

Impact of School-Based Recognition on the Work Performance of Public Secondary School Teachers

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Abstract

This study determined the impact of school-based recognition on the work performance of public secondary school teachers in Pililla District, Division of Rizal, during School Year 2024–2025. It covered five schools: Bugarin Integrated National High School, Hulo Integrated National High School, Malaya Integrated National High School, Pililla National High School, and Quisao Integrated National High School. The study employed a descriptive survey research design involving the total population of 120 teachers who received school-based recognition. A researcher-made questionnaire-checklist was used to assess the extent of impact of recognition on teachers' personal, instructional, technical, and evaluative skills, while documentary analysis of the teachers' Individual Performance Commitment and Review (IPCR) provided data on their work performance. Findings revealed that most respondents were 31–40 years old, female, married, Teacher I or Teacher III, had earned master's units, possessed 11–20 years of teaching experience, attended division-level in-service trainings, and received one school-based recognition. School-based recognition was found to have a high impact on teachers' personal, instructional, technical, and evaluative skills. No significant differences were found in respondents' perceptions when grouped according to sex, civil status, position title, educational attainment, in-service trainings attended, and number of recognitions received. However, significant differences were observed according to length of service across all skill areas and according to age in personal, technical, and evaluative skills. Teachers obtained an Outstanding level of work performance, with an overall mean of 4.611. Nevertheless, no significant relationship was found between the extent of impact of school-based recognition and teachers' IPCR-based work performance. The study recommends sustaining school-based recognition programs while integrating them with targeted professional development, mentoring, coaching, and follow-up support responsive to teachers' age and length of service. Further studies may examine leadership style, school climate, workload, and teacher motivation using broader samples and mixed-method approaches.

Keywords: School-Based Recognition, Teacher Work Performance, Personal Skills, Instructional Skills, Technical Skills, Evaluative Skills, Public Secondary School Teachers

1. Introduction

Teacher performance remains a central concern in educational management because teachers are primarily responsible for translating educational policies, curricula, and institutional goals into meaningful learning experiences. In public secondary schools, teachers are expected to demonstrate competence not only in classroom instruction but also in assessment, professional responsibilities, technical tasks, collaboration, and continuous improvement. Consequently, school administrators continuously explore mechanisms that can encourage teachers to sustain high levels of professional performance. One such mechanism is school-based recognition, which may include awards, commendations, certificates, public acknowledgment, service recognition, and other forms of appreciation for teachers' accomplishments and contributions. Recognition is particularly relevant in educational

organizations because teachers perform many responsibilities that may not always be immediately visible or financially compensated. When teachers perceive that their efforts are noticed and valued, recognition may strengthen morale, professional commitment, and willingness to sustain effective work behaviors.

Recent literature supports the continuing relevance of recognition in teacher motivation and professional practice. Paradero and Escote (2024), in a qualitative study of teachers in Laak South District, Davao de Oro, found that teachers experienced performance recognition as validating and motivating, although the process of qualifying for recognition could also be stressful and challenging. Their findings demonstrate that recognition has both positive and complex dimensions. Teachers may appreciate being acknowledged for their accomplishments while simultaneously experiencing pressure associated with performance expectations and competition for awards. Similarly, Aranguez (2024) reported that teachers' awards and recognition experiences were associated with improved work and stronger school-community collaboration. However, the study also identified feelings of being left out, distrust, envy, and increased stress among some teachers. These findings suggest that recognition programs can contribute positively to workplace culture when implemented appropriately, but poorly designed or perceived-to-be-unfair recognition systems may have unintended consequences.

The motivational value of recognition is further supported by recent research on teacher motivation and performance. Delante and Dulay (2025), examining teachers in the Division of Malaybalay City during School Year 2023–2024, identified recognition and opportunities for professional growth as important elements of teacher motivation. Their findings emphasized the role of supportive leadership, professional development, collaboration, and trust in creating an environment where teachers are empowered to perform effectively. Recognition therefore appears to operate most effectively when embedded within a broader organizational environment that supports teachers' professional growth rather than being treated simply as an award-giving activity.

Recognition is also increasingly understood as part of school-based human resource development. Baldomar (2025) examined teachers' standpoints regarding awards and recognition schemes and emphasized their potential contribution to teacher motivation, job satisfaction, organizational commitment, and school culture. The study also highlighted implementation challenges, particularly limited resources, inconsistent implementation, and insufficient prioritization. This finding is important because the effectiveness of recognition does not depend solely on the existence of awards but also on the fairness, consistency, transparency, and developmental orientation of the recognition system. A recognition program that clearly communicates performance expectations and acknowledges meaningful professional contributions may strengthen teachers' sense of value within the organization.

Recent international evidence likewise indicates a connection between recognition and teacher performance. Kiure et al. (2025) examined the contribution of recognition by school heads to teachers' job performance in public secondary schools in Hai District, Tanzania. Using a mixed-methods approach involving teachers, school heads, and a district education officer, the study specifically treated recognition as an extrinsic motivational practice and examined its contribution to teachers' job performance. The study provides contemporary evidence that recognition by school leaders remains an important factor in discussions of teacher motivation and performance in public secondary education. Ogbu and Ngwu (2025) likewise examined teacher recognition as a non-financial incentive among public secondary school teachers in Enugu State, Nigeria. Their findings indicated a positive relationship between recognition practices and teachers' commitment, morale, and productivity, with teachers emphasizing praise and awards as mechanisms that foster belonging and professional satisfaction.

The relationship between recognition and performance, however, should not be interpreted as automatic or exclusively causal. Teacher performance is influenced by multiple individual and organizational factors, including professional experience, leadership, school culture, workload, professional development, resources, motivation, and working conditions. Recent research on teacher performance in the Philippine setting demonstrates the importance of examining multiple predictors rather than assuming that a single factor explains teachers' performance. For example, a 2023 study involving 2,680 beginning teachers from the 17 regions of the Philippines examined the relationship between licensure examination results, teaching experience, college preparation, and teachers' performance ratings. The findings demonstrate that teacher performance is a multidimensional outcome influenced by several professional and individual factors. This supports the need to examine school-based recognition within the broader context of teacher characteristics and professional experiences.

The role of recognition is also reflected in actual educational management practices in the Philippines. The Department of Education continues to implement recognition and rewards mechanisms through programs aligned with the Program on Awards and Incentives for Service Excellence (PRAISE). In 2023, DepEd regional offices continued to recognize outstanding teaching and teaching-related personnel, including secondary teachers, through formal awards programs. Such programs demonstrate that recognition is institutionally embedded within the Philippine public-school system and is intended to acknowledge exemplary performance and contributions to education. Recognition is consequently not merely an informal interpersonal practice but may form part of organizational strategies for promoting excellence, accountability, and professional development.

Recent policy developments further emphasize the relationship between performance assessment, recognition, and teacher development. DepEd's revised performance management guidelines provide for the use of final teacher performance ratings as a basis for recognition, rewards, professional development opportunities, and career progression. The guidelines explicitly connect exceptional performance with incentives, awards, and other recognition mechanisms while emphasizing that recognition should reinforce commitment to learner outcomes, innovation, and professional standards. This policy direction is particularly relevant to the present study because it establishes an institutional rationale for examining whether recognition is associated with actual teacher work performance.

Teacher work performance itself encompasses several dimensions that extend beyond classroom teaching. Teachers are expected to demonstrate personal and professional competencies, instructional skills, technical capabilities, assessment competencies, collaboration, and accountability. The present study therefore considers personal, instructional, technical, and evaluative skills as dimensions through which the possible impact of school-based recognition may be examined. Personal skills refer to professional attitudes, interpersonal relationships, responsibility, and other qualities necessary for effective participation in the school community. Instructional skills concern teachers' capacity to plan and implement appropriate teaching-learning experiences. Technical skills involve the application of professional knowledge, procedures, tools, and technologies required in performing teaching-related responsibilities. Evaluative skills refer to teachers' competence in assessing learner performance, interpreting assessment information, and using evidence to improve instruction. Examining these dimensions provides a broader understanding of teacher performance than focusing solely on classroom delivery.

A significant consideration in studying recognition is the possibility that teachers at different stages of their professional careers may perceive recognition differently. Age and length of service may influence teachers' expectations, professional goals, motivation, and responses to organizational rewards. Teachers who are beginning their careers may view recognition as affirmation of emerging professional competence, while experienced teachers may value recognition as acknowledgment of sustained service, leadership, expertise, or contributions to institutional development. Recent research on teacher recognition has similarly emphasized the interaction between professional growth, recognition, and teacher performance. Meng and Briscioli's research published in the 2024 volume of *Frontiers in Psychology* found that professional growth was positively associated with teaching performance and that achievement recognition represented a modest psychosocial pathway connecting professional growth and performance among secondary school teachers. Although the research context was China and therefore differs from the Philippine setting, it reinforces the importance of considering recognition alongside professional growth and career development when examining teacher performance.

Despite the growing body of literature, several research gaps remain. First, recent studies have frequently examined recognition in relation to teacher motivation, morale, job satisfaction, professional commitment, or experiences of receiving awards, while fewer studies have directly examined its relationship with documented teacher work performance. Second, many recent qualitative studies have focused on teachers' narratives and perceptions, which are valuable for understanding experiences but do not necessarily establish whether perceived recognition is reflected in formal performance ratings. Third, existing studies provide limited evidence regarding the multidimensional effects of school-based recognition on teachers' personal, instructional, technical, and evaluative skills. Fourth, although recent literature suggests that professional stage and growth may influence the relationship between recognition and performance, there remains insufficient local evidence regarding whether teachers' age and length of service produce differences in their perceptions of recognition. Finally, there is limited empirical research specifically focused on public secondary school teachers in Pililla District, Division of Rizal, despite the distinct organizational and professional context of Philippine public schools.

These gaps establish the need for a localized examination of school-based recognition and teacher work performance. The present study addresses this need by determining the extent of the impact of school-based recognition on the work performance of public secondary school teachers in Pililla District, Division of Rizal during School Year 2024–2025. It examines recognition in relation to personal, instructional, technical, and evaluative skills and considers whether perceptions differ according to selected demographic and professional characteristics, including age, sex, civil status, position title, educational attainment, length of service, in-service training, and number of school-based recognitions received. More importantly, the study examines the relationship between the perceived impact of school-based recognition and teachers' documented work performance based on their Individual Performance Commitment and Review (IPCR). By combining teachers' perceptions with formal performance data, the study seeks to contribute evidence on whether recognition is merely perceived as motivating or is meaningfully associated with measurable teacher performance. The findings may provide school administrators with a stronger basis for designing recognition programs that are fair, development-oriented, responsive to teachers' professional circumstances, and aligned with sustained improvement in teaching performance.

2. Material and methods

2.1 Research Design

The study employed a descriptive survey research design to determine the extent of the impact of school-based recognition on the work performance of public secondary school teachers in Pililla District, Division of Rizal, during School Year 2024–2025. This design was considered appropriate because the study aimed to describe the respondents' demographic and professional characteristics, determine their perceptions regarding the impact of school-based recognition, identify significant differences in their perceptions when grouped according to selected characteristics, and determine the relationship between school-based recognition and teachers' work performance. The study examined four dimensions of work performance, namely personal skills, instructional skills, technical skills, and evaluative skills. Documentary analysis was likewise employed to obtain the teachers' actual work performance ratings based on their Individual Performance Commitment and Review (IPCR), providing supporting evidence for the assessment of their work performance.

2.2 Locale of the Study

The study was conducted in Pililla District, Division of Rizal, covering five public secondary schools, namely Bugarin Integrated National High School, Hulo Integrated National High School, Malaya Integrated National High School, Pililla National High School, and Quisao Integrated National High School. These schools were selected as the research locale because they are public secondary schools within the identified district and have teachers who received school-based recognition during School Year 2024–2025. The locale provided an appropriate setting for examining school-based recognition and its perceived impact on teachers' professional performance because recognition practices are implemented within individual school environments and may be influenced by school leadership, organizational practices, and teachers' professional characteristics.

2.3 Respondents of the Study

The respondents of the study were the 120 public secondary school teachers from the five identified schools who received school-based recognition during School Year 2024–2025. The respondents were characterized according to age, sex, civil status, position title, educational attainment, length of service, in-service trainings attended, and number of school-based recognitions received. These characteristics were included to determine whether teachers' perceptions regarding the impact of school-based recognition varied according to their demographic and professional backgrounds. The inclusion of teachers who had directly received school-based recognition ensured that the respondents had actual experience with the recognition practices being examined in the study.

2.4 Sample and Sampling Procedure

The study utilized total enumeration sampling, wherein all qualified public secondary school teachers who received school-based recognition in the five identified schools were included as respondents. The total population consisted of 120 teachers, and because the population was manageable and accessible, no further sample selection was undertaken. Total enumeration was considered appropriate because it allowed the researcher to gather information from the entire population of recognized teachers within the research locale, thereby minimizing sampling error and providing a comprehensive representation of their perceptions regarding school-based recognition and work performance.

2.5 Research Instrument

The study utilized a researcher-made questionnaire-checklist as the primary instrument for gathering data. The instrument was developed based on the objectives of the study and relevant literature on school-based recognition, teacher motivation, and work performance and was designed to determine the respondents' perceptions of the impact of school-based recognition in terms of personal skills, instructional skills, technical skills, and evaluative skills. It also included items that gathered information about the respondents' demographic and professional characteristics. Prior to administration, the instrument underwent appropriate validation to establish its relevance, clarity, and alignment with the research objectives, and revisions were made based on the recommendations of the validators. Documentary analysis was also employed to obtain the respondents' work performance ratings from their Individual Performance Commitment and Review (IPCR) records, subject to the necessary permissions and confidentiality requirements.

2.6 Data Gathering Procedure

The researcher first secured the necessary permissions from the appropriate education authorities and school heads before conducting the study in the five identified schools. After approval was obtained, the researcher coordinated with the school administrators regarding the administration of the questionnaire and the retrieval of relevant documentary data. The purpose and procedures of the study were explained to the respondents, and they were informed that participation was voluntary and that all information provided would be treated confidentially and used solely for academic purposes. The validated questionnaire was then distributed to the 120 qualified teacher-respondents and retrieved after completion. The researcher subsequently conducted documentary analysis of the respondents' IPCR ratings to determine their documented level of work performance. The accomplished

questionnaires and documentary data were checked, organized, encoded, tabulated, and prepared for statistical analysis, while appropriate ethical principles concerning informed participation, confidentiality, privacy, and responsible data handling were observed throughout the process.

2.7 Data Analysis Techniques

The data gathered were analyzed using appropriate descriptive and inferential statistical techniques. Frequency and percentage were used to describe the respondents' demographic and professional characteristics, while the weighted mean was employed to determine the extent of the impact of school-based recognition on teachers' personal, instructional, technical, and evaluative skills. To determine whether significant differences existed in the respondents' perceptions when grouped according to selected characteristics, the t-test was used for variables with two groups and one-way Analysis of Variance (ANOVA) for variables with more than two groups. The Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine whether a significant relationship existed between the perceived impact of school-based recognition and teachers' documented work performance based on their IPCR ratings. All inferential statistical tests were evaluated at the 0.05 level of significance, and the resulting findings served as the basis for interpreting the research questions, testing the hypotheses, drawing conclusions, and formulating recommendations.

2.8 Ethical Considerations

The study observed ethical principles in conducting research involving human participants. Participation in the study was voluntary, and the respondents were informed about the purpose of the research before answering the questionnaire. The information gathered from the respondents was used solely for academic purposes and was treated with confidentiality. The researcher ensured that the respondents' identities and personal information were protected throughout the research process. The collected data were analyzed and reported objectively to maintain the integrity and credibility of the study.

3. Results and Discussion

3.1 Profile of the respondents

The 120 teacher-respondents were predominantly 31–40 years old (35.8%), female (80.0%), and married (73.3%). In terms of position title, Teacher I and Teacher III comprised the largest groups, each representing 34.2% of the respondents. Regarding educational attainment, the largest proportion had master's units (40.8%), followed by those who had completed a master's degree (26.7%). In terms of length of service, most respondents had 11–20 years of service (41.7%), closely followed by those with below 10 years of service (40.0%). For in-service training, the largest proportion attended division-level trainings (24.2%), followed by school-level trainings (23.3%). With respect to school-based recognition, 41.7% had received one recognition, while 40.0% had received 2–3 recognitions. Overall, the profile indicates that the respondents were largely female, married, in the early-to-middle stages of their careers, academically pursuing or having completed graduate-level education, and had generally participated in division- and school-level professional development activities, with most having received one to three school-based recognitions.

3.2 Extent of Impact of School-Based Recognition on the Work Performance of Public Secondary School Teachers as Perceived by Themselves with Respect to Personal Skills, Instructional Skills, Technical Skills, and Evaluative Skills

The findings indicate that school-based recognition has a high impact on the work performance of public secondary school teachers, as reflected by the overall composite mean of 4.28, verbally interpreted as Often (High Impact). Among the four dimensions, evaluative skills ranked first with a weighted mean of 4.36, followed by personal skills (4.29), instructional skills (4.26), and technical skills (4.20), with all dimensions receiving the same verbal interpretation. This suggests that recognition may encourage teachers to strengthen their ability to assess learners, provide meaningful feedback, maintain positive professional relationships, improve instructional practices, and utilize appropriate technical and digital resources in their work. The results further imply that when teachers feel valued and acknowledged for their accomplishments, they may become more motivated, committed, and responsive to their professional responsibilities, thereby encouraging continuous improvement in their competencies and teaching practices. The findings are consistent with Kiure et al. (2025), who reported that recognition practices such as verbal praise, certificates, public appreciation, and leadership opportunities contributed positively to teachers' motivation, commitment, and job performance. Thus, school-based recognition may serve as a meaningful management strategy for reinforcing desirable professional behaviors and fostering a supportive school culture that promotes teacher development and improved educational practice.

3.3 Significant Difference on the Perceptions of the Respondents on the Extent of Impact of School-Based Recognition on the Work Performance of Public Secondary School Teachers as Perceived by Themselves with Respect to the Cited Aspects in Terms of Their Profile

Results showed that there were no significant differences in the respondents' perceptions of the impact of school-based recognition on their work performance when grouped according to sex, civil status, position title, educational attainment, in-service trainings attended, and number of school-based recognitions received, as all corresponding p-values were greater than the 0.05 level of significance. Thus, the null hypothesis was not rejected for these profile variables, indicating that teachers generally shared similar perceptions of the impact of recognition across personal, instructional, technical, and evaluative skills regardless of these characteristics. In contrast, significant differences were found according to length of service across all four aspects, with p-values ranging from .009 to .045, and according to age in terms of personal skills ($p = .020$), technical skills ($p = .032$), and evaluative skills ($p = .007$), although no significant difference was observed for instructional skills ($p = .065$). These findings suggest that teachers' professional experience and age may shape how they perceive the contribution of recognition to their work, possibly because differences in career stage, accumulated experience, professional maturity, adaptability, and exposure to changing instructional and technological practices influence their responses to recognition. The results further indicate that recognition may be perceived relatively consistently across teachers regardless of sex, civil status, position, educational attainment, training exposure, or number of recognitions received, but perceptions may become differentiated by career longevity and age. This finding is partially consistent with David (2023), who reported significant differences in teachers' attitudes toward awards and recognition when grouped according to selected demographic and professional characteristics, including age, educational attainment, and teaching position. The difference in findings may be attributed to variations in research context, respondents, recognition systems, and dimensions of recognition examined. Overall, the present findings highlight the importance of considering age and length of service when designing school-based recognition programs to ensure that recognition remains relevant and responsive to teachers at different stages of their professional careers.

3.4 Level of Work Performance of Teachers as Revealed in Their Individual Performance Commitment and Review (IPCR)

Findings revealed that the overall work performance of the 120 public secondary school teachers was Outstanding, with a mean IPCR rating of 4.611 and a standard deviation of 0.234, indicating consistently high performance with relatively little variation among the respondents. Of the teachers, 69% (83) obtained an Outstanding rating, while 31% (37) were rated Very Satisfactory. No respondent obtained a rating classified as Satisfactory, Unsatisfactory, or Poor. The highest recorded rating was 4.928, while the lowest was 4.125, with both falling within the Very Satisfactory to Outstanding range. These results indicate that the respondents generally demonstrated a high level of competence and effectiveness in fulfilling their professional responsibilities, including instructional delivery, classroom management, professional collaboration, use of appropriate technologies, and assessment of learners. The consistently high ratings may also suggest that the teachers have developed strong professional competencies and are able to meet the performance expectations of the school system. Although the present study found that teachers perceived school-based recognition to have a high impact on their work performance, the high IPCR ratings should not, by themselves, be interpreted as evidence that recognition caused the outstanding performance, particularly because the subsequent analysis examines the statistical relationship between the two variables. Nevertheless, the findings underscore the importance of maintaining supportive school environments and professional practices that encourage teachers to sustain high performance. The result may be compared with Añis (2022), who reported a Very Satisfactory level of teacher performance based on IPCRF ratings and emphasized the importance of instructional methodologies, leadership skills, and task accomplishment in achieving effective teacher performance. The higher performance level observed in the present study may reflect differences in research context, respondents, performance period, and institutional conditions.

3.5 Significant Relationship Between the Extent of Impact of School-Based Recognition on the Work Performance of Public Secondary School Teachers and Their Level of Work Performance as Revealed in Their Individual Performance Commitment and Review (IPCR)

Results showed that there was no significant relationship between the perceived extent of impact of school-based recognition and the teachers' level of work performance as reflected in their Individual Performance Commitment and Review (IPCR). The computed p-values for personal skills ($r = 0.117$, $p = 0.204$), instructional skills ($r = 0.074$, $p = 0.419$), technical skills ($r = 0.170$, $p = 0.063$), and evaluative skills ($r = 0.101$, $p = 0.275$) were all greater than the 0.05 level of significance; hence, the null hypothesis was not rejected. Although all correlation coefficients were positive, their magnitudes were weak and insufficient to establish a statistically significant association with teachers' IPCR ratings. This indicates that while teachers perceived school-based recognition as having a high impact on their personal, instructional, technical, and evaluative skills, such perceptions did not correspond to significant differences in their documented work performance. The absence of a significant relationship may be attributed to the consistently high performance of the respondents, with the majority obtaining Outstanding or Very Satisfactory IPCR ratings, resulting in limited variation in the performance data. It may also indicate that teachers' formal performance is influenced by several factors beyond recognition, including professional commitment, intrinsic motivation, teaching experience, administrative support, school climate,

workload, professional development, and institutional expectations. Thus, recognition may be more influential in strengthening teachers' morale, confidence, engagement, and sense of professional appreciation than in directly determining formal performance ratings. The finding differs from Khaemba et al. (2024), who reported a positive and significant relationship between employee recognition and teacher performance, indicating that recognition practices contributed to teachers' motivation, creativity, innovation, and effectiveness in service delivery. The contrasting results may be explained by differences in research setting, measurement of recognition and performance, characteristics of respondents, and institutional practices. The present finding consequently suggests that school-based recognition should be viewed as one component of a broader teacher-support system, rather than as a standalone determinant of formal work performance.

4. Conclusion & Recommendations

The study concludes that school-based recognition has a high perceived impact on the work performance of public secondary school teachers in Pililla District, Division of Rizal, particularly in terms of personal, instructional, technical, and evaluative skills. The respondents generally perceived recognition as a meaningful source of encouragement that supports professional competence, motivation, commitment, and continuous improvement. However, significant differences in perceptions were observed according to age in personal, technical, and evaluative skills and according to length of service across all four dimensions, indicating that career stage and professional experience may influence how teachers perceive and respond to recognition. No significant differences were found according to sex, civil status, position title, educational attainment, in-service trainings attended, and number of school-based recognitions received. The teachers likewise demonstrated a generally Outstanding level of work performance, with an overall IPCR mean of 4.611. Despite the high perceived impact of recognition, no significant relationship was found between school-based recognition and documented work performance, suggesting that formal teacher performance may be influenced by other factors beyond recognition, including professional commitment, leadership support, school climate, workload, motivation, and professional development. Thus, recognition should be regarded as a complementary strategy for strengthening teacher morale and professional engagement rather than as a sole determinant of performance.

Based on these conclusions, school administrators are recommended to sustain and strengthen school-based recognition programs while ensuring that recognition is fair, transparent, consistent, and aligned with meaningful professional contributions. Recognition mechanisms may be designed to respond to differences in teachers' age and length of service, providing appropriate forms of acknowledgment for beginning, mid-career, and experienced teachers. Recognition should also be integrated with mentoring, coaching, professional development, and follow-up support so that acknowledgment of accomplishments is accompanied by opportunities for continued competency development. Teachers are encouraged to maintain their intrinsic motivation, professionalism, commitment to learners, and active participation in professional development activities regardless of recognition received. Schools may likewise strengthen supportive leadership, collaborative practices, and a positive organizational climate to sustain the already high level of teacher performance. Finally, future researchers may examine other factors that could better explain formal teacher performance, such as leadership style, school climate, workload, teacher motivation, organizational support, and professional development, and may conduct similar studies using larger populations, other school districts, longitudinal designs, or mixed-method approaches to provide deeper evidence regarding the role of recognition in teacher performance.

5. Compliance with ethical standards

The author affirms that no conflicts of interest exist in relation to this study. The research was conducted in accordance with accepted ethical principles for human-participant research, including obtaining informed consent, ensuring voluntary participation, allowing participants to withdraw at any stage without consequence, and protecting participant confidentiality through anonymous, secure, and aggregated data management. Because the study examined psychological well-being, all research procedures were non-invasive and implemented with appropriate measures to reduce the risk of discomfort. Participants were informed of available support services should the need arise. Furthermore, the necessary institutional approvals were obtained for the administration of the research instruments and access to relevant academic records.

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