

**RESEARCH PAPER****Impact of PEEDA Act 2006 on Psychology and Performance of Employees of Schools in Sahiwal Division**

**<sup>1</sup>Sarfraz Hussain\*, <sup>2</sup>Dr. Khawaja Hisham-Ul-Hassan and <sup>3</sup> Dr. Abdul Hameed Qamar**

1. Ph.D. Scholar, Education Department Superior University Lahore, Punjab, Pakistan
2. Associate Professor, Commerce Department Superior University Lahore, Punjab, Pakistan
3. Lecturer, Education, Department The Islamia University of Bahawalpur, Bahawalnagar Campus, Punjab, Pakistan

**\*Corresponding Author** Sarfrazhussain8059786@gmail.com

**ABSTRACT**

This quasi-mixed method study is considered and designed to analyze the effects of PEEDA ACT, 2006 on the employee's working efficiency and psychology. PEEDA Act, 2006 is a form of punishment as it is about accountability. PEEDA Act, 2006 stands for 'Punjab Employees Efficiency, Discipline and Accountability' No doubt it is a compulsory act in favor and concern of public and also provides measures for the improvement and discipline of an employee but at the same time it is a type of confront and punishment for the employee. The results of both questionnaires had been tested by applying SPSS version 28. Descriptive statistics like percentage, mean and standard deviation were applied to analyze the results. Linear regression was also calculated to get about the relationship among the variables. After study we found that the PEEDA Act, 2006 has a strong effect on the productivity, capacity and discipline but it could affect negatively the employee's psychology and working efficiency.

**Keywords:** Education Department, Effects on Working Efficiency, Employees, PEEDA Act, Psychological Effects

**Introduction**

The Punjab Employees Efficiency, Discipline and Accountability Act 2006 (PEEDA) has been notified in 2006. It covers the entire province of Punjab. It might go into effect right away for the punishment against corruption, inefficiency, misconduct and subversive activities of the employees in Government service and corporation service. It can also be initiated against a retired person within one year of retirement. There is a long time for proceeding after the initiation of the PEEDA Act and the victims have very tough time and face many dilemmas in the whole scenario. The penalties of PEEDA Act are so hard to bear that they put great effects on the psychology and working efficiency of the victims.

There are three types of penalties

- Major penalties
- Minor penalties
- Penalties after retirement (Within a year of retirement)

Education has a vital role in grooming, uplifting, success and effectiveness of any person in the society he is living and surviving. Also for the growth of a society in all aspects Education is responsible. According to the (Panda & Mohanty, 2015) brilliant teachers are essential part for the school system and the progress of Educational structure. According to their performance, teachers are split into two categories: good and terrible. The performance could be defined in terms of the duties performed by teachers in an

educational system over a period of time in order to attain educational objectives (Mekennon, 2015).

Course knowledge, instructional plan ability, instructional delivery talent, instructional evaluation skill, and course organization competence are five core talents required for effective and efficient teaching (Arreola, 2016). It is apparent from these five exclusive terms that evaluating a teacher cannot be accomplished with a single evaluation device. It should be understood that teachers find it infuriating and frustrating to be solely accountable for their pupils' test performance (Lindsay, 2015). In his article (Jennings, 2015), addressed how a teacher assessment system focused on student results is dangerous for both the teacher and the business. He believes that a teacher's accountability should not be just focused on a student's academic performance. However, there should be some other measurements and indicators in place to monitor a teacher's effectiveness. Many

Educationists put great stress on elevation of teachers Excellency standards several of which are Classroom monitoring I;e Classroom Observation Tool (COT), Aptitude testing, peer analysis, student's assessment's results and student's locus (Theall, 2018). Just On the basis of assessment records the teachers are remunerated or chastised. In Pakistan different rules and regulations were established for government employees including teachers, PEEDA Act is there a tool for the accountability of every employee. Telling the history of laws before and after establishment of Pakistan, for government servants (Jaffery, 2016) cited the Civil Service Rule of 1941, the West Pakistan Efficiency and Discipline Rule of 1960, the Punjab Civil Servants Efficiency and Discipline Rule of 1975, and the Punjab Civil Servants Efficiency and Discipline Rule of 1976. The Punjab Civil Servants Efficiency and Discipline rule 1999, The Punjab Removal from Service (special power) Ordinance, 2000, The Punjab Civil Servants Efficiency and Discipline rule 1999 and The Punjab Employee Efficiency, discipline and accountability (PEEDA) act 2006 respectively.

The PEEDA Act covered all government, corporation, and retired employees in Punjab.

#### **Established three categories of penalties:**

- Major penalties,
- Minor penalties,
- Penalties after retirement. Major penalties

The impact of the penalties outlined in the PEEDA Act on the psychology and productivity of teachers was the focus of this study.

#### **Literature Review**

PEEDA is an Act which provides a frame work to the authorities for the preceding against any employee. If there is any arraign on any employee than PEEDA act is there to help the authorized person that which type of punishment should be given to the charged person. This is actually not like an attack on the Employee; rather it is in favor of the employee as any employer cannot impose any fallacious inquiry or penalty upon the accused without concerning the law. But in our department PEEDA is considered as a lockup or a jail so it affects the working efficiency and psychology of employee. To comprehend the particular variables of planned examination, the researcher has been reviewed an enough amount of literature. To recognize whether or not the graph of working performance is getting up or down and in a similar fashion which symptoms or signs are found within the psychology of the PEEDA victims Hills (2017) discussed 25 warning signs of low staff productivity, including increased slowness, irregularity, unpunctuality, lateness, and absenteeism; team contradictions; ascending errors; mistrust among workforce members; hostility from customers; an uncooperative mindset; little influence, a lack of interest and

inaccuracy. They also discussed complaints, disputes over amusingly minor issues, zombie-like behaviors and high turnover.

### **Main Function of PEEDA Act**

PEEDA is abbreviated for Punjab Employees Efficiency, Discipline and accountability act. From the name it is clear that the act is structured for the right sense implementation of rules and regulations in the institutions of government and corporate level. The role of PEEDA Act is to check and inquire about inefficiency, corruption, misconduct and subversive activities. There is a hierarchy from head to CEO to administer the employees teaching and non-teaching. For this purpose of check and balance there is a very systematic structure of administrative visits. But these administrative visits are constant reason of anxiety for the employees as they always are in a pressure of unscheduled and sudden visits and observations. These observations are the main cause of mental torture and psychological stress for the employees. The system always require conformity and procedure to be applied for smooth working but in education department unnecessary checks and monitoring enveloped with accountability and punishment can hinder the teachers competency and upgrading. If a teacher receives a complaint, blame, criticism, or misbehavior from one of the organizational leaders, he or she may feel uncomfortable and ashamed, and his or her dedication may suffer. Presenting self-assessment men can help to alleviate the fear of external visits (Bailey, 2019). The appreciation and motivation are the techniques to push teachers towards work. On the other hand, inspection by administrators has worst psychological effects on educators' performance for which teachers say this wrong openly, for instance increased work load, unsolicited pressure, burn out and stress. Essentially, supervision should be defined as the practice of involving teachers in instructional discussion in order to improve teaching and raise student accomplishment (Sullivan & Glanz, 2015).

The topic under study is being selected by researcher to check the effects of fear of PEEDA Act on the public sector employees. The mind set of research is to find the effects on psychology and working efficiency of the employee, who has been punished or is in the process of inquiry under PEEDA Act. Researcher wanted to also tell the common man that PEEDA Act is a law in favor of the employees.

### **Disciplinary Proceedings**

Against a Govt. Servant Common indiscipline practice by teachers may include; Flaws in lesson planning, absenteeism from school, late coming, non-preparation of lesson summaries, failure to check students note books, non-maintenance of school records such as diaries, registers, stake books students result, negligence during examinations and assessments, illegal collection of money from parents and students, unauthorized study leave with pay. If any employee is compelling such indiscipline acts than the disciplinary actions are being proceeded against them under PEEDA Act 2006. Government Servants are like the back bone of the management of the Country.

### **PEEDA Act and the Penalties**

Penalty is to curtail the benefits you are getting from the job you are doing. Penalties are charges or punishments to the accused imposed by a compliance enforcement authority or competent authority, for any misconduct, inefficiency or for any subversive activity by the employee. When any employee does or goes against the service rules, he/she must have to bear for it and this is called penalty. Monetary or non-monetary losses are included in the penalties like imprisonment, fines, forced retirement, pay reduction and reduction to the lower scale or stage etc. The process of inquiry and the penalties are so panic and mind crushing that they affect the psychology and working efficiency of an employee at a great extent.

## Materials and Methods

Research is the rational, systematic search for new, relevant knowledge about a certain subject. It focuses on the rigorous and impartial study of scientific and social issues in order to provide solutions. It involves seeking for information or revealing secrets. Knowledge is information about a subject in this context. A range of sources, including firsthand knowledge, other people, books, diaries, and the natural world, may be used to obtain information.

## Research Framework

The research has carried in district Sahiwal, Okara, Pakpattan due to limited time and resources. The data is gathered through questionnaires, two questionnaires are designed one for heads of accused and the other for the PEEDA victims. The purpose and goal of study is to get findings about the effects of fear of PEEDA Act 2006 upon the education employees of Punjab. For the statistical calculations Statistical Package for Social Science (SPSS) has been used, the study would scan the effects PEEDA Act on victim's psychology and working efficiency.

## Sample Size

The sample size refers to the number of persons or things believed to be representative of the entire population. Because of a lack of time and money, it is difficult to obtain information from all of the guardians of understudy of the populace; the phrase "sampling" refers to the process of selecting small groups of people from a vast population. In this study, a total of 620 people were chosen as participants, with 120 being heads and 500 being PEEDA victims.

The methodology used for this study is quasi mixed method. The research is descriptive in nature it is quantitative as well as qualitative: Qualitative cannot analyze numerically as it has a direct concern with experience as it is 'lived' or 'felt' or 'undergone' ... Qualitative research, then, has the aim of understanding experience as nearly as possible as its contributors feel it or live it. So two questionnaires are fabricated by researcher, one for the heads of PEEDA victims and the other one is for the victims. Questionnaire no. 1 is comprised of 37 questions in which 10 are demographic questions to ask about the gender, designation, location, qualification, subject of teaching and experience. In section II of questionnaire No 1, 9 questions are asked to judge about the psychological effect of PEEDA Act on the accused. The session III is consisting of 16 questions which are providing the researcher a support in knowing the effects of PEEDA Act on the working efficiency of victims. Two open ended questions are also added in the questionnaire1 to get the views about the effects of PEEDA Act on the psychology and working efficiency of victims. Questionnaire no. 2 is comprised of 25 questions in which 7 are demographic questions to ask about the gender, designation, location, qualification, subject of teaching and experience. In section II of questionnaire No 2, 8 questions are asked to judge about the psychological effect of PEEDA Act on the accused. The session III is consisting of 10 questions which are providing the researcher a support in knowing the effects of PEEDA Act on the working efficiency of victims. The questionnaires are self-designed and self-administered.

## Validity of Tool

The content validity of the questionnaires was first examined with experts and supervisors. After consulting with specialists, certain changes are made, and the final surveys are planned. Initially, the questionnaire was created and administered to PEEDA victims' Head Teachers. Sixteen (16) PEEDA victims were chosen for the pilot study of questionnaire no. 2, and questionnaires were provided for responses. Some pluses and

minuses in the questionnaire have been made in light of the collected responses in order to get it suitable for final data collecting.

### Reliability of Questionnaires

Reliability is an extent to which questionnaire produce same result in different trails. The researcher has checked the reliability of questionnaires through cronbach's Alpha reliability. The reliability of questionnaire No.1 is 0.86 which is excellent. The alpha reliability of questionnaire No.2 is 0.9 which is also very good.

### Statistical Analysis

- The collection and evaluation of data in order to find patterns and trends is known as statistical analysis. It is a Unitarian analysis component that incorporates the frequencies, percentages, and means of several variables.
- The information was obtained from those who replied. A survey was prepared to find out what they thought about the current situation of the exam. Data was collected through surveys and then broken down using the Statistical Package for Social Sciences (SPSS). The data was given in tables following the study to indicate the frequency, rate, and mean score.
- The data analysis aided the scientist's finding, recommendation, and conclusion. Obtaining information is the most important ability in a quantifiable profession. The specialist obtained the information in 15 days. The material pertaining to the investigation has been thoroughly evaluated. The most crucial parts were highlighted. A change in dialect and primary substance was required for the examination. The original Likert scale was altered to a five-point scale.

### Percentage

Each item of investigation was analyzed into a frequency distribution. The percentage was calculated as follows.

$$P = F/N \times 100$$

Were

P= percentage

F= Frequency

N= Total Number

3.5.2 Weighted Score

$F \times S =$  Weighted Score

Where f = frequency and S= scale

### Results and Discussions

Punjab Employees Efficiency, Discipline and Accountability Act 2006 have been notified in 2006 for the better implementation of laws, rules and regulations. This act is 100% in favor of the employees, if any law-breaking deed is being performed by him/her. He /she can get guidance from this notified document to find whether the employer or competent authority is preceding the inquiry in right way or not. But in our society people are considering this act as an imprisonment which may spoil the service from the roots. That's why in present study the researcher wants to analyze the effects of PEEDA Act, 2006 on employees of education department of Punjab. PEEDA stands for Punjab Employees Efficiency, Discipline and Accountability Act. From the name it is openly clear that the act is about accountability and punishment. The issue of misconduct or discipline is often observed during the administrative visits by MEA, AEO, Dy. DEO, DEO and CEO, as they all are authorized to visits and checks the schools in all aspects. They do a kind of internal audit

of the institutions and make reports to furnish the high-ups. So, the teachers feel fear about the administrative visits. The major purpose of administrative visits is to improve teaching and learning practices, and to guarantee quality induction. As viewed by an anonymous teaching dispirited and bamboozled by bad observation feedback. They are also crying over their loss of confidence and joy of teaching (2015), my colleagues and I work in a climate of fear. We see teachers crying in their wheels, not even able to come in front due to fear during the day ahead. Teachers are crying due to the fear of PEEDA after serving for years and decades of successful teaching (Ali, Akhter, Ramzan, & Tabassum, 2016). This all affects the psychology and working efficiency of the offender and even an efficient teacher also feel burden of the rapid visits. The main objectives of study are to analyze the effects of PEEDA act on the psychology of the accused and the effects of PEEDA Act on their working efficiency.

For the correct and true findings descriptive statistics means and standard deviations are calculated to judge the statements of the questionnaires also inferential statistics are calculated to get that whether the statement is to be accepted or to be rejected. This chapter discusses data analysis and interpretation. Leaner recreation has also been applied to check the effects of variables, to check whether the views of males and female heads and PEEDA victims have same views about the effects of PEEDA Act, 2006 upon the working efficiency and psychology of the accused. All the respondents of the questionnaires are of different localities, qualifications, experiences even they have their unique ways of looking on the things. Many employees got worried by looking the word PEEDA in the name of research.

From all the data analysis of both the questionnaires following results can be find out. PEEDA victims and their heads are of the view that the public employees do not like the PEEDA Act, infect people consider it as a trouble and have great fear of PEEDA Act. Many employees are of the view that this act is for the trapping of employees. The PEEDA victims and their heads think that by imposition of PEEDA the offenders do not remain cooperative and could not participate properly in the affairs of the institution. The victims are getting insecure about their jobs as they are having the fear of removal from service and dismissal like penalties. The accused attitude towards the assigned targets does not remain positive.

Victim's personality does not groom any mort as he/she is in the state of uncertainty. The working efficiency of the accused affects more as they are having prolonged facial expressions and many times they are thinking of their inquiry. The offender becomes hopeless for his/her professional future so may think to leave the profession. The attitude of accused does not remain friendly with colleagues are peer as he/she have an image that someone from the colleagues is responsible for unravel of mystery.

## **Conclusion**

The results are showing this very clearly that the positive changes in the behavior and performance of accused is just due to dread of being penalized like fear of fine, embarrassment of called accused, fatigues and stressed period of inquiry and professional damage. These all frights bring a change in their working efficiency to somehow a good side but affect their psychology in a very negative way. As a result of the enactment of the PEEDA Act, this study also demonstrates that victim performance improved. Based on the answers to open-ended questions, Fear of punishment, reduced job passion, job unhappiness, and fear of job loss all contribute to victims' low optimism. For teachers and school administrators, this is a perplexing scenario. Unwanted formality, such as more paper work and anxiety, can lead to psychological issues such as suspicion, backbiting, and the use of unequal measures by teachers. From the answers of the open-ended questions added in questionnaire No.1 to find the suggestions of heads about the PEEDA Act 2006. The question 1 of the researcher is, give suggestion about to reduce the psychological effects of PEEDA Act? From the responses the researcher has concluded that the system of inquiry should be improved to save time and remove Hazards in making division. Punishment can never give

positive effects, make democratic decisions and friendly and cooperative leadership in education institutions. If you want to minimize the psychological effect of PEEDA act, you should have to hide the PEEDA inquiry and inquiry should be in professional manners too. Who conduct inquiry that must be punctual, cooperative and must have understanding about the inquiry and rules of PEEDA Act, 2006. Continuous training of teachers can decrease the need of imposition of PEEDA Act.

Usually, the accused become responsible their duties after the PEEDA, proceeding but can lose confidence and power of decision making.

Enhanced skills of teacher and change behavior seminars.

PEEDA is a penalty whereas there is no scene of any kind of appreciation for teachers. If authority plans penalty similarly accused or defendant should be acknowledged for other performances.

Firstly, must listen accused point of view regarding his/her mistake.

Just warning letter to be issued to get the desired results.

Which has concluded that such a mechanism should be introduce for accountability of the victim which is not irritating and mind crushing for the accused? Rules must be according to nature. Take possible action and be positive. There should be flexibility in application of PEEDA. Inquiry should be hide from the students and also form the class vi employees. The person who is dealing or held inquiry should have to careful about the self-respect of accused employee. PEEDA should be implemented honestly.

PEEDA should be implemented honestly. Teaching is noble profession teachers should be given respect it will increase teachers working power. It's great. It should implement in true letter and spirits. If PEEDA is purely conducted on teacher performance or misconduct then its effect will be positive. The accused has become more conscious about the lesson planning, copy checking and instructional delivery. But along with this all the accused has prolonged facial expressions. Accused remains worried for the stability of his/her job. Altimetry this all effects his working efficiency in negative way also.

### **Recommendations**

- In PEEDA Act the word accused is used for the teacher that is not suitable and appropriate for this sacred designation. So, defendant teacher should be used instead of accused which is most suited.
- There should be some tractability in the austerity and direct application of PEEDA Act on the minor inefficiencies of employees. For instance, accidental late comers should not be imposed this Act.
- Many times, such policies are in trend that the teachers are made responsible for the enrollment which is pathetic and wastage of student's time Teachers should be considered as responsible to uphold class strength but to increase class strength.
- Favoritism should be removed from the culture of education first then implement PEEDA Act because the PEEDA Act is insignificant where malfunctioning management having hold, like such heads or deputy DEOs who give favor to some teachers to protect them from penalty.
- The teachers' evaluation should not only be based on performance of students only, some other indicators should also be kept under consideration like punctuality, planning, dealing with colleagues and students, professional certificates, evaluation reports etc.

- Teachers' morale should be kept high for genuine performance by appreciation instead of punishment.
- Intensity of the penalties should be decreased and the process of inquiry should be not so long that employees got fed-up and feel it as a trapping condition.
- Inhuman actions should be removed from PEEDA Act like enforced retirement, firing from service and eliminating from service.
- The heads or authority should be biased in nature and behavior and should find the facts themselves instead of listening others.
- During mentoring visits the conduct of the visitor should not be authoritative instead he/she should behave like a guide. There should not a mindset of taking tea things on account but the good change should be an aim.
- Special training courses about PEEDA Act should be arranged to give the employees awareness about this useful and favorable act which provides legal help to the suspect and other employees.



## References

- Ali, A., Akhter, N., Ramzan, M., & Tabassum, A. (2016). *Psychological Effects of Excessive Administrative Visits on Teachers' Performance*. *Bulletin of Education and Research*, 38(2), 1-13.
- Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2019). *Trends in global higher education: Tracking an academic revolution*.
- Brill. Anangisyee, W. A. (2015). *Revisiting teachers' understanding of ethics and the teaching profession in Tanzania*. *Journal of Education, Humanities and Sciences (JEHS)*, 4(2), 45-53
- Anangisyee, W., & Barrett, A. (2005). *Professional status and responsibility: Tanzanian teachers views on misconduct*. Paper presented to the 8th UKFIET International Conference on Education and Development: Learning and livelihood, University of Oxford
- Arreola, N. J., & Reiter-Palmon, R. (2016). *The effect of problem construction creativity on solution creativity across multiple everyday problems*. *Psychology of Aesthetics, Creativity, and the Arts*, 10(3), 287.
- Bailey, G. D. (1981). Learning how to self-critique using audiotape and videotape in teacher self-assessment. *Educational Technology*, 21(2), 41-45.
- Cieřlik, A., & Goczek, Ł. (2018). *Control of corruption, international investment, and economic growth—Evidence from panel data*. *World Development*, 103, 323-335.
- Donwa, P. A., Mgbame, C. O., & Julius, O. M. (2015). *Corruption in the oil and gas industry: Implication for economic growth*. *European Scientific Journal*, 11page (222-226).
- Grauwe, A. D. & Naidoo, J. P. (2004). *School Evaluation For Quality Improvement*. Paris: UNESCO
- Gray & Wilcox, B. (1996). *Inspecting Schools*. Buckingham: Open University Press.
- Groos, M., Wallace, M., Hardeman, R., & Theall, K. P. (2018). *Measuring inequity: a systematic review of methods used to quantify structural racism*. *Journal of Health Disparities Research and Practice*, 11(2), 13.
- Hallak, J., & Poisson, M. (2016). *Ethics and corruption in education: an overview*. *Journal of education for international development*, 1(1), 1-3.
- Huss, O., & Keudel, O. (2020). *Open government in education: clarifying concepts and mapping initiatives*. Paris: International Institute for Educational Planning (iiep).
- Jennings, J. (2015). *Presidents, Congress, and the public schools: The politics of education reform*. Harvard Education Press.
- Khan, Y., Rethi, G., & Gbetnkom (2018). *Corruption as Business Challenge in Pakistan*. *European Scientific Journal*, 14(16), 1-20
- Khan, Y., Rethi, G., & Szegedi, K. (2018). *Corruption as business challenge in Pakistan*. *European Scientific Journal*, 14(16), 1-20.
- Lagerkvist, C. J., Shikuku, K., Okello, J., Karanja, N., & Ackello-Ogutu, C. (2015). *A conceptual approach for measuring farmers' attitudes to integrated soil fertility management in Kenya*. *NJAS-Wageningen Journal of Life Sciences*, 74, 17-26.

- Lin, D., Liu, Y., & Cui, Y. (2017). *Reviving the lithium metal anode for high-energy batteries. Nature nanotechnology, 12(3), 194-206.*
- Lucifora, C., & Tonello, M. (2015). Cheating and social interactions. *Evidence from a randomized experiment in a national evaluation program. Journal of Economic Behavior & Organization, 115, 45-66.*
- Mabagala, S. (2016). *Prevalence of professional misconduct in Nzega District, Tanzania Public Secondary Schools. African Journal of Teacher Education, 5 (1), 467-469*
- Macbeath, J., & McGlynn, A. (2002). *Self-evaluation: What's in it for schools? London: Routledge.*
- Martin, M., & Poisson, M. (2015). *Corruption in Higher Education: Can Quality Assurance Make a Difference? Policy Brief. Number 5. Council for Higher Education Accreditation.*
- Mekonnen, G. T. (2015). *EFL classroom assessment: Teachers practice and teaching techniques adjustment in Ethiopia. Educational Research and Reviews, 9(20), 1071-1089.*
- Mohanty, A. R. (2015). *Machinery condition monitoring: Principles and practices. CRC Press.*
- Nakpodia, E. D., & Okiemute, A. R. (2015). *Teachers accountability in Nigerian education system: Perceptions of teachers and administrators in Delta State. International NGO Journal, 6(2), 152-158.*
- Nyanti, L., Soo, C. L., Danial-Nakhaie, M. S., Ling, T. Y., Sim, S. F., Grinang, J., & Ganyai, T. (2018). *Effects of water temperature and pH on total suspended solids tolerance of Malaysian native and exotic fish species. Aquaculture, Aquarium, Conservation & Legislation, 11(3), 565-575.*
- Okoroma, J. U., Kumar, M., Rad, A., Al-Salman, M. S. S., Shields, D., & Andrea, B. G. (2015). *Technical and Economic Overview on a Hydrocarbon (Oil/Gas) Producing Country. Politecnico di Torino.*
- Rola-Rubzen, M. F., & Burgess, J. (Eds.). (2016). *Human development and capacity building: Asia Pacific trends, challenges and prospects for the future. Routledge.*
- Stickle, L., Bailey, R., Brion-Meisels, G., & Jones, S. M. (2019). *TOOLBOX FOR SEL. The Learning Professional, 40(6), 41-49.*
- Sullivan, S. & Glanz, J. (2015). *Supervision That Improves Teaching: Strategies And Techniques. Thousand Oaks: Crown Press.*
- Taylor, J. (2015). *An examination of how student journalists seek information and evaluate online sources during the newsgathering process. New Media & Society, 17(8), 1277-1298.*
- van Nuland, A. J., Helmich, R. C., Dirks, M. F., Zach, H., Toni, I., Cools, R., & den Ouden, H. E. (2020). *Effects of dopamine on reinforcement learning in Parkinson's disease depend on motor phenotype. Brain, 143(11), 3422-3434.*