

# Challenges 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. Teaching is one of the social aspect wherein women are involved. In the Ethiopian context, the participation of women in teaching, especially in higher education has been growing from time to time. However, information about their challenges is not well studied. Cognizant of this gap, this study attempted to explore the challenges of new graduated 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. In this study, fifteen semi structure interviewees, five key informants' six focus group discussants, were participated. All of the participants were selected by using non probability sampling technique specifically purposive sampling. Therefore, the data sources were primary data. Semi-structured interview, key informant interview and FGDs were used as a 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 faced challenges. Such as, lack of facilities, sexual harassment, negative attitudes of academic staffs, low communication problem, lack of mentoring, lack of orientation, and low skill of using technology. The study has concluded that new graduate female Instructors at the University faced several challenges.

**Keywords:** new graduated female instructors, challenges.

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## 1. INTRODUCTION

As it is obviously known that education is one indicator of development of countries and it is important to produce skill 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 the most satisfying investment a country can make. It is a crucial element to achieve the intended development goals. However, the mere existence of education may not achieve the intended development, since quality education is the major determinant (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). Instructor means a person who is capable of instructing knowledge that will help students to acquire skills that will be used to face the tasks in their life and they promote the development of a country by producing skill human power in diverse fields of area (Hakielimu, 2008).

According to Mahwish (2012), described that 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). Whereas, the situations under which men and women can deal with these demanding professions 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 in the profession of university teaching (Teshome, 2008). And through affirmative action and quota system females are joined in this

profession. Meanwhile, they need professional assistance from university administrators and experienced Instructors in order to be effective in the profession (Butucha, 2013).

### Statement of the Problem:

Instructors are the pillar of the higher education system who help students to enhance their skills that used to shoulder the responsibility of their country and they also have a high social relevance due to the decisive function of education for the wellbeing of both individual and society at large (Jeylan, 2013). Furthermore, Almaz (2003) states that educating women have great social, economic and political relevance of a certain country. Hence, the presence of female Instructors in universities would play a significant role to encourage women's education in a country.

This implies that the hiring of female Instructors in university is an issue that has become increasingly important for ministries of education and giving greater policy and programming attention to them (UNSECO, 2006).

There are different studies which were conducted in Ethiopia and abroad related to issues of female Instructors. To mention some of these studies, Nzeli (2013) studied on 'challenges faced by the female head teacher in the management of secondary schools in Kenya'. Mahwish (2012) conducted a research on 'Factors influencing women to become instructors in Pakistan'. Amare (2013) also studied on 'relationships among teachers' sense of efficacy, self-perceptions of the teaching roles and selected background characteristics'. Other researcher Abu Baker *et al.*, (2015) studied on 'Factors that influence the female instructor's satisfaction in private higher education institutions in Malaysia'.

Furthermore, Desta (2014) studied on 'teacher job satisfaction and commitment in general secondary schools of Hadiya zone'. Sinknesh (2014) studied on 'the representation of female instructors in selected colleges of Addis Ababa University'. Apart from these, Meskerem (2014) studied on 'factors that influence female teacher's involvement in action research and UNESCO (2006) conducted a research on 'The impact of women instructors on girls' education'.

Upon review of the above studies, the researcher able to reach at a few conclusions. As far as the researcher knowledge is concerned, none of these studies focused on challenges of new graduate female Instructors in the study area. Hence, there is a need for research focused on contextualized and understanding of the challenges of new graduate female Instructors as many studies has yet not addressed. The other gap that the researcher found from the above studies is that, except Sinknesh (2014) all uses quantitative research approach but the researcher would study by qualitative approach. In order to partially fill this gap, this study is focusing to investigate the challenges of new graduate female Instructors in Bahir Dar University.

### Objectives of the Study:

- ❖ To investigate the administrative the challenges of new graduate female instructors in Bahir Dar University?
- ❖ To identify the academic challenges of new graduate female instructors in Bahir Dar University?
- ❖ To identify the social challenges of new graduate female instructors in Bahir Dar University?

### Research Questions:

- ❖ What are the administrative challenges of new graduate female instructors in Bahir Dar University?
- ❖ What are the academic challenges of new graduate female instructors in Bahir Dar University?
- ❖ What are the social challenges of new graduate female instructors in Bahir Dar University?

### Significance of the Study:

This study will have the following contribution: The study could generate awareness to Bahir Dar University administration about the challenges of new graduate female instructors in the University. This study will important in contributing knowledge for a person who have never been known about the challenges of new graduate female instructors in Bahir Dar University. Therefore, it will inform Bahir Dar University administrations such as University Presidents, Directors, College deans, Department heads, female Instructors, Capacity building office, Gender office of Bahir Dar University and also other concerned bodies about the challenges of new graduate female instructors in Bahir Dar University. It can also use as a secondary source for further studies related to the topic and will motivate other researchers to study further on the issue under study.

**Scope of the Study:**

The study is geographically limited at Bahir Dar University. The target groups of this study are focused to investigate the challenges of new graduate female instructors. Particularly, new graduate female instructors who have greater than six months or one semester experiences and who have not more than two years' experience.

**2. REVIEW OF RELATED LITERATURES**

According to Wilson and Ball (1996) described that new instructors have problems of the inability to enhance creatively with knowledge. Because, they do not have the ability to teach and apply what they know nor do they have the experience needed to know the difference between teaching and studying. Moreover, they faced difficulties in areas such as controlling the group and maintaining 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 explained by (Cantu and Martinez, 2006). Female instructors face negative attitudes and norms towards their public roles and their capacities to perform are strong and pervasive. It is generally expected that female are not capable to perform and they will not succeed. This attitude of expected failure implies that there is low trust in women's capacity to achieve. The misconceptions on female's capacities affect the opportunities given to them. Women are generally seen as unable to achieve anything indicated by (Eerdewijk *et al.*, 2015). Furthermore, salamawit and Nega (2014) reported that female instructors lack access to house because of community's negative perception towards them and owners prefer males instead. Lack of stability and security are other pressing problems related to get a house. Increasing cost of housing rent to live in a more secured compound is another limiting factor. Absence of house service in the university is as the root cause for the problem mainly for their exposure to sexual harassment, including rape, theft and robbery of their property.

**3. RESEARCH METHODOLOGY**

The study was conducted at Bahir Dar University. In order to achieve the objectives of this research the researcher employed qualitative approaches for its most advantage over quantitative approach. The aim to employ a qualitative approach to this study because it helps the researcher to examine the challenges of new graduate female instructors in detail and in-depth manner through case study design. The researcher employed case study design by considering Bahir Dar University and a group of new graduate female instructors as a case. Regarding to Sampling Techniques non probability sampling techniques and from non-probability sampling techniques, the researcher employed purposive sampling technique. In this type of purposive sampling, it was difficult to specify how many interviewees the researcher intended to contact at the beginning of the research. Instead the researcher was continued choosing them until a saturation point is reached. Accordingly, 20 are interviewees interviewed, 15 new graduate female instructors interviewed and 5 key informants selected from Bahir Dar University gender office, capacity building office and department heads at the university. And one group discussion which comprises 6 new graduate female instructors who met the inclusion criteria participated in the semi structured interview.

To address the objective of the study, the researcher used primary data sources. The researcher used primary data sources which were collected from new graduate female Instructors, Department heads, Gender office director and Capacity building office director. From different types of interview the researcher has utilized semi structure interview, Key Informant Interview and focus group discussions as the major data collection method for this study. In order to achieve the research objectives, the researcher conducted the semi-structured interview with 15 new graduate female instructors. And the semi structured interview was employed to gather information from department heads, gender office director and capacity building office director as a key informants. The researcher conducted key informants interviews with department heads, gender office director and capacity building office director. The researcher employed FGD for the purpose of triangulating the unclear ideas and information which get through the semi-structured interview, to build consensus between a group members and to discuss sensitive issues of the working conditions new graduate female instructors in Bahir Dar University. The FGDs was managed and moderated by the researcher. The length of time spent in the discussion was lasted 2 hrs. The discussion was conducted in Amharic language and notes are taken during interview session by researcher peer. Based on the interest of participants and the researcher, the time was appointed. Thematic data analysis was employed in order to analysis the challenges of new graduate female instructors in Bahir Dar University. To ensure trustworthiness, the researcher used different data sources of information by examining evidence from the sources

and cited properly in text and reference part. And used a coherent justification for themes. In addition, the data gathered from semi-structured interview were triangulated by focus group discussion.

#### 4. FINDINGS AND DISCUSSIONS

##### 4.1 Demographic Characteristics of Participants:

**Table 1, Demographic Characteristics of Semi- Structured Interviewees**

No	Code	Work Experience
1	P1	1 year and 3 months
2	P2	1 year and 8 months
3	P3	1 year and 6 months
4	P4	1 year and 6 months
5	P5	1 year and 6 months
6	P6	1 year and 3 months
7	P7	1 year and 6 months
8	P8	1 year and 6 months
9	P9	1 year and 6 months
10	P10	1 year and 6 months
11	P11	1 year and 6 months
12	P12	1 year and 8 months
13	P13	1 year and 6 months
14	P14	1 year and 3 months
15	P15	1 year and 6 months

Key: P = participant

Table 1, indicated that the total numbers of the participants in the interview were 15. Their experience of teaching was between 1 and 2 years.

**Table 2. Demographic Characteristics of Key Informants**

No	Code	Sex	Job position	Experience in position
1	KIS 1	M	Department head	1 year and 5 months
2	KIS 2	F	Gender office director	1 year and 3 months
3	KIS 3	M	Department head	1 year and 6 months
4	KIS 4	M	Department head	1 year
5	KIS 5	F	Capacity building director	1 year and 7 months

Key: F = Female M = Male, KIS = Key Informants

Table 2, showed that key informants in this research were consisted two female and three male participants. In terms of position, KIS 2 and KIS 5 were gender office director and capacity building office director, respectively and the rest key informants were department heads. In terms of experience, all of them were between 1 and 2 years.

**Table 3. Demographic Characteristics of Focus Group Discussants**

No	Code	Work experience
1	Fgdp 1	1 year and 6 months
2	Fgdp 2	1 year and 6 months
3	Fgdp 3	1 year and 3 months
4	Fgdp 4	1 year and 6 months
5	Fgdp 5	1 year and 8 months
6	Fgdp 6	1 year and 6 months

Key Fgdp= Focus Group Discussion Participants

Table 3, indicated that focus group discussions was held in one group. There were six participants in the FGDs, their work experience was between 1 and 2 years.

#### 4.2 Challenges of New Graduate Female Instructors:

##### 4.2.1 Administrative Challenges:

###### Lack of Mentoring:

Regarding to lack of mentoring, all participants stated that they were 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 to Bahir Dar University, I hadn't any person who formally mentor or advise me about the teaching and learning processes, administrative situations and social condition of the institution and outside the institution. When I face problems, there is no someone who shares my idea to solve the problem what I faced.*

Likewise, a key informants (KIS 2) confirmed that,

*The university has a plan to establish a mentor center in the future, because mentoring is very important to enhance the capacity of new graduate female instructors to understand and to solve their problems easily with the help of a senior instructor. So, it is important for new graduate female instructors when one senior instructor, mentor at least 4 of them. Currently there is no mentoring service for newly graduate instructors.*

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.

The value of mentoring from other senior instructors as described by Participants and similarly, the previous researcher (Nemser, 2003) found out that assigning a new instructor to a mentor have their own benefits to promote effective teaching in the early years because he or she learns from guided practice. Mentoring have significant value for new instructors to enhance educative practice. They may be good classroom teachers, but might find it difficult to visualize what they think, explain principles underlying their work in practice. Educative mentors also create learning opportunities. On the other hand, this study also revealed that, most of participants who showed mentoring have positive impact to share knowledge and experiences from senior one. In addition, this finding was similar to the finding of (Portner, 2001). He found out that senior collegial peer support sessions allow new instructors to interact, cooperate, and solve problems within a smooth situation.

###### 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 solve problems they would face are the main problems expressed by the research participants.

One of the semi-structured interviewees (P12) had the following to say:

*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.*

In the same way, a semi-structured interviewees (P9) also said that, "I entered in the class without orientation, even I did not get orientation, how to prepare course outline and how to solve problems when I would face".

The above explanation shows that when new graduate female instructors joined the university they faced a problem of getting adequate orientation from departments, college deans and others concerned bodies.

**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 senior female academic staff. When senior female Instructors present in a department, new graduate female Instructors couldn't afraid to approach them and they could easily communicate with them to find different 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 frustrated to approach a male instructor because the culture that I grown 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.*

According to the above interviewees, new graduate female Instructors are influenced by the culture of the society to create relations with opposite sexes is considered as having sexual relation with them. Therefore, the presence of senior female instructors would have a positive contribution for the new graduate female instructors to approach and to get assistance from them easily.

**Lack of Facilities:**

The entire participants of the study have faced a challenge of facilities in relation to, access to, office, laptop, female specific toilet and access to the house which is provided by the university.

Related to lack of facilities, one of the semi-structured interviewees (P4) described in the following ways:

*I get office in this year, I had no office after employment at the university, and I shared an office with senior instructors in our department. And I frustrated and felt discomfort to go to the office frequently, since all of them were male instructors. Because of this reason when I had no class, I did not get into the university. In general, during that time my house was my office. And I have 1 year and 6 months teaching experience in the university, but until this time the university does not give me laptop. Because of these, I face different problems like to carry out an effective teaching and learning process. I am learning MA degree which needs laptop extremely. Because, Instructors give a lot of softcopy material, assessments like term paper and book review which seriously needs a laptop. Because of this I suffer a lot to properly pursue my second degree program as well as to teach students by accessing different materials.*

Furthermore, one of the semi-structured interviewees (p13) stated that,

*During my stay in the university as an instructor, I didn't see a female specific toilet. Though around totta cafe (which is located back to marytime 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. Since I 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 to my home after I have finished the class.*

With this similar account Voluntary Service Overseas (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 effects for instructors and ultimately on the quality of education. Likewise, (Eerdewijk *et al.*, 2015) find out that lack of toilet hinders women's ability to work on campus, especially when they are pregnant or during their menstruation when they need toilets on a more regular basis.

**4.2.2 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), find out that new instructors have problems of the inability to enhance creativity with knowledge. Since, 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 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 find by (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 face 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 finish 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 2<sup>nd</sup> and 3<sup>rd</sup> degree except me. Because of this, I feel inferiority how to teach students similar with MA and PhD holders. This leads me to think students undermine or scorn me. I feel, I do not teach similar with others senior staff. Since, at the end of the class I ask my mind what students perceive my ability of teaching. And I lack self-confidence to express ideas in our department at the time of the meeting, I feel almost all of our department staff not give attention to me. I suspect senior instructors in the department have not given value to my reflection. I frustrated them because of, I joined by affirmative action without the interest of the department, since I do not express my idea and comments confidently. And I prefer to keep silent.*

These findings showed that new graduate female instructors lack self-confidence. Likewise, the previous researchers finding (Winthrop and Kirk, 2004) finds 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 holders 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 programming because instructors are conscious of being a role model for their students and create a trusting environment in class.

Similarly, this finding is related to female is joining in teaching with lower qualification levels than men, their performance tends to lag behind, which may badly affect their self-esteem find by (Voluntary Service Overseas, 2008).

#### **Low Skill of Using Technology:**

Regarding to low skill of using technology, all of the semi-structured interviewees and FGDs described that they faced low skill of using technology like computer and projectors.

In relation to low skill of technology, one of the semi-structured interviewees (p 10) stated:

*I faced a problem of using technology. I don't use the projector as supportive material for teaching. I teach by chalk and talk methods. I lacked the skills to access, process and used information communication technology. And I faced a challenge to fill students' results and to submit through the online system by using (SIMS) student information management system.*

This finding is resembled with another researcher finding (Committee for Economic Development, 2000). The finding was many new graduate instructor's lack skills of using technology. This faces the instructors' role in digital learning. Technology offers the instructor's ability to collect and interpret student assessment data and will need to be trained in how to use these data effectively to inform instruction and increase student learning.

#### **Low Skill of Class Room Management:**

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

*I seriously faced a challenge to manage classes which consisted a large number of students. When I teach, students are disturbed. I tried to influence them by giving warning, but they were not afraid, since physically I don't differ from them and we are in the same age group.*

In relation to classroom management new graduate female instructors have faced low skill of classroom management. This also consistent with another researcher finding (Merc and Subas, 2015). They found out that classroom management is an important concern of instructors, experienced or beginner for both sexes. Controlling classroom environments for new instructor is very challenging. Even instructors with long years of experience can still face classroom management problems.

#### **Mis-Implementation Regarding to Assist Senior Instructors:**

Almost all FGDs and semi-structured interviewees of the study have faced a serious problem of assisting senior instructors.

Related to assist senior instructors, one of the semi-structured interviewees (P4) described in the following ways:

*After I employed in the university, I assigned to assist one senior instructor in our department, but he gave me all of his classes to teach by replacing him. I don't acquire any knowledge and experience from him, in its place he gave another responsibility what I did not expect.*

Additionally, one of the FGDs (fgdp2) mentioned that:

*I assigned to assist a senior instructor in our department. The main purpose of assigning to assist was to share experience from him, but on the contrary, I served to him as a porter. He orders me to copy his personal material, duplicate students' exam papers, and he ordered me to bring material from the department office.*

#### **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 with evaluation system, but they faced a challenge to evaluate students.

One of the semi-structured interviewees (p3) stated that,

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

The above finding is indicates that new graduate female instructors have faced a challenge of low skill of the evaluation system. Likewise, Fraser (2005) finds out that effective instructors used formative assessment to make students' thinking visible to themselves, their peers and to monitor student learning progress. They also provide feedback to guide modification and refinement in students' thinking, teaching and practice. From these discussions, we can understand that even evaluation was very important for the instructor to measure the performance of students and to assure quality education, new graduate female instructors had low skill of the evaluation system.

#### **4.2.3 Social Challenges:**

##### **Sexual Harassment:**

The semi-structured interviewees, FGDs and key informants expressed that they are harassed by academic staff, administrative staffs and students, in the university and outside the university. Regarding harassment, almost all the semi-structured interviewees, FGDs and key informants revealed the following:



One of the semi-structured interviewees (P7) described,

*After I joined our department, some of males Instructors considered me to be their wife rather than to think as their colleague. They asked me the question of love and show the sign of love. Even instructors who have child as equal age with me, tried to harass. Students call upon my phone number and asked the question of love by saying I love you teacher, send texts which express they fall down by my love. And the child of a house owner I rent their house frequently asked me the question of love. By saying, 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 in a peaceful way, but he did not volunteer to accept my idea. At the end of the day, I forced to leave their house.*

FGDs also confirmed that, new graduate female instructors faced a challenge of harassment. One of the focus group discussants (fgdp 5) stated that:

*One male student followed me and asked to give my phone number. I refused his question then he followed me until I reached at the office. Then he wants to enter and I denied him don't get in the office. Finally, he insulted me by saying, who speaks student can't love a teacher! Farmer.*

Likewise, key informants also said that they faced harassment from administrative staff and the community. One of the key informants (KIS 2) explained that:

*I remember the case which a female instructor harassed by a managerial staff. He forced her by enwrapping her Nike by towel when she entered in his offices for a purpose. He tried to mollify and she reacted to escape from him. At that time she filed down on the flower. She harmed her head, and she shouted. And peoples from other office were getting in and treated her by giving first aid treatment. The other one what I knew was a female teacher harassed by a youth who lived in the city, he forced her to harass. So, in order to hide herself, she left the village and changed the addressee, but he got to the campus and tried to give warning for her, at that time she rings a phone for gender office. He was under the controls with the help of campus security police, and he became sent to prison. The case reached at the president's office.*

In line with these findings, the previous researcher Barati et al., (2013) found out that the female is prone to sexual harassment irrespective of their status, personal characteristics and the types of their employment. Most of them are tend to be concentrated in poorer service jobs, whereas, men are in an immediate supervisory position, which gives them a chance to exploit them subordinate female.

Similarly, Reena and Saheab (2012) reported that sexual harassment takes place when there is power or authority difference among persons involved, such as Student/Teacher, Junior Teacher/Senior Teacher, Research Supervise /Supervisor female teacher / men's department heads. This also involves treating others unequally on the basis of gender in work-related or academic duties or programs and not providing female students with the same academic opportunities as male students or vice versa. Male heads of the department forced the female instructors to spend their time with him after office hours. Male instructors spending long hours locked away in an office with a young female colleague.

As well, Almaz (2003) found out similar things which is female instructors harassed by male superiors or male instructors. It is not easy to work with males if one is unmarried and had experienced sexual harassment. Sexual harassment is unwanted and unwelcome sexual behavior which interferes with your life. It can be serious which 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 peoples who rent housing, one of the semi-structured interviewees (P8) expressed her feeling in this area as follows;

*I spent more than a week to find a rental house. Because, the house owners in Bahir Dar City have a negative attitude towards females when it comes to rent. I explored a house with the help of a broker. And I found many rental houses, but the owners were not volunteered to rent for females. They said, females are excessively impedimenta, they are not needed for the safety of the house, and use water excessively.*

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

**Communication Problem:**

Almost all, participants revealed that they faced the problem of communication with instructors, department heads in the university.

In line with the above finding, one of the semi- structured interviewees (p 10) said that;

*I faced a challenge on communication or interaction with academic staffs, the rationality was most of the instructors in our department were or are my instructors, and I give more respect. I afraid to call their name and I preferred to call by saying teacher. I frightened to easily and freely communicate when I need their support. And I do not go to the department office except I had meeting in the office.*

These finding is related with the previous researchers finding (Dubovicki and Banjari, 2014) higher education institutions are characterized by a high value of autonomy and privacy. New Instructors quickly become conscious of this feature and are uncertain to get help for fear that they can be classified negatively. They feel unsupported by colleagues and administrators. This implies, a problem of relationship between colleagues and leads them to experience a sense of isolation and others to feel demoralized. They also experience problems in relating to their administrators like department heads, college deans and presidents. They feel that they are hardly heard of these and lack their support find by (Cantu and Martinez, 2006).

**Low Respect from Students:**

Almost all, participants explained that new graduate female Instructors are not got respect from students. Students assumed that new gradate 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 joined with Bahir Dar University as an instructor, students in our department know me, I was a student. And I entered a class, they considered me as a student rather than as an instructor. I try out an exam, and they feel happy, says yes! Yes!, tried to cheat. When I teach, they disturbed and get out and get into the class without asking permission. And they tried to influence to score good grades through entreaty, which is not expected from them. When I entered a class for the first time, students are not interested to teach by me. I remembered that, when I started to teach in one section, students did not volunteer to listen me. All of them were frequently disturbed by talking each other, I reported to the department head and I shifted to another class. The reason behind them were suspecting my academic performance.*

**Negative Attitude of Academic Staff:**

The participants explained that the problem which affects their working conditions was the negative attitude reflected from academic staffs. The participants faced different varieties of problems, among others, they lack trust from academic communities and this in turn hurt their morale.

In relation to the negative attitude of academic staff, the semi- structured interviewees (P6) stated:

*In our department, senior Instructors have a negative attitude towards new graduate female instructors. They said, daughter of the Bahir Dar University president. Because we joined to the University based on the letter which written from the president's office for each department to employ females through affirmative action and quota system, and we joined in the university by this way. Almost all of them considered, we are incapable academically. They said, you are lucky! Because of your sex you are instructors. They are not considered our B. A degree CGPA result which is sufficient to be instructors.*

On the other way, KIS1 also confirmed that:

*In our department new graduate female instructors were not joined based on the interest and the trust of the department. I had many years of teaching experience in our department and I remember that, clever female student before 5 and 4 years ago, but they hadn't get this chance. Currently, new graduate female students are lucky, I doubt their academic capacities. As an academician, I interested the past female students in our department have gotten a chance to compete when the department needs additional human power. Males and females must be getting equal chance to compete regardless of womens empowerment, applying affirmative action, quota system, and by influencing a letter which came from somebody. New graduated females without having academic performance are joining in the profession of teaching in the university. And the academic situation is becoming died.*

Another key informants (KIS 2) asserted that,

*In academic staff, Vice president, Deans, Department Heads and Senior Instructors have a negative attitude towards new graduate female Instructors. They hurt their psychology by saying new graduate female instructors are not academically efficient. And in the academic staff there is a problem to trust female instructors' performance. They assumed, new graduate female instructors get their B. A degree by chance. Since, in the university meeting, academic staff said that they were not volunteering to employ females Instructors through affirmative action and quota system.*

The above stated findings was similar to the previous researcher finding (Eerdewijk *et al.*, 2015) they found out that female Instructors face negative attitudes and norms towards their public roles and their capacities to perform are strong and pervasive. It is generally expected that female are not capable to perform and they will not succeed. This attitude of expected failure implies that there is low trust in women's capacity. The misconceptions on female's capacities affect the opportunities given to them. There is a high level of misunderstanding of what women can and can't do, 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 security guards at the gateway and they treated as a student rather than as a staff.

Regarding to low respect from security guards, one of the semi-structured interviewees (P14) described the situation as follows:

*When I get in and get out the campus, the security guards treating me as a student. They even see my ID card, they inspect my bag differently from senior Instructor those physically known. One day when I get in the campus I hold an umbrella and one of the security guard was not volunteered to get in the campus without rolling the umbrella, and I was not volunteered to roll it. She insulted by saying why you are exaggerated, you hired by the president of Bahir Dar University. And I was very annoyed. Since, I did not expect this kind of thinking from security guards.*

### **Frustration and Act as a Student:**

Almost all study participants have faced a problem of frustrations. As explained by one of the semi-structured interviewees (p 4):

*When I entered to a class for the first time, I frustrated by students. I faced a challenge to teach properly. I frightened males dominated large class size. I remembered that, I entered to a class across other department to give common course, there were a large number of students. And almost all of them were males. I shifted a class and gave for another instructor voluntarily. I frustrated senior instructors in our department even I don't call their name to give a greeting.*

All FGDs and the semi-structured interviewees stated that they faced a challenge of frustration and act as students.

One of the FGDs (fgdp 3) stated that,

*I received B.A degree from Bahir Dar University, and currently I attending M.A degree in the university. Almost all, of our department senior instructors were taught me and currently some of them also giving me a course. These influenced me to frustrate and act as a student. And I have a student-teacher relation with our department senior instructors.*

## **5. CONCLUSION**

The advantage of the study is generate awareness to Bahir Dar University administration about the challenges of new graduate female instructors in the University, contributing knowledge for a person about the challenges of new graduate female instructors in Bahir Dar University. It can also use as a secondary source for further studies.

Based on the findings identified in this study the following conclusion is drawn. New graduate female instructors in the Bahir Dar University have faced different challenges concerned with administrative, academic and social aspects. Predominantly they faced problems such as harassment, lack of facilities, lack of mentoring, lack of orientation, communication problem, negative attitude of staffs, low skill of using technology, low skill of active teaching and learning methods, lack of self-confidence, double responsibility, frustration and act as a student, low skill of time

management, low number of senior female academic staffs, low respect from students, mis-implementation regarding with assisting senior instructors. Generally, we can argue and conclude that new graduate female instructors have faced many challenges.

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