

APPLICATION AND VALIDATION OF A SOCIAL RECOGNITION SCALE IN A PAKISTANI CONTEXT

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Abstract

Social recognition the perception of being valued, respected, and appreciated within professional and social settings is a vital aspect of teacher well-being that strongly influences motivation, job satisfaction, and professional identity. Despite its importance, limited validated instruments exist to measure teachers' perceptions of recognition, particularly within developing educational systems such as Punjab, Pakistan. This study aimed to validate a Social Recognition Scale (Zhang et al., 2023), specifically designed for primary school teachers, in a Pakistani context. Grounded in social identity, motivation, and self-determination theories, the scale was validated across five dimensions: status, prestige, care, respect, and social esteem. Data were collected from a sample of 300 primary school teachers selected through simple random sampling. Content validity was ensured through expert review and pilot testing. Reliability was assessed using internal consistency analysis, confirming high stability and coherence across dimensions. Construct validity was examined through Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA), both supporting the multidimensional structure of the instrument. The findings confirmed that the SRS is a reliable and valid tool for assessing teachers' perceptions of social recognition. The instrument provides a strong empirical foundation for future research on teacher motivation, satisfaction, and retention, and offers policymakers practical insights into enhancing teacher well-being and professional recognition within educational institutions.

Keywords: social recognition, confirmatory factor analysis, teachers, validation, reliability.

Introduction

It has been established that social recognition, the perception of being appreciated, respected and valued by others is a key determinant of individual motivation, the development of professional identity as well as psychological wellbeing (Deci & Ryan, 2000; Bolino et al., 2013). In regard to the teachers taking part in the teaching programmes, recognition experiences have a decisive influence on job satisfaction, professional commitment, and the intentions to stay in the teaching profession (Skaalvik & Skaalvik, 2011). In cases where educators feel that they have gained the approval of fellow teachers, students, administration and the communities at large, you would find that they would exhibit increased morale, better performance rates and an enhanced feeling of professionalism (Van Quaquebeke et al., 2011). Recognition has been empirically tested as one of the most salient antecedents of the satisfaction, and motivation of the teachers in Pakistan. As an example, according to Zeb and Jamal (2016), reward and recognition were rated as some of the strongest predictors of university level teacher motivation and satisfaction. Similarly, Misbah Akhtar et al. (2022) concluded that gender and experience were considered demographic factors that affected job satisfaction among teachers, which is a construct that is directly linked to the level

of recognition and appreciation. Nevertheless, such studies have mainly used the general measures of job satisfaction or motivation, and not tools specifically intended to measure social recognition as an independent variable. Psychometric studies conducted in Pakistan recently have shown developments in the development of culturally sensitive assessment instruments of the educational concepts.

Sheikh and Rana (2021) created a valid and reliable scale to measure creativity of teachers, whereas Arshad et al. (2025) have created a scale to evaluate social interaction among university students. Both the research followed strict methodology, such as expert validation, pilot test, and factor analytic methods, underlining the sensitivity of measurement development to the cultures. However, there is still a significant lack of a tested tool that will focus on social recognition in teachers within the Pakistani context. To fill this knowledge gap, the current paper attempts to design and confirm the validation of a Social Recognition Questionnaire (SRQ) specific to school teachers in Pakistan. The SRQ has adhered to the recommended scale-development procedures and involved literature review, item generation, expert review, pilot check, exploratory and confirmatory factor analysis, and reliability check. The emerged reliable and valid instrument will allow scholars and policy makers to measure that which teachers recognize, quantify their links with job satisfaction and retention, and devise evidence-based interventions that can strengthen the recognition-oriented practices in schools.

Dimensions of Social Recognition

Status

Status is a core aspect of social organization that demonstrates the respect, admiration, and voluntary deference given to people in a hierarchical system. Recent research conceptualizes status as a multidimensional construct, which includes reputational and relational aspects of status, each of which affects the social behavior and group performance in different ways (Xu et al., 2024). Unlike power, which is the ability to control resources, status is interested in being appreciated by others because of perceived competence, contribution, or worth. Empirical studies show that when individuals have an elevated motivation to status, these people are more sensitive to status-related information and performance (Eckhardt & Brdhi, 2020). In the organizational contexts, status recognition plays the critical role in determining employee dedication, collaboration, and health. Nevertheless, when the concerns of status differentials are overemphasized, envy and interpersonal deviance can be cultivated (Ruslan et al., 2024).

Status rivalry within teams may hamper creativeness, decline communication, and damage the team performance (imam et al., 2022). The way of operation of status is also mediated by cultural differences because the policies of collectivism focus on harmony of relations, whereas individualistic societies are oriented to individual success and rule (Cahyadi et al., 2023). Recent research also points out that status has an impact on how employees perceive fairness, belonging and organizational justice which in turn influences the motivation and engagement. As the status of these high-status individuals in an organization sometimes increases recognition and developmental opportunities, the organizational hierarchies are strengthened, whereas the status of low-status individuals in an organization may result in social exclusion or even a feeling of threat. The virtual world has changed the manner in which individuals identify themselves and the wish to seem significant, and metrics of social-media has presented new standards of identification and evaluation in the workplace and academia. These evolving dynamics are important to understand in order to develop inclusive, equitable and psychologically healthy organizational cultures. On the whole, the contemporary literature emphasizes that status recognition is a

situational phenomenon that has long-term consequences regarding social cohesion, performance in the organization, and mental health.

Prestige

Prestige is the positional power granted to people who have accepted knowledge, skills and expertise in particular fields. Prestige, as opposed to dominance-based hierarchies is earned through demonstrating competence, and would result in voluntary deference by others. Hughes et al. (2024) confirmed a detailed index of occupational prestige on 1,029 occupations, and they found that prestige is an important element of socioeconomic status that operates independently of both income and education. The importance of their study is that occupational prestige demonstrates the status and social esteem given to people in relation to their occupation and is not related to material compensation or educational qualifications. Prestige manifests itself in the form of acknowledgment of expertise, people seeking advice, and colleagues voluntarily putting an expert in the first place. The studies concerning the occupational prestige emphasize that this honor depends on the position and proved ability (Hughes et al., 2024).

The prestige items to be included during the development of a scale should reflect how individuals understand knowledge of being respected as an expert, the degree to which they are consulted to provide advice, expertise knowledge, and the respect given to them due to competence. The goods ought not to be linked to prestige and formal rank in that one can be an expert with a high prestige but low formal rank. The operationalization of prestige can be done by how well the expertise and competence of a person are recognized and appreciated by others. It appears in the form of consultation, appreciation of expertise and willingly giving way to the judgment in that particular field to that individual. To quantify it, gauge the frequency with which the individual is sought after with regards to expertise, recognition of specialized knowledge and the levels at which the other individuals voluntarily relinquish their judgment.

Care

The care dimension summarizes the degree to which an individual experiences real concern, empathy and emotional support of other people in his or her professional and social environment. It demands a perception and sensitivity to the needs of others in the form of kindness, attention, and action of compassion. In the organizational and school setting, care is being recognized as one of the main factors of psychological well-being, interpersonal trust, and performance outcomes. Recent empirical studies have shown that care expressions at workplaces cause greater engagement, job satisfaction, and emotional stability in employees, thus reducing turnover intentions and burnout (Moudatsou et al., 2020).

Care is tightly connected with the construct of compassion at the workplace that combines emotional, cognitive and direct responses to the suffering or needs of others. Mandliya and Pandey (2023) presented Multidimensional Workplace Compassion Scale, the results of which showed that the caring aspect of compassion is a significant predictor of job satisfaction and prosocial behavior and well-being. In addition, such need-based caring behavior of supervisors like empathy and supportive communication was demonstrated to cushion the negative impact of job stress and depersonalize employees (Mohamad et al., 2025). In learning institutions, nurturing practices by teachers are the core aspects that determine the emotional and academic success of students. Empathy, attentiveness, and responsiveness showed by teachers promote the level of student engagement, feeling of belonging, and motivation to learn (Ampofo et al., 2025). The ethics of care model also promotes the importance of relational responsibility and attentiveness as important

moral concepts in teaching and leadership and highlights the role caring environments play in the individual and institutional well-being (Harbour, 2025).

Furthermore, care leadership has been linked to the increased rates of trust, commitment, and organizational resilience in both educational and non-educational settings (Jo & Shin, 2025). In general, the care aspect reflects the emotional basis of the social recognition, which implies the recognition that goes beyond the accomplishment or position in order to establish the intrinsic value of the person. The growing empirical support of it underlines the high level of importance of compassion, empathy, and supportive relations as the key mechanisms of maintaining motivation, morale, and positive organizational culture.

Respect

Respect constitutes recognition of individual dignity, autonomy, and worth manifested through specific behaviors and attitudes. Beach et al. (2007) developed a conception of respect as recognition of the unconditional value of patients as persons, identifying key elements including attention to needs, empathy, autonomy support, recognition of individuality, information provision, and protection of dignity. Rogers and Ashforth (2017) examined respect in organizations, describing it as feeling valued as both "we" (group member) and "me" (unique individual), with respect facilitating trust, open communication, and collaborative problem-solving. Respect manifests through behaviors communicating regard for others' dignity and autonomy across hierarchical levels.

Rogers and Ashforth (2017) distinguish between the appraisal respect that depends on evaluative judgment of qualities and recognition respect that is based on the intrinsic value of an employee; both modalities are considered to be consequential in the context of organizations. When designing a measurement tool, the items should assess the perceived dignity in the treatment of the staff, the availability of autonomy-supportive practices, the recognition of personal value, polite interpersonal behavior, and the development of a sense of psychological safety. These items are supposed to pay attention not only to the expression of respectful actions but also the lack of disrespectful behavior in such ways as dismissiveness, rudeness, or humiliation. Respect may be operationalized as the degree to which people feel that they are treated with dignity, their autonomy is favored and their value is recognized irrespective of rank. In this regard, measurement must include the perceptions of courtesy, supportive autonomous decision-making, recognition of contribution and protection against de-meaning or humiliating treatment.

Social Esteem

Social esteem refers to the judgment that people make concerning their worthiness in the social settings or the judgment made of them by others. Harris and Orth (2019) conducted a thorough meta-analysis of longitudinal research studies that determined the correlation between self-esteem and social relationships and found reciprocal influence in which the self-esteem of individuals determines the nature of their social interactions and the social interactions determine changes in self-esteem. The review of the empirical evidence on the advantages of having high self-esteem by Orth and Robins (2022) has concluded that individuals with high self-esteem are likely to attain more success in various spheres of life such as education, employment, interpersonal relations, and health. Leary and Baumeister (2000) suggested sociometer theory whereby self-esteem is seen to be a marker of social acceptance and which serves as an internal measure of social status. Social esteem hence consists of self-worth, self-competence, self-liking and perceived social acceptance.'

Harris and Orth (2019) established that in all development stages, social relationship and self-esteem interrelate in a reciprocal manner, hence the positive feedback loop between these two constructs. To develop the scale, one should make the items reflect on what the person perceives in terms of social worth, perceived acceptance by fellow group members, beliefs in social competence, and a sense of belonging to the organization. Products must be differentiating in the social esteem (value in social settings) and global self-esteem (self-assessment in totality). Social esteem can be operationalized as it is the degree to which individuals judge them to positively exist in their social and organizational settings, to feel valued, accepted and to be sure of their social competence. Measures need to be done on the perceptions of feeling valued by people or being confident in social situations, belongingness and a general assessment of personal value in the social context.

Theoretical framework

The current study takes the conceptualization of teacher recognition in an integrative form that consists of three popular theoretical traditions; recognition theory, social identity theory, and self-determination theory. According to the recognition theory by Honneth (1995), people require three types of recognition that they need to gain in order to positively construct identity including emotional care, cognitive respect of rights and dignity and respect of achievements in the society. Fraser and Honneth (2003) further elaborated on this framework by stating that professional recognition sums up symbolic valuation as well as material resource distribution. The empirical findings by Day and Gu (2010) prove that as teachers, they need to be recognized in such dimensions to maintain motivation and commitment to their profession. The importance of recognition in affirming professional group membership and status to influence self-concept is explained in social identity theory (Tajfel and Turner, 1979). Recognition enhances sense of identification with the teaching profession, which, on the other hand, has effects on job satisfaction and occupational commitment (Hogg and Terry, 2000; Van Dick and Wagner, 2002).

Kelchtermans (2009) also determined that recognition that originates in various sources, colleague, in-administration, students, and society, greatly influence the profession identity and professional pursuits of the teachers. A motivational theory that can be used to explain the motivator in this context is the self-determination theory (Deci and Ryan, 1985, 2000), which recognizes three primary psychological needs, namely autonomy, competence and relatedness. Recognition satisfies these requirements with the recognition of pedagogical competence, professional autonomy and organizational belonging that consequently increases intrinsic motivation and well-being (Roth, Assor, Kanat-Maymon, and Kaplan, 2007).

Ryan and Deci (2017) make it clear that successful recognition should be based on genuine effort instead of the achievements. Taken together, these frameworks come to the idea of conceptualizing recognition as a multidimensional construct, which incorporates emotional, cognitive, and evaluative aspects and, as a result, influences teacher identity, motivation, and wellbeing. The theoretical understanding that is presented here in developing situations like in Punjab, Pakistan does require contextualization under particular conditions of sociocultural and institutional circumstances (Crossley and Watson, 2003). Thus, this combined theoretical view became the basis of the construction of the Social Recognition Scale, which will not only cover every dimension, but also be context-sensitive.

Sample

The study employed simple random sampling to select three hundred primary school teachers from government schools across Punjab, Pakistan, ensuring equal selection probability

and enhancing sample representativeness (Creswell & Creswell, 2018). This sample size aligns with recommended guidelines for factor analysis and psychometric validation, which suggest minimum sample sizes between 200-300 respondents for reliable factorial structure detection (Creswell & Guetterman, 2019). The random sampling procedure minimized selection bias and strengthened the generalizability of psychometric findings to the broader population of primary school teachers.

Data Collection

Data collection was conducted through a self-administered questionnaire distributed to the randomly selected sample of three hundred primary school teachers across government schools in Punjab, Pakistan. The Social Recognition Scale, comprising items measuring five dimensions of recognition, was administered during scheduled school visits following appropriate permissions from educational authorities. Prior to data collection, informed consent was obtained from all participants, ensuring voluntary participation, confidentiality, and anonymity (Creswell & Creswell, 2018). The researcher provided standardized instructions to participants regarding completion procedures, clarifying ambiguities and ensuring consistent administration across all respondents. Completed questionnaires were collected immediately upon completion to maximize response rate and minimize data loss. The data collection process adhered to ethical research protocols, maintaining participant rights and data integrity throughout (Creswell & Guetterman, 2019).

Item Generation

Based on a comprehensive review of existing scales and prior research on social recognition 25 items were validated. After eliminating items with ambiguity, double meanings, or lack of clarity (Hinkin, 1998), the scale was again refined to 25 items. The final instrument comprised five dimensions; care, respect, social esteem, prestige, and status, with six items each. A five-point Likert scale ranging from *Strongly Disagree (1)* to *Strongly Agree (5)* was employed, consistent with its common use in organizational behavior studies to measure attitudes and perceptions.

To establish content validity, the draft questionnaire was reviewed by subject-matter experts in leadership and organizational behavior. Their feedback was used to refine item wording, ensure comprehensive coverage of dimensions, and eliminate ambiguity. A pilot study with a small, representative sample further assessed clarity of instructions, ease of completion, time required, and preliminary reliability using Cronbach's alpha.

Table 3.1

Summary of social Recognition Instrument Dimensions and Their Sources

Dimensions	Sources
Status	Tyler and Blader (2002); Anderson et al. (2001)
Prestige	Cheng et al. (2010); Henrich and Gil-White (2001)
Care	Noddings (2013); Skaalvik and Skaalvik (2018); Renger et al., 2017
Respect	Renger et al. (2017); Tyler and Blader (2000); Renger et al., 2017
Social Esteem	Honneth (1995); De Cremer and Tyler (2005); Renger et al., 2017

Reliability of Social Recognition Questionnaire

A sample of 300 primary school teachers was selected to evaluate the reliability of the research instrument. In line with the recommendation of Hair et al. (2017), who suggest a minimum of three respondents per item, the sample size was considered adequate for the 25-item scale.

Cronbach's alpha coefficient was employed to assess internal consistency, with values above 0.70 regarded as acceptable and those exceeding 0.80 indicating high reliability (Cohen et al., 2018).

Table 3.2

Reliability Statistics for Primary School Teachers' Social Recognition Scale

Factor	No. of items	Cronbach's Alpha
Full Scale	25	.86
Status	5	.77
Prestige	5	.75
Care	5	.90
Respect	5	.77
Social Esteem	5	.84

The Social Recognition Scale, consisting of 25 items across five dimensions, demonstrated strong internal consistency with an overall reliability coefficient of .860. The sub-dimensions also showed high reliability: status (.770), prestige (.752), care (.907), respect (.770), and social esteem (.841). Since all values exceed the .70 threshold, the scale is considered acceptable internal consistency reliability. Some dimensions have above .80 threshold so they are called highly reliable.

Factor Analysis of Social Recognition Scale

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.854
Bartlett's Test of Sphericity	Approx. Chi-Square	3685.481
	Df	300
	Sig.	.000

KMO was at 0.854 and that is much higher than the recommended level of 0.80 (Kaiser, 1974). This indicates that the sample is adequate for factor analysis and that the correlations among items are sufficient for identifying underlying factors. Bartlett's Test of Sphericity was significant ($\chi^2(300) = 3685.481$, $p < .001$), confirming that the correlation matrix is not an identity matrix. This result suggests that the items are interrelated and suitable for factor analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.857	23.429	23.429	5.857	23.429	23.429	3.888	15.551	15.551
2	3.886	15.544	38.973	3.886	15.544	38.973	3.699	14.797	30.349
3	3.408	13.632	52.605	3.408	13.632	52.605	3.624	14.494	44.843

4	2.69 7	10.788	63.393	2.69 7	10.788	63.393	3.61 4	14.457	59.300
5	2.28 1	9.123	72.516	2.28 1	9.123	72.516	3.30 4	13.216	72.516
6	.652	2.608	75.125						
7	.591	2.363	77.488						
8	.521	2.083	79.571						
9	.457	1.827	81.398						
10	.427	1.707	83.105						
11	.412	1.649	84.754						
12	.401	1.603	86.357						
13	.377	1.510	87.867						
14	.349	1.397	89.264						
15	.337	1.349	90.613						
16	.316	1.265	91.878						
17	.305	1.219	93.097						
18	.283	1.134	94.230						
19	.275	1.101	95.332						
20	.230	.921	96.252						
21	.221	.885	97.137						
22	.210	.841	97.978						
23	.185	.741	98.719						
24	.163	.652	99.371						
25	.157	.629	100.000						

The table presents the results of a Principal Component Analysis (PCA) conducted to examine the variance explained by each component in the dataset. The analysis extracted five components with eigenvalues greater than 1, which is a common criterion for retaining components in PCA. Cumulatively, these five components explain 72.516% of total variance in the data, which suggests that they substantively capture the underlying structure.

The first component explains 23.429% of variance, the second 15.544%, the third 13.632%, the fourth 10.788%, and the fifth 9.123%. After rotation (a process used to simplify the interpretation of components), the variance explained by each component is redistributed. The rotated components explain 15.551%, 14.797%, 14.494%, 14.457%, and 13.216% of the variance, respectively. This redistribution suggests that the rotation has balanced the contribution of each component to the total variance, making them more interpretable. The remaining components (6 through 25) have eigenvalues less than 1 and explain relatively small proportions of the variance (ranging from 2.608% to 0.629%). These components were not retained in the final solution, as they contribute minimally to the overall variance and are likely to represent noise or less meaningful variation in the data.

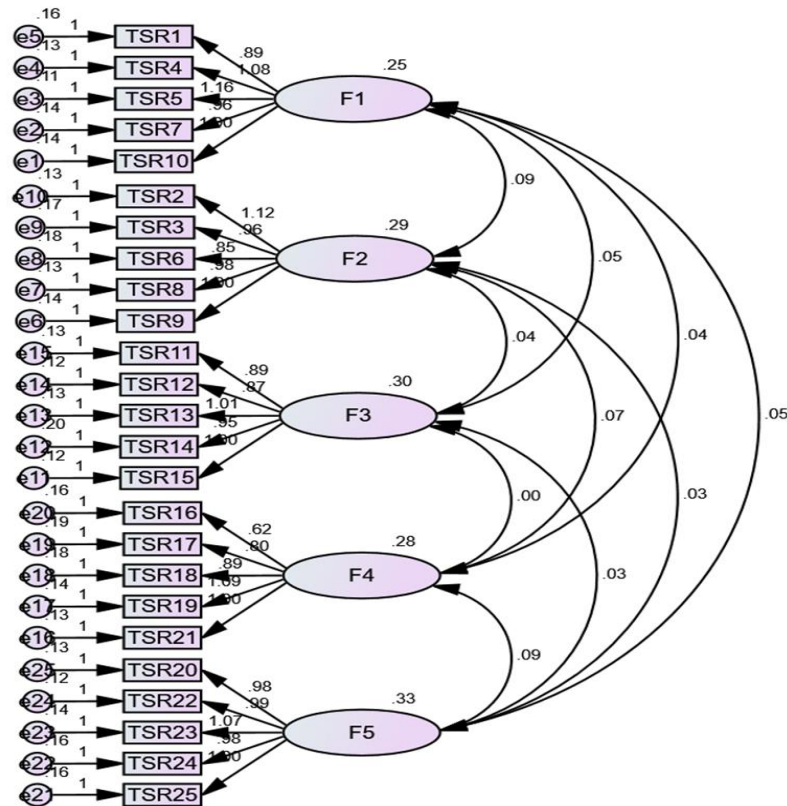
In summary, the PCA results indicate that the first five components are the most meaningful in explaining the variance in the dataset, accounting for a cumulative 72.516% of the total variance. The rotation process has helped to clarify the contribution of each component, making them more interpretable for further analysis.

Rotated Component Matrix

	Component				
	1	2	3	4	5
TSR23	.870				
TSR22	.868				
TSR25	.866				
TSR20	.860				
TSR24	.860				
TSR15		.871			
TSR13		.867			
TSR12		.858			
TSR11		.838			
TSR14		.817			
TSR5			.886		
TSR7			.838		
TSR4			.833		
TSR10			.814		
TSR1			.785		
TSR2				.869	
TSR8				.854	
TSR9				.830	
TSR3				.813	
TSR6				.791	
TSR18					.846
TSR21					.832
TSR19					.812
TSR17					.756
TSR16					.716
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 6 iterations.					

The PCA outcome reveals that there are five factors and each of them explains some of the variance in the data. Factor 1 contains loadings greater than .860, and this means that it represents a significant part of the data structure. Factor 2 exhibits loadings of between .817 and .871 indicating that it is another different aspect. The loadings of Factor 3 are between 0.785 and 0.886, which implies its importance. The loadings of Factor 4, ranging between .791 and .869 are also significant. Lastly, Factor 5 is between .716 and .846 and it is a cumulative variance. They collectively explain a very high percentage of total variance which makes the data easier and the underlying patterns more apparent. This discussion is used to determine vital dimensions, which could be further researched or utilized in decisions.

Confirmatory factor analysis of social recognition scale



Model Fit Index

Index	Value	Index	Value
CMIN	368.257	TLI	.967
Df	265	RMR	.020
CMIN/df	1.390	RFI	.891
CFI	.971	RMSEA	.041

Based on several useful commonly acceptable fit indices, the confirmatory factor analysis (CFA) model fits the data very well.

The Chi-Square (CMIN) was equal to 368.257 with 265 degrees of freedom (df). The chi-square test is significant, but the ratio of chi-square/df (CMIN/df = 1.390), is significantly lower than the typical value of 3.0, which implies that the model fits the observed statistical results very well (Kline, 2015). Comparison Fit Index (CFI) was .971 and the Tucker-Lewis Index (TLI) was .967, which is much better than the standard threshold value of .95, to indicate that the model has a very good incremental fit when compared to the null (independence) model (Hu and Bentler, 1999). Root Mean Square error of approximation was 0.041, the error of approximation was also low, but below the .05 level of error of approximation that signifies that the model fits well in the population. This can also be supported by the sum of the root mean square Residual (RMR) of .020, which indicates that the average difference in covariances observed and predicted is very little. The Relative Fit Index (RFI) was .891, which is slightly below the .90 cutoff, suggesting a

reasonably good comparative fit, though not as strong as the other indices. On the whole, the findings indicate that the proposed CFA model is an excellent fit to the data, as the majority of indices were below or beyond the generally accepted values of good model fit. Overall, the results support the conclusion that the proposed CFA model fits the data very well, with most indices falling within or exceeding commonly accepted thresholds for good model fit.

Discussion

The study supported the fact that the Social Recognition Scale validated in the course of this research possesses a high level of internal consistency as the Cronbach alpha coefficients of the scale are greater than 0.70 in all subscales. The instrument therefore gives a reliable measure of perceptions of social recognition by teachers. The five dimensions of the scale, which include status, prestige, care, respect and social esteem, are the complex forms in which educators assess recognition and appreciation within the society. The strong dimension-wise reliability shows that teachers consistently associate social recognition with professional esteem, appreciation and affective support in society. The results of this study are consistent with previous research that highlighted the crucial role of professional identity and social position of teachers in addressing their motivation and identity (Day & Gu, 2010; Hargreaves and Fullan, 2012). Internal consistency of the scale also indicates that the items are sufficient to reflect external expressions as well as internal images of recognition, including explicit expressions of respect to implicit feelings of pride and self-worth. On the whole, the scale provides a legitimate foundation of determining the social recognition of teachers in the Pakistani setting. It can thus be applied in future studies on the effects of recognition on job satisfaction, motivation and retention. These results are a testament of the salience of the construct in its applicability to understand the experiences that teachers have as professionals and their general well-being.

Conclusion

The research was able to design and evaluate a Social Recognition Scale that is explicitly aimed at the measurement of the perceptions of the primary school teachers towards social recognition in reference to five key dimensions, including status, prestige, care, respect and social esteem. Pilot testing showed high internal consistency with all the reliability coefficients exceeding the accepted figure of 0.70 and thus validated the reliability of scale items as they were clear and reliable. The instrument is a highly multidimensional context-specific indicator of perceptions of recognition and social value by teachers. It can be successfully applied in future studies in order to investigate the impact of social recognition on the motivation, job satisfaction, retention, and performance of teachers. Through highlighting the significance of social recognition, the study brings out the need to strengthen recognition systems that would boost the professional dignity and well-being of teachers by educators and school leaders.

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