



**RESEARCH PAPER**

**The Application and Impact of PEEDA Act on Teachers' Morale and Performance**

Muhammad Arshad Javaid <sup>1</sup>

1. Lecturer, Department of Education, University of Education Lahore Sub Campus Dera Ghazi Khan

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**Corresponding  
author**  
Dr. Muhammad  
Humera Anwar Lodhi  
huma.lodhi123@gmail.  
com

**ABSTRACT**

*This study was designed to find out "The impact of PEEDA Act on teachers' morale and performance". The study was qualitative as well as quantitative in nature. The target population was all the PEEDA Victims primary school teachers and their Head Teachers of district Dera Ghazi Khan. There were 503 PEEDA Victims out of which 285 were selected as the sample by using simple random sampling technique. To find out the morale and performance of PEEDA Victims, Two questionnaires were developed one for PEEDA Victims and other for their Head Teachers. The collected data were tabulated and analyzed by using SPSS version 20. Descriptive statistics like percentage, mean and standard deviation were applied to data to generalize the result. Z-test was applied to test the null hypotheses. The results of the study showed that PEEDA Act has slightly positive impact on teachers' performance but it is negatively affecting teachers' morale.*

**Introduction**

The Education is one of the powerful factors responsible for the multiple growth of any society. According to Panda and Mohanty (2013) excellent teachers are fundamental part for the schooling system and education progression. Teachers are divided into good and bad on the basis of their performance. The performance could be explained as the duties performed by teachers in an education system at specific time period to achieve educational goals (mekennon, 2014).

According to Arreola in 2003, five basic skills required for effective teaching are Course knowledge, instructional plan ability, instructional delivery talent, Instructional evaluation expertise and course organization expertise. By these five expensive terms, it becomes clear that the evaluation of teaching cannot be accomplished by using a single evaluation device. This should be understood that it is frustrating and demoralizing for teachers that they are only responsible for their students' test scores (Lindsay, 2015).

Jennings, (2013) discussed in his article that teacher evaluation system based on student result is risky for both teachers as well as organization. He said teachers' accountability should not only be based on students' academic results. Many educationists put great efforts in upgrading teacher evaluation standards several of which are Classroom inspections; Aptitude testing; Peer analysis; Students' success and Students' ranking (Theall, 2003). On the basis of evaluation report teachers are rewarded or punished.

In Pakistan different rules and regulations were established for government employees including teachers. Telling the history of laws before and after establishment of Pakistan, for government servants Jaffery, (2014) listed the legislations Civil service rule, 1941, The West Pakistan Efficiency and Discipline rule 1960, The Punjab Civil Servants Efficiency and Discipline rule 1975, 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 applied to whole Punjab government, corporation and retired employees. Three types of penalties were introduced in this act called as major penalties, minor penalties and penalties after retirement. This study focused on the impact of penalties described in PEEDA Act on the teacher morale and performance.

### **Review of the related literature**

In order to understand the different variables of proposed study, an extensive literature has been reviewed. To understand whether the morale is getting high or low and similarly the performance it was important to list out the symptoms of low morale and performance. Hills, (2014) described 25 warning signs of low staff morale like increase in slowness and absenteeism, team contradictions, ascending mistakes and the need to renovate work, mistrust among staff members, client hostility, uncooperative mind-set, little influence, lack of interest, inaccuracy, constant prolonged facial expression, declination in the appearance of the work area, insufficiency in trustworthiness, collapse in duty, rising complaints, dispute about apparently small issues, Zombie-like activities, high turnover, mutual reluctance (Reluctant to participate.), clash to authority, use of slogans like what's the point and no one cares, conflicting demands, "Us" vs. "them" dialogues, secret discussions and prohibitory actions, objections of group members not carrying their load and tiresome attitude at meeting.

Measom, 2011 described the symptoms of low performance like decline in output, tardiness or absenteeism and personality and behavior Changes. Similarly Mahoney, Jerdee and Carroll, 1965 detailed some other symptoms of low performance like:

1. Goals are not being met.
2. Employee relies too heavily on others to meet goals.
3. The quality of work is poor.
4. Employee has difficulty working with boss or co-workers.
5. Employee is not able to embrace the company values.
6. Employee violates company policy.

### **Objectives of the Study**

The following were the objectives of this study:

1. To determine the effect of PEEDA Act on teachers' morale.

2. To identify the effect of PEEDA Act on teachers' performance.
3. To find out the gender wise affect of PEEDA Act.
4. To give suggestions to Punjab education department for further improvement in PEEDA Act.

### **Methodology**

The study was descriptive in nature with quantitative and qualitative design. All the PEEDA victims (primary school teachers, PSTs) served as target population of this study. There were 673 victims of PEEDA act, among them 170 appealed and won the case, while 503 accused were punished according to PEEDA Act which served as the population of this study. Two hundred and eighty five (285) PEEDA victim primary school teachers were the sufficient sample size according to research advisory table. Random sampling technique was used in order to draw the sample size. Two questionnaires were developed one for the teachers and one for their Head teachers. Data was collected by using self-administered questionnaires. The questionnaires were developed on the format of closed ended as well as open ended. The questionnaire for head teachers was comprised of twenty four (24) items including five (5) demographic questions, eleven (11) questions were asked to measure teachers' morale and eight (8) to measure teachers' performance. All questions were close ended questions. While the teacher's questionnaire contained twenty seven (27) items including five (5) demographic question, ten (10) questions were asked to measure teachers' morale, and eight (8) to measure teachers' performance. Two questions in teachers' questionnaire were open ended questions for teachers to express their feelings about the independent variable of the study. Questionnaires were initially prepared and discussed with experts and supervisor for content validity. The reliability of instrument is measured by pilot study. In the pilot study of questionnaire no.1 sixteen (16) head teachers of PEEDA victims of district D.G. Khan were selected. The questionnaire was developed and administered on the Head Teachers of PEEDA victims. In the pilot study of questionnaire no. 2 sixteen (16) PEEDA victims were selected and questionnaires were distributed for responses. The five point rating scales were weighted as the score one was showing excellent, two good, three low, four lower and five the lowest.

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The Alpha Reliability Coefficient value of questionnaire number one was found .90. The Alpha Reliability Coefficient value of items of Q no. 1 that measure teacher's morale was .95 which is excellent and the Alpha Reliability Coefficient value of items of Q no. 1 that measure teacher's performance is .83 that is good. The Alpha Reliability Coefficient value of questionnaire 2 was .90. The Alpha Reliability Coefficient value of items of Q no. 2 that measure teacher's morale was .93 which is excellent and the Alpha Reliability Coefficient value of items of Q no. 2 that measure teacher's performance was .96 that is also excellent. The collected data were arranged in a tabulated form. The descriptive statistics like percentage mean and standard deviation and the inferential statistics were applied. In this study following null hypothesis were tested to generalize the results.

**H<sub>01</sub>:** There is no significant difference between the opinion of male and female Head Teachers about the PEEDA Act regarding its effects on Victims' morale.

**H<sub>02</sub>:** There is no significant difference between the opinion of male and female Head Teachers about the PEEDA Act regarding its effects on Victims' performance.

**H<sub>03</sub>:** There is no significant difference between the opinion of male and female teachers about the PEEDA Act regarding its effects on their morale.

**H<sub>04</sub>:** There is no significant difference between the opinion of male and female teachers about the PEEDA Act regarding its effects on their performance.

**Analysis of data**

**Table 1: Responses of Head teachers about teacher morale**

Item no.	Statements	Mean	SD
TM 1	The attitude of accused is cooperative	3.64	1.501
TM 2	The accused takes positive initiatives for school	3.72	1.465
TM 3	The accused commitment increases	3.67	1.511
TM 4	The accused tardiness decreases	3.62	1.541
TM5	The accused views about PEEDA Act	3.63	.990

	are positive		
TM6	The accused confidence increases	3.32	1.148
TM 7	The accused conversation is hopeless	3.61	1.012
TM 8	The accused have constant prolonged facial expressions	3.33	1.166
TM 9	The accused personality grooms	3.25	1.289
TM 10	The accused attitude with colleagues is friendly	3.17	1.070

**Table 2: Responses of Head teachers about teacher performance**

Item no.	Statements	Mean	SD
TP 1	The accused attends staff meeting regularly	2.03	.944
TP 2	The accused participation in staff meeting is suggestive	2.07	.889
TP 3	The complaints of accused from head of institute decrease	2.03	.944
TP 4	The accused class results improve	2.01	.958
TP 5	The accused instruction delivery improves	1.94	1.092
TP 6	The accused plans the lessons regularly	1.92	1.082
TP 7	The accused checks the homework of students regularly	1.96	1.028
TP 8	The accused absenteeism decreases	1.92	1.082
TP 9	The accused feels guilty	1.97	1.089

**Table 3: Responses of PEEDA Victims about their morale**

Item no.	Statements	Mean	S D
TM 1	Teachers' attitude is cooperative after execution of PEEDA Act	3.97	1.211
TM 2	Teachers take positive initiative for school after implementation of PEEDA Act	4.00	1.158
TM 3	Teachers' commitment towards their work increases after PEEDA Act implementation.	3.96	1.158
TM 4	Teachers' tardiness decreases after	3.80	1.207

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	implementation of PEEDA Act.		
TM5	You think that victims' views are positive about PEEDA Act.	3.90	.925
TM6	Teachers' professionalism increases after becoming the PEEDA victim.	3.81	.929
TM 7	Teachers' are hopeless for their professional future after PEEDA Act implementation.	3.99	.908
TM 8	You think that teachers have constant prolonged facial expressions after the execution of PEEDA Act.	3.81	1.251
TM 9	Victims' attitude with colleagues is friendly.	3.39	1.339
TM 10	You think that teachers' views are positive about PEEDA Act before execution of PEEDA Act.	3.27	1.284

**Table 4: Responses of PEEDA Victim about their performance**

Item no.	Statements	Mean	SD
TP 1	PEEDA Victims attend staff meetings regularly	1.91	.832
TP 2	You think teachers suggestively participate in staff meeting after becoming the PEEDA victim.	2.06	.852
TP 3	Teachers' complaints from the head of institute decrease when PEEDA Act charged.	2.13	.895
TP 4	Teachers' class results improve after action of PEEDA Act.	2.08	.997
TP 5	Teachers' instructions delivery enhances after implementation of PEEDA Act.	2.07	.928
TP 6	Teachers plan their lessons regularly after implementation of PEEDA Act.	2.01	.898
TP 7	Teachers are regular in checking their students' homework after execution of PEEDA Act.	1.92	.865
TP 8	Teachers' absenteeism decreases	1.90	.918

	after becoming PEEDA victim.		
TP 9	Teachers discipline following characteristics increase after becoming the PEEDA victim.	1.87	.947
TP 10	Teachers feel guilty after the charge of PEEDA Act.	2.08	1.175

### Testing Hypothesis

#### Hypothesis 1:

Table 5:

Groups	Statistics		
	N	X(Mean)	SD
Male	128	3.79	1.13
Female	157	3.57	1.71

$H_{01}$ : No significant difference exists between the opinion of male and female teachers about the PEEDA Act regarding its affects on their morale.

$$CV = 1.375 \quad TV = 1.96 \quad CV < TV$$

As the difference is insignificant between the opinion of male and female teachers about PEEDA Act regarding its effect on their morale so the null hypothesis 1 is accepted.

#### Hypothesis 2:

Table 6:

Groups	Statistics		
	N	X(Mean)	SD
Male	128	2.003	0.81
Female	157	1.98	1.03

$H_{02}$ : There is no significant difference exist between the opinion of male and female teachers about the PEEDA Act regarding its effects on their performance.

$$Z = 0.21 \quad CV = 0.21 \quad TV = 1.96 \quad CV < TV$$



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As the difference is insignificant between the opinion of male and female teachers about PEEDA Act regarding its effect on their performance so the null hypothesis 2 is accepted.

**Hypothesis 3**

**Table 7:**

Groups	Statistics			
	N	X(Mean)	SD	Z
Male	39	3.51	1.32	1.86
Female	64	2.95	1.72	

**H<sub>03</sub>:** There is no significant difference exist between the opinion of male and female Head Teachers of victims about the PEEDA Act regarding its effects on their morale.

$$Z = 1.86 \quad CV = 1.86 \quad TV = 1.96 \quad CV < TV$$

As the difference is insignificant between the opinions of male female Head Teachers of victims about the PEEDA Act regarding its effects on their morale so the null hypothesis 3 is accepted.

**Hypothesis 4**

**Table 8:**

Groups	Statistics			
	N	X(Mean)	SD	Z
Male	39	2.01	1.12	0.176
Female	64	1.98	0.98	

**H<sub>04</sub>:** There is no significant difference exist between the opinion of male and female Head Teachers of victims about the PEEDA Act regarding its effects on their performance.

$$Z = 0.176 \quad CV = 0.176 \quad TV = 1.96 \quad CV < TV$$

As the difference is insignificant between the opinions of male female Head Teachers of victims about the PEEDA Act regarding its effects on their performance so the null hypothesis 4 is accepted.

**Results and Discussions**

Following conclusion were drawn from the study,

The PEEDA Victims and their Head Teachers are of the opinion that due to PEEDA Act attitude of victims does not remain

cooperative. They also do not take positive initiatives for school. Victims do not remain committed to their job. Their tardiness increase and they are of opinion that that PEEDA Act is not a positive act. They lose their confidence due to the implementation of PEEDA Act. Their personality also depresses and they do not showing friendly attitude with their colleagues. This study shows the poor morale of victims. But victims are not hopeless with their professional future. They suggested that there may some rules be passed in future for their job protection and in favor of teachers.

The PEEDA Victims and their Head Teachers are of the opinion that the victims are attending the staff meetings regularly and they are suggestive as well. Their complaints are decreased after the implementation of PEEDA Act. Their class results get improved by bringing change in their pedagogy. They start checking homework of students on regular basis. Their absenteeism decreased and feeling of guilt is present in them. So this study also shows that the performance of victims improved after the implementation of PEEDA Act. According to responses of open ended questions Victims' low morale is due to fear of punishment, reduced job passion, job dissatisfaction and fear of job loss.

The improvement in performance is due to fear of fine, damaged professional career, named as accused and use of unfair means during examination. The  $H_{01}$  that there is no significance difference between the opinion of male and female Head Teachers about the PEEDA Act regarding its effect on Victims' morale is accepted by applying Z test (table 5). The  $H_{02}$  that there is no significance difference between the opinion of male and female Head Teachers about the PEEDA Act regarding its effect on Victims' performance is accepted by applying Z test (table 6). The  $H_{03}$  that there is no significance difference between the opinion of male and female teachers about the PEEDA Act regarding its effect on Victims' morale is accepted by applying Z test (table 7) . The  $H_{04}$  that there is no significance difference between the opinion of male and female teachers about the PEEDA Act regarding its effect on Victims' performance is accepted by applying Z test(table 8).

The outcomes of this study are not parallel to the results of the study conducted by Wyse (2012) "how low employee morale can

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impact company goals” in his study he concluded that Low morale of employees can lead to low production and loss of prosperity. In a study (why test should not be used to measure teacher performance), Jennings (2013) concluded that teacher evaluation should not rely on students results, our teachers deserve better. Similarly PEEDA Act should not be imposed on teachers by observing academic results of their students.

In response to the open ended questions, it was concluded that PEEDA Act increases the performance of teachers because of fear of penalties. Victims got afraid of damaged professional career. Attachment of word accused with the names of teachers also creates the feelings of embarrassment. Victims’ class results are improving by the use of fair, severity on students and the use of unfair means during examination because the teachers are forced to do this wrong doing for their existence. It is generally seen that with low morale, performance cannot be improved. In this study, PEEDA Victims have feeling of aggressiveness which may be the cause of low performance sometimes but the notion regarding the loss of job may tend to do the better with broken heart. Sometimes Victims thought that when once punished, fear of punishment is lost. Teachers are forced to increase class strength instead of maintaining class strength because of which they can’t concentrate on their class studies. Teachers thought that when they are late someday they are considered as absent so why they give their duties of that day. So teachers pass that day doing nothing.

For question no 2 “PEEDA Act makes the morale high”, not even a single respondent responded in favor of the statement. For this question, the responses against the statement were like Punishments can ever make the morale high. Fear of punishment is the cause of low morale. Feeling of guilt downs the morale. The reduced job passion made the morale down. Victims dissatisfied with their job. Fear of job loss is dominant over performance which makes the morale down. Favoritism among teachers and head of institute is also the main cause of low morale.

**Recommendations**

The following recommendations are suggested as per study results,

1. There should be some flexibility in the intensity and direct application of PEEDA Act on the minor inefficiencies of employees. For instance, accidental late comers should not be imposed this Act.
2. In PEEDA Act the word accused is used for the teacher that is not appropriate. It should be replaced with defendant teacher.
3. Teachers should be considered as responsible to maintain class strength instead to increase class strength.
4. First make sure the removal of favoritism then implement PEEDA Act because the PEEDA Act is worthless where defective management exists, like give favor to some teachers to protect them from penalty.
5. The teachers' evaluation should not only base on student academic results, some other performance indicators should also be considered like punctuality, behavior, professional certificates, evaluation reports etc.
6. Teachers' morale should be kept high for genuine performance by appreciation instead of punishment.
7. Intensity of the penalties should be decreased.
8. Inhuman actions should be removed from PEEDA Act like enforced retirement, firing from service and eliminating from service.

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