructional quality in blended learning environments. The proposed actions also align with the Collaborative for Implementation Practice framework developed by the National Implementation Research Network (2019), which advocates collaborative and adaptive implementation of educational programs and reforms. Overall, the proposed initiatives are expected to reduce work-related stress, improve technical and instructional support, strengthen professional recognition, enhance employment security, and increase teacher motivation and effectiveness in blended learning settings.

4. Conclusion and Recommendations

The study concluded that the school provided a generally good level of support for blended learning through trainings, equipment, facilities, and learning materials that helped teachers perform effectively in blended teaching environments. Teachers experienced high gratification across Maslow's hierarchy of needs, particularly in physiological, safety, belongingness, esteem, and self-actualization needs, although workload fatigue and insufficient breaks remained concerns. Collegial support, recognition, professional development, and opportunities for innovation significantly contributed to teacher satisfaction and motivation. The findings also showed strong support for interventions focused on workload reduction, improved resources, recognition systems, and professional development programs to strengthen teacher well-being, resilience, engagement, and sustainability in blended teaching.

The study recommends strengthening institutional support systems by continuously improving trainings, equipment, facilities, and learning materials to sustain effective blended teaching. Schools should enhance technical support services, maintain updated devices and stable internet access, and provide curriculum-aligned instructional resources. Structured workload management strategies, including reduced teaching loads, compensatory time-off, flexible scheduling, and wellness programs, should also be implemented to support teachers' physical and mental well-being. In addition, schools should establish recognition programs, training incentives, peer mentoring systems, collaborative learning communities, and professional development opportunities to reinforce teachers' professional value, strengthen collegial relationships, and promote long-term engagement and effectiveness in blended learning environments.

The study was limited to Senior High School teachers of Tarlac National High School, which restricted the scope of the findings to one public secondary school setting. The study also focused only on teachers' perceptions regarding institutional

support systems and gratification in blended teaching using a quantitative descriptive approach. Since the study relied mainly on survey responses, the findings reflected only the respondents' experiences and self-reported perceptions during the conduct of the study.

Compliance with ethical standards

The authors declare no conflict of interest. This study received no external funding and was conducted among Senior High School teachers of Tarlac National High School using non-invasive survey questionnaires as the primary data collection method. Participation in the study was voluntary, and informed consent was obtained from all respondents prior to data gathering. The researchers ensured that all responses were treated with confidentiality, and no identifying personal information of the participants was disclosed in the study.

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