



Teacher Recognition and Instructional Effectiveness in Public Schools: Implications for Teacher Professional Development

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ABSTRACT: This study examined teacher recognition and instructional effectiveness among public school teachers through the integration of quantitative and qualitative approaches. The findings revealed that teacher recognition was generally experienced to a great extent, particularly in the dimensions of respect and social esteem, while care was experienced to a moderate extent. Instructional effectiveness among teacher-respondents was likewise found to be high across the identified teaching domains, with instructional planning and strategies and classroom management obtaining very high ratings. The study further established a statistically significant positive relationship between teacher recognition and instructional effectiveness, indicating that higher levels of recognition are associated with higher levels of instructional effectiveness among teachers. The findings suggest that experiences of acknowledgment, respect, appreciation, and support within the school environment are linked with positive instructional practices and professional functioning. The qualitative findings provided deeper insights into teachers' experiences of recognition. Teachers described recognition as a motivating factor that strengthens commitment, enhances professional confidence, and contributes to positive workplace relationships. At the same time, limited recognition was associated with feelings of discouragement and reduced morale. The findings also highlighted the importance of a supportive and collaborative school culture in fostering meaningful recognition experiences among teachers. Overall, the study underscores the relevance of teacher recognition within the educational setting and its association with instructional effectiveness and professional experiences among public school teachers. The integration of quantitative and qualitative findings provided a broader understanding of how recognition is experienced and how it relates to teachers' instructional practices and professional engagement.

KEYWORDS: teacher recognition, instructional effectiveness, public school teachers, professional development, teacher motivation, descriptive-correlational research, mixed methods, Philippines

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INTRODUCTION

Teacher recognition has increasingly emerged as a critical yet underexamined dimension of educational quality assurance in public school systems. Across many educational contexts, schools are expected to sustain instructional excellence amid intensified accountability mechanisms, curriculum reforms, teacher shortages, and growing psychosocial demands placed upon educators. While governments continue to invest heavily in teacher professional development, evidence suggests that instructional effectiveness is not shaped solely by technical competence or pedagogical training, but also by the organizational conditions that affirm teachers' professional value and identity. In many public schools, however, recognition structures remain largely symbolic, compliance-driven, or episodic, creating environments in which teachers are expected to demonstrate high instructional performance despite limited acknowledgment of their professional contributions. This institutional imbalance has generated increasing concern because diminished recognition is associated with weakened professional motivation, reduced instructional engagement, and declining commitment to long-term pedagogical improvement (Orina, et al., 2022; Preminger, et al., 2024; Shu, 2022).

Contemporary scholarship increasingly positions recognition not merely as an incentive mechanism but as a socio-professional condition that mediates teachers' instructional agency. Weinberg, et al. (2021) argued that teachers' professional identity evolves through collaborative and affirming professional interactions that validate pedagogical competence and reflective practice. Similarly, Huang, et al. (2025) demonstrated that transformative professional development becomes sustainable when teachers perceive institutional affirmation, collegial support, and meaningful opportunities for pedagogical contribution. These findings

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suggest that recognition functions as an organizational catalyst that shapes teachers' willingness to innovate, adapt, and sustain effective instructional behaviors. Yet despite the growing emphasis on teacher empowerment within educational reform discourse, recognition systems in many public schools continue to privilege measurable outputs over professional affirmation, thereby reducing teachers' experiences of visibility, autonomy, and instructional legitimacy (Moller, et al., 2024; Gore, et al., 2022; Vorajee, 2025). This contradiction exposes a significant conceptual paradox within contemporary educational management. On one hand, public education systems demand instructional excellence, innovation, and learner-centered pedagogy; on the other hand, institutional structures frequently fail to cultivate the professional conditions necessary for such effectiveness to flourish. Hoskin (2026) contended that many professional development initiatives remain implementation-centered rather than teacher-centered, often overlooking the organizational realities that influence whether instructional reforms are meaningfully enacted in classrooms. Likewise, Copur-Gencturk and Thacker (2020) found substantial discrepancies between teachers' perceived professional growth and objectively measured instructional learning outcomes, indicating that institutional evaluation systems may inadequately capture the deeper motivational and relational dimensions of teaching effectiveness. These tensions reveal that professional development cannot be understood exclusively as a technical intervention because instructional effectiveness is simultaneously shaped by emotional recognition, organizational trust, and professional validation (Copur-Gencturk & Thacker, 2020; Preminger, et al., 2024). The complexity of this paradox is further intensified in public school contexts marked by resource constraints, administrative pressures, and escalating accountability demands. Empirical evidence indicates that instructional coaching and job-embedded professional learning can significantly improve teacher practice and student outcomes, particularly in high-need settings, but only when sustained institutional support systems are in place (Balta, et al., 2023). Likewise, pedagogy-focused professional learning has been shown to enhance student achievement when embedded within collaborative and reflective school cultures (Baroroh & Sudana, 2025). Collectively, these findings suggest that instructional effectiveness is not solely an individual attribute but is deeply contingent on organizational environments that recognize, reinforce, and sustain professional growth. In the absence of meaningful recognition structures, even well-trained teachers may experience reduced motivation to engage in sustained instructional innovation and reflective practice.

At the same time, a persistent disconnect remains between formal professional development policies and teachers' lived classroom realities. Although professional learning interventions may enhance teachers' pedagogical beliefs, such shifts do not consistently translate into observable instructional transformation, indicating the presence of institutional and cultural constraints that shape implementation (Haynes-Brown, 2024). This gap highlights that pedagogical change is not only a technical process but also a relational and organizational one, influenced by the degree to which teacher identity and professional agency are recognized within schools. In this regard, professional development becomes transformative only when teachers experience collaborative validation and perceive their instructional work as institutionally valued. Thus, teacher recognition emerges as a critical yet under-theorized mediating condition linking professional learning to instructional enactment.

Methodologically, much of the existing literature continues to privilege measurable outcomes, competency frameworks, and intervention effects, while giving limited attention to the relational and organizational dimensions of teaching practice. Evidence suggests that reliance on self-reported measures of professional growth may obscure discrepancies between perceived improvement and authentic instructional change (Li & Copur-Gencturk, 2024; Copur-Gencturk & Thacker, 2020). Similarly, professional development research often emphasizes program implementation without adequately examining how recognition, institutional climate, and affirmation influence teachers' capacity to sustain instructional improvement over time (Quezada & Cano, 2025). This represents a significant conceptual gap, as teacher recognition is frequently treated as peripheral rather than central to instructional effectiveness and professional engagement.

Within this context, contemporary scholarship on professional learning communities and collaborative inquiry underscores the importance of relational and moral dimensions in teacher development. Collaborative pedagogical engagement strengthens professional identity by fostering shared expertise and affirming teachers as competent instructional agents (Han, 2021). Similarly, reflective professional cultures contribute to more sustainable instructional improvement than isolated, compliance-driven evaluation systems (Zabbah, et al., 2026). However, empirical studies rarely examine how recognition directly interacts with instructional effectiveness within public school systems, particularly in ways that can inform targeted professional development strategies. Addressing this gap, the present study investigates the relationship between teacher recognition and instructional effectiveness, with the aim of generating evidence that can inform more responsive, human-centered, and contextually grounded professional development frameworks that recognize teaching as both a technical and socially mediated professional practice.

METHOD

This study employed a multi-method research design integrating quantitative and qualitative approaches to provide a comprehensive examination of teacher recognition and instructional effectiveness in public schools. The quantitative component utilized a descriptive-correlational design, which determined the levels of teacher recognition and instructional effectiveness and examined

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the significant relationship between the two variables. The qualitative component employed a descriptive-qualitative design to capture teachers' experiences and contextual issues related to recognition practices.

The participants of the study were 100 public school teachers from a selected City Division in Northern Philippines. The respondents were selected using simple random sampling, ensuring that all eligible teachers had an equal chance of being included in the study and enhancing the representativeness of the sample across grade levels and subject areas.

Two research instruments were utilized in the study. The first was the Teacher Social Recognition Scale (TSRS) developed by Zhang et al. (2021), grounded in Honneth's Recognition Theory. The scale originally includes three dimensions: care, respect, and social esteem. Although prior validation studies retained only care and social esteem, this study retained all initial items to examine the dimensional structure in the Philippine context. Minor wording modifications were made to enhance clarity and contextual appropriateness without altering the original constructs. The second instrument was the Teacher Effectiveness Scale validated by Akram (2018), which measures instructional effectiveness across key dimensions such as instructional planning and strategies, subject matter knowledge, assessment practices, classroom management, student engagement, and professional competence. The instrument was adapted to reflect the local public-school setting while maintaining the integrity of its validated constructs. In addition, an open-ended questionnaire was developed by the researcher to elicit qualitative data on teachers' lived experiences of recognition, the challenges they encounter in receiving recognition, and its perceived impact on instructional practice and professional growth.

For data analysis, the quantitative data were treated using weighted mean to determine the levels of teacher recognition and instructional effectiveness, while Pearson product-moment correlation coefficient (Pearson r) was used to test the significant relationship between the variables. The qualitative responses were analyzed using thematic analysis, involving coding, categorization, and theme development to capture patterns in teachers' narratives regarding recognition. The integration of quantitative and qualitative findings provided a more nuanced interpretation of the research problem.

Ethical considerations were strictly observed throughout the conduct of the study. Informed consent was obtained from all participants, and participation was entirely voluntary. Respondents were assured of confidentiality and anonymity, and no identifying information was disclosed in any part of the study. Participants were also informed of their right to withdraw at any stage without penalty. All collected data were securely stored and used solely for academic purposes, ensuring adherence to principles of privacy, non-maleficence, and responsible research conduct.

RESULTS AND DISCUSSION

Table 1. Extent of Teacher Recognition Among Teacher-Respondents

Dimensions	Mean	Qualitative Description
Care	3.48	To a moderate extent
Respect	3.65	To a great extent
Social Esteem	3.80	To a great extent
Overall Mean	3.64	To a great extent

Table 1 shows the extent of teacher recognition among teacher-respondents in terms of care, respect, and social esteem. For the dimension of care, the data yielded a mean of 3.48, described as "to a moderate extent." The responses indicate that while some teachers experience concern from colleagues when they are unwell and receive support when encountering difficulties, as well as communication and assistance when needed, the level of recognition is comparatively lower in relation to the other dimensions. Similarly, perceptions of understanding from others during work-related difficulties and the expression of care during personal challenges were present but not strongly evident across responses.

In terms of respect, the results show a mean of 3.65, interpreted as "to a great extent." The responses reflect that teachers generally perceive that their professional rights are supported, including opportunities for professional development and participation in school-related decisions. Likewise, respect for their instructional role, protection of their rights as educators, and recognition of their equal status within the school community are commonly experienced. For social esteem, the data obtained a mean of 3.80, described as "to a great extent." The results indicate that teachers frequently experience acknowledgment of their abilities, appreciation of their contributions, and recognition of their teaching accomplishments. Responses also show that teachers receive positive feedback regarding their professional performance and that their contributions to the school are generally valued by others.

Overall, the composite mean of 3.64 indicates that teacher recognition across the three dimensions is experienced to a great extent, with mean values ranging from 3.48 to 3.80.

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Table 2. Extent of Instructional Effectiveness Among Teacher-Respondents

Dimensions	Mean	Qualitative Description
Instructional Planning and Strategies	4.58	Very High
Subject Matter Knowledge	4.48	High
Assessment Practices	4.35	High
Classroom Management	4.52	Very High
Student Engagement	4.46	High
Professional Competence	4.30	High
Overall Mean	4.45	High

Table 2 presents the extent of instructional effectiveness among teacher-respondents in terms of instructional planning and strategies, subject matter knowledge, assessment practices, classroom management, student engagement, and professional competence. In terms of instructional planning and strategies, the results show a mean of 4.58, interpreted as “very high.” The responses indicate strong emphasis on planning lessons that are meaningful and relevant, using varied instructional strategies, linking lessons to real-life situations, preparing instructional materials, explaining difficult concepts effectively, checking student understanding during lessons, and adapting instruction when learners experience difficulty.

For classroom management, the data yielded a mean of 4.52, described as “very high.” This reflects consistent implementation of maintaining a positive and orderly classroom environment, using effective strategies to manage student behavior, setting clear expectations for student conduct, and responding appropriately to classroom disruptions. Regarding subject matter knowledge, the mean score is 4.48, interpreted as “high.” The responses show that teachers demonstrate strong knowledge of their subject areas, organize content logically, present information clearly, answer student questions confidently, and relate core ideas to other disciplines.

In terms of student engagement, the mean is 4.46, described as “high.” The results indicate that teachers encourage participation in class discussions, engage students actively in learning tasks, motivate learners with low interest, and foster a classroom environment where students feel comfortable asking questions. For assessment practices, the mean is 4.35, interpreted as “high.” The findings show that teachers utilize various assessment techniques, provide feedback after assessments, align assessments with lesson objectives, and adjust instruction based on assessment results.

Lastly, professional competence obtained the lowest mean of 4.30, also described as “high.” The results indicate that teachers reflect on and improve their teaching practices, demonstrate commitment to professional growth, observe ethical and professional conduct, and collaborate with colleagues to support teaching and learning. Overall, the composite mean of 4.45 indicates that instructional effectiveness among teacher-respondents is at a high level, with mean scores ranging from 4.30 to 4.58 across all domains.

Table 3. Significant Relationship between Teacher Recognition and Instructional Effectiveness Among Teacher-Respondents

Dimensions	Pearson-R	p-value	Decision
Teacher Recognition	.752	.000	Significant
Instructional Effectiveness			

**significant at .05 level*

Table 3 presents the relationship between teacher recognition and instructional effectiveness among teacher-respondents. The results reveal a strong positive relationship between the two variables, as indicated by the Pearson correlation coefficient of $r = .752$. The computed p-value of .000 is lower than the 0.05 level of significance, indicating that the relationship between teacher recognition and instructional effectiveness is statistically significant. The findings further show that higher levels of teacher recognition are associated with higher levels of instructional effectiveness among teacher-respondents.

Qualitative Findings on Teachers’ Experiences of Teacher Recognition

Through thematic analysis of the interview responses, recurring patterns and shared experiences emerged from the narratives of the participants. The analysis generated four major themes that reflect how teachers perceive and experience recognition within the school environment. These themes include recognition as a source of motivation and commitment, recognition as a means of strengthening professional confidence, the effects of limited recognition on teachers’ morale, and the importance of a supportive school culture in fostering recognition. Selected verbatim responses are presented to support the identified themes.

A. Recognition Enhances Motivation and Commitment

The participants commonly described teacher recognition as an important factor that motivates them to perform their duties effectively and remain committed to their profession. Teachers shared that acknowledgment of their efforts, accomplishments, and

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sacrifices encouraged them to continue improving their instructional practices and maintaining dedication to their learners. Recognition from school heads, colleagues, and the school community was perceived as a form of encouragement that positively influenced work performance and professional commitment. Some participants expressed that receiving appreciation, even through simple gestures or verbal acknowledgment, increased their enthusiasm toward teaching responsibilities. Others emphasized that recognition serves as a reminder that their contributions are valued within the school environment. The following statements reflect the experiences of the participants:

T15: *“When our efforts are appreciated, we become more motivated to do our responsibilities well.”*

T11: *“Recognition inspires me to continue giving my best to my students.”*

T34: *“Even simple acknowledgment from school administrators encourages us to remain dedicated to teaching.”*

B. Recognition Strengthens Professional Confidence and Self-Worth

Another emerging theme highlights the role of teacher recognition in strengthening teachers' confidence and professional self-worth. Participants shared that recognition made them feel valued and respected as professionals. Being acknowledged for their competencies, accomplishments, and contributions increased their confidence in handling instructional responsibilities and interacting with learners and colleagues. Several teachers noted that recognition positively influenced how they viewed themselves as educators. The acknowledgment of their work affirmed their capabilities and reinforced their sense of professional identity within the school community. The participants stated:

T04: *“Being recognized makes me feel that my work has value.”*

T10: *“Recognition gives me confidence in my ability as a teacher.”*

T20: *“It feels rewarding when other people acknowledge the effort we put into teaching.”*

C. Limited Recognition Leads to Feelings of Discouragement

While many participants shared positive experiences, some teachers also described experiences associated with limited or insufficient recognition in the workplace. Participants expressed that the absence of appreciation sometimes resulted in feelings of discouragement, reduced motivation, and emotional exhaustion. Some teachers perceived that their efforts and sacrifices were not always acknowledged despite the demands of their responsibilities. The responses indicate that lack of recognition may affect teachers' enthusiasm and emotional engagement toward their work. Participants emphasized the importance of appreciation in maintaining morale and sustaining commitment in the teaching profession. The following verbatim responses illustrate these experiences:

T05: *“Sometimes teachers feel unappreciated despite working hard.”*

T22: *“There are moments when our efforts go unnoticed, and it becomes discouraging.”*

T27: *“Lack of recognition can affect motivation over time.”*

D. Supportive School Relationships Foster Teacher Recognition

The participants further emphasized that teacher recognition becomes more meaningful within a supportive and collaborative school environment. Positive relationships with school heads, colleagues, and members of the school community contributed to teachers' feelings of appreciation, respect, and belongingness. Participants highlighted that supportive interactions and open communication strengthened their experiences of recognition in the workplace. Teachers also noted that recognition is not limited to formal awards or incentives but may also be expressed through encouragement, respect, cooperation, and concern from others within the school setting. The participants shared:

T22: *“A supportive environment helps teachers feel appreciated.”*

T27: *“Recognition becomes more meaningful when it comes from both colleagues and administrators.”*

T30: *“Good relationships in the school make teachers feel valued and respected.”*

DISCUSSION

The findings of the study revealed that teacher recognition was experienced to a great extent among teacher-respondents, as reflected in the overall mean of 3.64, while instructional effectiveness was likewise rated high, with a composite mean of 4.45. More importantly, the study established a strong positive and statistically significant relationship between teacher recognition and instructional effectiveness, as indicated by the Pearson correlation coefficient of $r = .752$ and a p-value of .000, which is lower than the 0.05 level of significance. This means that teachers who experience higher levels of recognition are more likely to demonstrate higher levels of effectiveness in instructional planning, classroom management, assessment practices, student engagement, and professional competence. The findings suggest that teacher recognition is not merely a symbolic or motivational practice within schools but is closely associated with teachers' actual instructional behaviors and professional performance. The result further implies that when teachers perceive that their contributions, efforts, and professional roles are acknowledged and appreciated, they

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become more engaged, committed, and motivated to perform their responsibilities effectively. Consequently, recognition emerges as an important organizational and professional factor that contributes to improving the quality of instruction and the overall teaching-learning process within schools.

The findings of the study are consistent with the theoretical perspectives of Elrayah and Semlali (2023), who emphasized that recognition serves as a motivating factor that increases employee satisfaction, commitment, and performance. It was argued that employees become more productive and motivated when their work is acknowledged and appreciated, and this principle appears highly applicable within the educational setting. Similarly, the findings align with the work of Buric and Kim (2020), particularly in relation to esteem needs, which emphasize the importance of appreciation, respect, and acknowledgment in developing confidence, self-worth, and motivation. Teachers who feel valued within the school environment may develop stronger confidence in their professional abilities, which consequently enhances their instructional effectiveness. The findings are also congruent with studies in educational leadership and organizational behavior which argue that supportive and appreciative school environments positively influence teachers' morale, job satisfaction, and teaching performance. Furthermore, the qualitative findings strongly reinforced these theoretical assumptions, as participants repeatedly described recognition as a source of encouragement, confidence, motivation, and professional commitment. Teachers expressed that even simple acknowledgment from school administrators and colleagues inspired them to continue improving their teaching practices and remain dedicated to their learners. These narratives provide deeper support for the statistical findings by explaining how recognition influences teachers at both the emotional and professional levels.

One possible reason for the strong and significant relationship between teacher recognition and instructional effectiveness may be attributed to the motivational function of recognition within the school environment. In the Philippine educational context, teachers often face multiple responsibilities that extend beyond classroom instruction. Aside from teaching, many educators are tasked with administrative assignments, paperwork, co-curricular responsibilities, community engagement activities, and other institutional duties that contribute to workload pressures and emotional stress (algar, et al., 2025; Jelongos & Naanep, 2025). Under these conditions, recognition may serve as an important source of psychological reinforcement that helps sustain teachers' enthusiasm, dedication, and willingness to perform effectively despite professional challenges. When teachers receive appreciation for their efforts and sacrifices, they may develop a stronger sense of purpose and commitment toward their profession. The qualitative findings strongly support this explanation, as participants emphasized that acknowledgment of their efforts encouraged them to continue doing their best for their students. Some teachers specifically noted that simple gestures of appreciation, verbal acknowledgment, or recognition from administrators and colleagues positively influenced their motivation and work commitment. This suggests that recognition functions not only as a reward mechanism but also as an emotional and motivational support system that reinforces teachers' engagement in instructional tasks. In this sense, recognition becomes a crucial factor in sustaining teachers' morale and maintaining high levels of instructional performance within demanding school environments (Zahroh, et al., 2025; Balakrishnan, et al., 2022).

Another possible explanation for the significant relationship between teacher recognition and instructional effectiveness may be associated with the influence of recognition on teachers' professional confidence, self-esteem, and sense of self-efficacy. The findings revealed that teachers who experienced recognition tended to feel more valued, respected, and confident in their professional roles. In many public school settings, teachers are expected to meet increasing instructional standards and performance expectations while simultaneously coping with limited resources, overcrowded classrooms, and institutional constraints. Within this context, recognition may strengthen teachers' belief in their own abilities and competencies, thereby improving their confidence in implementing instructional strategies, managing classrooms, and engaging students effectively. The qualitative findings strongly illustrate this perspective, as several participants shared that recognition made them feel that their work had value and increased their confidence as educators. Recognition may therefore contribute to the development of a positive professional identity, which is essential in promoting effective teaching practices. Teachers who believe in their abilities are more likely to demonstrate initiative, creativity, adaptability, and persistence in addressing instructional challenges. They may also become more willing to innovate their teaching strategies, improve lesson delivery, and establish meaningful interactions with students (Wray, et al., 2022; Buric, et al., 2024; Olawale & Hendricks, 2024). Thus, the findings imply that recognition positively influences instructional effectiveness because it strengthens teachers' confidence and reinforces their perception of themselves as competent and capable professionals within the school community.

A third possible reason for the findings may be linked to the role of supportive school culture and interpersonal relationships in fostering both recognition and instructional effectiveness. The qualitative findings emphasized that recognition becomes more meaningful when it is experienced within a supportive and collaborative school environment characterized by respect, open communication, teamwork, and positive relationships among teachers and school administrators. In the Philippine context, workplace relationships and social interactions play a significant role in shaping teachers' professional experiences and emotional well-being (Artizuela, 2025). Teachers who experience support, cooperation, and appreciation from colleagues and school leaders are more likely to develop a stronger sense of belongingness and organizational commitment. Such positive school climates may

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contribute to improved morale, reduced workplace stress, and stronger professional engagement, all of which are essential for effective teaching (Li & Copur-Gencturk, 2024). Participants in the study highlighted that recognition is not limited to formal awards or incentives but can also be expressed through simple encouragement, respect, understanding, and collaborative relationships within the school setting. These findings suggest that teacher recognition operates within a broader organizational culture that values and supports teachers as professionals. Schools that cultivate appreciative and supportive environments may therefore create conditions that encourage teachers to perform more effectively and remain emotionally invested in their instructional responsibilities (Kouhsari, et al., 2023). This explanation supports organizational and educational leadership theories which emphasize that positive workplace climates significantly influence employee performance, motivation, and productivity.

Despite the generally positive findings, the qualitative results also revealed that limited or insufficient recognition may negatively affect teachers' morale, motivation, and emotional engagement. Some participants expressed feelings of discouragement when their efforts and sacrifices went unnoticed despite the demands of their profession. These experiences indicate that the absence of recognition may contribute to emotional exhaustion, reduced enthusiasm, and lower professional engagement over time. In highly demanding educational settings where teachers already experience workload pressures and accountability expectations, lack of appreciation may intensify stress and decrease motivation to perform effectively (Dreer-Gothe, 2025). This finding highlights the importance of implementing consistent and meaningful recognition practices within schools. It further suggests that recognition should not only focus on outstanding accomplishments or formal achievements but should also acknowledge the everyday efforts, dedication, and contributions of teachers in sustaining the teaching-learning process. Educational leaders and school administrators therefore play a critical role in creating systems and practices that promote appreciation, respect, and professional acknowledgment among teachers. Failure to establish such supportive recognition mechanisms may undermine teachers' motivation and ultimately affect the quality of instruction provided to learners (Dlamini, 2025).

CONCLUSION

The study strongly affirms that teacher recognition is a significant factor associated with instructional effectiveness among teacher-respondents. The integration of quantitative and qualitative findings demonstrates that recognition contributes substantially to teachers' motivation, confidence, morale, commitment, and professional engagement, which are all essential elements of effective instruction. The findings further emphasize that recognition is not simply a superficial or ceremonial practice but rather an important organizational process that influences teachers' emotional well-being and professional performance. By fostering a supportive and appreciative school environment, educational institutions may enhance teachers' instructional effectiveness and strengthen their commitment to providing quality education to learners. The study therefore reinforces existing literature highlighting the importance of recognition, support, and positive workplace relationships in improving teacher performance and promoting educational quality. Furthermore, the findings provide important implications for school leaders, policymakers, and educational stakeholders regarding the need to institutionalize meaningful recognition programs and cultivate school cultures that value and appreciate teachers' contributions to the educational system.

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