

**The Working Conditions of New Graduate Female Instructors:
The Case of Bahir Dar University**

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Abstract: *Women in the world have a huge contribution for the economic, political and social development of nations. In Ethiopian context, the participation of women in teaching, especially in higher education has been growing from time to time. However, information about their working condition is not well studied. Cognizant of this gap, this study attempted to explore the working conditions of new graduates of female instructors by taking Bahir Dar University as a case in point. To meet the objective of the study, qualitative method with the case study design was used. All of the participants were selected purposively. The data sources were primary data. Semi-structured interview, key informant interview and FGDs were also used as tool for collecting primary data. The data collected were analyzed using thematic analysis methods. The findings from the study revealed that new graduate female instructors face challenges. The challenges include: lack of facilities, sexual harassment, and negative attitudes of academic staffs, lack of mentoring and lack of orientation. On the contrary, new graduate female instructors enjoy many opportunities such as, further education, short term training, and affirmative action. Furthermore, the study found that new graduate female Instructors use different strategies to deal with their problems. Keeping silent, student and peer evaluation, share office, withholding information about their profession. The study has concluded that new graduate female Instructors at the University have faced several challenges and with many opportunities. Based on the conclusion, recommendations were forwarded in line with the major finding of the study.*

Key words; new graduates of female instructors, challenge, opportunity, coping mechanism

1 Introduction

Education is one indicator of the development of countries and it is important to produce skilled human resource who fight against development barriers of a given country (Goodson, 2014). The mere availability of education is not sufficient; rather the quality of education is

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the most satisfying investment a country can make (Fahimi and Moghadam, 2003). Also, instructors can determine the quality of education in universities of Ethiopia and their performance represents one of the main determinants in quality of higher education (Dubovicki and Banjar, 2014). According to Mahwish (2012), from different function of instructors, teaching has taken a lion share and it is considered as a female work in most advanced countries. However, in developing countries, being instructor is a demanding profession (UNESCO, 2006). The situations under which men and women can deal with these demanding profession is different. In developing countries, since women are participating less than men while increasing the number of female instructors in higher education have a positive effect on girls' education and making students more motivating indicated by (Appiah and Agbelevor, 2015).

In Ethiopia, each year thousands of students graduate from the universities and some of them join the profession of university teaching (Teshome, 2008). And through affirmative action and quota system, females joined this profession. Meanwhile, they need professional assistance from university administrators and experienced instructors in order to be effective in the profession (Butucha, 2013).

2 Objective of the Study

The general objective of this study is to investigate the overall working condition of new graduate female instructors in Bahir Dar University. The specific objectives of the study include:-

1. To identify the challenges that affect the working conditions of new graduate female instructors in Bahir Dar University,
2. To investigate the potential opportunities that enhance the working conditions of new graduate female instructors in Bahir Dar University,
3. To identify coping mechanisms that new graduate female instructors deal with their challenges in their working conditions.

3 Methodology

The study was conducted at Bahir Dar University. In order to achieve the objectives of this research the researcher employed qualitative approaches with case study design. And the researcher used non probability sampling techniques particularly purposive sampling technique. To address the objective of the study, the researcher used primary data sources, and the data

were collected through, the semi-structured interview, key informant interview and focus group discussion. The data was analyzed thematically and the researcher ensured ethical principles and thrust worthiness of the data.

4. Findings and Discussions

Key: P = participant, KIS = Key Informants, FGDP= Focus Group Discussion Participants

4.1 Challenges of New Graduate Female Instructors

4.1 .1 Administrative Challenges

Lack of Mentoring

Regarding to lack of mentoring, all participants stated that they carry out working their job without getting mentoring service. In line with mentoring one of the semi-structured interviewees (P 3) expressed her concern in the following way:

When I joined Bahir Dar University, I hadn't got any person who formally mentored or advised me about the teaching and learning processes, administrative situations, and the social condition of the institution and outside the institution. When I faced problems, there was no one who shared my worries to solve the problem I faced.

Even the participants faced a problem to get mentoring services, they were very conscious about the significance of mentoring. This finding is related to the previous researcher finding which posed by the American Association of State Colleges and Universities (2006). The finding stated that mentoring can be a bridge between pre-service education and the classroom, and higher education institutions must be an important part of this picture. Mentoring involves a more experienced staff member who provides assistance and guidance to another person to grow professionally. During mentoring there must be a relationship of trust and respect as well as adequate time for the mentor to get to and know the mentee very well.

Lack of Orientation

Due to lack of orientation, new graduate female instructors faced different problems in their workplace. Such as, how to prepare course outline, how to submit student's grades to the registrar, and what kind of activities they should involve in. In addition, teaching and learning processes and how to

solving problems they face are the main problems expressed by the research participants.

One of the semi-structured interviewees (P12) has said the following:

After I completed the process of employment at the university, I didn't get specific orientation from departments, colleges and the concerned body. Because of this, I didn't have awareness and knowledge about the online grading report and student information management system (SIMS). As a result, I submitted students' result at the end of the deadline date with the help of my intimate senior colleagues. And I did not get orientation on how to prepare course outline and how to solve problems when I face.

Low Number of Senior Females Academic Staff

All interviewees, key informants and FGDs of the study explained that new graduate female instructors couldn't get the necessary support and advice because of the existence of low number of senior female academic staff. If senior female instructors were available in departments, new graduate female instructors couldn't be afraid of approaching communicating with them to get assistance. Concerning this situation, one of the semi-structured interviewees (P11) said:

I suffer a lot to get different assistances from the staff in our department. Because all of them, except the two new graduate female instructors, including me are males. So, I am frustrated to approach a male instructor because the culture that I grew up influenced me to think that, when I approach a male instructor, he will think that I love him, because of this perception, I afraid to approach male instructors.

Lack of Facilities

The entire participants of the study have faced a challenge of facilities in relation to, access to, office, laptop, female's toilet and access to the house which is provided by the university. Related to lack of facilities, one of the semi- structured interviewees (p13) stated that:

During my stay in the university as an instructor, I didn't see a toilet for females. Though around Totta cafe (which is located back to maritime office), there is a symbolic division of toilet for males and females. Both males and females are using the toilet commonly. And I feel discomfort to go frequently to the toilet, especially during menstruation. I am afraid to go to the toilet when males are there. When I need to go to the toilet, I call to my female colleague to go with me. Otherwise, I don't go to the toilet lonely. I go home after I finish the class.

With this similar account Voluntary Service Overseas (VSO) (2008) find out that key facilities that positively affect women's performance in the

universities are accessing to housing, but the delivery of housing for instructors is still a problem in our country Ethiopia and was commented on by a significant number of instructors and directors as being a major issue. Placing an instructor's home near the university is especially important for female instructors and can have strong motivating effect for instructors and ultimately on the quality of education. Likewise, (Eerdewijk *et al.*, 2015) found out that lack of toilet hinders women's ability to work in campus, especially when they are pregnant or during their menstruation when they need toilets on a more regular basis.

4.1.2 Academic Challenges

Low Skill of Active Teaching and Learning Methods

All the semi-structured interviewees, FGDs and key informants of the study explained that they faced low skill and knowledge in order to apply active teaching and learning methods. One of the semi-structured interviewees (P7) said that:

Even if I get PGDT training for a few days, I faced low skill and knowledge about active teaching and learning methods. I did not use active teaching and learning methods in class. My usual teaching methodology was a presentation and lecturing. I didn't give a chance for students to discuss in groups. Rather, I present quickly to decrease the number of students who raised questions.

In line with the above finding Wilson and Ball (1996), state that new instructors to enhance creativity with knowledge. They do not have the ability to teach and apply what they know and they do not have the experience to know the difference between teaching and learning. Moreover, they faced difficulties in areas such as controlling the group and maintaining classroom discipline, lack adequate teaching strategies, lack the ability to create opportunities for all students to learn, not knowing how to deal with students who have learning disabilities, lack sufficient knowledge about how to plan the academic program and even about the content of the subjects they teach (Cantu and Martinez, 2006).

Low Skill of Time Management

As the participants explained, in relation to low skill of time management new graduate female instructors faced the skill of managing time in the class. One of the FGDs (FGDP 5) stated that, "I faced a problem to manage time in the class. When I entered a class for the first time, I remembered that, in one

period I covered many portions which would take three periods. Most of the time, I finished a lesson before 15 minutes”.

Lack of Self Confidence

All semi-structured interviewees and focus group discussants confirmed that they lack self-confidence to reflect ideas. Their educational level was one cause to lack self-confidence. One of the semi-structured interviewees (p6) said:

In our department, almost all staff members have second and third degree except me. Because of this, I feel quite incompetent to teach students who look as if students of MA and PhD holders. This leads me to think students undermine or scorn me. I feel that I am not efficient enough to teach in similar ways other senior staffs do. At the end of the class, I ask myself “what would students perceive about my ability of teaching?”

These findings show that new graduate female instructors lack self-confidence. Likewise, previous researchers (Winthrop and Kirk, 2004) found out that in Ethiopia new instructors felt that they could not be good instructors until they completed their own master program, in particular new female instructors, who have BA degree are very aware of their limitations and lacked confidence in their abilities.

Instructors’ self-image plays an important role in delivering quality education and must be taken into account in formulating instructor’s development program because instructors are conscious of being role models for their students and try to create a trusting environment in class. Similarly, this finding is related to VSO’s finding that states females join teaching with lower qualification levels than men, their performance tends to lag behind, which may badly affect their self-esteem (Voluntary Service Overseas, 2008).

Low Skill of Using Technology

Regarding to their proficiency of using technology, all of the semi-structured interviewees and FGDs described that they don’t have sufficient skill in using the technology like computers and projectors. In relation to their ability in using technology, one of the semi-structured interviewees (P. 10) stated that :

I faced a problem of using the technology. I am not able to use projectors as supportive material for teaching. I teach with chalk and talk methods. I lack the skills to access, process and use information communication technology. As a

result, I faced challenges to fill students' results and to submit it via the online system by using Student Information Management System. (SIMS).

This finding resembles with another researcher's finding (Committee for Economic Development, 2000) that states many new graduate instructor lack skills of using technology which changes the instructors' role in digital learning. Technology helps the instructors to collect and interpret students' assessment results. As a result, they need to be trained in how to use these data effectively.

Low Skill of Class Room Management

All focus group discussants and the semi-structured interviewees mentioned that classroom management was the major problem they have faced. One of FGDs (FGD, P 4) confirmed that:

I faced a serious challenge to manage classes which consisted of large number of students. When I taught students, they were disturbing. I tried to control them by giving warning, but they were not changed since I was not different from them physically; we were in the same age group.

In relation to classroom management, new graduate female instructors have faced problems in classroom management. This finding is similar with that of the finding by Merc and Subas, (2015). They found out that classroom management is an important concern of instructors whether they are experienced or not, male or female. Controlling classroom environments for new instructor is very challenging. Even instructors with long years of experience can still encounter problems of classroom management.

Mis-Implementation Regarding Assisting Senior Instructors

Almost all FGDs and semi- structured interviewees of the study have faced serious problems in assisting senior instructors. Related to this, one of the semi-structured interviewees (P4) described it in the following ways:

After I was employed in the university, I was assigned to assist one senior instructor in our department. He gave me all of his classes to teach by replacing him, which I did not expect. I didn't acquire any knowledge and experience from him and I served him as a porter.

Low Skill of Evaluation System

FGDs and the semi-structured interviewees mentioned that even though with the help of gender office, they acquired pedagogy training for a few days

regarding evaluation system; they faced challenges to evaluate students. One of the semi-structured interviewees (p3) stated that:

I acquired PGDT training through gender office to enhance a knowledge concerning with evaluation system, but I faced a problem to evaluate students correctly at the end of the lesson. I didn't give any chance to students to participate in asking and answering questions. And I seriously faced a challenge to prepare exams depending on the rules of measurement and evaluation.

The above finding indicates that new graduate female instructors have faced a challenge in evaluating students. Likewise, (UNICEF, 2000) states that instructors must be skilled in evaluation and assessment practices that allow them to measure individual student learning and teaching activities that include knowledge and performance assessment. Assessment of academic achievement outcomes has most often been used in a collective way. Testing and assessment used to decide who can continue to the next grade level rather than as a tool to improve educational quality.

4.1.3 Social Challenges

Sexual Harassment

Participants of the semi-structured interviewees, FGDs and key informants expressed that they are harassed by academic staffs, administrative staffs and students in the university and outside the university. Regarding the harassment, almost all the semi-structured interviewees, FGDs and key informants revealed the existence of it. One of the semi-structured interviewees (P7) described:

After I joined our department, some male instructors considered me to be their wife rather than to think as their colleague. They asked me the question of love and showed me the sign of love. Even instructors who are the age with me tried to harass me. Students call on my phone number and asked me the question of love and "I love you teacher", and send texts which expressed that they fall in love with me. Moreover, the child of the house owner where I was living asked me the question of love. He, frequently said 'I love you please understand me, I fall in love with you'. And he tried to enter my house without asking permission. Then, I discussed the matter with him peacefully, but he was not volunteer to accept my idea. At the end of the day, I was forced to leave their house.

In line with these findings, the previous researchers, Barati et al., (2013) found out that females are more prone to sexual harassment irrespective of their status, personal characteristics, and the type of their employment status. Most of them were assigned in lower service jobs, whereas, men were

assigned in immediate supervisory positions, which gave them chances to exploit their subordinate females.

Almaz (2003) also found out similar experiences that confirm female instructors' harassments by male superiors and/ or male instructors. It was not easy to work with males if one was unmarried and had experienced sexual harassment. Sexual harassment is unwanted and unwelcome sexual behavior which interferes with one's life. It can be so serious to contribute to a hostile teaching-learning environment. Unwanted comments, jokes, gestures, and looks are the most common type of sexual harassment find by (Hill and Silva, 2005).

Negative Attitude from People who Rent Houses

In line with negative attitude from people who rent houses, one of the semi-structured interviewees (P.8) expressed her feeling in this area as follows:

I spent more than a week to find a house to rent because house owners, in Bahir Dar City, have negative attitudes towards female lodgers. I explored a house with the help of a broker. And I found many houses to rent but the owners were not agreeable to rent their houses to females. They said females are excessively impedimental; they don't care about the house rented and waste water excessively.

The above saying is similar with the previous researchers' findings (Selamawit and Nega, 2014). Their finding shows that female instructors lack access to rent a house because of community's negative perception towards them and owners prefer males to rent their houses instead. The above quotes indicate that, the communities who rent houses have a negative attitude towards females. Most of them were not willing to rent their house to females.

Low Respect from Students

Almost all participants explained that new graduate female instructors do not get respect from students. Students assumed that new graduate female instructors acquired a chance based on affirmative action. In relation to low respect from student one of the semi- structured interviewees (p 2) explained the situation as follows:

When I entered a class for the first time, students were not interested to be taught by me. I remembered that when I started to teach in one section, students were not willing to listen to me. All of them were frequently disturbing my class by talking each other, I reported this to the department

head and I was moved to another class. The reason behind this was that they had doubt about my academic performance or profession.

Negative Attitude of Academic Staff

The participants explained that the problem which affected their working conditions was the negative attitude reflected by academic staffs. The participants faced different types of problems, among others, they lacked trust from academic communities and this in turn hurt their morale. In relation to the negative attitude of academic staff towards them, one of the semi- structured interviewees (P6) stated:

In our department, senior instructors have negative attitude towards new graduate female instructors. They call female instructors (us) 'daughter of Bahir Dar University President' because we joined the University following the letter of permission written by the president's office that recommends females to get employment at the University through affirmative action and quota system. Almost all of them considered female instructors (us) as incapable academically. They said 'you are lucky! Because of your sex you joined the university and employed as instructors'. They considered our BA degree CGPA results as insufficient to be instructors.

On the other way, KIS2 also confirmed that:

In the academic staff, there is no trust in female instructors' performance. They assume that new graduate female instructors get their BA Degree by chance. At the university meeting, the academic staffs are not willing to employ females Instructors through affirmative action and quota system.

The above findings are similar to that of the previous researcher findings (Eerdewijk *et al.*, 2015). They found out that female instructors faced negative attitudes and norms towards their public roles and their capacities of performance. It is generally expected that females are incapable to perform and they would not succeed. This expectation implies that there is low trust in women's capacity. These misconceptions on female's capacities affect the opportunities given to them. Women are generally seen as unable to achieve anything.

Low Respect from Security Guards

The study finds that new graduate female instructors got low respect from the security guards at the entryway and they treated them as students rather than as staff members. Regarding less respect from the security guards, one of the semi-structured interviewees (P.14) described the situation as follows:

When I get into and out the campus, the security guards treat me as a student. They even check my ID card. They inspect my bag differently from that of senior instructors who are well known in person. One day, when I got in the campus, I held an umbrella and one of the security guard was not happy to let me get in the campus without closing and rolling my umbrella, and at that time, I was not also happy to close and roll my umbrella. In the meantime, she shouted at me and said 'why are you exaggerating yourself, you were hired by the President of Bahir Dar University'. And at this time, I was very annoyed since I did not expect this kind of thinking from security guard.

Frustration and Act as a Student

All FGDs and the semi-structured interviewees stated that they faced challenge of frustration and act as students. One of the FGDs (FGDP 3) stated that:

I received my BA Degree from Bahir Dar University, and currently I am attending M.A degree in the university. Almost all of our department's senior instructors taught me and currently some of them also are giving me courses. These frustrated and I act as a student. As a result, I have a student-teacher relation with our department's senior instructors.

These findings were supported by the previous researcher's findings (Craig *et al.*, 1998) found out that new instructors, throughout the university, do not give special attention to students' interest, problems and activities. They do not care for their students. They are frustrated by large classes and do not give special care and attention to their students.

4.2 Opportunities for New Graduate Female Instructors

Even though there were many challenges to new graduate female instructors in Bahir Dar University, there were also many opportunities for them in the University. The opportunities for new graduate female instructors at the University are given below.

4.2.1 Administrative Opportunities

Salary

Almost all of the participants of the semi-structured interviewees and focus group discussants explained that they were benefited from the salary increment. In line with the salary increment, one of the semi-structured interviewees (p.11) said that:

I earn sufficient salary. I benefited from the salary improvement which raised the salary of graduate assistance 1 and 2 respectively. And I was lucky because the increment of salary was made by the government of Ethiopia assuming the

betterment of the living conditions of instructors as soon as I joined the profession. The increment really made me beneficial.

The above statement indicates that the newly recruited university instructors earn enough salary and benefit from the increment made by the government. The finding of this research contradicts with the findings posed by (Fisher and Swindells, 1998), which dictates that the professional status of instructors in Ethiopia is relatively low compared to other Western countries. Moreover, the research investigated that many of the university instructors teach in the universities as far as they get better payment according to their status and their specialized field.

Transport Service

Pertaining to the transport system of the university service, all research participants stated that there was transport service in the university. The transport service has a positive impact to promote quality education by helping instructors to arrive school on time. Regarding transport service the semi- structured interviewees (p.13) stated that, “My home is located in Kebele 14. Every morning and evening, I use the university transport services.”. The finding of this research is against the finding of Eerdewijk *et al.*, (2015) who argued that when instructors do not live in the campus or near to the campus, the availability of transport services becomes a critical concern. Most female instructors reject travelling to home during evening hours because there is either lack of transport, or the service does not arrive at their homes completely. As a result, they have to walk a distance. This affects their opportunities to engage in different activities such as leadership, conducting, and participating in research and other activities.

Absence of Strict Attendance Sheet

All of FGDs and the semi-structured interviewees mentioned that absence of attendance sheet to control instructors helped them not to get into the campus when they had no classes. One of FGDs (P. 6) said that:

Unlike administrative staffs there is no strict attendance sheet for academic staffs to control their availability or absence at work place. No one is forced to get in the campus when he/she has no class. As a result, he/she can do personal activities outside the university in his/her home.

Affirmative Action

Almost all FGDs and semi-structured interviewees mentioned that they get an opportunity to compete for getting a house which is provided by the university, which covers 2% of the cost to support them. Concerning this, one of the semi-structured interviewees (P.14) explained that: “I got 2% affirmative action during competition in order to get a house provided by the university. I do not get access to the house because the competition needs an additional criterion which is difficult to fulfill it as new graduate instructor”. In contrast to this finding, the previous researcher, Eerdewijk *et al.*, (2015), found out that low implementation and practice on affirmative action in the universities was another challenge. Though government policies and proclamations are referred to as a basis for affirmative action measures, it is not always clear how these are translated to and put into practice. There are also indications that affirmative action measures were not implemented consistently considering recruitment, promotion, scholarships, housing, etc. And there is a lack of transparency on how and when it is being implemented.

4.2.2 Academic Opportunities

Short Term Training

Almost all, FGDs, the semi-structured interviewees, and key informants revealed that they acquired an opportunity for training such as, pedagogy of teaching, information communication technology, English language proficiency and research training by the cooperation of gender office, capacity building office and research and community service office. In line with short term training, one of the semi-structured interviewees (P.10) indicated that:

Although the training was not sufficient, I got training through the coordination of gender offices, Capacity Building Office, and Research Community Services Office. I got PGDT training which helps me to know about student-center methods. English language training is the other training that helps me to improve classroom English language. And I also got the opportunities to be trained on how to do scientific research in addition to ICT training.

This research finding contradicts with the findings of Fisher and Swindles (1998) which indicates that most of new graduate instructors in universities are non-trained in teaching methodologies although high priorities towards pedagogical training is given. With similar account, Guajardo (2011) found

that when instructors join the teaching profession, they face problems overcoming classroom challenges. Moreover, Wilson and Ball (1996) found out that new instructors are unable to creatively enhance their problems of inability to enhance teaching. They do not have the ability to teach and apply and they don't have the knowledge to understand the difference between teaching and studying.

Sharing Experience

In relation to experience sharing, FGDs explained that they were getting an opportunity to share experiences from senior female instructors in the university. Regarding this, key informant (KIS 2) affirmed that:

When new graduate female instructors join the university, gender office prepares a training session by inviting experienced senior female instructors to share their experience and their academic life at the University. In this way they get the knowledge or skills from the life of others.

From the above finding, the researcher could understand that new graduate female instructors got an opportunity to share senior female instructor's overall experiences.

Further Education

All of the focus group discussants and the semi-structured interviewees revealed that they got an opportunity to study for their M.A degree to enhance their knowledge and skills by updating themselves so that they can teach their students properly. One of the Semi-structured interviewees (P 14) stated that:

I learn more in the university formally and informally. I am studying for my M.A degree without any fees. The university by itself is a collection of intellectual people, and I learn a lot from them indirectly through different academic conferences and meetings and I have acquired knowledge.

Likewise, a key informant (KIs 3) asserted that, "Almost all of new graduate female instructors get a priority to learn their M.A degree and currently almost all are postgraduate students".

4.2.3 Social Opportunities

Family and Society Respect: Regarding the respect they got from family and society, almost all FGDs and semi-structured interviewees indicated that they have got good respect from their families and the society. Concerning this, the semi-structured interviewees (P. 4) stated that:

I get family and societal respect and value. The society thinks that university instructors are paid sufficient salary. The society also considered us knowledgeable and know everything. Especially after the salary increment by the government, values and respect of the society to instructors has increased. And I get respect from my family; my family is proud of me and my younger brother and sister consider me as a role model. Being instructor has great value before uneducated family.

The finding of this study indicates that instructors have high family and societal respect. In contrast to this finding, another study finds out that teachers have poor societal view, lack of respect from students, negative attitudes to teacher and teaching from families, friends, and community. There is a saying that says ‘today a teacher collects his salary but tomorrow he borrows money’. This is said to reflect the economic backwardness of teachers and their low social status. These attitudes come from the working condition of teaching. It is a tiresome and unattractive job in terms of its physical working conditions. Teachers teach with chalk in their hands and writing on chalk boards. So, there is no wonder that they get tired and dirty at the end. Unfortunately, this situation is sometimes used to portray teachers negatively (Jeylan, 2013).

Familiarity to the Environment

Almost all semi-structured interviewees and FGDs claimed that they get an environmental opportunity because they are instructors in the university where they have learnt and completed their study and they are not strangers to the institution. Regarding this, one of the semi-structured interviewees (P. 4) replied that:

I attended my first degree at Bahir Dar University, and I am familiar with the environment very well. Now, I joined the university as an instructor, which is the only thing I am unfamiliar with. So, I do not feel strange to the university, and this gives me an advantage to accesses to material and information.

The foregoing statement describes that almost all new graduate female instructors have learnt their first degree at Bahir Dar University. This gives them a chance to be familiar with the University is environment.

4.3 Coping Mechanisms

Under this section, coping up mechanisms are discussed. They were mentioned by participants on how they coped with these challenges. These mechanisms include, keeping silent, seriousness, peer evaluation and student

evaluation, share offices with others, spend free time at home and withholding information about their profession.

4.3.1 Keeping silent

Regarding keeping silent, almost all of the semi-structured interviewees and FGDs described that they keep silent when they faced harassment from students, staffs, and youths both in the community where they live in and in the campus. In relation to keeping silent, one of the semi-structured interviewees (P. 11) described:

I keep silent when academic staffs and security guards forward Unfriendly words such as “you are daughters of the President of the university!” Some others speak as if I was employed by the President. In the department meeting, I also prefer to keep silent for the reason that I suspect senior staffs undermine or scorn my idea.

However, this finding contravenes with the previous finding by Hill and Silva (2005), who argued that open resistance strategies contribute to resolve sexual harassment with the support from an institution and its representatives, direct confrontation with the harasser, using internal strategies focused on managing one’s own emotions, and mental coping with the situation. Nearly all universities have policies on sexual harassment, and most female instructors know this, and they report the situation in order to correct a person who harassed them.

4.3.2 Student and Peer Evaluation

The semi-structured interviewees revealed that they used student evaluation and peer evaluation as coping mechanism to identify their weaknesses and strength of their teaching. In other words, they received feedback and comments from their students in order to be aware of the effectiveness of the teaching and learning process. One of the semi-structured interviewees (P. 9) indicated that:

I use student evaluation and peer evaluation in order to identify the strong and weak side of my teaching. I also invite my peers to observe and comment supervises my teaching activities in class. Although I do not have much trust with students’ comments, I ask them to give me comments written on a piece of paper from which I get something important.

Student and peer evaluation were the coping mechanism for new graduate female instructors, which is also mentioned supported by Craig et al., (1998). The finding shows that instructors used peer evaluation to solve the

challenges they face due to lack of induction and mentoring. Peer evaluations are important to enhance relations among staffs and reduce job isolation.

4.3.3 Share Office

Almost all of the semi-structured interviewees and FGDs described that to solve problems related to absence of office, they shared available offices with their senior instructors in the department. One of the semi-structured interviewees (P.9) stated that, “I shared an office with other senior instructor in our department to use a desktop computer, to put my teaching materials and to take a break after I teach. But I did not find the office key as soon as I need it.”.

4.3.4 Withholding Information about Their Profession

The semi-structured interviewees mentioned that they withheld information about their profession in order to avoid the increment of house rent and to eliminate possible harassment from the community. Concerning information about their profession one of the semi-structured interviewees (P.2) stated that:

I introduce myself to the house owner as I am a student at Bahir Dar University. Even when the house owners ask me to show them my identity card, I show them a card that identifies me as a student. Otherwise, the house owners may increase the price of housing if they know about my status. To the others, who know me outside the campus, I also introduce myself as if I am a student. Telling the truth about myself to others outside the campus means exposing me to those who wish to attack me.

From this we could understand that new graduate female instructors are not volunteer to introduce who they are and what they do.

5. Conclusion

Based on the findings identified in this study, the following conclusions were drawn.

New graduate female instructors in Bahir Dar University have faced different challenges in all aspects. It was also concluded that they had many opportunities. From this we can argue that new graduate female instructors have faced many challenges, but they were imparted on the opportunities because the problems are solved by themselves and with the help of other stakeholders using different strategies. So, their opportunities are better than the problems they faced. Therefore, this leads them to delight in good life, and we are confident that the current government of Ethiopia would continue

the employment of new graduate female instructors in higher education in order to utilize their contribution on economic, political and social aspects.

6 Recommendations

Based on the major research findings, the researcher suggests the following recommendations:

- Bahir Dar University should fulfill facilities such as offices, laptops and female's toilet.
- Lack of orientation and mentoring are challenges for new graduate female instructors. Therefore, the university administration should establish mentoring services for new graduate instructors. Department heads, gender office and concerned bodies should give orientation to new graduate instructors about the academic, administrative and social situations.
- Gender Office, Capacity Building Office, Research and Community Service Office should give continuous training to new graduate female instructors.
- In order to avoid negative attitude from academic and administrative staffs, the gender office and other concerned bodies should create awareness in order to build positive attitudes towards new graduate female instructors.
- Harassment is also another challenge identified in this study. Therefore, gender office should assess the effectiveness of harassment policies in the university and the office should prepare training programs on the policy of harassment for all male and female academic and administrative staffs including new graduate female instructors. This helps the newly recruited instructors to feel free because everybody who harasses them will adhere to the policy.
- New graduate female instructors should enhance self-confidence by reading more and avoiding frustration.
- The University should give housing for new graduate female instructors.

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