



**ADDIS ABABA UNIVERSITY COLLEGE
OF DEVELOPMENT STUDIES CENTER
FOR GENDER STUDIES**

**WOMEN IN THE NON-TRADITIONAL OCCUPATION: WORK
EXPERIENCE OF PROFESSIONAL FEMALE BUS DRIVERS, CASE
STUDY ON “ANBESSA” CITY BUS TRANSPORTATION
ENTERPRISE IN ADDIS ABABA**

By

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**ADDIS ABABA, ETHIOPIA
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DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented or submitted partially or in full by any other person for degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

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This is to clarify that the thesis prepared by Selamawit Alemu, titled: WOMEN IN THE NON-TRADITIONAL OCCUPATION: WORK EXPERIENCE OF PROFESSIONAL FEMALE BUS DRIVERS, CASE STUDY ON "ANBESSA" CITY BUS TRANSPORTATION ENTERPRIS IN ADDIS ABABA, is submitted in partial fulfillment of the requirements for the Degree of Master of Art in Development Studies (Gender Studies).

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List of Acronyms

ACBSE	Anbessa City Bus Service Enterprise
FGD	Focus Group Discussion
GBV	Gender Based Violence
ILO	International Labor Organization
UN	United Nations
WRMSD	Work Related Musculoskeletal Disorders

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ABSTRACT

Women in male-dominated occupations face unique challenges and employ unique coping strategies, which affect their motivation and retention in these occupations. The objective of this research was to explore the experiences of women working in the male-dominated transportation industry in order to describe opportunities, clarify challenges, and identify coping strategies that allow them to advance in their careers. An exploratory qualitative study has been used predominantly to gain an in-depth understanding of the work experiences of female bus drivers working in the traditionally male-dominated transportation industry. A purposive sample of ten female bus drivers, five male bus drivers and nine key informants was used, and in-depth unstructured interviews were conducted to gather data on the work experiences of female bus drivers" work in ACBSE. Finally, beside the above major techniques, questionnaires have been distributed to female and male ACBSE employers to supplement the qualitative data with quantitative results. The central theme relevant to female bus drivers, according to the main findings, is the challenges inherent in their "work settings". Challenges of gender stereotypes and social perception; organizational working culture and norms challenges; safety and security challenges; occupational-related health challenges; the challenges of work-life balance; and a lack of support were identified as the main challenges. To survive and succeed in the transportation industry female bus drivers employed various coping strategies including use of femininity at work, adopting male-types of characteristics and mentorship. The findings could help organizations develop and implement policies, strategies, and initiatives aimed at attracting, integrating, retaining, supporting, and motivating women who work or want to work in traditionally male-dominated occupations. Finally, the study points out some recommendations.

Key words: *Feminist theory, gendered organizational theory, organizational culture, stereotype, non-traditional occupation, occupational health, work-life balance*

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Transport plays a critical role in any society's economic and social development. As a component of the urban system, transport is the engine of social and economic activities. The transportation sector is becoming increasingly important in most large cities. In Ethiopia, road transportation is the most common mode of transportation. Public transport is an important social phenomenon. It is a critical basic human need because it facilitates access to economic, educational, health, and other life opportunities. According to White (2016), public transportation refers to modes of transportation available to the general public, irrespective of ownership. Among the various transportation systems, buses continue to be the most popular mode of public transportation in Addis Ababa, carrying many passengers at a low cost. There was no written history of Mass Transport service before Emperor Haile Selassie's regime due to the absence of various modes of public transportation in all of the country's urban centers.

The history of public transportation in Addis Ababa dates back to the end of the Italian invasion, according to Anbessa city bus service enterprise (ACBSE) annual publication Document No.1/2021 (Number1/2013 E.C). It began service in 1942 after driven out fascist of Italy was out of Ethiopia then by collecting the invader's vehicles and spare parts. The organization started operations with ten buses, distributed in four routes of two buses each. From 1952 to 1974, it was known as "Anbessa" and was run by shareholders, including the government, royal families, the Ethiopian Orthodox Church, and prominent merchants. The number of buses increased to 175 during this period, and the number of routes increased to 35. Jimma City Bus, the only regional bus service, began operating under it in 1974 (ACBSE, 2021).

"Anbessa" was placed under the Ministry of Communication and Transport during the Derg regime when private companies were nationalized. The number of buses increased to 205 this time, and expanded the routes to 42 (ACBSE, 2021: 14). Between 1994 and 2010, the number of buses increased to 288, and the routes were expanded to 93 (ACBSE, 2021). Anbessa now has approximately 873 buses, including 500 "Bishoftu" buses built locally by Metals & Engineering Corporation (MetEC) (ACBSE, 2021). Despite being constructed locally, these buses have not

been without problems (ACBSE, 2021). Currently, buses are dispatched from Legahar, Merkato, Piazza, and Megenagna stations. There are also 29 checkpoints and 1,860 bus stops throughout the city, where passengers can use up to 873 buses on 126 routes from 6 a.m. to 2:30 p.m. daily (ACBSE, 2021). It also has four depots or service center locations in Yeka, Shegole, Makanisa, and Kaliti, where workshops, gas stations, stores, and offices are located. The enterprise employed 4,892 people in various professions in 2022 (ACBSE HR data, 2022). The ACBSE currently has 1,555 bus drivers, with 230 female and 1,325 male drivers (ACBSE HR data, 2022). According to the public transportation corporation annual publication journal (1988), the first female bus driver, W/ro Mekides Tesema, joined the organization in 1987.

Several cities have owned transportation agencies established across the country over time. The bus transportation system is one of the most widely used modes of transportation, facilitating the mobility of members of society in Addis Ababa and surrounding cities at a low cost. Mass transportation allows people mobility and access to employment, community resources, medical care, and recreational opportunities. Similarly, due to its flexibility and low cost, the bus system is the most commonly used by people of low and medium income in Addis Ababa and surrounding areas. For many people, especially low-income and welfare-dependent families, public transportation is their only mode of transportation (Eranksi, 2004; Litman, 2012). However, transport service enterprises and Authorities are far from achieving their stated objectives and fast-growing demand by providing quality, easily accessible, and affordable transport service for the people in Addis Ababa and the surrounding. The road transportation system must also be considered because it involves multifaceted issues such as developing and maintaining infrastructure, vehicles, road safety, impact on human health and the environment, human and institutional capacity building, proper planning, and finance (Frehaileab & Janusz, 2019).

In Ethiopia, public transportation is provided by the government-owned Anbessa City Bus Service Enterprise (ACBSE) and privately owned vehicles such as buses, mini buses, and taxis. Komane (2013) also elaborated that public transportation is only sometimes public. In contrast, in many industrial societies, the state initially provided services, and many aspects of public transportation have been privatized under neoliberal regimes (Komane, 2013 :1). In Addis Ababa, there are four modes of public transportation: bus (conventional bus services provided by the

publicly owned Anbessa city bus enterprise, Higer bus, Sheger bus, and buses exclusively for employees of large organizations), mini busses taxi operated by the private sector, ride-hailing service operated by private share companies such as Ride, Seregela, Feres, and others, and train. Tilahun (2014) elaborated that the city's major public transportation modes are the Anbessa bus and minibus taxis. In addition, the Alliance bus, Higer midi bus, and Salon taxi serve the city.

Male drivers have historically dominated the public transport sector, and as a result, the sectors are not as comfortable for professional women public transport drivers. These arguments are supported by Komane (2013:28); "*since occupations are historically sex-segregated, men are the ones dominating the driving industry and public transport driving is regarded as a male profession. This assumption then challenges women who choose a career as bus drivers*". In addition, female public transport drivers are faced with several challenges in the transport industry. Harrison (2012:20) found that; "*women working in the public transport sector including women taxi drivers have made heavy sacrifices to coexist with men in the industry, including stigmatization, sexual harassment, and even death*". Furthermore, Nkete (2015) also mentioned several issues and challenges faced by women who work as bus or taxi drivers as;

Transportation is a male-dominated environment, and the nature of the operations is against women, women's victimization, and discrimination, the funding for women's education is insufficient, and inadequate facilities for gaining industry knowledge; the working environment is unsuitable for women balance responsibilities (at home and work), culture, traditions, and socialization (Nkete, 2015: 4-5).

Despite the benefits of gender equality in the transportation workforce, women who choose to work in the industry face significant challenges. Studies have shown that such challenges can be broadly categorized into seven groups, 1) work organization (e.g., late night and early morning work); 2) work-life balance; 3) health and safety at the workplace; 4) working culture; 5) wages; 6) career, qualification and training; and 7) recruitment (Wright, 2018). Women are prevented from participating in a male-dominated industry for various reasons, including a lack of awareness, performance setting, backgrounds, and their ultimate life priorities (Gaines, 2017).

Taking all other occupations into account, bus driving is an occupation in which both male and female bus drivers are exposed to the same job, with salaries that are roughly equal.

This study focuses on the opportunities, challenges and work experiences of female drivers in the male-dominated urban transport industry. The aim of the research is to explore the work experiences of female ACBSE bus drivers in Addis Ababa, specifically how they deal with the challenges that they face as newcomers to the bus industry. Currently, 14.8% of the drivers in this particular provision sector are female.

1.2 Statement of Problem

The transport sector is male-dominated, with gender gaps in most of the workforce. Gender gaps are one of the most pressing problems facing today labor force. Women are significantly less likely than men to participate in the labor market globally, and once in the workforce, they are also less likely to find jobs than men. Indeed, their access to good-paying jobs remains limited (Tobin, 2017). The gender gaps concerning key labor market indicators have not narrowed substantially for the past 20 years (ILO, 2019a). Women and men continue to have disparities in employment rates, part-time work, unpaid care, family responsibilities, professions, decision-making positions, working conditions, wages, and economic independence opportunities (Tobin, 2017). Occupations are frequently gender-based, and public transportation driving is regarded as an occupation for men; according to ACBSE human resource data, the number of female bus drivers in three consecutive years from 2019 to 2021 was 112,160 and 230. However, the number of women public transport drivers is gradually increasing in the transport industries in Addis Ababa, Ethiopia. The presence of women bus drivers in the public transportation industry demonstrates that public transport driving is not masculine, and women can also do it.

Most local literature on women in the formal sector and precarious work focuses on petty trade, domestic work, informal work, nursing, teaching, etc. There is a literature on women in traditionally male-dominated professional occupations centered on the challenges of women leaders of business organizations in Addis Ababa, Ethiopia, in balancing work-family responsibilities (Bruktawit & Abebe, 2018); Assessment and effectiveness analysis of the women workers in construction projects in Debre Berhan and Addis Ababa, Ethiopia (Macabodbod ett al.,2017); Female entrepreneurs who succeed in male-dominated sectors in Ethiopia (Alibhai et al.,2015); and Opportunities and challenges of women managers in selected organizations (Rahel, 2013). Literature on the public transportation industry, in particular,

focuses on the public transportation system (Mulu, 2015) and its impact on urban mobility (Meron, 2007), customer satisfaction in transportation service delivery (Mekonnen, 2010), performance analysis of public bus transportation in the city of Addis Ababa (Esheti et al., 2013), public transportation system in the case of Addis Ababa, and transport system reliability assessment of the transport system (Frehaileab & Janus, 2019). As a result, there is a gap in the literature on women in the male-dominated industry, especially the work experiences of female bus transport drivers in Ethiopia. This topic is thus of interest, first and foremost, because it is a new phenomenon in Ethiopian public transport industries, gradually increasing the number of women drivers as an occupation, and there has not yet been previous research on the subject of professional female bus drivers. There has been a substantial number of international research on the challenges faced by female drivers (bus and taxi) in terms of occupational health impacts, sexual harassment, and family-work relationships (Komane, 2013; Nkete, 2015). As a result, this research focuses on the opportunities, challenges, and work experiences of ACBSE female bus drivers. Second, the literature on women's occupational experiences is primarily concerned with domestic work, informal work, nursing, and teaching, among other things. Finally, this study will attempt to represent women's own accounts of how they have adapted to the workplace. This study seeks to fill a gap in the literature by highlighting the experiences and challenges of professional female bus transportation drivers.

1.3 Research Objective

This study has stipulated general and specific objectives to accomplish the research's end.

1.3.1 General Objective

The study's general objective is to explore the work experiences of female bus drivers working in the ACBSE.

1.3.2 Specific Objectives

- To describe the reasons female bus drivers choose to work in traditional a male-dominated industry.
- To identify the opportunities that female drivers have obtained while working in the ACBSE transportation industry.

- To identify the challenges female bus drivers face in the transportation industry.
- To describe the types of coping and survival strategies used by female bus drivers in the transportation industry.

1.4. Research Questions

The study answers the following questions:

- Why did female choose to work in traditional male-dominated occupations as bus drivers?
- What kinds of opportunities have female drivers had in the transportation industry?
- What are the challenges female bus drivers faces in the public transport industry?
- What are the coping and survival strategies used by female bus drivers in the transportation industry?

1.5. Significance of the Study

The significance of this study is found in the contribution it seeks to make to studies on male-dominated industries, especially in the transportation sector. It will do so by providing an understanding of the lived experiences of female drivers (ACBSE), the opportunity they gained to be a driver in the transportation industry, and the daily challenges they faced.

The study's findings will reveal the flaws and weaknesses of the public transportation industry in order to create a safe working environment for female drivers, and the findings will encourage the eradication of gender-based obstacles that women drivers face in the sector. However, this provides an opportunity for several professional female drivers to join the industry, empowering them and allowing them to be economically self-sufficient. The researcher hopes the study will inform government policy regarding public transportation strategies to avoid the barriers women face when driving public transportation. Furthermore, the result of the study could serve as a reference for further study on the subject matter.

1.6. Scope of the Study

The main focus of this study is limited to only one mode of public transportation in Addis Ababa, Ethiopia. The study's findings will reveal the work experiences of female bus drivers' at

ACBSE. The study does not cover other types of public transportation, such as private taxi drivers, ordinary bus drivers, and train drivers. It will also only be conducted in Addis Ababa, Ethiopia.

1.7. Limitations of the study

This study identified opportunities, challenges, and work experiences of female bus drivers, using a case study method. However, this research uses a single case study; this type of case study focuses on one group, person, or event. Therefore these studies focus only on female bus drivers, their work in the ACBSE transport sector, and only the case of Addis Ababa, so the findings may not have included other ACBSE female bus drivers who work in other cities (such as Jimma, Baherdar, etc.,).

1.8. Definition of Terms

- **Experience:** Personal Knowledge about the world gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people. It may also refer to knowledge of people gained from direct face to face interaction rather than through a technological medium (Chandler & Munday, 2011).
- **Non- Traditional Occupation:** an occupation in which individuals of one gender account for less than 30 % of those employed (Perrone, 2009).
- **Occupation sex segregation:** separating men and women into different occupations (Anker, 1998).
- **Gender-Based Violence:** defined as violence that is directed against a person on the basis of their gender or sex, including acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion, and other deprivations of liberty are all examples of violations of human rights. Physical, sexual, and psychological violence perpetrated or condoned within the family, the community as a whole, or by the state and its institutions is included (United Nations Inter-Agency Standing Committee, 2005).

1.9. Organization of the study

The study is organized into five chapters: The first chapter provides background for the study, the definition of the study's problem, the purpose of the study, research objectives and questions, the significance of the study, study limitations, and study organization. The second chapter reviews relevant literature related to the study. In contrast, the third chapter describes the research design, target population, sample and sampling procedure, data collection methods and instruments, data collection procedure, and data analysis techniques. The fourth chapter focuses on data analysis, presentation, and interpretation, while Chapter five summarizes the findings, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents a review of the literature that was used as a foundation for this study. It consists of sections including; a related literature review, theoretical literature review, and summary of the literature reviewed. The chapter ends with presenting identified gaps and the study's conceptual framework. Various materials will be cited in this section after being critically reviewed and analyzed, including journals, thesis or dissertation papers, and the World Wide Web.

2.2. Review of Related Literature

2.2.1. Women in the non-traditional occupation across the world

Over the last century, an increasing number of women have been pushed into male-dominated occupations, but women still claim to face gender-specific inequalities on various levels (Torre, 2014). This shift in recruiting more non-traditional workers was once caused by a mismatch between labor market demand and supply and economic pressure to be cost-efficient. Employers are becoming more sensitive to societal valuation, but they are still unable to prevent inequalities caused by gender differences (Reskin, 1993). Male-dominated environments have very different dynamics than gender-mixed or female-dominated environments. Men have more resources and definitional power to enforce discriminatory practices, policies, and ideologies in male-dominated occupations (Damaske, 2011).

The studies revealed that social and cultural norms influence women's occupational choices. Gottert et al. (2017), for example, elaborate on this point by stating that "*women are influenced by societal social and cultural norms*" (Gottert et al., 2017: 4). These factors impact a woman's morality and mentality about who she should be. Women have historically been relegated to feminine jobs and responsibilities due to the social and gender construction of work. Women, for example, have worked and continue to work in traditional occupations or feminine occupations such as 'mom' (nursing) and 'smile' (teaching) work (Lester, 2008). There are cultural implications that enable or disable female participation in male-dominated fields. Gaines

(2017:1) further said that "*a person's career may be determined by his or her experiences and biological nature (nature versus nurture)*". These characteristics shape women's attitudes, encouraging them to pursue careers such as nursing and teaching. "*Because the majority of women have conformed to and been influenced by their society's cultural norms, they are afraid to engage in or challenge male-dominated occupations in their careers*" (Booyesen & Nkomo, 2010: 287). As a result of this, they have been discouraged from entering traditionally male-dominated fields.

While women have progressed in traditionally male-dominated occupations, numerous studies from various disciplines highlight the significant challenges women continue to face in these occupations. Women's contributions are undervalued in a binary gender framework, particularly in the masculine culture of male-dominated occupations (Bailyn, 1987; Robinson and McElwee, 1991; Fletcher, 2001; Carddor, 2017; Cheryan & Markus, 2020). In addition, Ridgeway (2001) elaborated on how this, combined with men's desire to keep their valued positions in male-dominated occupations and the male culture of these occupations, contributes to resistance to women's occupational integration.

The major reason why women are unable to work in non-traditional occupations

Gaines (2017) asserts that the reasons for women being disabled from predominantly male occupations include a lack of awareness, performance settings, background, and their ultimate life priorities. Lack of awareness; throughout history, most males have worked in science (engineering, physical science, chemistry, architects, mathematicians, and so further), physical strength (construction workers, miners, transportation drivers, extra), and social work (executive manager, supervisor, extra). These preconceived notions that women receive at a young age may limit their participation or interest in traditionally male-dominated fields, leading them to more female-dominated roles such as caring for the environment (teacher, nurse, midwife, social worker, maid, cleaner, extra). Another reason is that organizations have a dual structure of bureaucracy and patriarchy (Ressner, 1987; Acker, 1990). This hierarchical structure gives men advantages in controlling power, resources, and information. According to Itzin and Newman (1995), men are hierarchically in a position of power and influence. Throughout history, women were placed in professions associated with low status and low societal influence. As a result,

women were given jobs associated with less power and influence (Bradley, 1989; Maphumulo, 2021). In addition, Itzin and Newman, (1995:50) recognized that;

Women are organizationally subordinate and socially, politically, and economically subordinate. It further describes that men are the gatekeepers. They control women's access to information, decision-making processes, decisions made, training, promotion, and career progression.

Furthermore, Kunda & Williams (1993:90) stated that "*in the absence of other information, expectations about an individual would be guided by stereotypical beliefs about categories such as his or her profession, ethnicity, or gender*").

- I. **Past Stereotypes and social role experience;** gender-based role divisions are a part of collective culture, another factor that allows or prevents female participation in male-dominated fields. A person's previous social role experience can influence his or her future profession and career goals. Men and women have traditionally occupied different social role in terms of the amount of time spent on work and family duties; men work full-time outside their homes, while women care for domestic and family duties; stereotypically, men work full-time outside their homes, while women take care of domestic and family duties. Newman (1995: 15) described that "*traditional culture is organized by defining a job as women's or men's work. For instance, gender typing of jobs has traditionally been relatively strong, with women occupying functional specialism most closely associated with female roles such as nursing and teaching*". In addition, Khunou et al. (2012:121) assert a similar argument that "*women are clustered in traditional caring professions such as social work and nursing because they are associated with motherly; they become women's work.*"

Furthermore, the traditional role of women as good wives and mothers still prevents many married women from remaining in the labor market. Parental attitudes in favor of sex-differentiated socialization are another example of stereotypical perceptions of the sexes. This thinking often leads to fewer educational opportunities for daughters and stereotypical field of study choices.

- II. **Lack of family role models;** Women are not exposed to traditional male work or male-dominant industries as early or as often as men are. Many men learn about possible

careers in these industries from their fathers or male relatives. However, if women need access to female role models in these industries, they will likely find these opportunities later in life. This is another factor that keeps women out of male-dominated occupations.

- III. **Workplace culture;** Gaines (2017) further stated that workplace culture is another reason women are underrepresented in traditionally male-dominated industries. Male-dominated industries are considered to have a masculine or "blokey" culture that is exclusive and has a higher tolerance for sexual harassment, bullying, and discrimination.
- IV. **Other priorities;** some women prioritize their roles as wives and mothers over their careers. These women frequently choose part-time jobs based on their spouse's job to raise their children. For some, childcare costs more than a woman would earn at work, resulting in many women being unable to work (Gaines, 2017). Furthermore, women may seek more free time to engage in practical activities outside their careers and, as a result, may choose careers with fewer constraints to help them balance being a mother and working. Women must ultimately choose between their careers and their families, though some attempt to balance both equally.

2.2.2 Employment opportunities for women in a male-dominated industry

Gender diversity benefits everyone in the workplace, not just women. Evidence is mounting that it benefits societies, economies, the environment, and businesses themselves (ILO, 2019d). Greater gender equality or diversity in the transportation workforce will not only address the discrimination women face in the workplace as a matter of human rights and fundamental principles and rights at work, but it will also increase economic efficiency, thereby reducing poverty (UN Women, 2018). On a global level, women have higher poverty rates than men in urban and rural areas. Gender inequalities make women and girls more vulnerable to poverty than men and boys (Un Women, 2017; Munoz et al., 2018).

Economic empowerment: Women's economic empowerment is increasingly recognized as an important component of efforts to promote gender equality, reduce poverty, and achieve sustainable development. Reshi & Sudha (2023:601) stated that: Economic empowerment for women refers to their ability to fully participate in economic activities and decision-making processes, as well as control over their own economic resources. Access to decent work, financial services, property rights, and business opportunities are all example of this. Economic empowerment of women is a critical issue that has received a lot of attention in recent years. It

entails giving women more economic agency and power, allowing them to participate more fully in economic activities and decision-making processes. This empowerment can take many forms, including access to financial resources, education, and training opportunities, as well as the removal of legal and social barriers that prevent women from fully participating in economic activities. (Reshi & Sudha ,2023). Tandon (2016) defines economic empowerment as requiring women to engage in a productive activity that will provide them with some financial autonomy. Empowerment entails the ability to analyze the surrounding environment in political and social terms; it also entails the ability to organize and mobilize for social change. As a result, an empowerment process must involve individual awareness, and collective action is critical to achieving social transformation. Furthermore, Reshi & Sudha (2023) mentioned economic empowerment of women has been shown in studies to have significant benefits for individuals, families, and communities. For instance, It can increase income and economic growth, improve health and education outcomes for women and their families, and reduce poverty and inequality. By challenging traditional gender roles and stereotypes, it can also promote gender equality and social justice.

Break down occupational sex segregation: According to Greenfeld et al (1980:293), there is a stereotype and image painted about women who work in jobs that society considers being men's jobs. Women who work in these jobs are even renamed "new women" because they deviate from societal norms and break down occupational sex barriers (Greenfeld et.al, 1980: 293).

Role models: Women are not exposed to traditional male work or male-dominant industries as early or as often as men are. Many men learn about potential jobs in these industries from their fathers or other male relatives. However, in male-dominated professions where there are so few women, role models play an important role in overcoming the widespread belief that career advancement and success are difficult for women to combine with motherhood and family life.

2.2.3 The challenges that women face when working in a male-dominated industry

Women who work in male-dominated industries face a number of barriers, including both formal and informal organizational practices that maintain discrimination and bias, such as social expectations and beliefs about women's abilities in their professions, pervasive stereotypes such as the caring mother, higher levels of stress and anxiety than women working in other fields, and sexual harassment. In addition, Gaines (2017:4-5) point out a similar argument;

Women who work in male-dominated industries face a number of barriers like a struggle for acceptance by their male colleagues, sexual harassment, lack of mentoring and career development opportunities, unequal wages, mistreatment, lack of a voice in their workplaces, difficulties balancing work and family responsibilities.

I. Workplace Culture

The gendered organizational culture and gender discrimination as embedded in organizational culture. Workplace cultures are more comfortable for men because those institutional roles and working cultures are based on stereotypical masculine roles. Itzin and Newman ,(1995: 48) suggested that "*men will be more comfortable in institutional roles because they have more experience in cultures constructed around the male chronology of full-time, uninterrupted employment and freedom from domestic responsibilities*". In addition, Itzin and Newman, (1995:49) illustrates the interrelating between gender culture and organizational culture as follows;

Gender culture per se within the organization fails to capture the gendered power relations that permeate the culture and practice of organizations. Gender culture is unarticulated and usually invisible because it is thought to be perfectly natural. Its rules and regulations do not have to be written down and published: the gender culture is just one of the ways they do things in organizations.

Furthermore, Itzin and Newman (1995) identified in the organization accounts for why women fail to achieve their potential as well as the challenges of women across predominantly male careers, such as; lack of encouragement for women from male colleagues, women's lack of confidence, lack of information, women's isolation and lack of support, the suspicion and hostility towards women networking, the prevalence of sexual stereotypes, the incidence of sexual harassment, the closed, and indifferent male culture at the top of the organization.

II. Image of Incompetence

People perceive women to be less qualified than men for traditionally male-dominated roles. The perceived lack of correspondence between female stereotypic attributes and male gender-typed job requirements leads people to conclude that women are not equipped to handle these jobs, resulting in negative expectations about their likely success, perceived fit, and capability. (Heilman, 1983; 2001; Gaucher et.al., 2011).

III. Lack of voice, Unfairness, and mistreatment

Voice is an employee's discretionary communication of ideas, suggestions, opinions, or concerns intended to benefit the organization. According to Gaines (2017) studies, one of the challenges for women in predominately male careers is a lack of voice, which does not give them an adequate opportunity to express their concerns. Female employees in male-dominated fields reported feeling isolated, being passed over for important assignments, being denied a promotion, or being turned down for a job because of their gender. Besides this, women are sometimes given less credit than men for doing the same fieldwork. Women may work harder to achieve equal treatment and be considered competent among their male counterparts in male-dominated careers.

The harsh mistreatment of women in male-dominated workplaces presents a host of challenges. This mistreatment can manifest itself in various ways; for example, if employees are called nicknames or treated inappropriately based on their gender, disparate treatment or sexual harassment may have occurred. Some were called derogatory names such as sweetie or honey, which caused conflict in the workplace. Derogatory names eventually lead to a lack of professional conduct, which eliminates the dignity and courtesy that all employees deserve in the workplace. Moreover, studies have found that women who work in male-dominated fields are more likely to face sexual harassment and gender discrimination.

IV. Sexual Harassment

Organizational causes of women's workplace experiences, such as sexual harassment, have received far less attention. Sexual harassment appears in a variety of forms, *including derogatory sexist remarks, hostile environments (produced by sexually oriented objects, pictures, comments,*

and gestures), solicitation, touching, quid pro quo arrangements, and even forced sexual contact, which can have severe consequences for one's work life (Chamberlain et al., 2008: 263). According to ILO (2019a), as embedded in the definition, two types of sexual harassment are recognized. One is quid pro quo, which refers to situations in which a supervisor or senior official with control over a subordinate's employment status solicits sexual favors in exchange for the position or some other job-related benefit. The second type is when unwelcome behavior by anyone in the workplace, whether a subordinate, a peer, or a senior official, creates a hostile environment. In addition, to recent studies, sexual harassment in the workplace is usually committed against women and perpetrated by men. Furthermore, women from a specific group, such as women with low socio-economic status, indigenous women, and women from minority and lesbian, bisexual, trans, or gender non-conforming women (ILO, 2019a).

Furthermore, ILO (2019a) has noted that sexual harassment is often motivated by power relationships rather than sexual attraction. Traditional gender roles and stereotypes about how men and women should behave are reflected in the workplace and play a significant role in sexual harassment. For example, when women are perceived to be breaking these roles by working outside the home or entering a traditionally male-dominated occupation, sexual harassment may be used as punishment or deterrence. Most literature shows that male dominance in the organization is associated with sexual harassment of women, which leads to gender inequality and other forms of discrimination (McLaughlin et al., 2012:625; Nkete, 2015; Tshoedi, 1999). McLaughlin et al. (2012) have noted that sexual harassment in the workplace serves as an equalizer against women in power by men and is motivated by control and dominance more than by sexual desires. In addition, Nkete (2015) study, cited in (Tshoedi, 1999: 17), argues that sexual harassment for women is twofold. On the one hand, it challenges a woman's feeling of independence, and on the other hand, it reinforces the notation of inferiority and subordination to men.

V. Work-family balance

Because of its impact on both professional and personal life, the issue of work-life balance has piqued the interest of researchers and academics. While a balanced work-life balance promotes harmony in both professional and personal life, an imbalance between work and life can hurt an

employee's personal life, resulting in job dissatisfaction and negatively affecting an organization's productivity and reputation. Work-life balance has been linked to job and life satisfaction and individual and family well-being (Frone, 2000 and Eby et al, 2005). Moreover, those cause psychological strain and work-related stress (Brough et al., 2014; and Haar et al., 2014). Fisher-Mcauley et al. (2003) argue that having to balance multiple roles (worker, husband or wife, brother or sister, etc.) forces them to compete for the same resources (such as time and energy), which can lead to strain, stress symptoms, or health problems. Women are struggling to find a work-life balance, affecting their social lives. Women face pressure from their workplace and their families when attempting to balance work and life. Because women must play multiple roles in society, maintaining a work-life balance is especially difficult. The maintenance of a balance between work and home responsibilities is referred to as work-life balance. According to Tomazevic et al. (2014), work-life balance effectively combines professional and personal obligations and creates harmony between these two aspects; it can also be defined as the absence of conflict between professional and personal life.

Work and family have increasingly become antagonistic spheres, demanding equal energy and time and contributing to work-family conflict (WFC) (Hays, 1996). As women are increasingly encouraged to seek self-fulfillment in demanding careers, they also face increased pressures to sacrifice themselves for their children by providing intensive parenting, highly involved childrearing, and development. WFC is a type of inter-role conflict in which responsibilities from the work and family domains are incompatible and hurt an employee's work situation. Family-work conflict (FWC) is an inter-role conflict in which family and work obligations are incompatible (Green & Beutell, 1985). Previous research indicates that FWC is more likely to negatively impact at home, resulting in lower life satisfaction and more internal conflict within the family unit. WFC and FWC are the results of an individual attempting to meet an abundance of competing demands from the various domains in which women operate. Workplace characteristics can also influence WFC levels. According to researchers, the number of hours worked per week, the amount and frequency of overtime required, an inflexible work schedule, and an unsupportive and inhospitable organizational culture all increase the likelihood of women employees experiencing conflict between their work and family roles (Green & Beutell, 1985; Galinsky et al., 1996 and Frone et al., 1997).

Frone et al. (1992). WFC and FWC are bi-directionally related, with one influencing the other. Work domain variables such as work stress may cause work roles to conflict with family roles; the level of conflict in the family domain influences work activities, causing more work conflict, and so on, creating a vicious cycle. As a result of the bidirectional relationship between each construct, work domain variables that relate to WFC indirectly affect FWC. Work-life balance occurs when work time does not interfere with personal time (for example, leisure or family activities). According to (Greenhaus et al., 2003), work-family balance is presumably composed of three elements: (a) time balance (dedicating equal time to both work and family roles); (b) involvement balance (dedicating equal psychological involvement in the said roles); and (c) satisfaction balance (being equally satisfied in both work and family roles).

When we look at work-life balance from a gender perspective, women are more likely to experience work-family conflict or vice versa. Morgenroth et al. (2021), men reported higher levels of work-life balance than women. However, Behson (2002:27) mentioned that "Women experience more conflict between work and family life". Women report significant difficulties balancing work and family life due to a lack of time, support from their husbands, and workplace cultural norms and gender biases (Rehman & Roomi, 2012). Work-life balance issues can also impact women's health, causing stress, depression, headaches, muscle tension, and weight gain (Delina & Raya, 2013). They can impede their career advancement compared to their male counterparts.

Some researchers, on the other hand, assert that playing multiple roles has both negative and positive effects on professional women's mental health and well-being. When women enjoy both their job and home life, they are more likely to have good mental health. In addition, Karkouljian & Halawi (2007) described that women who had multiple life roles (e.g., mother, wife, employee) were less depressed and had higher self-esteem than women who were happier in their marriages and jobs than women and men who were not married, unemployed, or childless.

2.2.4 Female public transport drivers across the world

Women have increased their participation in the labor force, and there have been several changes in family dynamics, particularly women's roles in nuclear and extended family systems. In

today's family systems, women serve as housekeepers and work as breadwinners, providing income to support the family. The studies not only explained the difficulties that female public transportation drivers face but also discussed the advantages. For instance, Kekana (2012) recognized that while women face challenges in the public transportation industry, there are also positive aspects. On the one hand, they can set their working hours. On the other hand, they can assess their profit because they are financially self-sufficient. Furthermore, female bus drivers who work in the transportation industry serve as role models for other females who aspire to be professional public transportation drivers.

Women's unequal participation in traditionally male-dominated work currently should be recognized. International data on women's employment in the transportation sector is complex, but available data indicate that women are vastly under-represented in the industry. Women are underrepresented in the transportation sector due to underrepresentation in education and training, as well as low retention in the workforce. When women enter a male-dominated field, they tend to change jobs when there are no opportunities for advancement (Fraszczyk&Piip, 2019). The studies revealed why professional female drivers are underrepresented in the transportation sector. Roscoe (2020:14) breaks down women's underrepresentation in transport into five interrelated causes ;(a) Lack of access to education, training, and information. (b) Work for an organization; shift work, early morning or late night working hours, Split shifts, weekend work, and a lack of safe transport to and from work. (c) Work environment; lack of workplace policy adjustments, lack of facilities (including toilets), inappropriate uniforms. (d) Gender stereotyping and sex discrimination; gender-based occupational segregation underpinned by the myth that women are unable or physically unfit to perform specific duties, tasks, or roles. (e) Violence and harassment against women: urban public transport workers are exposed to physical and non-physical violence because of their job. In addition, Roscoe (2020) describes that legal, structural, and social barriers contribute to women's low representation in the transportation industry. Furthermore, Wright (2018) explained that the reasons for women's low participation in the transport sector could be categorized into two: poor working conditions and gender stereotyping. For instant, poor working conditions indicate, such as timing and place of work, experiences of harassment and violence, and gender stereotyping are other reasons that prevent women from choosing transport occupations. Also, even though women enter such an industry, they are made unwelcome, affecting their retention.

However, studies show numerous barriers that professional female bus drivers may face in the transportation sector, including gender stereotyping, organizational working culture, work-life balance, sexual harassment, health and hygiene, training and career opportunities, and job perception. Furthermore, Wright (2019:21) supports this argument by stating that;

Women's experience of exclusionary practices can take the form of socio-cultural assumptions and prescriptions about suitability for particular types of work, patterns of work and hours that conflict with family responsibilities, a lack of training and skill acquisition, inadequate provision of facilities such as toilets, protective equipment and uniforms, and violence and sexual harassment from passengers and coworkers.

Because of such challenges, women do not participate in large numbers as bus drivers and have low retention in the transportation sector. *Women's needs as transport users are often prioritized over discussing women as transport workers* (Wright, 2019:31).

Health Challenges

Safety and health are essential components of any modern social life. This activity addresses not only the material and work environments but also the human-machine relationship and work systems (Nugroho et al., 2021:19). According to national and international studies, human error is the leading cause of traffic accidents and crashes. Over speeding, rash driving, rule violations, failure to understand signs, fatigue, and the use of alcohol and drugs are some of the common driving behaviors that result in accidents. Studies also indicate that traffic accidents are one of the leading causes of death in Ethiopia. The public transportation system in Addis Ababa, Ethiopia, faces numerous challenges, including a lack of safety, availability, and dependability, as well as unscheduled travel time and emissions (Frehaileab & Janusz, 2019: 304). The human factor appears crucial because it influences active and passive safety in various ways. Driving in a state of exhaustion is one of the essential elements besides gender, age, ability, training skills, attitude, experience, and behavior (Nugroho et al., 202, p 20). Studies have been conducted on the occupational health factor of public transportation drivers. Kekana (2012:28) pointed out that *"due to the nature of the job, bus driving is associated with specific occupational health issues and work-related stress. Well-being may suffer due to such issues affecting family and work relationships."* In addition, studies also show that work-related disorders have an impact on both physical and psychosocial well-being. For instance, bus drivers worldwide face occupational

stressors that contribute to absenteeism, disability, and a higher rate of psychosomatic, cardiovascular, musculoskeletal, and gastrointestinal disorders (Szeto & Lam, 2007; Kekana, 2012; Golinko et al., 2020; Nugroho et al., 2021).

Public transportation is a sensitive and stressful job characterized by several harmful factors such as weather conditions, increasing density, intensity velocity of traffic flows, potential traffic jams, ignorance of transportation schedules, non-standardized working day, etc. However, those factors are the root cause of the driver's occupational diseases.

The most common occupational diseases are those caused by the development of a cardiovascular pathology, neuropsychiatric disorders, gastrointestinal disturbances, diseases caused by problems with musculoskeletal system mobility, disorders caused by a sedentary lifestyle, and dysmetabolism, allergic and oncologic diseases (Golinkoet. al, 2020 : 3).

Other relevant studies show that work-related musculoskeletal disorders (WRMSD), particularly low back pain, affect professional public transport drivers be at high risk of developing such problems due to prolonged sitting and vibratory exposure. Based on those studies, bus drivers have been reported to have a high prevalence of WRMSD because driving such types of vehicles may impose different stresses on the body, as the driver's seat, control mechanisms, and vibration generated may vary (Szeto & Lam, 2007:182). Szeto & Lam (2007) and Golinkoet.al (2020) mentioned that women public transport drivers face more occupational hazards than men drivers, and physical and psychological symptoms and health problems showed some gender differences. According to Komane (2013), the most common problems that female bus drivers face are health-related, as the nature of their job greatly influences them to illnesses such as chronic back pain, bronchitis, chest pain, eye problems, ear problems, and swollen feet. These bus drivers are said to suffer chronic back pain from being exposed to carbon monoxide emissions. In addition, Komane (2013) point out that their eyesight is commonly affected because it is such an essential part of their job that they must use their eyes extensively daily to perform their duties. Furthermore, they have hearing problems due to being constantly exposed to loud bus sounds. Furthermore, some people get swollen and painful feet from driving for long periods and sitting in one position. Additionally, because the nature of bus driving is exhausting to the body, fatigue was cited as a widespread challenge among female bus drivers.

2.2.5. Relationships in the workplace and the impact of work on families

According to Meshack Khosa's research, published in a journal article titled *Sisters on slippery wheels: women taxi drivers in South Africa*, all-female taxi drivers who were interviewed experienced the same problems as their male colleagues (Khosa, 1997). Female public transport drivers reported that their male colleagues undermined them, criticized their ability to drive, compared their driving to their own, and were rude even on the road. This could be related to issues of insecurity. One of the female taxi drivers reported that some male colleagues would even say that female taxi drivers are stealing their jobs (Khosa, 1997, p. 27). Additionally, Nkete(2015) also mentioned difficulties communicating or interacting with their male colleagues because the topics that male colleagues are interested in are centered on women. Most of the time, their male coworkers criticize women. However, not all male coworkers are harmful; some are supportive. Workplace relationships and experiences, whether positive or negative, interact with other aspects of social life. Positive relationships at work, for example, may spread to other relationships at work and at home. This is also true in the case of toxic workplace relationships. A negative spillover will hurt families, contributing to a lack of family support or not paying adequate attention to family members. It may also contribute to poor employee health or well-being, such as stress or depression.

Employees' working hours per day, week, or month are the source of time-based conflict. These hours may put a strain on their family relationships. According to Greenhaus and Beutell (1985:77), it is not easy to devote the same amount of effort and time to two disparate activities. This may be the case with female bus drivers in terms of time spent performing the primary role of being mothers or caregivers while also performing their jobs as drivers. This creates time-based conflict because it is difficult to devote equal amount of time to paid and unpaid work. According to Kompier (1996), working as a bus driver is demanding because bus drivers are sometimes expected to work when other employees are not. They also have inconvenient working hours because commuter services and other journeys have different time slots, and bus drivers work complicated shifts (Kompier, 1996:11). Literature has also revealed that working hour is one cause of working-family conflict. Komane (2013) further describes; Work-family conflict among female bus drivers; one can say that due to the different experiences that they encounter with their male colleagues, passengers, and other people in general, as well as long

working hours and occupational health hazards, the state of mind of female bus drivers may be affected, and they may relieve stress on their family members (komane, 2013: 40).

2.2.6. Women's coping mechanism in a male-dominated industry

By adopting masculine characteristics, women can survive in a male-dominated industry. Women in male-dominated jobs experience 'de-gendering,' and one of their coping mechanisms is to adopt masculine characteristics such as dressing like men and being aggressive and assertive (Demaiter& Adams, 2009; Prescott &Bogg, 2011). Women in male-dominated occupations face high visibility, polarization, and assimilation pressure as a result of their lower and token status as a result of gender (Kanter, 2008) and frequently feel they must act like their male colleagues in order to be successful (Bennett et al., 1999: Powell et al., 2009)

Masculine defaults, a type of bias in which behaviors associated with the male gender are more valued and rewarded, particularly in male-dominated contexts, present difficulties for women in male-dominated occupations and require adaptation to masculine cultural norms and values. (Cheryan and Markus, 2020).These factors pressure women to adopt masculine behaviors to be regarded, rewarded, and recognized in the same way that men are. As a result, women in male-dominated occupations frequently feel compelled to accept men's dominant cultural expression, and many of them respond by adopting the masculine culture, expressing solidarity with male colleagues, and downplaying the impact of sexism (Jorgenson, 2002; Faulkner, 2007; Kanter, 2008), and these forms of assimilation require women's willingness to identify with, instead (Dryburgh,1999:680).In order to survive in the workplace, some women, particularly those employed in traditionally male-dominated jobs, use strategies such as making their gender identity invisible or becoming masculine in terms of their dress code and their ability to act like men (Griffiths et al., 2007; Wajcman, 2007 and Lester, 2008).

2.2.7. Women in the male-dominated labor market in Ethiopia

In Ethiopia, there are still instances in the workforce whereby women are offered employment in occupations related to their characteristics, whereas masculine jobs are reserved for men. There is a wide range of literature on women in traditionally male-dominated professional occupations centered on cooperative environments and physically oriented industries such as engineering, information and technology, construction, manufacturing, managing business organizations, , etc., (Bruktawit & Abeba, 2018; Macabodbod et al., 2017; Alibhai & Papineni, 2015; Rahel, 2013).

Furthermore, these studies show that women face numerous challenges, particularly in male-dominated industries. Although women in professional jobs face nearly identical challenges, it is critical to emphasize that these challenges differ depending on whether one works in the formal or informal sector. According to Alibhail et al., (2015), harassment and discrimination in a male-dominated sector are significant challenges for women entrepreneurs who report being sexually harassed and subjected to some form of abuse. Another barrier for women in the male-dominated industry is a lack of building networks. In terms of networks, women are significantly more likely to face difficulty in building networks in their sector of operation.

The major challenge for women in a male-dominated industry was balancing work and family responsibilities. Bruktawit and Abeba (2018), mentioned that organizational, societal, and individual factors all have an impact on work-family balance. Organizational factors that make it difficult for women to balance work and family responsibilities include: Negative Work-Family Organizational Culture; A positive work-family organizational culture exists when an organization and its employees share beliefs, assumptions, and values, as demonstrated by supporting employees' family and work lives. However, according to Bruktawit and Abeba (2018: 148), working extra hours each day, including weekends and holidays, was regarded as a normal part of the job routine for women in leadership positions in their organizations. Inadequate Family Friendly Organizational Initiatives; there is no specific policy that specifically targets and clearly specifies work-family balance issues of employees in general and women in particular, except for common leaves such as annual leave, maternity and mourning leave, etc. Work Overload; and Gender Stereotypes.

The following societal factors were identified as showing a challenge to the work-family balance: Social and Community responsibilities; responsible for meeting their families' needs, such as purchasing groceries and related materials to meet their families' necessities and demands; caring for extended families; and participating in social affairs and associations. Pressure from Societal Expectations; the culture of expecting women to be more involved in social gatherings such as weddings, funerals, and so on than men is an additional challenge to their work-life imbalance. When they couldn't do it, some women admitted that they blamed themselves for not attending such social events and ask themselves if their work is worth losing their social lives; and Little Assistance from family

Individual factors influencing their work-life balance include: Behavior and communication style; their childhood upbringing and social constructs influenced their behavior and development. For example, their inability to say "no" and excessive obedience to their superiors had resulted in additional burdens that impacted their work-family balance. Perception of Responsibilities; Women feel more responsible for the well-being of their family than men, and they strive to adjust their home and work schedules to accommodate all. Women believe that if they do not give up themselves for their family and children, no one else will. This suggests that women feel more obligated to fulfill responsibilities at home and for their children than men, and this perception causes them a lot of stress and interferes with their work-family balance.

Rahel, (2013:44) also suggested that gender stereotypes and social norms are the challenges that female workers face in a male-dominated industry. The community and their subordinates, including their male colleagues in the same position, think they lack self-confidence and are unwilling to accept their ideas and suggestions. According to Greenfeld et al. (1980), stereotypes and images are painted about women who work in jobs that society considers men's jobs. Women who work in these jobs are even renamed "new women" because they deviate from societal norms and break down occupational sex barriers. Moreover, it is assumed that *women who break down sex occupational barriers and are vital in male-dominated fields come across as hardworking, determined, single, divorced, or childless* (Greenfeld et al., 1980:293). In addition, Bielby (2000:123) asserts that *women who are new to traditionally male-dominated work environments often attract more attention, are evaluated more harshly, are perceived as different, receive less support, and are more likely to be viewed as a disruptive force in the workplace than male coworkers*. Furthermore, Greenfeld et al. (1980:294) assert that *women in male-dominated occupations typically share similar experiences, such as organizational discomfort from being pioneers, feelings of isolation, a lack of support from male colleagues, loneliness, and sex discrimination*. In male-dominated jobs, many women experience sexual harassment because it can serve as an equalizer against women in power, motivated more by control and domination than by sexual desire (McLaughlin et al., 2012).

Based on the studies, one of the distinguishing characteristics of women working in traditionally male-dominated industries was that they were required to follow occupational safety rules and regulations. For example, Macabodbod et al., 2017:60 supported this argument by stating that construction workers, particularly female workers, are more concerned about occupational safety rules and regulations. This argument was supported by Macabodbod et al., (2017:60), construction workers, particularly female workers, are more concerned with occupational safety rules and regulations. *The data revealed that there is low rate of safety violations committed by female workers; there is low rate of minor injuries incurred by female workers in their line of work; there is a low rate of major injuries incurred by female workers in the workplace; there is a low absenteeism rate to female workers.*

2.3. Theoretical and Conceptual Framework

2.3.1. Theories of Occupational Segregation by Sex

Women and men are still concentrated in different jobs and fields, a phenomenon is known as occupational segregation. As previously demonstrated (Anker, 1998), this is one of the most pernicious aspects of labor market inequality. It is also one of the global labor markets' most essential and enduring aspects (Anker, 1997:315). Occupational segregation by sex is widespread in every region, at all economic development levels, under all political systems, and in diverse religious, social, and cultural environments.

i. Occupational Gender-Based Segregation; Type, Causes, and Impact

Gender segregation refers to the tendency for men and women to work in different industries and occupations. Segregation can be classified into two types: (a) Horizontal segregation refers to the concentration of men and women in professions or industries. Bettio and Verashchagina (2009:32) define under (over) representation of a specific group in occupations or sectors that are not ordered by any criterion. (b) Vertical segregation refers to an identifiable group of workers in occupations or sectors at the top of an ordering based on desirable characteristics (income, prestige, job stability, etc.) independent of the sector of activity. *"Under-representation at the top of occupation-specific ladders was subsumed under vertical segregation, whereas it is now more commonly termed hierarchical segregation"* (Bettio and Verashchagina 2009:32). Vertical segregation is referred to in the literature as the "glass ceiling," which refers to the presence of

visible or invisible barriers that result in a relative scarcity of women in positions of power and decision-making in public organizations, businesses, associations, and trade unions (Meulders et al., 2010). The concept of a sticky floor completes the existing barriers preventing women's ascension. This concept defines the forces that keep women at the bottom of the organizational pyramid (Meulders et al., 2010). Furthermore, according to Hakim (1994), occupational segregation by gender can be horizontal (women and men are concentrated in different occupations) or vertical (women and men are concentrated in different occupations) (in which women predominantly occupy lower positions within occupations). A wide range of variables contributes to occupational segregation. Anker et al. (2003:1) described;

The general root causes of occupational sex segregation are social, economic, cultural, and historical. These factors concern: social norms and stereotypical perceptions regarding men and women, family life, family responsibilities, work life, education, and vocational training. Taxation and social security the structure of the labor market, and discrimination at entry and work.

Socio-cultural norms constrain women in numerous ways. For instance, the traditional role of women as good wives and mothers still precludes many married women from remaining in the labor market. Men and women tend to be concentrated in occupations whose characteristics are closely related to typical gender stereotypes in society.

The positive stereotype that women are more caring than men helps "qualify" women for occupations requiring care, such as a nurse, social workers, and teachers. The negative gender stereotypes, such as a supposed disinclination to supervise others, helps "disqualify" women for managerial and supervisory occupations (Anker et al., 2003: 4).

All of the causal factors are linked. For example, social norms influence education, training, and social security, and stereotypical perceptions influence discrimination in the labor market. The persistence of gender stereotypes hurts education and training, perpetuating gender inequality in future generations. Why is occupational gender segregation a critical and pressing equity concern for researchers and policymakers? Anker (1998:143) outlined several reasons why occupational segregation should be addressed:

1. Women have lower-paying and lower-status jobs, and working in female-dominated occupations is similar to women's activities at home. This sex occupational segregation has a negative impact on how men perceive women as well as how women perceive

themselves. As a result, women's status and empowerment suffer, as do many social variables such as mortality and morbidity, poverty, and income inequality.

2. Occupational segregation based on worker gender has a negative impact on labor market efficiency and functioning; when most women are effectively excluded from most occupations, human resources are wasted, and the income levels of women are also reduced.
3. Sex segregation is a significant source of labor market rigidity and economic inefficiency.
4. The segregation of men and women into different occupations has a negative impact on the education and training of future generations.
5. Occupational segregation likely keeps many women out of wage employment or the formal sector.
6. Sex segregation is a significant determinant of male-female wage disparities.
7. The low pay and low income for women workers that accompany occupational segregation is increasing poverty and inequality in society.

When explaining occupational segregation by sex, researchers usually distinguish between labor supply and labor demand factors. Factors affecting labor supply generally focus on why women prefer certain occupations over others (they may prefer occupations with flexible hours to allow childcare or relatively easy to interrupt for some time for maternity or childcare). Factors related to the labor market concentrate on why employers prefer to hire women or men for specific occupations and why women have different opportunities for promotion and career advancement within firms. Theories explaining the existence of occupational segregation based on gender can be divided into three broad categories: neoclassical and human capital theories, institutional and labor market segmentation theories, and non-economic and feminist or gender theories.

ii. Neo-classical and human capital theories

Gender segregation in the workplace has been identified as one of the most significant and long-lasting aspects of worldwide labor markets (Anker, 1997:315). There are two types of explanations for occupational gender segregation: those emphasizing labor supply factors and those emphasizing labor demand factors. Labor supply arguments focus on the factors that lead

women to 'prefer' certain female-dominated occupations. In contrast, labor demand explanations focus on why employers choose men and women for different jobs and the barriers to advancement within companies (Anker, 1997). The neoclassical school of thought holds that workers and employers are rational and that labor markets are efficient. Workers, according to this theory, seek out the highest-paying jobs after taking into account their endowments (education and experience), constraints (young child to care for), and preferences (a pleasant work environment). This theory emphasizes female human capital's lower levels regarding what women bring to the labor market (for example, less education and less relevant fields of study). What they acquire after joining the labor market (for example, less experience than men due to intermittent or truncated labor market participation due to marriage) (household and childcare responsibilities).

According to these theories, women should be paid less than men for their lower productivity. Productivity-related variables such as education and labor-market experience are thought to influence women's occupation choices. Neoclassical economics and human capital theory contribute to understanding occupational segregation by gender and the lower pay those women workers typically receive. This theory emphasizes the significance of gender differences in human capital accumulation. All of these factors affect women's productivity and pay and the occupations for which they are qualified. For these reasons, neoclassical/human capital theories emphasize the importance of policies addressing non-labor market factors to reduce occupational segregation by gender. This implies that policymakers should be concerned with non-labor market variables such as education, family policy, family planning, and a more equitable sharing of child care and household work between the sexes. In terms of labor market policies, these theories imply that policymakers should seek to increase women's human capital, particularly education and training in non-traditional occupations, to assist women in balancing work, child care, and housework, possibly through the provision of crèches or the reorganization of working hours or the elimination of parental leave provisions that indirectly discriminate against female workers and to eliminate labor law provisions that prohibit the employment of women in certain occupations.

iii. Institutional and labor market segmentation theories

According to these theories, some employees are forced to accept a less appealing and lower-paying job because there are no other options available on the labor market. This could be due to labor market segmentation, work organization characteristics, or the work environment. These theories also assume that institutions such as trade unions and government agencies play an important role in employment and career development. Furthermore, institutions such as unions and large corporations play an important role in determining who is hired, fired, and promoted and how much they are paid. Segregation of men and women stems partly from policies and general rules developed at a high organizational level that are often influenced by stereotypes. According to the theory of the segmented market, an individual's socio-economic status in the labor market is determined by labor market structures rather than human capital (Doeringer&Piore, 1971; Loutfi, 2001). According to Loutfi (2001:136) cited (Doeringer & Piore, 1971; ILO, 1972; Standing, 1989) point out *the labor market is divided into two sectors: "primary" and "secondary"* (Doeringer & Piore, 1971). *Other labor market segmentation theories classified jobs as "static" or "progressive" (Standing, 1989) and formal and informal sectors (ILO, 1972).* Jobs in the primary sector are relatively good in terms of pay, security, advancement opportunities, and working conditions. Secondary sector jobs typically offer low pay, few opportunities for advancement, and poor working conditions, with little protection or job security. Employees in the secondary sector generally belong to disadvantaged groups (Loutfit, 2001).

Furthermore, Loutfit (2001) describes that statistical discrimination theory is another economic theory related to labor market segmentation; this theory assumes that there are differences, on average, in the productivity, skills, experience, and so on of distinct groups of workers such as men and women, as well as high search and information costs associated with recruitment and promotion decisions. Because of the nature of primary sector jobs, women should be underrepresented in this sector. Male workers, for example, should be preferred by primary sector employers because they are more educated, experienced, and qualified than women. It is relatively simple to apply the concept of dual labor markets to occupational segregation by gender, with one labor market segment comprised of female occupations and another comprised of male occupations.

iv. Feminist theories

Non-labor market variables that economists take for granted are the focus of feminist theories. The feminist theories begin with the premise that women's disadvantage in the labor market is caused by, and reflects, patriarchy and women's subordinate position in society and the family. Housework and child care are women's primary responsibilities in all societies. The fact that these societal norms and perceptions have little relevance in the day-to-day lives of many women, men, and families does not diminish their influence on people's behavior and contribution to gender-based discrimination against women. This division of responsibilities, as well as the patriarchal ordering of society, play a role in explaining why women typically accumulate less human capital than men before entering the labor market, that is, why girls receive less education than boys and are less likely to pursue fields of study, such as sciences and crafts, that are more relevant to the labor market. Why do women have fewer labor market experiences on average? Because many of them leave the labor force early, and many others leave temporarily. Gender theory contributes significantly to understanding occupational segregation by sex by demonstrating how closely the characteristics of "female" occupations mirror common stereotypes of women and their alleged abilities (Anker, 1998:23).

According to Loutfi (2001), female occupation mirrors are divided into three groups of stereotypes; positives, negatives, and others. The five positive stereotypes presented are; a caring nature (nurse, teacher, midwife, social worker, etc.), skill, and experience in household-related work (maid, housekeeper, cleaner, launderer, hairdresser, etc.), greater manual dexterity (knitter, spinner, weaver, tailor, /dressmaker, typist, etc.), greater honesty (cashier, bookkeeper, accountant, etc.) and attractive physical appearance (receptionist, salesperson, shop assistant, etc.). It seems logical to hypothesize that these characteristics, if true, would help "qualify" women for those occupations. In addition, Loutfi (2001) explained that the five negative stereotypes presented are; disinclination to supervise others (manager, supervisor, etc.), lesser physical strength (constriction worker, miner, will driver, etc.), lesser ability in science and mathematics (physical scientists, architects, engineer, mathematician, etc.), lesser willingness to travel (aircraft officers and workers, ship officers and workers, transport equipment drivers, etc.) and lesser willingness to face physical danger and to physical force (fair fighter, police officer, security guard, etc.). Finally, "other stereotypes" are presented; greater willingness to take orders,

greater docility and lesser inclination to complain about work or working conditions, lesser inclination to join trade unions, greater tolerance of monotonous/repetitive work, greater willingness to accept lower wages, less need for income and greater interest in working at home (Loutfi,2001:139-140).

Femininity stereotypes significantly influence general characteristics typifying "female" occupations (such as low pay, high flexibility, low status, and less decision-making authority) more than women qualifying or disqualifying for specific occupations. Masculinity stereotypes also play a role in determining which occupations are considered "male" (such as engineer, transport driver, police officer, construction worker, etc.). Sex segregation in the workplace is not always wrong for women; it is also not always suitable for men (Anker, 1998:9). Anker (1998) also mentioned that one advantage of occupational segregation for women is that it shields some of them from competition from a larger group of workers (men). The benefits stem from the fact that job growth has been fastest in the labor market, where women's occupations, such as clerical and service, are concentrated. Male and female stereotypes must be changed, and men must be integrated into "female" occupations and women into "male" occupations to break down occupational sex segregation. However, breaking down occupational sex segregation is critical to improving women's labor market situations. This goal cannot be achieved without breaking down sex stereotyping of men, women, and occupations.

2.3.2. Gendered Organization Theory and Organizational Culture

According to Buchanan and Huczynski (1986), an organization is a social arrangement that allows for the controlled achievement of collective goals. Nkete (2015:20) also defines an organization as "refers to a group or institution arranged for efficient work or a process activity to achieve collective goal". Previous feminist researcher writes about the organization that hierarchical organizational structures are an important location of male dominance. Acker (1990) argues that men almost always dominate most of the time organizational workplace. The author further describes that the most powerful occupational positions are almost entirely occupied by men, with the exception of the occasional biological female who acts as a social man.

Nkete (2015:20) illustrated that male culture in organizations disadvantages women in a male-dominated industry. The stereotypical images of gender are invented and reproduced in the

organization. Nkete (2015:22) cites other authors (Acker, 1990; Cockburn, 1985; Game and Pringle, 1984; Knights and Wilmott, 1985; Phillips & Tayler, 1986; Sorenson,1984) that organizations are places where gender and class differentiations are produced. Researchers revealed that organizational culture is one means of women's persisting inequalities in male-dominated industries. This implies that "*organizational structure is not gender neutral and that job contracts and related documents that structure organizations are gendered*" (Acker, 1990:139).

Acker (1990:139) also cites several reasons why gender and organizational theory are required:

1. Organizational practices contribute to gender segregation, including the division of paid and unpaid work.
2. Income and status disparities between men and women are created in organizational processes, one aspect of gender inequality.
3. One arena in which widely disseminated cultural images of gender are invented and reproduced in organizations.
4. Some aspects of individual gender identity, perhaps most notably masculinity, result from organizational processes and pressures.
5. A significant feminist project is to make large organizations more democratic and supportive of humane goals.

In addition, according to Acker (1990:145),

The organization is one of the sites of inextricably intertwined gender and class production. When an organization is gendered, it means that advantages and disadvantages, exploitation and control, action and emotion, meaning and identity are patterned by and in terms of a distinction between male and female, masculine and feminine.

Newman (1995:10), organizational culture is defined *in terms of "shared symbols, language, practices (how we do things around here), and deeply embedded beliefs and values"*. Each of these domains is gender, and they constitute an important field in which gender meaning, identities, practices, and power relations are sustained.

According to the literature, the organization has a dual structure that distinguishes bureaucracy and patriarchy. These organizational cultures are organized around gender in two ways: hierarchically, with women at lower grades and tiers, and by defining jobs as either women's or men's work (across both horizontal and vertical divisions). (Ressner, 1987; Aker, 1990; Nkete, 2015). The analysis of the two hierarchies facilitates and clarifies the discussion of women's experiences of discrimination, exclusion, segregation, and low wages (Aker, 1990:144). In addition, Itzin (1995) cited Handy's (1985), categorized the organization culture in to; role culture, power culture, personal culture, and task culture. There is a role culture (bureaucratic, based on procedures and position power), but also power cultures (control exercised by individuals at the center), person cultures (when the organization is subordinate to the individual), and task cultures (influence based on expertise) (Itzin, 1995: 48).

Moreover, Itzin (1995) mentioned that operating a senior men's network within the organization might be seen as an example of power culture within the role. Men created personal cultures, which produced policies, procedures, and practices shaped by male values, experience, and expectations. Task culture, which operates within role culture, is frequently based on competition and male bonding. Role culture itself has often been characterized in male terms. Furthermore, Itzin (1995) explained that organizational culture could be categories; primarily, it is role culture (bureaucratic, based on procedures and position power), power culture (control exercised by individuals at the center), task culture, and person cultures (influence based on expertise and when the organization is subservient to the individual).

2.4 Conceptual Frame of the Study

This chapter discussed various theoretical model in explain gender differentiation namely theories of occupational segregation by sex (neo-classical and human capital theories, institutional and labor market segmentation theories and feminist theories) and gendered organization theory and organizational culture. Furthermore the chapter focused on issues relating to gender and work; work opportunities; gender stereotypes and social perception; organizational working culture and norms; safety and security; occupational-related health; work-life balance; and work place relationships & the impact of work on families.

According to the literature reviewed, various issues, such as gender stereotype perception, workplace culture, sexual harassment, safety issues, etc., are barriers to women's participation in the transportation industry. They are subjected to poor working conditions, safety and health concerns, a lack of facilities, adequate sanitation, violence, and harassment from colleagues and passengers. Following a review of previous studies, there are literature gaps on women's work experiences in male-dominated occupations, there is no information on the work experiences of female bus drivers in Ethiopia according to occupational-related health challenges, security, and safety challenges based on gender, as well as work-family relationships. There has been no research done on the factors contributing to gender disparities in professional drivers in the public transportation industry.

Through the empirical data drawn from the literature and theories, the chapter attempted to understand the subordination of women in male-dominated spaces face gender inequality and the gendered nature of organizations and organizational culture continue to produce and reproduce gender inequality and women oppression. In general, gender organizational theories and organizational culture are important tools in these studies because it illuminates gendered working culture in the organization and provide guidance on how to assist women in sustaining careers in male-dominated spaces.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter presents the thesis's research design and methodology. Professional female bus drivers are a relatively new phenomenon that should be investigated in study of the urban public transport industry. As a result, this study conducted with an in-depth and interpretive case study approach adopted to explore opportunities, challenges, and work experiences of female bus drivers working in ACBSE. The purpose of this study is to provide a thorough examination of those women's work experiences. In this section, the researcher identifies the procedures and techniques used in data collection, processing, and analysis. It will cover the following section in detail: research philosophy, research design, data sources, study area coverage, data collection procedures, and finally, data analysis techniques.

3.2. Research Paradigm

This study adopted interpretive case study philosophy as a qualitative research methods approach. Davies and Fisher (2018) stated that an interpretive paradigm aims to describe, explore, and understand diverse, multiple worldviews and experiences. This interpretive study focused on exploring female bus drivers' work experiences in a specific work environment. An interpretive approach is, in fact, one of the best philosophical approaches that help us understand phenomena' complexities and diversity. Scotland (2012:25) argues that an interpretive methodology is "*directed at understanding phenomena from an individual's perspective, investigating interaction among individuals*".

3.3. Research Approach

Hancock and Algozzine (2017) revealed that case study research usually focuses on an individual representative of a group, one or more organizations, or a phenomenon such as a particular event, situation, plan, or activity. This study mainly focuses on the opportunities and challenges of female bus drivers as a particular phenomenon. Therefore, the case study research method was considered the most appropriate method for this study. The case study method "*investigated a real-life, contemporary bounded system (a case) or multiple bounded systems*

(cases) over time by collecting detailed, in-depth data from multiple sources of information and reporting a case description and themes" (Creswell,2013:97).

In addition, Yin (2003:13) considered a case as "a current phenomenon within its real-life context and a case study as an empirical investigation that aims to address "how" or "why" questions". On the other hand, Stake's (1995:2) defined a case as "*a specific, a complex, functioning and comprehensive system with boundary, working part, and purpose*". Furthermore, according to Yin (2018:5), there are three fundamental reasons to use a case study; (a) the type of research question: Case studies are typically used when the focus of the research is to answer "how" and "why" questions. (b) Behavioral control; case studies focus on understanding contemporary events. (c) Focuses on present-day events, processes, individuals, and /or groups.

A qualitative case study approach was most appropriate for this study because the research focus involved complex issues of social, political, and economic context and perceptions. Furthermore, the findings of the current study are bound by place and build on previous theoretical propositions. Based on the above reasons, the researcher selected a case study approach.

3.4 Research Design

This study used an exploratory qualitative research method. Qualitative research is concerned with comprehending the processes and social and cultural contexts that shape behavioral patterns (Wagner et al., 2012:120). In addition, Henn et al (2006:150) accentuate that qualitative research is conducted in real-life settings. Another factor that influences the choice of research approach is the nature of the study. A qualitative approach was more appropriate for this research because it is commonly adopted when it aims to address what, how, or why about a phenomenon (McCusker and Gunaydin (2015: 537). Furthermore, Bloor and Wood (2006:94) mentioned that qualitative research might improve by using multiple methods combining qualitative and quantitative methods. As a result, at the end of the qualitative study, the researcher conducted a quantitative survey to triangulate the results obtained through qualitative techniques to increase the validity of the research findings.

3.5. Study Area Description

The research was carried out in Addis Ababa, the capital city of Ethiopia and the diplomatic center of Africa, as well as the headquarters of many international organizations. The African Union (AU) and the United Nations Economic Commission for Africa (UNECA) both have their headquarters in the city. Addis Ababa is one of the fastest-growing metropolises in Africa. As the country's center, it plays a more significant role in economic, social, political, and administrative perspectives. Addis Ababa was selected as the study site because ACBSE gives large transportation services to urban communities and also more dominantly in the city.

Addis Ababa is the seat of the Federal Government, having better infrastructure, facilities, and job opportunities making the city most preferred for settlement. The city is experiencing an unexpected amount of transport demand that could be generated due to its rapid urbanization and increased population. Addis Ababa's population is expected to be more than 5.2 million in 2022 (World Population, Stat, 2020).

The Ethiopian Federal Government owns Anbessa City Bus Service Enterprise (ACBSE), and the city administration also financially supports the sector (Eshetie et al., 2013: 723). According to ACBSE human resource office reports, in 2022, there were 4,892 employees (2777 male and 2115 female). The ACBSE administrative office is divided into four depots (Yeka, Kaliti, Mekenisa, and Shegole) and a headquarter. The whole ACBSE administrative compound is a research site.

3.6. Sampling Design

3.6.1. Study population

According to Mugenda (1999), the population should have some observable characteristics that allow the researcher to generalize the study's findings. The target populations of this study were all employees working in various positions in the ACBSE transportation industry, such as female bus drivers, male bus drivers, bus cashiers, conductors, mass transportation officers, human resource officers, and bus technicians.

3.6.2. Sampling technique

The study followed the purposive sampling technique of the qualitative research approach. Purposive or judgmental sampling is the preferred method for qualitative research, especially when selecting participants for special situations. Ishaket. el (2014:32) mentioned that

purposive sampling is helpful for a case study in three conditions;(a) when a researcher wants to select unique cases that are especially informative,(b) when a researcher would like to choose members of a difficult to reach, specialized population, and (c) when a researcher wants to identify particular types of case for in-depth investigation.

Purposive sampling allows the researcher to be subjective in selecting respondents who best fit the research's purpose (Neuman, 2014: 274). It is essential to describe the criteria we will use to define the sample. The requirements must align with the problem, the purpose of the statement, and the research questions. Merriam (1988) also explained that a sample needs to be selected based on what one wants to discover, understand, and gain insight from which can be learned. Thus, the researcher selected those who could provide fresh and rich information with the help of other participants. This study selected the sample based on the following criteria: (a).ACBSE employs male and female bus drivers, bus cashiers, conductors, mass transport administrative officers, human resource administrative officers, and bus technicians. (b) Female bus drivers had experienced GBV, despite physical assault, robbery by murderer, etc., and (c) based on their age and working experience.

3.7. Data Collection Tools

Qualitative researchers collect data themselves by examining documents, observing behavior, or interviewing participants (Creswell, 2013:239). Using multiple data sources is a hallmark of case study research, a strategy that also improves data credibility (Patton, 1990; Yin, 2003). According to Yin (2014), trustworthiness stems from triangulating the data and maintaining a chain of evidence. Yin suggested that having multiple data sources helps capture a broader range of perspectives, behaviors, and attitudes. Case studies rely on various sources of information (Yin, 2018). These sources include quantitative (e.g., survey data), qualitative (e.g., interviews, photographs, narrative, records, field notes), and arts-based approaches. The researcher used primary and secondary data sources to conduct this study.

A. Primary Data

The researcher used primary data sources were in-depth interviewees, focus group discussion participants, observations, and questionnaires respondents.

i. In-depth interview

Yin (2003:90) explained that an interview is one of the most important sources of a case study. In-depth interviews are important because they bring people face to face, allowing the interviewer to get direct answers and allowing the researcher to ask questions that require further elaboration by the interviewee. In-depth interview was conducted with female and male bus drivers and key informants. Key informants are individuals who have extensive knowledge of the topic and are also senior specialists in the field being studied (Bloor & Wood, 2006:89). Therefore, individuals from each of the following bodies: conductor, HR office, mass transport operational office, Gender office, technical and mechanical office have been interviewed.

In order to generate data from the selected participants, three semi-structured in-depth qualitative interview guide questions were prepared for the three groups of participants separately. The first semi-structured interview guide questions were prepared for ten female bus drivers. The interviews covered various topics, including their experiences of working opportunities and challenges, the organization working norms and culture, working and family, and social relations. The second semi-structured interview guide questions were also prepared for five male bus drivers, and the third semi-structured interview guide questions were prepared for nine key informants (three females, and six males), mainly focused on questions that explored the challenges of female bus drivers from different perspectives like an organization working culture and norms, social perspective and their social relation with other. As a result, the semi-structured interview guide was used to explore the opportunities, challenges, and lived experiences of professional ACBSE bus drivers.

Before starting the interview, the researcher explained the purpose of the study and the types of questions to be asked, and participation in the study was entirely voluntary, and participants could withdraw at any time.

The researcher made her utmost effort to ensure the privacy of each interviewee by choosing the most appropriate time and place for the interview explaining the confidentiality of the interview and the resulting information.

The interview took from 45 minutes to an hour per person, depending on each person's level of comfort, to discuss the interview questions; some of the interviews were taped by each informant (participants). However, most (five) participants were unwilling to have their voices recorded, so the researcher took notes from the interview. The researcher then transcribed the tape into Amharic before translating the information into English. The interviews took place from March up to the beginning of June 2022. It was held at a convenient time and place with each participant.

ii. Observation

Yin (2003:92) stated that observation is another source of evidence in a case study and is a technique that can be used when other data collection techniques are unavailable or when those data collection methods are of limited value or difficult to validate (Hancock et al., 2009). I observed female bus drivers' work situation and their interaction in the transportation industry based on the observation check list.

iii. Focus Group Discussion

Focus Group Discussion (FGD) is a type of data collection method that allows participants to reflect on what other participants say. As a result, it helps in eliciting a well-rounded view of the topic rather than a one-sided response. FGD gives information about groups of people rather than individuals. FGD is intended to collect information that reflects what is considered normal in a specific community (Ellsberg & Heise, 2005:133). The researcher has conducted one FGD involving nine female bus drivers. As indicated by Jupp (2006: 121), the reason for maintaining homogeneity among the group is to make sharing and comparing experiences very easy. The FGD has been used to obtain prevailing views, facts, and opinions that are difficult to find through a questionnaire. In addition, FGD is chosen to validate, build on, and add depth to the results obtained from other data sources.

iv. Questionnaire

The researcher conducted a small survey on 54 female and 60 male Anbessa city bus drivers. The study samples were purposively selected based on answering the research questions and getting appropriate data. The objective of the survey was to verify and validate the information gathered through in-depth interviews, observation, and focus group discussion and intended to gather numerical information on facts and opinions.

English was the language used in the preparation of questionnaires, but the researcher, with the help of language experts, was able to interpret it into the Amharic language to understand and examine female bus drivers' experiences, attitudes, opportunities, and challenges toward a professional bus driver. The researcher, for analysis, has used simple statistics such as frequency and percentage.

B. Secondary Data

In this study, besides primary data, the secondary data sources included relevant materials gathered from published and unpublished sources such as books, journal articles, MA theses, Ph.D. dissertations, reports, and other related documents that have been reviewed.

Document Review

In addition to primary data, secondary data were gathered from available published and unpublished materials such as books, articles, reports, documents, and project documentation related to the study have been reviewed. Any written material on the subject was valuable for the study in identifying the research gap in the existing literature and broadening my understanding.

3.8. Data Analysis

Data collection and analysis occur concurrently, as in any other qualitative study. Data analysis is an ongoing process that occurs throughout the data collection process (Creswell, 2013). In qualitative case study data analysis, the type of analysis will depend on the case study. Yin (2003:109) briefly describes five techniques for analysis: pattern matching, linking data to propositions, explanation building, time-series analysis, logic models, and cross-case synthesis. Therefore, in this study, data were analyzed based on a preposition.

After completing the data collection activity, the next step was translating the data from Amharic to English without losing its original meaning. As a result, the translated data has been thematically organized and interpreted. The transcription was organized according to the proposition and research questions, and I carefully tried to understand what the transcription was attempting to explain. Then, after reassessing the transcription, I pointed out ideas related to each research question. The quantitative data were analyzed using Excel software, and some table expressions were used based on the study's specific objectives. Finally, the data collected through quantitative and qualitative methods, as well as secondary sources, was triangulated to improve the validity and reliability of the research findings.

3.9. Ethical Considerations

When conducting interviews and engaging in purposeful discussions with participants, the researcher must consider a variety of ethical considerations. There will also be ethical responsibilities on the research subject, such as consent and moral values of confidentiality, as well as respect for the research participants. According to Mugenda (2003), ethical consideration is critical in ensuring a professional and non-intrusive approach to achieving a research goal.

The researcher sought permission from the appropriate administrative authorities to conduct this study. The researcher assured the respondents of confidentiality and confirmed that the study was conducted solely for academic purposes. Moreover, the researcher acknowledged all additional information sources from other scholars. Furthermore, the researcher has taken the following steps. First and foremost, participants' willingness was asked, and if they wished to withdraw from participation, they might do so at any time. Second, the purpose of the study was explained to them, and respondents were assured that any information they provided would be kept confidential. Third, voice were recorded, taking into account each participant's consent. Therefore, some asked that their voices not be recorded and that their wishes be properly respected. The researcher also used pseudonyms or false names (codes) to protect all participants and their privacy.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

This chapter presents the study's findings through themes and sub-themes. The primary purpose of this study was to conduct investigation experiences of female workers in male-dominated professions and environments, particularly in the ACBSE transport industry as a bus driver, as well as to develop a framework of these experiences by integrating related themes and sub-themes, as shown in Table 4.1. The framework depicts the opportunities and challenges female bus driver's face while working in the transportation industry and how these challenges lead to women employing various coping strategies.

As depicted in the themes and sub-themes, the findings are outlined in this section and summarily presented in Table 4.1 below.

Table 4.1 Framework

THEMES	SUB-THEMES
Benefits	Employment opportunities for female bus drivers at ACBSE
	Female bus drivers contributions to ACBSE
Challenges	Socio-cultural
	Organizational working culture and norm
	Safety and Security
	Occupational – health related
	Work-life balance
	Lack of support
Coping strategies	Use of femininity at work
	Adopting male- type characteristics
	Mentorship

Source: from researcher's survey data

4.2. Socio-Demographic characteristics of study participants

This section discusses the respondents' demographics. A total of 24 people were involved in the in-depth interviews. Participant's ages ranged from 25 to 60, with a median of 38. Participants' educational backgrounds range from secondary school to MA holders. In addition, nine female drivers participated in the FGD.

Table 4.2 Demographic information of study participant in in-depth interview

FBDI (Female Bus Driver in-depth Interview)							
No	Sex	Age	Marital Status	Educational Level	Current Occupation	Work Experience	Driving Experience
FD ₁	F	35	Single	10 ⁺²	Driver	10 years	6 months
FD ₂	F	38	Married	Diploma	Driver	12 years	1 years
FD ₃	F	35	Widow	Diploma	Driver	13 years	3 years
FD ₄	F	34	Married	10 ⁺¹	Driver	7 year s	7 years
FD ₅	F	39	Married	12	Driver	1 year 6 months	1 years
FD ₆	F	34	Married	10 ⁺²	Driver	7 year 6 months	6 months
FD ₇	F	25	Married	10	Driver	9 years	2 years
FD ₈	F	27	Single	10 ⁺²	Driver	9 years	2 years
FD ₉	F	36	Married	10 ⁺³	Driver	10 years	1 years
FD ₁₀	F	38	Divorced	12	Driver	8 years	2 years
MBDI (Male Bus Drivers in-depth Interview)							
MD ₁	M	42	Married	12	Driver	15 years	10 years
MD ₂	M	35	Married	10 ⁺¹	Driver	10 years	10 years
MD ₃	M	60	Married	10	Driver	39 years	39 years
MD ₄	M	34	Single	10 ⁺³	Driver	12 years	2 years
MD ₅	M	41	Single	12	Driver	6 years	4 years
KII (Key Informant Interview)							
KP ₁	M	25	Single	Diploma	Conductor	3 years	
KP ₂	M	30	Single	BSC	Mechanic	5 years	
KP ₃	F	47	Married	10 ⁺³	Mechanic	22 years	
KP ₄	F	45	Married	MA	HR team officer	20 years	
KP ₅	M	38	Married	10 ⁺³	Bus cashier	2 years	
KP ₆	M	33	Single	10 ⁺¹	Bus cashier	3 years 5 months	
KP ₇	M	49	Divorced	BA	Mass transport distribute officer	22 years	
KP ₈	F	38	Married	Diploma	Conductor	13 years	
KP ₉	M	43	Married	MA	Mass transport G/manager	16 years	
FGD (Focus Group Discussion Participants)							
GDP ₁	F	42	Married	10 ⁺³	Driver	20 years	5 years
GDP ₂	F	39	Widow	10 ⁺¹	Driver	10 years 5 months	4 years
GDP ₃	F	38	Divorced	12	Deriver	15 years	2 years
GDP ₄	F	35	Married	12	Driver	7 years	2 years
GDP ₅	F	29	Single	10 ⁺²	Driver	2 years	6 months
GDP ₆	F	37	Married	10	Driver	8 years	1 year 6 months
GDP ₇	F	36	Divorced	10 ⁺³	Driver	9 years	3 years
GDP ₈	F	28	Married	10 ⁺¹	Driver	10 years	1 years
GDP ₉	F	39	Widow	10 ⁺¹	Driver	10 years	4 years

Source: Researchers' survey data, 2022 (June)

Regarding the survey study, the total number of respondents selected to fill out the questionnaire was 114 (54, females and 60, males working in various positions at ACBSE. The following table describes the background characteristics of study participants concerning different categories: In terms of education, respondents were asked about their education level. Accordingly, Table 4.2 shows that 34% of respondents have completed secondary education, and 62 % have completed

diploma and undergraduate programs (31% diploma and 31% degree). Only 4% of participants have completed a graduate program. With regard to their marital status, the majority of participants are married. To gain a better understanding of the type of work, respondents were asked what kind of work they do. As shown in the table, 38 % of respondents reported working as bus drivers, followed by 24 % working as bus cashiers. The lowest percentage is 1 % for mass transportation officers. Women are more likely than men to work as bus cashiers.

Table 4.3 Demographic information of survey participants

No.	Categories		Sex		Respondents	
			F	M	Frequency	Percent
1	Participants	F			54	47.37%
		M			60	52.63%
		Total			114	100%
2	Age Group	25-30	9	15	24	21%
		31-35	10	30	40	35%
		36-40	20	5	25	22%
		41& above	15	10	25	22%
		Total	54	60	114	100%
3	Educational Background	1 st Cycle Secondary Education (9-10)	4	20	24	21%
		2 nd Cycle Secondary Education(11-12)	5	10	15	13%
		Diploma	15	20	35	31%
		Degree	30	5	35	31 %
		MA	-	5	5	4%
		Total	54	60	114	100%
4	Marital Status	Single	5	15	20	18%
		Married	48	42	90	79%
		Divorced	1	3	4	4%
		Total	54	60	114	100%
6	Job Description	Bus Cashiers (Ticketer)	15	12	27	24%
		Bus drivers	18	25	43	38%
		Conductors	5	8	13	11%
		Administrative personnel's	7	2	9	8%
		Mechanics &Technicians	1	7	8	7%
		Gender officers	2	1	3	3%
		Human Resource officers	2	-	2	2%
		Finance officers	3	2	5	4%
		Mass Transport officer		1	1	1%
		Security Guard	1	2	3	3%
		Total	54	60	114	100%
7	Work Experience (on years)	1-5	-	5	5	4 %
		6-10	12	25	37	32 %
		11-15	18	14	32	28%
		16 & above	24	16	40	35 %
		Total	54	60	114	100%

Source: Researcher's survey data, 2022 (April)

4.3 Employment opportunities for female bus drivers at ACBSE

Gender diversity benefits everyone in the workplace, not just women. Evidence is mounting that it benefits societies, economies, the environment, and businesses themselves (ILO, 2019d). Greater gender equality or diversity in the transportation workforce will not only address the discrimination women face in the workplace as a matter of human rights and fundamental principles and rights at work, but it will also increase economic efficiency, thereby reducing poverty (UN Women, 2018). On a global level, women have higher poverty rates than men in urban and rural areas. Gender inequalities make women and girls more vulnerable to poverty than men and boys (Un Women, 2017; Munoz et al., 2018).

Vandana and Robert (2002) report that as a result of women's vast-ranging responsibilities, and productive, domestic, and community duties, they are involved in a broader range of tasks than men. Therefore, they require a more comprehensive range of technical know-how to draw for their livelihood pursuits. Unfortunately, studies continuously show that women are affected by poverty, susceptible to diseases, and prone to discrimination, marginalization, and environmental degradation, all detrimental to women's economic empowerment and poverty reduction. Gender-related barriers continue to militate against the enjoyment of rights and full participation of women in economic activities.

Increasing female labor-force participation could thus play an essential role in poverty reduction. Women play a critical role as economic agents capable of transforming societies and economies. Making the transportation industry more appealing to women is critical for overall welfare, productivity, business, and economic growth. Gender diversity creates benefits by including new skills, differences in risk preference, and responses to incentives, so increasing female employment will produce more significant economic gains than increasing male employment (Ostry et al., 2018). Equal work opportunities play a critical role in the social, political, and economic systems. Equal opportunity implies that everyone has the same opportunity to freely and equally participate in areas of public life such as the workplace, education, and access to goods and services. According to the International Labour Organization (2013), employment equality of opportunity means that all people, regardless of gender, ethnicity, religion, or any other personal characteristic, can participate in and contribute to the labor market based on their abilities without interference from discrimination or bias. In order to be inclusive, the workplace

is one of the most critical catalysts for women's economic participation, allowing access to jobs and entrepreneurial opportunities.

Women enter male-dominated industries for a variety of reasons. One of the primary reasons for women entering male-dominated industries is the rising unemployment rate. However, international evidence shows that women enter male-dominated industries such as bus and taxi drivers, conductors, and taxi sliding door operators to avoid being unemployed in other African countries such as Kenya and South Africa (Komana, 2013; Maina & Caine, 2013; Nkete (2015). On the other hand, research studies found that flexible working hours were the most common reason female public transportation drivers gave for choosing this job (Nekta, 2015). Many countries worldwide, particularly in Africa, still regard the transportation sector as a hostile environment for women workers. However, there has been some progress, with an increasing number of women entering the Ethiopian public transportation sectors. The organization's annual journal 2021 (No1/2013), reported that, in 2021, there are 160 female drivers and 230 female drivers in 2022. According to this study, ACBSE female drivers have many opportunities as bus drivers. The following section goes into greater detail about the benefits that female bus drivers obtain by working in the ACBSE transportation industry.

i. Training and Career development

Training and development initiatives are critical to the advancement of women in organizations because they provide women with the skills, credentials, and knowledge required to succeed in their jobs. Access to formal training, access to appropriate and relevant training, and training in gender equity are thought to be factors that positively influence women's advancement in organizations. However, the first opportunities for female bus drivers are to obtain training: To work as a bus driver, applicants must follow specific procedures and meet certain requirements. The applicants must first have a valid "Hezeb-2" bus driving license. Before applying for a "Hezeb-2" driving license, applicants must have completed grade 10 or an equivalent qualification and an appropriate and acceptable medical certificate. Even so, female bus drivers are joining ACBSE as professional bus drivers, and their experiences differ from those of their male colleagues because those employers worked at a lower level (position) in the organization before becoming bus drivers, such as bus cashiers ("ticketer"), cleaners, and administrative aide messengers. The organization selects interested job applicants and provides them with training

opportunities. Before becoming a driver, one must also undergo six months of training in which the bus driver drives on public roads in the presence of a driving instructor. After their training, the candidate drivers will be issued a valid driver's license. As a result, female bus drivers have a great opportunity. FD3, a 35-year-old single mother of three children, stated that "*I had no idea when I got this chance to become a bus driver because really I have interest in driving a bus, but at that time, I didn't have a license, and also I don't have enough money to take the training myself so this is a big chance for me*" [FD3 interviewed on Mon, Apr 11, 2022].

Secondly, career advancement; according to data, ACBSE bus drivers, particularly female drivers, have previously worked as bus cashiers ("ticketers") or in other low-level positions. On the other hand, obtaining a driving license is one way for them to progress in their career.

FD7, a 25 - year- old married woman, reported the following;

I worked as a bus cashier before becoming a bus driver, and before that, as a domestic worker, but I realized I didn't have a future doing it, especially since I had children. I realized I wasn't making enough money to provide for my family, especially my children. Then I worked as a bus cashier for the ACBSE sectors. This allows me to advance in my career after seven years as a bus driver, and my monthly salary is also relatively higher than before.

[FD7, Interviewed on; Wed, Jun 1, 2022]

Training and development opportunities can improve employees' overall achievement and performance. Access to education, training and development initiatives is a significant factor in women's development and participation in nontraditional occupations (Wirth, 2001). Burke (2002) recommended that access to education, training, and development is part of the challenge to support women's advancement in organizations.

ii. Socio-Economic Empowerment

Career opportunities provide social and financial freedom for female bus drivers; increased female labor-force participation globally has been a critical historical economic development issue in modern society. There have been several changes in family dynamics as more women enter the labor force, particularly in the roles women play in nuclear and extended family systems. In today's family systems, women are not only housekeepers but also breadwinners, providing income to support the family. FD10 38-year-old single parent of three children

explained this point as; *"I am divorced and have three children; I am the breadwinner in my family; I paid for my house, I paid for my son and daughter's schools, I covered the entire house utility, and nobody supports me"* [FD 10, interviewed on Fri, May 6, 2022].

Further to that, all female bus drivers interviewed argued that financial independence is essential in decision-making within the family, business center (buying items), and community (participated "Iider" and "Ekub"). Gender theory emphasizes the inclusion of women in decision-making processes, access to resources, information and education, awareness building, and informational resources about the benefits and purpose of women's empowerment (Kovacs, 2005).

Empowerment is a socio-political concept that extends beyond participation and awareness-raising. Tandon (2016:7) defined empowerment as *"a process by which women learn to organize themselves to increase their self-reliance, assert their independent right to make choices, and control resources that will help them challenge and eliminate their subordination"*. Besides this, Tandon (2016) discussed three aspects of women's empowerment: choice, control, and power. Options (women's ability to make decisions that affect outcomes vital to them and their families), control over one's life and resources are frequently lacking, and choice (the ability to "influence one's well-being" and "make strategic life decisions). The studies define empowerment in terms of cognitive, psychological, and economic components (Danjuma et al., 2013; Tandon, 2016).

The cognitive component refers to women's understanding of their subordinated status and the causes of such status at both the micro and macro levels of society. It entails comprehending oneself and the need to make choices that may contradict cultural and social expectations, as well as understanding behavioral patterns that foster dependence, interdependence, and autonomy within the family and society. The psychological component includes the development of feelings that women can act on personal and societal levels to improve their situation, as well as the formation of the belief that they can succeed in their change efforts. Many women believe they cannot change their environment or personal situations due to repeated experiences with uncontrollable effects, resulting in low self-esteem and low self-confidence. They cannot teach self-confidence and self-esteem; they must nurture them. Women must be involved in problem definition, problem identification, problem implementation, and effort evaluation (Tandon, 2016). In addition, Tandon (2016) describes the economic component of empowerment as

necessitating women to engage in a productive activity that will provide them with some financial autonomy. Empowerment entails the ability to analyze the surrounding environment in political and social terms; it also entails the ability to organize and mobilize for social change. As a result, an empowerment process must involve individual awareness, and collective action is critical to achieving social transformation.

Women are not exposed to traditional male work or male-dominant industries as early or as often as men are. Many men learn about possible careers in these industries from their fathers or other male relatives. However, if women do not have access to female role models in these industries, this is another factor that keeps women out of male-dominated occupations. However, ACBSE female bus drivers can serve as role models for other women who want to become bus drivers, and this argument is supported by research participants. KP3 is a 47-year-old married woman and mother of four children who currently works as a bus mechanic; she reported the following:

For the first time, only two female candidates applied to ACBSE for bus driving training to become bus drivers. At the time, the organization only had DAF buses (the old ones), which were manual, and the working setting was not comfortable for drivers. In the second round, eight applicants (already employed in ACBSE at a lower level) applied for a chance to receive bus driving training. Nowadays, all buses are automatic ('Bishoftu'), which helps the number of female bus drivers gradually increase. Because I heard from female bus drivers that 'the two previous female bus drivers that they were driving DAF buses, why can't we drive automatic buses.' However, the first two female bus drivers are role models for the more recent female bus drivers, and they also play a significant role in the ACBSE transport industry's focus on empowering female workers. [KP3, interviewed on Fri, Apr 15, 2022]

Another advantage that female bus drivers have over the other female employees who work in ACBSE is that if they are pregnant after the seventh month, they are not responsible for driving a bus. However, the organization will assist them in finding another easy job. Furthermore, after a baby is born, only female bus drivers are granted a six-month leave, known as the breastfeeding period ("Yetut matbiy Gize"). During this time, female drivers are encouraged to choose a working shift and work for a limited time. FD4 is a 34-year-old married woman who illustrated the following:

Female bus drivers have better pre- and post-delivery benefits than other female employees in ACBSE. I had the opportunity to be a mother while I was a bus driver. I have two kids, both of whom were born at different times. After maternity leave, I was able to care for my babies, and they received adequate and appropriate breastfeeding. [FD4 interviewed on Mon, Apr 11, 2022]

In general, ACBSE strives to promote awareness while providing women with job opportunities. Women's economic empowerment increases their economic decision-making power in their households, communities, and local markets and their economic self-sufficiency. Investing in women's economic empowerment helps to achieve gender equality, poverty eradication, and inclusive growth.

A small survey conducted by the researcher confirmed the above arguments. The participants were asked to assess the opportunities for female bus drivers, and their responses are summarized in the table below.

Table 4.4 Bus driving opportunities for female bus drivers

Item Opportunities	Respondents					
	Female		Male		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Breakup social perception(driving a bus has not been only male occupation)	5	9.3%	2	3.3%	7	6%
Give a chance to serve the people	18	33.3%	12	20%	30	26%
Working opportunities	4	7.4 %	7	11.7%	11	10%
Increases social, economic, and professional empowerment	17	31.5%	39	65%	56	50%
It helps to develop patience and confidence.	10	18.5%	-	-	10	8%
Total	54	100%	60	100%	114	100%

Source: Researcher's survey data, 2022(April)

4.3.1 Female bus drivers' contributions to ACBSE

Female bus drivers are increasingly entering the transportation workforce, which is an excellent opportunity for the ACBSE and the transport industry. For example, because women are disproportionately represented in the labor force, there is an opportunity to improve vacancy coverage. According to Wright (2018), reducing gender gaps in employment is vital as women

continue to enter the labor force in more significant numbers and to fill labor shortages in some areas. When there is a mixed workforce, an organization gains many benefits. By attracting more women, the sector will undoubtedly improve vacancy coverage; attract more and better talent by making the industry more appealing to both men and women; increase work retention; and improve its public image by better reflecting the society we live in; improve decision making, creativity, and innovation as a result of increased workplace diversity, and improve the workplace by fostering a better team spirit. A variety of all kinds, including gender, race, religion, and sexual identity, increases an organization's productivity and innovation.

Furthermore, equal access to education and employment reduces poverty significantly. However, ACBSE has benefited dramatically from female workers entering the transportation workforce as bus drivers. This argument is supported by MD1, a 42-year-old married and a father of one child:

ACBSE spent money on female bus driver training and paid 18,000 Ethiopian Birr for accommodation for one female driver. What are the reasons for the organization's considerable investment in female employees? because of two aspects, On the one hand, to achieve gender equality at work. On the other side, female bus drivers, play an essential role in reducing traffic accidents. In the work setting per se, they have fewer complaints, they do not absentee from work (always available at work and have a lower absentee rate than male colleagues), they have better interaction with passengers, work collaboratively with other teams, and they follow work instructions without question. [MD1, interviewed on Wed, Apr 13, 2022]

In addition, the following was reported by research participant FD6, a 34-year-old and a mother of two children;

Now- a -days, organization gives a chance for female workers to be bus drivers because female drivers do not move to other organizations, whereas male bus drivers stay here temporarily and can quickly move to other sectors, where they may earn a higher salary. That is why the organization prefers female bus drivers over male bus drivers. [FD6, interviewed on Fri, May 6, 2022]

In this study, most participants (during interviews and focus groups) stated that ACBSE increases work motivation by providing employee rewards. As a result, female bus drivers have a high score and are rewarded for having reduced traffic accidents, working above standard, and working effectively and efficiently. As a result, this implies that ACBSE has benefited indirectly from female bus drivers. KP7, a 49-year-old divorced male who currently works as a bus

distribution section officer explained: *"It is just; that we find that the female drivers give us a better fit. I do not know how to say it, but they fit this work better. That is probably a generalization for me, but that is what our management team has observed "*. [Thu, May 12, 2022]

The survey results revealed that female drivers played an essential role in reducing traffic accidents. 46.49 % of respondents reported that female bus drivers were rewarded for reducing the organization's traffic accident rate, performing their duties effectively and efficiently (26.32 %), and working above standard (27.19 % of respondents). (Source: researcher's survey data).

Table 4.5 Female drivers are recognized in the award field

Item	Respondents					
	Female		Male		Total	
Opportunities	Frequency	Percent	Frequency	Percent	Frequency	Percent
For minimizing traffic accidents	17	31.5 %	36	60 %	53	46.49 %
Working above standard	14	25.9 %	16	26.7 %	30	26.32%
Effectively and efficiently perform workplace duties and increasing the organization profit	23	42.6 %	8	13.3 %	31	27.19%
Total	54	100%		100%	114	100%

Source: Researcher's survey data, 2022 (April)

Furthermore, the above survey results indicated that female bus drivers indirectly played a crucial role in the enterprise making a high profit by lowering the organization's costs; they handled their vehicles well, minimized traffic accidents, and performed their duties effectively.

4.4. Challenges of female bus drivers work in ACBSE

Professional female drivers entering the road transportation industry, such as bus drivers, taxi drivers, and long-distance truck drivers, have recently encountered challenges in workplaces where they are a minority. According to ILO (2019a), minority groups frequently submit to members of majority groups, which is followed by a process in which members of majority groups try to exert control and power over minority group members while also violating some of their rights. Furthermore, numerous studies into the challenges faced by women in male-dominated sectors have established that the challenges faced by these women are similar

regardless of the sector to which they belong. Likewise, there are similarities in the challenges faced by female bus drivers in Ethiopia's transportation industry, which will be covered in the following section.

4.4.1. Challenge of gender stereotypes and social perception

Another key factor contributing to the high levels of gender inequality in the transportation sector is gender stereotyping. Gender stereotypes persist, describing themselves in negative attitudes toward women's driving abilities or suitability for work in public transportation, as well as in differences in the status and conditions of jobs performed by men and women. Women are constrained by socio-cultural norms in a variety of ways. Men, for instance, are still viewed as the dominant figure and breadwinners within the family unit, and the expectation appeared to be for women to be submissive to men and pursue careers that are more oriented to domestic stereotypes for women. The traditional role of women as good wives and mothers still prevents many married women from remaining in the labor force. Men and women are more concentrated in occupations whose characteristics are closely related to societal gender stereotypes. These cultural norms and social perceptions are significant barriers for females entering gender-atypical roles within male-dominated professions, as explained by FD8; "*When I told my own families that I was going to train to be a bus driver, they were like, 'is that really work for a woman?'*". The positive stereotype that women are more caring than men helps "qualify" women for occupations requiring care, such as a nurse, social workers, and teachers. Negative gender stereotypes, such as a supposed disinclination to supervise others, help "disqualify" women for managerial, supervisory, and public transportation driver occupations (Anker, 1998).

Gender stereotypes can lead to biased perceptions of women in the workforce, as well as career decisions affecting women. It has a negative impact on women's ability to gain acceptance and obtain high-level positions in the workplace (Heilman& Parks-Stamm, 2007). These prejudices are deeply ingrained in some cultures or sectors dominated by men. This also reflects the intersection of work and society, where gender stereotypes exist in culture, family structures, institutions, access to education, or a lack of encouragement to study and then pursue a career in transportation (Turnbull, 2013). Another study participant stated that male passengers who see female bus drivers prefer to converse with them in masculine characteristics.

FD9, a 36 –year-old married woman and mother of two children who explained:

Most of the time when I was talking with male passengers, they talked to me like a male, Even though the fact that they saw a female bus driver and they called me Mr. For instance, a passenger asked me, "Mr. driver, please could you stop the bus and I want to drop here ('ኣቶ ሹፌር እዚህ ጋር እባክህ ኣቁምልኝ እዚህ ጋር ሞውረድ ፈልጎ ነበር')," to which I replied, "I can't be stopped here because this is not a bus terminal place." Mr. Driver, he said again, respects male rights ('ኣቶ ሹፌር የወንዶች ሙብትይ ከበር'). [FD9, interviewed on Fri, Jun10, 2022]

I observed gender discrimination while traveling by bus. For instance, during the journey, the passengers (male) stated, *"the bus driver is female, they couldn't arrive on time our home, she is sleeping on the road, so we arrived one year later."* Moreover, female public transportation drivers face discrimination from some of their passengers, who believe that women are incapable of driving public transportation because that has historically been the role of men (Komane,2013: Nkete,2015). However, female bus drivers in Ethiopia face similar challenges and simply do not trust their driving abilities because they have traditionally been excluded from such occupations. MD2 also points out, *"Female bus drivers differ from male bus drivers in that they do not drive at high speeds and always drive safely; they follow all driving rules and regulations; this demonstrates their driving skills and abilities, but passengers believe they do not."* [MD2, interviewed on Fri, May 6, 2022]

In some African countries, public transportation workers have a negative public perception; for instance, in Kenya, many perceive public transportation workers (women drivers) to be disorderly, chaotic drug dealers, and so on, which discourages women from entering the sector (Wright, 2018). According to Wright (2018:54) quote, a male union representative commented Women do not want to say long in the transport sector. The passengers think that those women are in the wrong place. Some passengers believe the women are in the wrong place. The following was reported by FD4;

During my seven years of driving, I have encountered numerous challenges and discrimination from families, passengers, male coworkers, and road users such as taxi drivers, vehicle drivers, and strangers. But one experience will never leave my mind: When I arrived at the bus station, a stranger came with me, and he said, "get to your kitchen and you making a 'Wot,' this is not your place" ('ማርቤት ገብተሽ ወጥ ኣትሰሪም ይህ ያንቺ ቦታ ኣይደለም). [FD4 interviewed on Mon, Apr 11, 2022]

In addition, FD5 suggested, *"There are male colleagues (he is a bus cashier) he believed that female drivers are superior to male drivers, but he is constantly giving the instructions throughout the journey.... some female passengers are also unsupportive of female drivers and arrogant when dealing with them"*. Female bus drivers have also experienced such discrimination from their male counterparts. FD2 stated that *"male colleagues are also not seeing female and male drivers equally. For instance, male bus cashiers (ticketer) do not want to work with female bus drivers. I'm sorry, but I don't understand why they can do this"*. Gendered assumptions about female bus drivers, on the other hand, may be positive, with females regarded as better drivers than men because they are regarded as less reckless, less likely to speed, more likely to be courteous to passengers, and so on. According to one female bus driver, FD4, *"I frequently receive positive comments on my driving, and people tell me they feel safer with a female driver."*

4.4.2. Challenges of the organization's working culture and norm

Another barrier for female bus drivers in the transportation industry is the organizational working culture or organizational violence. Organizational violence occurs when organizations place their employees in dangerous or violent situations or allow a culture of bullying or harassment to flourish in the workplace (Turnbull, 2013). Moreover, formal and covert organizational practices serve to maintain discrimination and bias; for example, a lack of support, insufficient provision of facilities such as toilets and protective equipment, and uniform, biased infrastructure and policies. Working hours, stereotypical gender roles, a lack of support, a working situation by itself, inadequate provision of facilities, including toilets, and bullying were reported as the most significant barriers to workplace culture faced by female bus drivers in these studies.

Working hours related challenge

Working hours and the difficulties of achieving work-life balance have been identified as major barriers to women's participation in transportation occupations, particularly in urban transportation jobs such as buses, taxis, etc., along with male working culture and the presence of gender stereotypes. The public transportation industry is a hazardous workplace where employees are frequently harassed, hijacked, and even killed (Komane, 2013 Nkete, 2015).

Working hours (early morning and late at night) and shift work caused women's concerns about safety and a work-life balance. According to the study participants, the majority of bus drivers, both male, and female, have been robbed, physically assaulted, sexually harassed, and verbally insulted, and so on. However, the data revealed that female bus drivers are more vulnerable to safety issues than their male counterparts. On FGD participants FGD5, reported the following;

Other female colleagues (bus drivers, bus cashiers, and conductors) and I have been subjected to sexual harassment, physical assault, robbery, and other safety concerns, which include wild animals. For instance, because my house is not near the main road, I have had to walk a long distance from my house to the highway, and as a result, I have always met a Hyena. I am afraid a Hyena may attack me one day. [Mon, April 18, 2022]

The organization's working hours have an impact not only on the female bus drivers but also on their families living conditions. FD3 also reported, "*Working hours are the most difficult as I have children to support and care for. As a single mother with three children, my neighbors drop in and out of school my children while I was at work*". In addition, FD9, also point out:

Always in the early morning, I go to work with my husband, and when I was working the second shift (late at night), my husband also waited for me on the way. Because of that, I had disagreements with my husband, and he always asked me to stop working. I do not want to be a housewife because I want to earn my own money.

The above argument is also supported by KP7, a 49-year-old married man with 22 years of transportation experience, who elaborated on the following. "*Working hours had an impact on a single person (female bus drivers) and their families, as I observed them always arriving at work with family members or returning home with family members waiting on the way.*"

Stereotypical gender role experience related challenges

Stereotypical gender roles pervade the organizational culture. Men are viewed as the dominant breadwinner figure in societal values and norms. Women are expected to be submissive and to work in more domesticated fields. Superstitions based on cultural beliefs are also common in the workplace. In their workplaces, these women were expected to follow cultural norms of female respect and submission to males and elders. For instance, KP4 reported the following,

The nurturing and submissive roles of women have a negative impact on female bus drivers.

When looking at the working norms or rules, for example, a bus driver driving a bus one routine long-distance course and the following routine short-distance course or vice versa. As a result, almost all male bus drivers operate on this basis. However, female drivers working based on mass transportation operational officer or conductor, maybe he/she throughout the shift assigned female driver long-distance course, they did not defend their self , always accepted the officer's commands.[KP4, interviewed on Fri, Apr 15, 2022]

During a group discussion, participants reported that females have obedient behaviors that influence them to accept all responsibilities without question. The studies also revealed that dominant social constructions about gender roles influence organizational culture and may underpin discriminatory employment policies and management. According to available research, workplace cultures are more comfortable for men because those institutional roles and working cultures are based on stereotypical masculine roles. Itzin (1995:48) stated that men will be more at ease in institutional roles because they have more experience in cultures built around the male chronology of full-time, uninterrupted employment and freedom from domestic responsibilities.

Inadequate provision of facilities

On the other hand, female bus drivers in ACBSE face difficulties accessing clean and sanitary restroom facilities. Research participants all mentioned a lack of toilets, with some having to use public restrooms, raising concerns about cleanliness. Where public toilets are shared with others, this is especially problematic for bus drivers, who have only a short break and thus may not have enough time to use the toilet. Public restrooms are not accessible and must be paid for. In addition, a lack of toilet facilities may have contributed to or caused medical issues. FD6 added, *"Sometimes I need to use the restroom, but I have not finished my shift yet, so I have to wait until I finish my duty. I was diagnosed with bladder and kidney infections. I urinated blood in a painful moment"*. Moreover, another male colleague, KP2, supports this, he is a bus technician, and he also mentioned the following *"You know, the worst thing in the transportation sector for female bus drivers was to access a toilet; I heard to complain about this, especially when they faced a challenge during the women's menstrual cycles to change the pad."* The lack of toilets in this industry is a significant challenge for female bus drivers. MP 4, one of the male colleagues, added the following narrative;

I have a female colleague who suffers from kidney and bladder problems (she is now a bus cashier, but she has already completed bus driving training and will begin driving a bus in a week or a month). One of the most difficult challenges she has faced in this industry is accessing restroom facilities, but this is a problem for all female bus drivers, ticket sellers, and conductors. Because of this, she always had a metal box that looked like a lunch box, and when she needed to urinate at the end of each routine, she asked me to switch off the camera, and she went to the back side of the bus, where she urinated on that box. However, when I needed to use the restroom while performing my duties, I went to a nearby restaurant or other government or private organization restroom. Even though I could not find a toilet, speaking honestly, I urinated on the bus tyre.[MP4, interviewed on Wed, Jun 10, 2022]

According to relevant studies, other challenges for female public transportation drivers include access to clean and sanitary restroom facilities, which is a serious issue in the transportation sector (Komane, 2013; Nkete, 2015). For the right to safe and healthy working conditions, adequate water and sanitation facilities are required. Access to toilet facilities and adequate break time are persistent issues for public transportation workers, especially women. The quantitative result of the small survey also confirmed the above situation. 100% of respondents reported a lack of restrooms and sanitation facilities.

Table 4.6 Percentage of respondents experiences lack of toilet

Item	Respondents	
	Frequency	Percent
Lack of toilet and sanitation facilities	114	100%
Total	114	100%

Source: Researcher’s survey data, 2022 (April)

Furthermore, a lack of social, emotional, and work support is another organizational working culture challenge for female bus drivers. Similarly, female FGD participants admitted that, especially single parents, when their children were sick, the parents missed their work and cared for their babies; therefore, their absenteeism contributed to a workplace conflict; no one understood their problem, and there was a lack of support for them. In addition, to FGD, the participants revealed that, for example, one could not ignore women's monthly menstrual cycles because they experienced emotional challenges, female bodies with fatigue, and body pain. Nevertheless, there are no support systems or facilities for females, and nothing is in place for females to cope.

In the transportation industry, female bus drivers face a great deal of bullying and intimidation. They are bullied and intimidated by their male coworkers and passengers, who still believe that women should not drive because patriarchal attitudes persist in the bus industry. Bullying, sexual harassment, and hostility in the workplace can reduce creativity and productivity while also increasing emotional and mental strain on employees, which is harmful to a company in the long run. However, the culture can be changed to create an atmosphere of mutual respect, support, and sensitivity. As a result, workplace culture is one of the most important instruments for preventing and avoiding workplace discrimination. Wright (2019), as cited by (Fraszczyk & Piip, 2019; Turnbull, 2013), Gender-based attitudes and barriers, as well as discriminatory work environments and conditions, result from historically low female representation in the transportation industry. There are still challenges and barriers limiting women's participation in the transportation workforce, most of which are related to working conditions (such as total working hours, time off work, and place of work) and gender stereotyping (Turnbull, 2013). Furthermore, Turnbull (2013) stated that employment in the road transport sector, for example, is particularly unattractive to women due to long working hours, working away from home, a lack of family-oriented practices and policies, and barriers to positions and career advancement (Turnbull, 2013).

4.4.3 Safety and Security challenges

All modes of transportation face safety and security challenges. According to recent studies, women are more vulnerable to violence and safety concerns than their male colleagues. Working hours, particularly late at night, contributed to women's concerns about safety. Gender-based violence against female public transportation drivers is common in the transportation industry. However, women transport workers, particularly female public transportation drivers, have faced gender-based violence from male colleagues and passengers around the world. Wright (2018) mentioned that the public transportation industry needs to provide adequate training and representation for women. They face poor working conditions, safety and health concerns, a lack of facilities, adequate sanitation, and violence and harassment from coworkers and passengers. ACBSE bus companies have recently invested heavily in upgrading buses. These newer styles of buses (automatic buses) are vastly improved in terms of safety and comfort for drivers and passengers compared to older models. However, studies have revealed that the transportation

industry's working conditions cause physical problems and discomfort among drivers. Safety issues continue to be the most difficult for women worldwide working in the transportation sector. According to the literature, this is especially true for female public transportation drivers such as bus, taxi, and long-distance truck drivers, as these industries have recently been characterized by a variety of work-related factors that have impacted female bus drivers' safety, security, and well-being (Koman, 2013; Nekete, 2015; and Wright, 2018).

Gender-based violence is the most prevalent challenge faced by women in the transportation industry. What distinguishes violence in the transportation sector is that it is experienced by colleagues, passengers, and strangers (other road users). Violence was a significant issue for those working in operational transport roles, as it is an industry with one of the highest level of violence against employees industry with one of the highest levels of violence toward employees, and it was the primary concern expressed by women in international research for the International Labour Organization (Turnbull, 2013). Turnbull, (2013), violence is any negative behavior or action between two or more people. Physical and psychological violence are both forms of violence. Physical assaults, verbal insults, bullying, mobbing, and harassment (sexual and racial harassment) all fall under this category (Turnbull, 2013).

(a) External violence (violence in the workplace committed by outsiders who have no legitimate relationship with the workplace and have committed criminal acts such as vandalism, robbery, sabotage, or terrorism); According to the data from this study, the participants were concerned about safety issues, and they stated that due to early morning and late night working hours, many bus drivers (both male and female) had experienced violence, such as robbery, physical attacks, and verbal insults. For example, during the interviews, the participants told me some examples with a saddened face; one colleague (male bus driver) died before a specific time, and the causes of his death were strangers physically attacking him and robbing his money and mobile phone. He died as a result of a highly physical attack. In addition, I also observed in the depot a male driver violently attacked by strangers and now partially paralyzed. The FD3 side reports the following:

I was physically attacked and robbed by strangers because of working hours; early morning and late night working hours are the most difficult challenges, particularly for female employers; male drivers may face robbing and physical attacking by strangers. Do you believe females only face those challenges like male colleagues, definitely not some challenges are faced further females experience gender-based violence such as unwanted touching, sexual abuse, insults, and even forced rape; I had not experienced such violence, but other females had; I heard about this information informally from other coworkers. [FD3 interviewed on Mon, Apr 11, 2022].

Furthermore, male drivers stated that MD5 *"public transportation is not friendly to female workers and users, and both passengers and workers face harassment."*

(b) Service-related violence; several studies have found that females working in the transportation sector have faced various forms of violence while providing services to their customers or clients. For many people, especially low-income and welfare-dependent families, public transportation is their only mode of transportation (Eranki, 2004). (Litman, 2012). Similarly, the bus system is the most commonly used by people of low and middle income in Addis Ababa and surrounding areas, possibly due to its flexibility and low cost. However, when passengers do not receive service on time, they become aggressive and unpleasant in their interactions with bus drivers, predominantly female drivers, causing violence and problems to multiply. One male key informant, KP1, reported that *"women are more vulnerable to passenger violence, particularly from those enraged by service delays or related problems. In addition, female bus drivers have been verbally insulted, assaulted, abused, and physically assaulted by their male passengers"*. Furthermore, on the field, I observed passengers verbally abusing and insulting female drivers, and the passengers' manner of speech differed between their female and male counterparts.

(c) Internal violence (aggressive acts by employees or other individuals with an employment relationship with an organization, including workplace bullying and harassment); According to the studies, female drivers have experienced violence and sexual harassment from their male colleagues. According to Wright (2019:31), male coworkers' most frequently reported forms of violence against female transportation drivers were offensive or sexualized comments, unwanted touching and groping, and fear of being assaulted or abused. Furthermore, Nkete (2015:78) stated that *sabotaged by male colleagues were other issues of safety related to female transportation drivers*. Sexual harassment is typically defined as repeated, unwanted, and

unrequited sexual contact, which can include leering, ridicule, embarrassing remarks or jokes, unwelcome comments about dress or appearance, deliberate abuse, demands for sexual favors, or physical assaults (Itzin,1995: 51).

(d) Organizational violence involves organizations putting their employees in danger or violent situations or allowing a climate of bullying or harassment to thrive in the workplace. Violence against women, more than any other form of workplace sex discrimination, violates fundamental human rights. Workplace violence is a significant barrier to women finding jobs and advancing in their careers. Gender-based violence not only causes women pain and suffering, but it also devastates families, undermines workplace productivity, reduces national competitiveness, and stalls development (Turnbull, 2013). According to Komane (2013), these female bus drivers face rude and sexist male passengers almost every day, who find it easy to make sexist comments about them due to embedded cultures that perpetuate male hegemony in society. Their problems with their male passengers range from sexist jokes to unwanted sexual advances, making it difficult for a female bus driver to work. Participants in the focus group discussion stated that female employers received unwanted and stupid questions from male counterparts, even though they were aware that women had already engaged in marriage.

4.4.4. Occupational-related health challenge

Health issues for females in the transportation industry are extremely serious for bus drivers. During the interview and group discussion, most female participants stated that back pain is a significant issue for bus drivers. FD10 is a divorced 38-year-old mother of three children who says, *"I always have back pains and knee problems, I am very tired when I have to finish my duty, and also when I arrive at home, I have to do the whole domestic work, from laundry to cleaning the house, even I did not sleep well because of back pains problems"*. In addition, Komane (2013) stated that they struggle with bronchitis and related illnesses, such as chest pains, because they are frequently exposed to carbon monoxide emissions while on the job. Furthermore, some female bus drivers' feet become swollen and painful because of long periods of immobility. Furthermore, the loud noises emitted by buses have a long-term effect on their hearing and vision.

FD5 is a 39-year-old married mother of two children who stated, *"I'm suffering from bronchitis, when traveling on the road, due to suffocation and may be other reasons such as sick problem, and they vomited in the bus. These are risk factors for bronchitis and other health problems"*. Furthermore, KP4 is a 45-year-old married woman with four children who works at a human resource office. She stated, *"My friend was a bus driver before she was diagnosed with kidney infection, and she told me that when she was driving a bus, it was difficult to find a toilet, so she had to hold it until she finished her shift. As a result, she explained that the infections are caused by those issues"*.

According to Komane (2013:73), the nature of their occupations impacts the health and well-being of female drivers; *back pains, bronchitis, chest pain, eye problems, ear problems, and kidney infections or problems are among the health problems reported by female bus drivers. They also reported that their feet became sore, swollen, and painful*. Komane (2013) also mentioned that the cause of the back pains was sitting in one position for long periods while performing their respective duties. Prolonged sitting, whole-body vibration, the ergonomic mismatch between driver and seat, and the driving mechanism are the most commonly identified physical factors that increase physical loading in bus drivers' musculoskeletal system, resulting in discomfort and pain (Szeto & Lam, 2007). Komane (2013) stated that health-related issues are common among both male and female drivers because they affect them equally. This argument is supported by MD3, a 60-year-old father of four children (he will retire from his job after three months). He stated, *"For 39 years, I have been driving various types of a transportation vehicle such as taxi, construction vehicle, and bus, and as a result of this long year driving experience I have faced and living with some work-related health problems, including knee problem, back pain, ear, and eye problem"*.

The only difference between male and female drivers is stress level; most women are more vulnerable than men to psychological strain on the job, and because of their gender, they are stressed by passengers and other drivers on the road. On the other hand, women work double shifts because they must be drivers and caregivers (Komane, 2013:74-75). According to Apostolopoulos et al. (2013), female transportation drivers are more likely to develop life-threatening cardiovascular diseases due to a lack of healthy food options while on the road.

These cardiovascular diseases include hypertension, obesity, and diabetes, all of which can endanger their lives if they are not carefully managed.

4.4.5 Work-life balance challenge

Work-life balance is a hot issue in today's world. Several studies on the subject have been conducted. Almost every study attempted to identify the underlying causes of the disparity between professional and personal life. Moreover, researchers concentrated on the consequences of work-life imbalance and proposed solutions for achieving work-life balance. Working hours and the challenges of achieving work-life balance have been identified as significant barriers to women's participation in transportation occupations, particularly in urban transportation occupations such as bus, taxi, and train driving. Regardless of their work responsibilities, the gendered social structure still expects women to be the primary caregivers for children. As a result, many women base their career choices on their perceived ability to balance work and family obligations. Female-dominated occupations, such as teaching, may be perceived as more flexible, allowing for more flexibility in family life, whereas careers may be perceived as more rigid. Working long hours as a bus driver leaves women with little time for leisure and their families. According to Komane (2013), long working hours are frequently problematic for females with multiple roles to play in the family as mothers and in the workplace as drivers. This is because their shifts frequently begin early in the morning and end late, leaving them with little time to nurture their children. Further to that, Komane (2013) explained most female bus drivers would not hesitate to leave their jobs if opportunities in less time-consuming industries became available to them, as this would allow them to spend more time with their families, which is a struggle for them as bus drivers.

Role imbalance is the most challenging issue for most career women in today's workplace. Work, family, and personal life balance have traditionally been defined as an individual's ability to devote equal time to work and non-work roles. However, this is only a viable option for some professional women today. The challenge appears critical for most carrier women, as society still expects men to focus on their career ambitions while women care for their families (Reddy, 2015). Even today, it is widely assumed that women will devote their lives to raising children and managing the home once married. However, it is often difficult for single parents to balance domestic work and professional activities. According to FD3, she is a 38-year-old single mother

of three children: *"I have children who are teenagers, and they can take care of themselves while I am at work. Being a single parent with no relatives makes it difficult to balance work and home affaire"*. Furthermore, FD10 stated that *"... serious challenges for female drivers who are mothers and have to perform additional duties of nurturing for their children at home as the working hours in this sector are not regulated, on certain occasions they are expected to work late night, which presents added challenges, particularly for those who are single mothers "*.

Participants in this study stated, the challenge of balancing work and family responsibilities affects female bus drivers more than their male counterparts. Female bus drivers are more affected than their male counterparts by the challenge of balancing work and family responsibilities. This is due to traditional gender roles in which women are responsible for caring for their children and managing their households. *Another reason women face multiple role conflicts or work-life balance issues is that organizations are still structured and function in ways that do not always support women's career patterns and the need to integrate work with family responsibilities* (Nkete,2015:70). According to the group discussion, the participants stated that working hours made it difficult for women to care for their children, manage their homes, and attend social society activities such as funerals, wedding ceremonies, church, and other associations (for example, Mahber). Furthermore, FGD participants suggested that because of the nature of their job, their social lives are disrupted, as they cannot attend funerals, wedding ceremonies, and church events due to limited leisure time in the bus industry.

The quantitative result indicates an understanding of the challenges of female bus drivers; respondents were asked what kind of challenges they faced. The table shows that 30% of respondents reported that the organization's working culture and norms are the significant challenges, followed by gender stereotype and social perception challenges by 25%, and 18%of respondents mentioned the challenge of work-life balance. Other challenges (such as road problems, traffic congestion, road and traffic management policies, rules, and regulations) have the lowest proportion (5%).

Table 4.7 The challenges faced by female bus drivers

Item	Respondents					
	Female		Male		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Gender stereotype and social perception	11	20.4%	17	28.3%	28	25%
Organization working culture and norm	19	35.2%	15	25%	34	30%
Safety and security	8	14.8%	8	13.3%	16	14%
Occupational- health related challenges	4	7.4%	5	8.3%	9	8%
Work-life balance	10	18.5	11	18.3%	21	18%
Others	2	3.7%	4	6.7%	6	5%
Total	54	100%	60	100%	114	100 %

Source: Researcher’s survey data, 2022 (April)

4.4.6 Lack of support

To compensate for the lack of support, women pursuing male-dominated careers may be more concerned with the interpersonal relationships they form than with the work they do. Women who have been mistreated or misunderstood in male-dominated professions may be eager to find support within their field. They may attempt to fit into the male-dominated industry, majority female, by adopting male behaviors. Parental and mentor support are essential factors in retaining women in male-dominated fields. Even with the fact that many women leave male-dominated fields due to a lack of support, others might show resilience by using their struggle as a motivating factor to keep going (Gaines, 2017). In the same way, male colleagues may be unaware of women's challenges with balancing work and family. Some women believe that their motherhood role puts the most stress on their management of work and non-work roles. For instance, mothers may miss work to care for their children during their sick days or do not have a person to care for and treat them.

However, another issue ACBSE female bus drivers faced was a lack of support for access to justice. Ethiopia has several laws dealing with gender-based violence, but it has been debated how much assistance these laws realistically provide to women victims of these crimes. As previously mentioned, female bus drivers have been subjected to various forms of gender-based

violence due to organizational working hours and settings. There is Law Department and a Gender Bureau in the ACBSE transportation sector, but those administrative bureaus are not adequately supported to ensure justice for their worker. In this study, the research participants (interviewers, FGD participants, and survey respondents) reported that they had been physically attacked, sexually harassed, robbed, and so on in the workplace and that both administrative offices did not support vulnerable individuals well. FD3 supports this argument: *—A month ago, I was physically attacked and robbed by strangers while returning home late at night, but I did not receive medical or justice support from the organization.*||

4.5. Female Bus driver's Workplace Relation

4.5.1. Social Interaction in the Public Sphere

Workplace relationships are personal relationships formed by coworkers. These positive relationships benefit not only the employees' morale and well-being but the organization as a whole. For instance, people who have a good friend at work are like to be happy. Furthermore, good working relationships are associated with increased customer engagement and profit. FGD participants admitted that most bus drivers (both male and female) have positive working and social relationships, even if they help each other and work well together because they are doing the same job. Some of the issues raised in the discussion involve male and female colleagues banding together to support one another in abnormal (bad feeling) situations such as sickness and depression. They share advice and have good relationships. Similarly, FD8 stated, *"my feeling is not good today because of menstruation; I am dealing with my male counterpart, and he is accepting to cover my shift, that is why I am waiting for service back to my home."* In addition, FD9, a mother of two children who returned to work after maternity leave, also stated: *"I was coming here in the early morning around 5:00 pm; the conductor gives my bus key to other drivers, so after an hour I went to my baby"*. I also observed female bus drivers interacting and working, collaborating with other colleagues (bus drivers, technicians, bus cashiers, and conductors) and with each other.

Furthermore, the quantitative results (Table 7) revealed that 67% of respondents had excellent relationships with colleagues, while only 6% had good relationships.

Table .4.8 Female bus drivers working relationship with other colleagues

Item	Respondents	
	Female	
Relation	Frequency	Percent
Excellent	36	67 %
Very good	12	22 %
Good	6	11 %
Total	54	100 %

Source: Researcher's survey data, 2022 (April)

The workplace is one setting that brings people of different genders, ages, socioeconomic backgrounds, ethnicities, and cultures together. Because of these differences, there will inevitably be competing ideologies and beliefs that contribute to workplace divisions. Disagreements between bus drivers have sometimes occurred due to a lack of information and misunderstanding; for instance, a similar incident occurred during observation, causing conflict among drivers. There was an argument among the drivers due to a misunderstanding. Other male drivers reported to another female driver that one of the male drivers took her bus without informing her. If they encounter problems with their male colleagues, they first inform them of the problem, and if it is not resolved, they involve a third party or management to assist them in solving it. Similarly, I observed a female bus driver in the Mekenis depot informing the conductor that a bus window had been broken. The first-shift driver should not have confirmed this problem during the shift exchange. As a result, the conductor discussed the issue with both drivers and resolved the conflict. This may result in disagreement between them. In cases where disagreement occurs, strategies such as pretending ignorance, confrontation, or apology are used to deal with the problems. Both parties use confrontation and apologetic strategies to avoid a situation where the conflict presents itself.

4.5.2. Social Interaction in the Domestic Sphere

The women who participated in this research have serious reservations about gender roles and have family responsibilities. It continues to be difficult for these women to balance their work and family responsibilities, especially in the absence of men; those parents are expected to play the role of providers. According to the literature, women are frequently required to work double shifts. The traditional gender roles that confine women to the home are one reason for this double shift (Nkete, 2013). The findings of this study showed that, female bus drivers,

particularly single mothers, bear a double burden in public and private spheres, serving as both providers and managing their households in the traditional view.

4.6 Coping Mechanisms

To survive and succeed in male-dominated professions, women employ various coping strategies. Because the dynamics in these environments differ from those in more gender-neutral and female-dominated environments, women who pursue male-dominated careers tend to be more creative and, on occasion, use unconventional means to survive their harsh environments.

4.6.1 Use of femininity at work

However, some women condemn aggressive male behaviors such as sexual harassment and inappropriate sexual behavior. Men's humor towards women was felt by women who found themselves in these situations were partially to blame, citing various forms of inappropriate sexual behavior, such as wearing short skirts and overusing makeup (Watts, 2007). Such kind of feminine characteristics helps to get their benefit in certain instances, as they could use these feminine characteristics to gain ground and thus help them cope. Martin and Barnard (2013) explained that some women used their femininity in a more manipulative manner by using sexual prowess to gain acceptance. Whether constructive or manipulative, it appears that women rely on their femininity to deal with the challenges of male-dominated occupations.

Furthermore, the data from this study showed that female bus drivers used their menstrual cycle to manipulate male coworkers into giving them leniency or time off work during difficult working conditions at their workplace. Interviews provide in-depth explanations of this topic with one female bus driver (FD10).

As you know, I am a single mother, and when I was working, my three children stayed at a neighbor's house and wanted to return home early, so sometimes, especially during the night shift when the male conductors assigned me a long-distance course. I will make excuses like 'I'm on my period' (to get away from work), and if it's only men, they will say, 'OK, go home. I'm going to take advantage of the men because men don't know anything about us women.' [FD10, interviewed on Fri, Jun 10, 2022]

4.6.2 Adopting male-types of characteristics

Women in male-dominated industries adopting male masculinity are one of the coping strategies. Women changed, diluting their femininity to fit in with the men: they all got this thing, walk like a male, talk like a male; it seemed to help them fit in better. Martin and Barnard (2013) illustrated that women used a similar coping strategy to gain acceptance and fit into a male-dominated environment. They looked like them, walked like them, talked like them, and swore like them. Men have traditionally structured the public transportation industry for men; as a result, one of the mechanisms used by female transport drivers was to adopt masculine characteristics such as shouting, assertiveness, aggression, and cursing (Nkete, 2013: 89). Befriending male coworkers is another coping mechanism used by female public transportation drivers. This is a common concern among women who work precarious male-dominated jobs (Komane, 2013; Nkete, 2013).

Another indirect way females adopted male-type characteristics was by moderating and diluting their feminine appearance. This included avoiding anything that sexualized their image to avoid unwanted sexual attention or objectification by their male colleague, passengers, and other strangers. Nkete (2013) further describes that most of the time, women adopt male-type characteristics such as swearing, dressing masculine manner, and drinking alcohol in pubs with colleagues to dilute their femininity, gain acceptance, and avoid being sexualized. FD7 supports this argument, and she explained, "*The main thing was that I didn't dress nice, I didn't put makeup on, so they don't see me as a sex object... if you look nice, you have to face different types of sexual harassment*".

Participants in the focus groups (FGD) reported that they frequently adopted male characteristics such as foul language and aggressive verbal and nonverbal behavior in order to fit in better; they also moderated or diluted their feminine appearance to avoid unwanted sexual attention or objectification from their male colleagues. Further, the female bus drivers stated that the bus workplace sitting by itself impacted their dressing style, making them appear like male colleagues. The following are illustrated by FD3, who stated, "*I dressed my clothes and shoes like a male because this kind of wearing style is more comfortable for me to drive a bus, the work setting by itself one reason using this kind of wearing style, imagine I wearing a dress and high hill shoe...then how can I drive the bus*".

Other participants mentioned they used to survive in the transportation industry by adopting aggressive masculine characteristics. One of the research participants, K9, explained that "*some female drivers adopted aggressive behavior generally associated with male colleagues as a survival strategy*". Davey (2008) noticed that female graduates in male-dominated organizations reported having to adopt characteristics and act in unnatural ways to cope in a politically masculine environment. Similarly, women are expected to adopt male characteristics and interactional styles to compete in the workplace, which puts them at a disadvantage (Akingbade, 2010).

4.6.3 Mentorship

Mentorship was viewed as a legitimate means for female bus drivers in this study to gain support, guidance, and career success within the organization. Mentors were viewed as support systems that helped females cope in often hostile environments and an effective coping strategy. One study participant described going out of her way to mentor new female bus drivers in the ACBSE organization. Her extensive experience as a bus driver in the transportation industry has provided her with a wealth of knowledge and valuable lessons learned, which she felt were important to share to help new female bus drivers succeed. This is explained further by FD4:

I primarily served as a mentor to them (the new female bus driver in the organization). Many challenges are similar, but I try to explain what happened to me, how I reacted, and what I did wrong because I made numerous mistakes. I could have made things much easier if I had changed my attitude. So I try to help them; if I notice the same characteristics, I tell them, 'no, you're doing it wrong here, don't do this, try this.

The FGD participants stated they could talk about anything during the formal and informal mentoring relationships. A female would be more helpful because she understands their concerns about work-life balance. Women expressed a desire to be able to discuss issues other than work with their mentors, such as emotional issues that affect their work. FD7 expressed a desire for mentorship and guidance in areas other than work: "*You know, I will be on maternity leave now that I'm having a baby. So, who should I consult in this department if I need help with something like that?*"

The availability of female mentors in certain male-dominated positions and occupations is an issue (Chowwen, 2007). Female bus drivers still want mentors and guides in the workplace. Even

though their mentors lacked knowledge in certain areas, the women found them helpful in their careers. The data indicated that mentoring has emerged as an effective coping strategy for women in male-dominated environments.

CHAPER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Introduction

This study aimed to explore women's work experiences in a male-dominated industry, specifically the opportunities, challenges, and work experiences of female bus drivers working in ACBSE, and to provide recommendations for the ACBSE transport industry. Firstly, this chapter discusses the major findings of this study related to the research questions, the key findings', theoretical implications, limitations of the study, and recommendations for future research.

5.2 Key findings

The study's key finding indicates that female bus drivers choose to work in non-traditional occupations for different reasons. Firstly, job availability and work opportunities are the main reason female drivers to enter this occupation. Most female bus drivers join this profession because they get opportunities and benefits such as career advancement and better wages. Based on the research data, the participants initially wanted to avoid becoming bus drivers. Some drivers had a college diploma, but no jobs were available, and they needed help finding alternative occupations. Even though some female bus drivers are not planned to become bus drivers, they attract most of them; these jobs are historically considered male jobs and dominated by males. Secondly, they needed to support their families, and they expressed that their spouse's wage was insufficient to cover and manage their home utilities. Thirdly, they wanted to challenge gender stereotypes. Komane (2013:66) also mentioned that a small number of her participants claimed to have joined the public transport sector because they wanted to challenge the stereotypes about women being bad drivers and the inability of women to drive (Komane,2013: 66). Lastly, only one female bus driver from ten interviewed argued that she chose bus driving because she wanted to become a bus driver and said that driving a bus was her passion. FD4 had a bus driving license before joining the organization, and she could meet the requirement for driving a bus. However, she passed the entrance exam (theory and practices) then she started as a bus driver at ACBSE.

Female bus drivers obtained various benefits from working at ACBSE. Financial independence; being financially stable is one of the most critical determinants of a life of respect and happiness

in today's world. It also gives them the ability to make their own decisions. Hence, they are not dependent on anyone else for money or goods and contribute to society's development. When they work, they feel important because they are a productive community member, and even when they are exhausted, some are still happy. They will no longer be financially dependent on anyone. They have a network of friends so that they will be satisfied. They have their own identity; outside of being a wife and mother, they have an identity. When women marry or become mothers, they completely lose their identity and individuality. In society, having one's self-identity is critical for one's own development and confidence. Working females are self-sufficient in their relationships, associations, and financial decisions. They are working outside the home assists women in retaining and developing their sense of self. Women who lack an identity may struggle to allow their children to have their own space if a woman's primary goal is raising a child. However, they feel self-confident and satisfied when they have a sense of self-identity. This self-assurance motivates the female to break stereotypes and achieve more incredible things.

Role model; women are naturally strong and independent, but they have been suppressed for many decades due to the patriarchal system. Women are gradually coming out and taking over the world, but their numbers are still small. To change this, women must work in different fields to represent the female population. Female bus drivers are gradually increasing in the public transportation industry. They admire strong, self-sufficient, and hardworking women. They would inspire people in their families, colleagues, passengers, and even societies. In this way, they inspire future generations to become more female drivers in the transportation industry.

Build stronger social connections; as a wife or mother, they may have busy days, but they can still feel extremely lonely at times. A stay-at-home woman's life revolves around their family and children; they do not have the opportunity to interact with people from all walks of life. Working outside the home or doing a job allows them to interact with people from various backgrounds. Interacting with different people, they begin to see life from a broader perspective and become less judgmental. Their general knowledge grows as they observe life beyond the four walls. It also contributes to personal and professional development. In general, evidence from this study suggests that economic, social, and professional empowerments are core opportunities for female bus drivers.

In terms of the challenges female drivers face in the transportation industry, this study identified the following factors: 1) Gender stereotype and social perception; Female bus drivers face a number of challenges due to social perception and gender stereotypes. Female bus drivers face this opposition primarily from passengers who hold strong male patriarchal views and believe that culture does not allow women to work in the transportation industry. As a result, they struggle to enjoy their work, and few other women want to join them in changing the gender dynamics in this industry. 2) Organization working culture and norm; another barrier for female bus drivers in the transportation industry is the organizational working culture or organizational violence. Organizational violence occurs when organizations work environment their employees in potentially dangerous or violent situations or when they allow a culture of bullying or harassment to thrive in the workplace. Working hours, stereotypical gender roles, lack of support, the working situation, and insufficient provision of facilities, including toilets, are all barriers to organizational working culture. 3) Safety and security issues; according to the key findings of studies, female bus drivers face poor working conditions, safety and health concerns, a lack of facilities, including adequate sanitation, as well as violence and harassment from colleagues, passengers, and strangers (other road users). However, due to their early morning and late night working hours, female bus drivers have been robbed, assaulted, abused, and harassed in relation to comments on appearance and dress, unwanted touching, sexist jokes, and other forms of violence. 4) Health challenges; female bus drivers' health and well-being are affected by the nature of their jobs. Back pains, bronchitis, chest pain, eye problems, ear problems, and kidney infections or problems are among the health issues reported by female bus drivers, and 5) work-life imbalance; they work very long hours every day, which leaves them with insufficient time for leisure and family time. This is because their workdays start early in the morning and end late at night. As a result, this poses significant challenges for female bus drivers who are mothers and must perform additional duties of nurturing their children at home.

The study's findings revealed that work-life imbalance and dual roles (in the domestic and public spheres) are significant factors influencing female bus drivers' social relationships with their families, colleagues, and social life. Gender affects the work-related effects of family responsibilities. Gender roles influence the conditions and outcomes of work-life conflict. Work-life conflict is a subset of work-family conflict that reflects the reality that one's job may conflict with other aspects of one's personal life. Aside from the family role, these can include time for

friends, education, participating in social activities (such as wedding ceremonies, funerals, and holiday ceremonies), having time for self-care and recovery, volunteering, or being involved in religious organizations.

A job affects personal and social life because of longer working hours and a more rigid work schedule, and work-life conflict arises as a result of the amount of time a person spends on the job. Long working hours may negatively affect families and workers who struggle to balance work and family responsibilities. Job pressure, excessive work, job hassle, and working extremely hard or with many interruptions are major causes of work and life stress. In addition, another cause of work and life stress is individuals not having enough time to devote to both domains. Besides that, female employees' work schedules frequently conflict with their family lives. Many single mothers and married female employees dislike working the late night shift.

In our society, women are expected to care for children and other family members. According to the findings of this study, single mothers and married female bus drivers have more conflict than unmarried females. They experience conflict due to time constraints. Furthermore, those with young children, large families, and spouses in positions of responsibility have had the most extensive work-life conflict.

5.3 Conclusion

Women in male-dominated professions and environments face various adverse challenges and frequently work under difficult conditions where their needs are unmet due to their minority status. There are few supportive organizational processes and initiatives available to these women, and they are frequently left to their own devices when coping within their respective male-dominated professions. Still, women are motivated to remain in male-dominated work environments due to career opportunities.

5.4 Theoretical implications

The purpose of the research was to explore the work experiences of female bus drivers. According to this study, women are disabled from predominantly male-dominated transportation occupations due to social norms, gender stereotypes, a lack of awareness, a lack of role models, and organizational working culture. According to the findings of this study, female

bus drivers face numerous obstacles due to their gender that is not shared by their counterparts in more gender-balanced and female-dominated occupations. Feminist theories emphasize women's disadvantage in the labor market because of patriarchy and women's subordinate position in society and the family. In the study context, female bus drivers face various challenges in the transportation industry due to their gender and the nature of the organization's working culture, contributing to female bus drivers' disadvantage in a male-dominated transportation industry. To break down occupational sex segregation, one must change male and female stereotypes and must be integrated into "female" occupations and women into "male" occupations. However, breaking down occupational sex segregation. However, breaking down occupational sex segregation as well as developing a gender neutral organizational culture are critical to improving women's labor market situations.

5.5 Recommendation

Based on the finding of the study, the following points are suggested;

For policy maker

- The experience of being a woman in a male-dominated environment is exceedingly challenging, so formal organizational working culture and norms need to be implemented to create an environment conducive to women who enter male-dominated professions. The nature of organizational initiatives towards these women should include robust, visible, and effective policies geared towards women, change management to create cultures where female characteristics are accepted, and the provision of emotional support and training.
- Promote and demonstrate a zero-tolerance policy for gender-based violence, bullying, and discrimination in the workplace.

For organization

- The organization should create a more comfortable working culture and provide a physically accessible working environment for women, including uniforms, equipment, and facilities. Ensure that each bus terminal has adequate safe work practices and appropriate toilet and sanitation facilities.

- Organizations should be more aware of women's challenges to best support them in balancing work and family life.
- Furthermore, it should initiate improvements in gender policies in consultation with the women concerned and should also include gender-sensitivity training in all employees' induction and orientation. With strong and visible support structures for women in male-dominated professions, the likelihood of their success will remain high.

Future Research Recommendations

- Future research should look into the impact of occupational-health-related factors on female public transportation in terms of quantity methodology.
- Future research could benefit from a different study area, particularly in the private and public transportation sectors. This will enrich existing knowledge limited to Addis Ababa and add new dimensions of knowledge to the topic. Although this study only provided single case analyses, future studies could consider different methodologies.

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Annex

Annex 1: Interview Guide for Female drivers

Introduction

Greetings

The interview questionnaire will be used as a tool to gather data for the thesis conducted by My name is Selamawit Alemu, I am a graduate student at the center for gender studies college of developmental studies in Addis Ababa University. I am conducting a research on women public transportation drivers in order to fulfill the requirement for degree of Master of Arts in Gender Studies. The data to be collected will be used solely for academic purposes. The information you give will be kept confidential. I kindly request you participate voluntarily in this study. The validity of this study is dependent on your genuine response. As a result, I would like to ask your consent.

Thank you in advance for your kind cooperation!

Section One: Female driver's personal data

Name: _____

Age: _____ Sex: _____

Marital Status: _____

Do you have children? Yes No

Number of children: _____

Level of education: _____

Work experience (driving): _____ Other work experience: _____ Total work experience: _____

Section Two: Issue to be raised during female driver's interview

1. Why did you choose to work in the Anbessa city bus industry?

- Why did you choose to work in the public transportation industry (specifically Anbessa City Bus)? (Can you tell me about your motivation for joining the transportation industry?)
- Do you have a previous work experience?
- What was your previous occupation?
- How did you find out about your current occupation?
- For how long have you been working in this industry?

2. What are the requirements for working in this industry?

- Is there a special license required to operate a bus? What
- How did you obtain it, and have you faced challenge when you getting it?
- Could you tell me about your first day as a bus driver?
- Can you tell me about your average working time? (How many hours do you work per day or week?)
- At what time do you start and finish work?
- How much monthly salary are you earning?
- Is the salary you are earning equal to that of your male colleagues with the same status, qualification or position?
- Are you required to wear a particular outfit to work?
- How do you perceive yourself in working in this transportation industry?
- What do you refer to your work? As, a profession or a job?

3. What security and safety protocols are in place to protect female drivers?

- Can you tell me about social security (such as a pension fund or leave)?
- Do you have any safety concerns (can you tell me about workplace safety)?
- Are there enough restrooms at each bus station? If yes, is it convenient or safe for female drivers?
- What are the positive and negative aspects of your work?

- How do you treat other road users (such as taxi drivers, private vehicle drivers, passengers, and so on)? How do other road users treat you?
- How do you understand gender based violence? What are the characteristics of GBV?
- Do you think GBV happen in your organization? If yes, what kind of GBV mostly occurs in the public bus transport industry? Why do you think people get involved in such acts?
- In your opinion, who is more experienced gender based violence female drivers or male drivers?

a) If your answer is female drivers, what kind of GBV that female are experiencing in the Anebessa bus transportation industry?

- Who are perpetrators of these acts? (in terms of age, gender, marital status, male colleagues, male passengers, strangers, and any other class of identity they may be have)
- How do women respond to such maltreatment? What techniques do they employ?
- How do you handle such acts of violence in the public bus industry?
- Are there any legal procedures or codes of conduct in place to address GBV in the bus industry? If yes, please explain.
- How far will the organization go to protect its employees from GBV or ensure that they are safe from abuse?
- What do you think the most challenging aspect of the bus industry in terms of ensuring the safety of women?
- What do you recommend as a GBV-free workplace solution?
- Do you know of anyone who has encountered gender based violence in your place of work?
- Have you ever been subjected to violence because of your gender?

a) If your answer is yes, by whom? And why?

4. What does the organization's working culture look like?

- Is the working environment and culture of the organization comfortable to you?
 - a) If your answer is yes, how? If no, why?
- What kind of opportunities do you get working on the Anbessa bus transportation industry?

- Is there a challenge for female bus drivers in the Anbessa bus transportation industry? If yes, what challenges have female bus drivers faced in the industry? In your opinion, what are the root causes of these challenges?
- How are opportunities provided for both male and female drivers? On what basis?
- How would you manage a technical problem while driving a bus on the road?
- Do you think the organization helps female drivers perform well? If yes, how?
- What does your organization's road accident data show about male or female drivers?
- Is there a practice in place in the organization that rewards best drivers based on customer satisfaction, traffic accident experiences, and best bus handling, and so on?
- If so, in what categories are women best performers and why?

5. How would you describe the nature of your working relationship?

- Do you have friends at work places with whom (man and women) are you spending with most of the time? or comfortable
- Can you tell me about your relationship with your colleagues? (Relation with male drivers, female drivers, conductors, bus technicians, and so on)?
- Could you tell me how passengers react when they see women driving buses? (How do you tell your passengers reaction over to you?)
- Are there any instances when you and your passengers disagree? If yes, how would you handle it this problem?
- What about the support to women driver's from the organization is side to in such difficult time?

6. How do you manage your work-family relationship?

- Do you have enough time for your family?
- Who is the breadwinner in your household, and who is responsible for paying for food and other necessities? (How you allocate your income for your house chores activity is that enough to meet family demand?)
- Who takes care of your children while you are at work?
- Who is the responsible person working domestic activity (for example, cooking food, washing clothes, cleaning to house, etc...)

- Do you participate in your community or belong to any community organizations?
- Do you think your occupation working condition affect your relation with family? How?
- Is there anything else that you would like to add?

Thank You!

Annex 2: Interview Guide for male colleagues of female bus drivers

Section One: Male driver's personal data

Name: _____

Age: _____ Sex: _____

Level of education: _____

Work experience (driving): _____ Other work experience: _____ Total work experience: _____

Job position: _____

Section Two: Issue to be raised during male colleagues interviews

1. Is the working environment and culture of the organization comfortable to you? If yes, how? If no, why?
2. What opportunities exist for female bus drivers in the Anbessa bus transportation industry?
3. What change have you witnessed after female drivers joined in the organization?
4. Is there any challenge while female drivers are faced in the Anbessa bus transportation industry? If yes, what kind of challenges female drivers face in the public bus transport industry? In your opinion, what are the root causes of those challenges?
5. Have you ever witnessed the public bus transportation sector formally or informally attempting to solve or deal with such a case as part of a solution? If so, please elaborate.
6. What do you think is the most challenging aspect of working as a bus driver in terms of women's safety?
7. How do you understand gender based violence? What are the characteristics of GBV?
8. Do you think GBV happen in your organization? If yes, what kind of GBV mostly occurs in the public bus transport industry? Why do you think people get involved in such acts?
9. Who is more experienced gender based violence? If female, what kind of GBV that female are experiencing in the Anebessa bus transportation industry?
10. How far will the organization go to protect you from GBV or ensure that you are safe from abuse?

11. Is there a situation in the organization that rewards best drivers based on customer satisfaction, traffic accident experiences, and best bus handling, and so on?
12. Can you describe the female drivers working relationship with other coworker?
13. Are they given for female drivers equal opportunities as their male colleagues?
14. How do you express the concern of female and male security issues?
15. Can you discuss your relationship with your female coworkers?
16. How do you solve a maintenance problem that may have occurred while you were driving on the road?
17. How does the organizational working culture affect the performance of female drivers?
18. How does the working condition of the organization affect the family and social relationships of female drivers?
19. Is there anything else that you would like to add?

Thank You!

Annex 3: An Individual In-depth Interview Guide for Key informants

Section One: Informant's background

Name: _____

Age: _____

Sex: _____

Level of education: _____

Work experience: _____

Job position: _____

Section Two: Issues to be raised during Key Informant Interviews

1. Is the working environment and culture of the organization comfortable to you? If yes, how? If no, why?
2. What opportunities exist for female bus drivers in the Anbessa bus transportation industry?
3. What change have you witnessed after female drivers joined in the organization?
4. Is there any challenge while female drivers are faced in the Anbessa bus transportation industry? If yes, what kind of challenges female drivers face in the public bus transport industry? In your opinion, what are the root causes of those challenges?
5. Have you ever witnessed the public bus transportation sector formally or informally attempting to solve or deal with such a case as part of a solution? If so, please elaborate.
6. What do you think is the most challenging aspect of working as a bus driver in terms of women's safety?
7. How do you understand gender based violence? What are the characteristics of GBV?
8. Do you think GBV happen in your organization? If yes, what sorts of GBV mostly occur in the public bus transport industry?
9. Who is more experienced gender based violence? If female, what kind of GBV that female are experiencing in the Anbessa bus transport industry?
10. Is there any legal procedure or codes of conduct that address GBV in the bus industry? If yes, describe?

11. How far will the organization go to protect you from GBV or ensure that you are safe from abuse?
12. How does the organizational working culture affect the performance of female drivers?
13. Can you describe the female driver's working relationship with other coworkers?
14. How does the working condition of the organization affect the family and social relationships of female drivers?
15. Is there anything else that you would like to add?

Thank You!

Annex 4: Focus Group Discussions Guide

The purpose of this Focus Group Discussion (FGD) is to gather information related to the opportunities, challenges, and lived experiences of female public transportation drivers in the case of working on Anbessa city bus transport industry in Addis Ababa. The information gathered will be solely used for academic purposes. Your response will be kept confidential. I kindly request your voluntary participation in this study. The quality of this study is dependent on your genuine response. As a result, I would like to ask your consent.

Thank you in advance for your kind cooperation!

Section One: Focus Group Discussion participant's personal data

Name: _____

Sex: _____

Age: _____

Educational level: _____

Work experience: _____

Section Two: Issue to be raised during the discussions

1. Why do you want to work in public bus transportation (Anbessa) industry? And how can joining in the industry?
2. What are the requirements for working in this industry?
3. How could you describe the opportunities of female drivers work at Anbessa city bus transport industry?
4. Is there any challenge while female drivers are faced in the Anbessa bus transportation industry? If yes, what kind of challenges female drivers faced in the public bus transport industry? In your opinion, what are the root causes of those challenges?
5. Does the organization attempt to address the challenges that female drivers face? If yes, what steps should be taken? If not, what is the reasoning?
6. Could you please describe the major types of GBV against female drivers in the Anbessa city bus transport sector?
7. What are the major causes of GBV against female drivers in the Anbessa city bus transport sector?
8. Could you please describe the existing relation between female drivers and male colleagues or with other co-worker in Anbessa city bus industry?
9. How would you manage your work-family relationship?

10. How does the organizational working culture affect the performance of female drivers?
11. How does the working condition of the organization affect the family and social relationships of female drivers?
12. Is there anything else that you would like to add?

Thank You!

Annex 5: Direct observation Checklist

No.	Points	Remarks
1	The working environment: for instance, working hours, break times, morning and evening shifts, bus setting, bus station place, and so on.	
2	How do female Anebessa bus drivers interact with passengers and other road users, taxi drivers, and private vehicle drivers and vice versa	
3	How is relationship of female drivers with male drivers, conductors, managers and passengers?	
4	Observe organization working norm and working culture	
5	Observe relevant document for example traffic accident checklist, penalty document etc	
6	How does the organization other supportive departments assist female drivers?For instance, on the Anebessa garage, the gas station, and so on.	

Annex 6: Questionnaire Guide

Structured questionnaire for female and male driver's

The questionnaire is designed for professional female and male public transportation drivers employed in the Anbessa city bus industry. The purpose of this questionnaire is to observe and assess the opportunities, challenges, and lived experiences of female bus drivers in the Anbessa city transportation industry. Since this questionnaire is not for the assessment of an individual's personality, writing your name is not necessary. However, your personal information is important in the study. The information you feel and the answers you give are only for the research purpose. Therefore, if you are willing to take part in this study, I would like to ask you about your working experience and I kindly ask to answer the questionnaire precisely and honestly. Your personal information is critical to the study.

Thank you in advance for your kind cooperation!

NB: The following questions are designed for both male and female Anbessa bus drivers. The questions are divided into six sub-sections, and I kindly ask that you respond appropriately based on the question type by filling in the blanks or using the mark (√).

Section one: Respondent's Background

Sex: _____

Age: _____

Educational level: _____

Work experience: _____

Section Two: The factors that encourage drivers to join the Anbessa bus transportation industry

1. Have you been work other occupation before this? Yes No

1. If you answered is -Yes, in the other transport sector? Yes No

2. If you answered is yes, please write the name of sector?

3. How did you find out about current occupation? _____

4. Why did you choose to work in the public transportation industry (specifically Anbessa City Bus)? Please write the reasons

5. How long have you been working in the Anebessa bus transportation industry?

Less than 1 year 1-3 years 4-10 years

11-14 years More than 15 years

6. How many years did you actively drive the Anbessa bus?

Less than 1 year 1-3 years 4-10 years

11-14 years More than 15 years

7. Is there a special license required to operate a bus? Yes No

8. If No.7 answered -Yes, please write license type

9. Did you face any challenges while obtaining your license? Yes No

10. If No.9 answered yes, what kind of challenges?

Section Three: The working culture of an organization can influence female drivers' performance

11. Is the working environment and culture of the organization comfortable for you?

Yes No

12. If No. 11 answered is -Yes, how? please write the reasons

13. If you answered is -No, why not? please write the reasons

14. How many shifts do you work per week as a bus driver?

7 shifts per week 4-5 shifts per week 2-3 shifts per week don't know

15. Do you typically or usually drive shift?

Day Night both day and night shift don't know

16. Does the salary you are earning is equal with male colleagues with the same status, qualification or position of yours? Yes No

17. If the No. 16 answered is - No, please write your reasons

18. Do you have to wear a particular outfit to work? Yes No

19. You would be a good fit in the transportation industry? Yes No

20. If No.19 answered -No, please write your reasons

21. What are the positive and negative aspects of your work?

22. What do you call your work? Profession

23. Is there a situation in the organization that rewards best drivers based on customer satisfaction, traffic accident experiences, and best bus handling, and so on?

Yes No

24. If the answered is -Yes|| In what categories women are best performer?

Section Four: What security and safety protocols are employed to protect female drivers?

25. Do you have any form of social security (such as a pension fund or leave)?

Yes No

26. If No.24 answered is -No||, Why not?

27. How would you describe the workplace environment? Is it convenient and safe?

Yes No

28. If no , please write the reasons _____

29. Are there enough restrooms at each bus station?

Yes No

30. If no , please write the reasons _____

31. Who is more experienced gender based violence?

Male driver's Female drivers both male and female drivers know

32. If you answered is female drivers, please write the reasons

33. Have you ever been experienced to any violence because of your gender?

Yes | No |

34. If you answered is -yes|| What kind of violence, please write

35. If the above question (No.32) answered is -Yes||, by whom?

Male colleague Male passengers Strangers don't know

Section Five: The participants and their working relationships with coworkers

36. Do you have friends at work places?

Yes

No

37. How do you explain your relationship with your colleague?

Excellent very good

Go ot good

38. If you answered is -not good, please explain why?

39. Are there any instances when you and your passengers disagree?

Yes

No

40. If you answered is -Yes, how would you handle it this problem?

41. How do you treat other road users (such as taxi drivers, private vehicle drivers, passengers, and so on)? How do other road users treat you?

Section Six: The participant and their work-family and social relationships

42. Do you have enough time for your family?

Yes

No

43. If you answered is -No, please write your reasons?

44. Who is the breadwinner in your household, and who is responsible for paying for food and other necessities?

45. Who takes care of your children while you are at work?

46. Who is the responsible person working domestic activity (for example, cooking food, washing clothes, cleaning to house, etc?)

47. Did you participate in your community or belong to any organizations?

Yes No

48. If you answered "Yes," please describe your participation in your community organization.

49. Do you think your occupation working condition affect your relation with family? How?

Yes No

50. If you answer is -Yes, how?

Thank You