

Induction and Mentorship of Junior Faculty Members: A Managerial Challenge in the Institutions of Higher Education in Eritrea

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Abstract : Cultivation of professionalism and dispositional values in junior faculty members in institutions of higher education (IHE) is a global challenge. Junior faculty members complain of the managerial inefficiency and lack of modeling in their career development. This paper explored how Graduate Teaching Assistants (GTAs) are inducted into the system and mentored at work in the IHE in Eritrea. It assesses the institutional significance and challenges of mentoring junior faculty members in IHE. The research was conducted in 7 IHE involving 165 participants. Quantitative and qualitative data were gathered through Likert scale questionnaire and in-depth interviews. A One-Way ANOVA was used to assess the GTAs' knowledge of assigned duties and responsibilities, access to institutional information and resources, the quality of guidance and support provided and above all the mentoring state of affairs across the colleges. Results revealed that junior faculty shoulder vital responsibilities but they receive poor induction and mentoring at individual and institutional levels. A large number of junior faculty members revealed a need of serious professional molding to effectively shoulder more responsibilities in the colleges.

Keywords : induction, mentoring, junior faculty members, Eritrea

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