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Teaching Performance and Moral Principle of the Academic College Advisers

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ABSTRACT

It can be deduced that the sum total of an adviser's personality which includes his social, moral-spiritual and economic functioning and efficacy is highly dependent upon his moral principle. In terms, therefore, of adviser's performance in whatever field of achieving the goal, his moral principle is a potent factor that is to be reckoned with in order to explain his work attitudes and habits and the qualitative and quantitative aspects of his work performance. This study is focused on the identification of the moral principle and teaching performance of college advisers/professors, as well as the relationship of their moral principle to teaching performance. It is a correlational study that determines the significant relationship between the moral principle and the teaching performance of the engineering college advisers.

Keywords: College advisers, moral principle, professional ethics, teaching performance

1. INTRODUCTION

It is generally observed and claimed that the quality of education in the Philippines is on the decline. The decline is noted in all levels of the educational structure so that it seems that the four-pronged remedial programs addressed to the improvement of elementary, secondary, tertiary and post-graduate education, is needed to correct madly. Both tangible and intangible causative factors have been cited as responsible for this retrogression (Barr, 2007). Among the tangible factors mentioned are poor physical facilities, crowded and dilapidated classrooms,

sub-standard and antiquated libraries and laboratories, dirty and noisy campuses, uncomfortable seats and soon (Butler, 2001). Of the intangible, the unpreparedness of the teachers or the advisers of the young and the seeming indifference of the learners are named (Campbell, 2003). Almost invariably, the questionable values of both the mentors and the learners are tagged as negative factors which impinge on teacher effectiveness and consequently student performance.

In terms of the many variables cited above, this study addresses itself to the teacher factor in the tertiary level of education, more specifically the university professors' moral principle and teaching performance in the college of engineering. This choice is premised on the need to make an evaluation of this particular sector since a review of studies show that these have dwelt predominantly on the performance of university professors.

2. GENERAL

The Far East Air Transport Incorporated University is located in a sprawling campus composed of big concrete buildings formerly offering one major discipline but now it has many students offering various programs. Before the school was opened only for men but now it has opened its doors to women. Besides, there are many foreigners studying there.

For so many years in the past, the University has 15,000 to 40,000 students but lately probably due to economic conditions of the country, the enrollment has gone down to 2,000. It is not a strictly sectarian institution but it has a chapel where the students and faculties could hear mass and observe the religious feasts. This study was undertaken as an exploratory step towards unlocking one of the seemingly most important variables in teacher effectiveness which is the moral principle of college advisers.

Specifically, the research which was purposively chosen for this study is located in Manila. From its humble beginnings as a school which offers only one major discipline, it is now a much bigger school offering courses in various disciplines.

Among others, an empirical study on the moral principle of teachers and their performance, as well as the relationship between the two will provide valuable insights on the profile of teachers in terms of their moral principles and teaching performance. These insights could be utilized as guidelines in developing an effective teacher selection process and in designing a relevant staff development program.

Likewise, the findings of the study can identify critical areas which would become imperative targets if ever the teacher education curriculum is to be enriched. Other than these types, the study assumes significance because it could provide basic data which could motivate other researchers to conduct in-depth studies on the moral principles and performance of college advisers and the relationship between the two variables.

3. RESEARCH DESIGN AND INSTRUMENTATION

This study used the correlational descriptive method. It describes the moral principle and teaching performance of a representative sample of the collegiate teaching staff of the sampled university which was purposively selected for this study. It is a correlational study

since it determines whether there is a significant relationship between the moral principle and the teaching performance of the engineering college advisers.

3. 1. Research Design

Purposive and systematic random sampling was utilized in this study. The different collegiate departments of the sampled university were listed and eight departments were drawn using the simple random sampling techniques.

One hundred sample college advisers were using the systematic random sampling techniques from a listing of full-time college professors/instructors in the sample collegiate departments who have served at least three years but not more than fifteen years in the sampled university,

Ten evaluators rated each of the sample college advisers. The evaluators for each sample consisted of two school administrators, five former students of the subject advisers and three faculty members in the same departments/college of the adviser being evaluated.

The dean and the subject department level were the two school administrators who rated the subject adviser. Their inclusion as evaluator was purposive since they are the direct supervisors of the rates. The five student evaluators for every sample adviser were selected by systematic random sampling from the list of students who have been under the sample adviser within the last three years of his/her teaching. The three faculty members needed to rate the sample college adviser were selected randomly from the same department where the evaluator teaches. The number of evaluators for each subject college adviser which is often is constant; however, the set of the composition of evaluators varied from one adviser to another.

3. 2. Instrumentation

The moral principle of the subject college advisers was determined with the use of the Standardized Child and Youth Research Centre (.CYRC) Value Scale for Government Employees (CYRC-VSGE), a group administered paper and pencil test (Darling-Hammond, 2010)

Two value domains are elicited by the CYRC-VSGE using the situational stimulus and forced response approach, organization orienteers and person orienteers (Douglas, 2006). More specifically, the CYRC-VSGE determines the value inclination of an individual where he/she is faced with a value dilemma involving a choice between the interests of the institution one serves or the interest of the person himself or the significant others in his/her life (Ferguson, 1993).

The researcher made Adviser's Performance Rating Scale (APRS) which includes five indicators or aspects of teaching performance were used by the evaluators to determine the teaching performance of the subject college advisers (Ganiron Jr, 2014). As contained in the APRS, the specific indicators of teaching performance are knowledge of subject matter (KMS), skill in imparting knowledge (SIK), resourcefulness and ingenuity (RI), punctuality and attendance (PA) and interpersonal relationships with students, co-faculty members, and school administrators (Ganiron Jr, 2014).

The APRS has undergone content validity since the defined indicators of teaching performance were identified through a spade survey which utilized as respondents college professors, department heads, deans of colleges and collegiate students (Ganiron Jr, 2013). The spade survey respondents were asked to define or describe the indicators and what is

contained in the APRS in their consensus. Likewise, the survey respondents reviewed and decided on the compressibility and cognitive load of the APRS.

3. 3. Data Processing

The CYRC-VSGE protocols of the subject college advisers were checked and scored, using first the scoring key for the organization-oriented situations and then the scoring key for person oriented principles (Ganiron Jr, 2013). The CYRC-VSGE norms determined the predominant principle orientation of each of the sample college advisers (Jordan, 2000). The weighted score of each of the sample college advisers was converted to a z-score. The average ratings in the specific indices and the average total performance score of the sample college advisers in APRS were computed and converted to s-scores since the comparability of these population parameters needs to be ensured for the purpose of determining the significant difference between them.

3. 4. Statistical Treatment

The mean and the standard deviation were used to determine the moral principle and teaching performance of the subject advisers.

Z-scores were computed to deplete scorer's bias and to level off or make comparable the moral principle and teaching performance scores. The average scores of the college advisers in each of the teaching performance indicators, as well as their total performance score, and their moral principle score were thus converted to s-scores

The t-test was used to determine significant differences in the moral principle of the subject college advisers. The chi-square was used to determine whether the moral principle is independent of teaching performance.

4. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 1. The Profile of the subject college advisers.

Variables	Typologies	Frequency
Gender	Males	63
	Females	37
Age ($X = 40.41$ years)	40 years & below	56
	More than 40 years old	44
Length of teaching experience ($X = 10.07$ years)	10 years or less	53
	More than 10 years	47
Highest educational attainment	Without a master's degree	73
	With a master's degree	27

The data on the moral principle of the college advisers were elicited from their responses to the situation in the CYRC-VSGE. On the other hand, their teaching performance was derived from the ratings provided by their evaluators in the APRS. After the highlights of the data are presented, these will be analyzed and interpreted in the light of existing theories and concepts relevant to the study. Preliminary, the profile of the subject advisers are presented in Table 1.

Objective 1: What is the moral principle of the college advisers?

The college advisers tend to be organization oriented in their moral principle. This means that they are more inclined to make value decisions in favor of the institution they are working for even if such decision entail personal sacrifices on their part or some other significant persons in their life either the members of their families or their peers. Using the norms for the CYRC-GEVS, Table 2 below shows that 61 percent of the sample collegiate advisers are organization oriented and only 31 percent are person oriented.

Table 2. Percentage distribution, mean and standard deviation of the sample college advisers and deviation by moral principle.

Moral principle	Frequency	Percentage (%)	Mean (X)	Standard Deviation
Person-oriented	39	39	39.21	5.12
Organization-oriented	61	61	57.63	2.01
Total	100	100		
$t = 3.37$; significant at 0.01 level of confidence				

It will also be noted in Table 2 that the organization oriented advisers obtained a higher mean score than these were identified as person oriented. This implies that other than their moral principle directed organization orienteers, their subscription to the value of putting the interest and well-being of an organization ever that one's own is strongly intense.

It will be recalled that the CYRC-VSGE is a five point Likert-patterned value scale in which strong agreement to a positively stated situation is given a score of 5 (Kramer, 2003). It may be deduced that only are a greater majority of the college advisers are organization oriented in their moral principle but such inclination is characterized by a strong level of intensity.

Objective 1.1 Do the college advisers differ significantly in their moral principle?

Ho: The college advisers do not differ significantly in their moral principle.

Ha: The college advisers differ significantly in their moral principle

The null hypothesis of no significant difference in the moral principle of the college advisers was tested using the t-test. Significance was set at 0.05 level of confidence to test whether the same results will obtain if the t-test will yield the same results if administered ninety-five times to the sample population or other populations with the same or similar characteristics.

The data in Table 2 shows that the t-value of 3.37 is significant at 0.05 level of confidence. The null hypothesis is, therefore, rejected. The college advisers differ significantly in their moral principle with a significantly greater number identified as organization-oriented. As shown in Table 2, six out of every ten college advisers are organization oriented while only four out of every ten are person-oriented, This tends to point out that six out of every ten college advisers will choose to uphold the interest and well-being of the university over and above their own self-interest or the interest of some significant others in their lives.

According to Kwan (1999) enumerates some reasons for this trend of data and claims that employees have become threatened and fearful that machines could replace them because of rapid advancement in technology. It follows, therefore, that they have to prove their effectiveness and efficiency. The continuous inflation has also made the man more dedicated to this economic pursuit so that they can handle economic difficulties. On a theological note, [8] states that there is a cultural values dimension of work and that the present day work ethics has a moral meaning. Since the subjects of the study are college advisers who are tasked with developing the youth into better citizens of tomorrow. It is believed that their moral principle orientation is influenced by this task.

Objective 2: Are there a significant difference in the moral principle of the college advisers in terms of the variables such as gender, age, the length of teaching experience in college and highest educational attainment?

The data elicited to answer the above objectives are shown collectively in Table 3. It will be noted that other than the frequencies under the different typological categories, the chi-square value obtained for each of the 2 by 2 chi-square table are indicated.

Objective 2: Will be answered by the collective data elicited to answer the sub-objectives under it.

Objective 2.1: Are there significant differences in their moral principle by gender?

Ho: There is no significant difference in the moral principle of college mentors by gender.

Ha: There are significant differences in the moral principle of college mentors by gender.

To test the significant differences in the moral principle of the college advisers by gender, the chi-square test of independence was used. For this set of data (2 by 2 chi-square table), the level of confidence is set at 0.05 level.

As shown in Table 3, the chi-square value obtained is 0.013 which is less than the probability of 3.481 at 0.05 level of confidence to be considered significant. Therefore, the null hypothesis is accepted.

Table 3. The relationship between moral principle and the variables gender, age, length of teaching experience and highest educational attainment

VARIABLES								
Orientation	Sex		Age		Length of teaching experience		Highest educational attainment	
	Male	Female	40 years and below	More than 40 years old	10 years or less	More than 10 years	Without a master's degree	With a master's degree
Person-oriented	27	12	27	12	25	14	29	10
Organization-oriented	36	25	29	32	28	33	44	17
Total	63	37	56	44	53	47	73	27
	$X^2 = 0.013^{**}$		$X^2 = 3.704^{**}$		$X^2 = 2.470^{**}$		$X^2 = 0.1019^{**}$	

There are no significant differences in the moral principle of the male and female college advisers can be deduced from the data in Table 3 since this shows that whether male or female, there are more who were identified as organization-oriented. Since both groups tend to be organization-oriented, it can be summarized that the college advisers are very much aware of the responsibilities reposed in them by the institution they are serving.

It is possible also whether male or female they have internalized their responsibilities as college advisers on whom the training of high-level manpower rests. Over and above all these, the college advisers know that in order to achieve goals of training and developing the youth population, they must put the interest and well-being of the educational institution at the top of their priorities, in order to maximize its service to the students.

Objective 2.2: Are there significance differences their moral principle by age?

Ho: There are not significant differences in the moral principle of college advisers by age.

Ha: There are significant differences in the moral principle of college advisers by age.

From the 2 by 2 chi-square table included in Table 3, it will be noted that the chi-square value obtained in 3.704 which is less than the probability of 3.841 at 0.05 level of confidence in order to meet the requirement of significance. The null hypothesis, therefore, accepted; that is, there are no significant differences in the moral principle of college advisers belonging to either 40 years and below age group and those more than 40 years old. While it is noted that of the two age groups, there are proportionately more from the more than 40 years old who

are organization oriented, such it is not statically significant. Among the 40 years old or younger, there is a tendency for them to be divided between person-oriented and organization-oriented.

It seems that there is a tendency for the younger group of advisers to be ambivalent, not in the sense that they are person-oriented or organization-oriented on a case to case basis, but they tend to be divided between the two moral principles. While these are the manifestation, no conclusive statement can be formulated since the data are not statically significant. In this regard, Larsen-Freeman (2013) states that since men are social creatures that have to exist and live amongst people, they have psychological wants which need to be achieved if they are to keep their equilibrium.

Furthermore, they say that men's wants do not have a consistent pattern or hierarchy. As such, and individuals change of priorities or hierarchy. As such principles are very dependent on both intrinsic and extrinsic stimuli intrinsic and extrinsic stimuli. Since men regardless of age, are subjected to which their reactions may not always be consistent, it follows that age is not possibly related to their moral principle.

Objective 2.3: Are there significant differences in their moral principle by length of teaching experience

Ho: There are no significant differences in the moral principle of college advisers by the length of teaching experience.

Ha: There are significant differences in the moral principle of college advisers by the length of teaching experience.

The variable, length of teaching experience at the collegiate level is one of the variables looked into, in terms of its relationship to the adviser's moral principle. Would a longer teaching experience cause a college adviser to be organization-oriented or person-oriented? Would one, who is new in the profession, be person-oriented or organization-oriented?

To answer these questions, the college advisers were grouped into two: those with ten years or less of teaching experience and those with more than ten-year experience. The basis of this grouping is the mean number of years of teaching experience of the one hundred college advisers included in the study.

The data in Table 3 shows that there are more advisers from both groups who are organization-oriented. In other words, whether relatively new or old in the teaching service, the advisers will tend to be either organization-oriented or person-oriented since with the greater number of advisers from both groups who are organization-oriented, the chi-square value obtained (2.47 is not significant). It can be deduced that length of teaching service is independent of one's moral principle. Since the two variables are independent of each other, it follows that length of teaching experience is not related to the adviser's moral principle.

The null hypothesis of no significant relationship or difference is accepted; that is, the length of teaching experience does not cause significant differences in the college adviser's moral principle.

In regard to the above findings: MacLure (1993) gives an explanation of the phenomenon and states that a person's loyalty to an institution is far reaching not because of the length of time one has served it but because of the self-fulfilment, recognition, and trust,

not has reposed on an individual. If the statement of MacLure (1993) is accepted, it can be summarized why the length of teaching experience is not related to one's moral principle. The valuation one puts on the interest, goals, objectives, and success of an institution is not measured by the number of years he has served. It depends on how much and how effectively it contributes to his well-being. Self-fulfilment, recognition, and trust contribute to one's equilibrium. In the case of the college advisers who were identified as organization-oriented, it can summarize that the institution they serve has given them a sense of self-fulfilment and recognition and most importantly, trusts.

Objective 2.4: Are there significant differences in their moral principle by highest educational attainment?

Ho: There are no significant differences in the moral principle of college advisers by highest educational attainment.

Ha: There are significant differences in the moral principle of college advisers by highest educational attainment

With the use of two typologies, those without a master's degree and those with a master's degree, the variable highest educational attainment was utilized to determine its relationship to moral principle. Is it possible that college advisers with a master's degree would be organization-oriented? Or will it be these without a master's degree who opt for organization-oriented values?

The data in Table 3 shows that chi-square value, 0.019 is not significant. The null hypothesis of no significant differences in the moral principle of college advisers by highest educational attainment is, therefore, accepted. Whether there is or have not the master's degree, a college adviser could either be organization-oriented or person-oriented. However, it will be noted in Table 3 that there are more from both groups who were considered as organization-oriented in their moral principle. Such observation is not deemed significant because the chi-square value obtained is less than 3.841 which is significant at 0.05 level of confidence.

Very relevant to the above findings is the theory of Murnane (1981), Murnane (1981) states that no matter how knowledgeable about the science a person is, his subjectivity more often than not overwhelms his objectivity. Equate, knowledgeable about the science with a master's degree, the data which shows that there is no relationship between a person's master's degree and his moral principle are understandable. In other words, Murnane (1981) is trying to put across in his believes that no matter how learned a man is, he does not totally disregard humanitarian reason in his decision making. Other than O'Gara (2009) theme, it is evident the culture such as cooperation, buddies and smooth interpersonal relationship principles exist.

Thus, it is possible that no matter how high one has gone through the educational ladder his decisions tend to be tainted with concern for others, which in effect is a component of person-oriented.

The above data shows that here are no significant differences in the moral principles of college advisers by gender, length of teaching experience and highest educational attainment,

Objective 3: What is the teaching performance of the college advisers by specific performance indicators?

It will be recalled that the three specific indicators comprise the total teaching performance of the college advisers; these are lesson preparations, assessing of students and involving students in co-curricular activities results in Table 4. Indicate that the majority (51%) of the adviser respondents revealed that they regularly make lesson preparations, assess students and involve students in co-curricular activities while (29%) respondents indicated that they rarely perform as expected. This left (20%) respondents indicating that they make lesson preparations neither regularly assess students nor involve students in co-curricular activities. This means that most (51%) of the engineering college advisers regularly prepare lessons to assess students and involve students in co-curricular activities.

Thus, one concluded that regular lesson preparations by advisers assessing of students and advisers involving students in co-curricular activities mean that there is an improvement in adviser performance in engineering in the area of study

Table 4. Summary of overall distribution of advisers' by their performance

Teacher response	Frequency	Percentage
Rarely	29	29
Fairly	20	20
Regularly	51	51
Total	100	100

Depending on the summary of the distribution of adviser performance, the researcher went to rate the adviser performance into low performance ranging from 0-49%, moderate performance ranging from 50-70% and high performance ranging from 71-100%. The results of these ratings are presented in Table 5

Table 5. Distribution of ratings of teacher performance

Teacher performance	Ratings (%)	Frequency	Percentage
Low performance	0-49	39	39
Medium performance	50-70	61	61
High performance	71-100	0	0

According to Table 5, moderate teacher performance with the range of (50%-70%) rated the highest with a total number 61 of the respondents. This was followed by low teacher performance with ranging from (0-49) with total number 39 of the respondents. This means that majority (39%) of the engineering advisers in the study area perform (fairly) moderately in lesson preparations, assessment of students and involvement of students in co-curricular activities. However, results in Table 5 indicate that there was none in higher performance. This was on principal leadership styles and teachers performance background.

The Pearson product-moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another (Osguthorpe, 2008). The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1 (Paulsen, 2002). Measuring the strength and the direction of relationship that occurred between variables is, therefore, important for further statistical significance (Sheldon, 2015). To this end, the Pearson’s product moment correlation coefficient is computed for the purpose of describing the relationships between moral principle variables and level of teachers’ performance. Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables (Stucky, 2002). A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Tirri, 1999). Therefore, to answer the basic research questions Pearson correlation is calculated. The result of correlation analysis indicates the degree of relation that occurred between moral principle (independent variables) and teacher performance (dependent variables). The result of correlation presents in table 6.

Table 6: indicates that there is a positive relationship between principal leadership styles and teachers performance ($r = 0.920$). The relationship is statistically significant (Sig. = 0.000) at 0.05 level of significance. This implies that raising the moral principle such as self-discipline, responsibility, and good intentions help to enhance teachers’ performance. The good intention is another variable of moral principle that positively affects performance. Thus, the study findings indicated that there is a positive relationship between moral principle and performance of teachers in the college of engineering

Table 6. Pearson correlation statistics

Variables	Correlation	Frequency	Percentage
Teacher performance	Pearson Correlation	1	0.920**
	Sig (2 tailed)		0.000
	N	100	100
Moral principle	Pearson Correlation	0.920**	1
	Sig (2 tailed)	0.000	
	N	100	100
**Correlation is significant at 0.05 level (2-tailed)			

Therefore, these findings show that strong relationship in describing the influence of moral principle variables on teachers' performance in the college of engineering.

5. CONCLUSIONS

Although it is not often said that teaching is no longer the noblest of professions because of the observation that the engineering graduates are becoming more inferior year by year, that advisers give more emphasis on material remuneration rather than service, that less and fewer students choose to teach as a profession, and more advisers are shifting to non-teaching jobs, the data derived in this study show that advisers up to the present gave a high premium on teaching. This is manifested by the greater majority of the college advisers who are identified to be organization-oriented in their moral principle.

The variables age, gender, length of teaching experience and highest educational attainment are not significantly related to the moral principle of the college advisers. As judged by the evaluators, the majority of the college advisers are average in their teaching performance.

The college advisers seemed most concerned with lesson preparations, assess students and involve students in co-curricular activities were rated highest in this component of teaching performance. Moreover, they must have been perceived by the evaluators as knowledgeable of the subject matter they teach. They are also as good in imparting knowledge as they are as good in imparting knowledge as they are in their interpersonal relationship. However, resourcefulness and innovativeness seem to be neglected by the college advisers since they were rated lowest in this element of teaching performance.

The moral principle of the college advisers is related to their teaching performance. The college advisers with below average teaching performance are inclined to be person-oriented in their moral principle while college advisers or above average teaching performance are organization-oriented in their moral principle.

6. RECOMMENDATIONS

Universities are the bastions for the initiation of positive and strong social, scientific and technological changes and thrusts which should be aimed at helping mankind in all aspects of life. As such its vital element, the advisers who are supposed to initiate changes and thrusts in order to improve all aspects of life should become more serious and dedicated to the noble profession which is teaching. Likewise, they should be steeped in moral principle which will make educational institutions render the services expected of time.

Such as being a case, college advisers should the target of training programs not only to improve their teaching skills and upgrade the knowledge of the subject they teach but to strengthen the pro- institution or organization-oriented moral principle.

Taking the cue from Ucol-Ganiron & Alaboodi (2013), claim that individual operations must indeed be analysed, studied and improved but the best output from a man can only be attained if a person is allowed to utilize the specific qualities, it is recommended that the universities look into the specialization of their faculty members and make provisions so that

these will give good and proper use. If this is done, there will be so square pegs in round holes in the educational structure.

The most predominant teaching strategy in college is the lecture and reporting method (Ucol-Ganiron Jr, 2012). The fact that even college students must be motivated and their interest sustained remains. It is, therefore, incumbent upon the school's administrators to initiate the development of teaching strategies and test whether these are effective. If this is done, it will be the final beneficiaries of innovative and effective teaching strategies.

An adviser seems to be weak in terms of resourcefulness and innovations, it is indicative but not definitive; that is, the situation could be systematic of existing problems among the advisers. It is possible that they do not receive any motivation or recognition from the school administrators. It is; therefore, recommend that the school administrators develop an acceptable and viable system of recognition for outstanding accomplishments of the college advisers.

Establish a college ladder with different roles and responsibilities for beginning faculty members and the experienced members. They should provide financial incentives to retain a career teacher and encourage the members of the faculty to get masters' degree in engineering.

Biography

Dr. Tomas U. Ganiron Jr received the doctorate degree in Construction Management in Adamson University (Philippines), and subsequently received his Master of Civil Engineering major in Highway and Transportation Engineering at Dela Salle University (Philippines). He is a registered Civil Engineer in the Philippines and Professional Engineer in New Zealand. Aside from having more than two decades of experience as a professor, department head and researcher in the Philippines and New Zealand, Dr. Ganiron Jr is a practicing Civil and Construction Engineer for more than 20 years, having designed and supervised projects such as sewerage and waterworks structures, ports and marine structures, water treatment plant, and structural buildings and bridges. He is also very active in other professional groups like Railway Technical Society of Australasia and Australian Institute of Geoscientists where he became the Committee of Scientific Research. He has received the Outstanding Civil Engineer in the field of Education given by the Philippine Media Association Inc. (1996), ASTM Award CA Hogentogler (2008) awarded by International Professional Engineers New Zealand and Plaque of Recognition as Outstanding Researcher (2013) given by Qassim University-College of Engineering.

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