

# Study on Gender Diversity and HR Practices in Pune's Road Transport Companies

**Mrs. Indrani Chandrakiran Salve**

Research Scholar, Sadhu Vaswani Institute of Management Studies for Girls,  
Koregaon Park, Pune, Maharashtra, India  
Asst. Professor, ISB&M College of Commerce, Nande Village, Taluka Mulshi, Pune  
Email ID – [thakuriaindrani@gmail.com](mailto:thakuriaindrani@gmail.com)

**Dr. Sheena Abraham Varghese**

Research Guide, Sadhu Vaswani Institute of Management Studies for Girls, Koregaon  
Park, Pune, Maharashtra, India  
Asst. Professor, Poona Institute of Management Studies and Entrepreneurship, Pune,  
Maharashtra, India  
Email ID – [sheena.abrahampimse@gmail.com](mailto:sheena.abrahampimse@gmail.com)

**Abstract:** Gender diversity and inclusive human resource (HR) practices play a crucial role in fostering equitable workplaces, particularly in traditionally male-dominated sectors like road transport. This study examines the extent of gender diversity and the effectiveness of inclusive HR policies in select road transport companies operating in and around Pune city. Through a mixed-methods approach, including surveys, interviews, and policy analysis, the research identifies key challenges faced by women employees, such as workplace safety, career advancement opportunities, and work-life balance. The study also assesses existing HR interventions, such as recruitment strategies, equal pay policies, and anti-harassment measures, to determine their impact on creating a more gender-inclusive work environment. Findings from the study reveal that while some companies have taken steps toward inclusivity, gender disparities persist in leadership roles, job assignments, and overall workplace culture. Organizations with structured diversity initiatives, mentorship programs, and flexible work arrangements demonstrate higher employee satisfaction and retention among women. The study emphasizes the need for comprehensive gender-sensitization training and policy enforcement to foster an inclusive and equitable workforce. The insights derived from this research can serve as a roadmap for policymakers and industry leaders to enhance gender diversity and implement sustainable HR practices in the road transport sector.

**Keywords:** Recruitment, Training and development, Appraisal, Gender Diversity.

**Introduction:** Gender diversity in the workplace refers to the fair representation of all genders across different roles and hierarchies within an organization. In traditionally male-dominated sectors like road transport, achieving gender diversity requires targeted efforts in recruitment to ensure equal opportunities for women. Companies must adopt unbiased hiring practices, encourage female participation through outreach programs, and create a work environment that attracts and retains a diverse workforce. Additionally, workplace policies should be designed to address challenges such as safety concerns, flexible working conditions, and support systems like mentorship programs, which can help bridge the gender gap in employment. Beyond recruitment, training and development play a crucial role in fostering gender diversity by equipping employees with the necessary skills and leadership opportunities. Organizations should implement gender-sensitive training programs, upskilling initiatives, and career progression plans to support women in advancing to leadership roles. Similarly, appraisal systems must be structured to evaluate employees based on performance rather than gender-biased perceptions, ensuring that promotions and rewards are equitable. By integrating these HR strategies, companies can create a more inclusive work environment that enhances gender diversity, improves employee satisfaction, and drives overall business success.

The transportation sector is a critical component of economic development, providing mobility and connectivity essential for trade and commerce. However, road transport has traditionally been a male-dominated industry, with limited participation of women due to various socio-cultural and organizational challenges. Gender diversity in this sector is essential not only for promoting inclusivity but also for enhancing operational efficiency, innovation, and workplace equity. In recent years, there has been a growing emphasis on fostering gender-inclusive workplaces through progressive human resource (HR) practices, such as equitable hiring, career development programs, and workplace safety measures. This study aims to explore the status of gender diversity and the effectiveness of inclusive HR policies in select road transport companies in and around Pune city.

Pune, as a rapidly expanding urban hub, has witnessed significant advancements in its transportation network, increasing the need for a diverse workforce to meet growing

demands. However, challenges such as gender bias, lack of infrastructure supporting women employees, and workplace safety concerns continue to limit women's participation in this sector. This study seeks to analyze existing HR practices, identify gaps, and propose measures to promote gender inclusivity. By examining recruitment policies, employee retention strategies, and workplace culture, the research aims to provide actionable insights for fostering a more balanced and equitable workforce in the road transport industry. The findings will serve as a valuable resource for industry stakeholders, policymakers, and HR professionals striving to create a more inclusive and diverse working environment.

### **Literature Review**

1. **Buribayev, Y. A., & Khamzina, Z. A. (2019)**, In the Research Titled “Gender equality in employment: The experience of Kazakhstan,” With so many women working, their role will grow. The workforce needs more women. As more companies hire women, this is clear. Women are considered more conscientious, careful, and obedient in their work (Husni and Suryani, 2018). The Labour Code established a framework of safeguards for women employees and those with family responsibilities, including legal enforcement and accountability for violations. Some cases lack accountability.
2. **Syed, J. et.al (2018)**, In the Research Titled “Gender Equality in Employment in Saudi Arabia: A Relational Perspective,” This study examined how multilayered equal opportunity issues affect Saudi women’s employment. We employed a relational perspective to study the complex. We linked societal, organizational, and interpersonal elements that affect gender equality based on twenty-one semistructured in-depth interviews with Saudi women. Saudi women have less formal employment than in education. This study indicates that a complicated network of circumstances hinders women’s employment. Interviewees discuss how social norms, conventions, and religion affect employment. Male-dominance persists. Thus, Saudi women cannot work without their fathers or husbands’ assistance.
3. **Khamzina, Z. et.al (2021)**, In the Research Titled “Gender Equality in Employment: A View from Kazakhstan,” The Labour Code established a framework of safeguards for women and family-oriented employees, supported by

genuine legal enforcement and accountability for violations. Some cases lack accountability. For instance, article 6, paragraph 4 of the Labour Code allows workers who believe they have been discriminated against to appeal to a court or another legal authority. However, the procedure of appealing for judicial protection based on workplace discrimination is not legally established, the procedure of shielding from discriminatory actions (inaction) is not legally established, and discriminatory actions usually cause material and emotional harm.

4. **Ozbilgin, M. F. et.al (2012)**, In the Research Titled “International Transfer of Policies and Practices of Gender Equality in Employment to and among Muslim Majority Countries,” Turkey and Pakistan are great instances to challenge the concept that EEO across MMCs requires a unique set of comparators. However, our case studies in the two nations reveal that Turkey and Pakistan’s gender equality discourse and enactment differ significantly.
5. **Frederick Littrell, R., & Bertsch, A. (2013)**, In the Research Titled “UN Millennium Development Goals and gender equality in Employment in the Middle East,” This study identified two significant disparities in slope coefficients of women’s non-agricultural employment participation: Since the UN Millennium Development Goals were announced, Middle East (Set 1) countries have had a lower rate of women working in non-agricultural sectors than Muslim-majority and non-Muslim countries.
6. **Onaran, O. (2015)**, In the Research Titled “The role of gender equality in an equality-led sustainable development strategy,” labor’s negotiating leverage and the welfare state’s return can drive wage-led/equality-led recovery. Gender equality should guide policy creation and evaluation. Wage-led development involves policies targeting the top, middle, and bottom of the wage distribution, and it is close to the 30-year productivity-wage disparity.
7. **Klein, M. W. (2002)**, In the Research Titled “Work And Play: International Evidence Of Gender Equality In Employment And Sports,” This article shows that the relative labor force participation rate of women and women’s international sports performance are linked. Women who work full-time tend to fare better in the Sydney Summer Olympics in 2000 and the 1999 Women’s World Cup. When controlling for income per capita and population, this effect persists. We also control for a country’s men’s sports success, women’s government engagement, and fertility rate.

**Research gap:** While existing studies extensively explore gender equality in employment across various regions, including Kazakhstan, Saudi Arabia, Turkey, Pakistan, and the Middle East, there remains a limited focus on gender diversity and inclusive HR practices in the road transport sector, particularly in India and Pune. Most research emphasizes legal frameworks, societal norms, and labor policies, but there is a lack of industry-specific analysis addressing recruitment, training, appraisal, and workplace inclusivity in traditionally male-dominated sectors. Furthermore, the practical implementation and effectiveness of HR strategies in promoting gender diversity within road transport companies remain underexplored. This study aims to bridge this gap by examining the current HR practices, challenges, and opportunities for fostering a more gender-inclusive workforce in Pune's road transport industry.

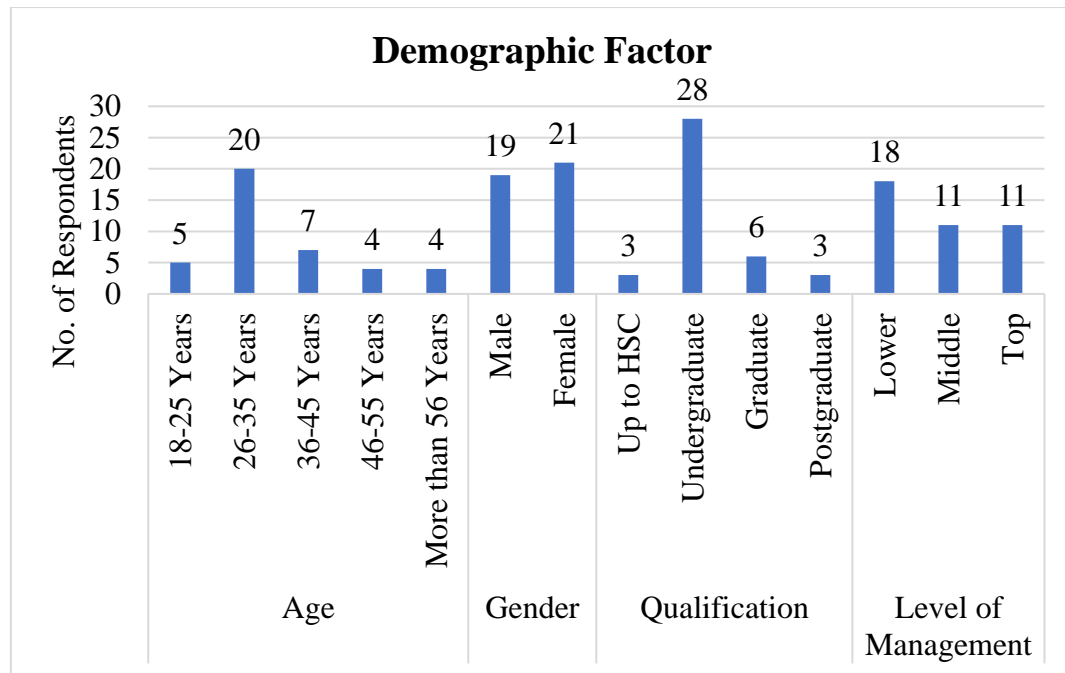
### **Research Methodology**

This study employs a quantitative research approach to analyze gender diversity and inclusive HR practices in select road transport organizations. A structured survey was conducted among 40 employees, including both male and female respondents, across different age groups, educational qualifications, and management levels. The research focuses on three key HR dimensions: recruitment and hiring, training and development, and appraisal processes. Data were analyzed using descriptive statistics and ANOVA tests to examine gender-based differences in perceptions. The findings indicate that while there is no statistically significant difference between male and female respondents in these HR aspects, variations in mean scores suggest that women perceive HR practices more favorably. This highlights the need for further qualitative exploration to understand underlying factors influencing these perceptions. The study provides valuable insights into workplace inclusivity and serves as a basis for improving gender diversity initiatives in the transport sector.

**Data Analysis****Demographic Factor**

Sr No.	Particular	Statement	Frequency	Percent
1	Age	18-25 Years	5	12.5
		26-35 Years	20	50.0
		36-45 Years	7	17.5
		46-55 Years	4	10.0
		More than 56 Years	4	10.0
2	Gender	Male	19	47.5
		Female	21	52.5
3	Qualification	Up to HSC	3	7.5
		Undergraduate	28	70.0
		Graduate	6	15.0
		Postgraduate	3	7.5
4	Level of Management	Lower	18	45.0
		Middle	11	27.5
		Top	11	27.5

The frequency distribution provides insights into the demographic characteristics of respondents in the study. In terms of age, the majority (50%) fall within the 26-35 years category, followed by 36-45 years (17.5%), while younger (18-25 years) and older age groups (46 years and above) have lower representation. Regarding gender, the sample consists of 47.5% males and 52.5% females, indicating a fairly balanced representation. In terms of educational qualification, most respondents (70%) are undergraduates, with smaller proportions holding graduate (15%) and postgraduate (7.5%) degrees. The study also examines the level of management, where 45% of respondents belong to the lower level, while middle and top management levels each account for 27.5%, reflecting a diverse professional hierarchy. These figures highlight the demographic composition of employees in the selected road transport companies, providing a foundation for further analysis of gender diversity and HR practices.



## Objective and Hypothesis

### Reliability Test

A reliability test is a statistical method used to assess the consistency and stability of a measurement tool, such as a survey, questionnaire, or test, over time and across different conditions. It ensures that the results are dependable and free from random errors. Common reliability tests include Cronbach's Alpha (for internal consistency), Test-Retest Reliability (for stability over time), Inter-Rater Reliability (for consistency among different observers), and Split-Half Reliability (for consistency between different halves of a test). A high reliability score indicates that the instrument produces consistent results, making it a trustworthy tool for research or decision-making.

Sr. No.	Variable Name	No. of statements	Cronbach's Alpha Value	Results
1.	Recruitment and hiring	8	0.748	Accepted. The scale is valid and reliable.
2.	Training and development	8	0.765	Accepted. The scale is valid and reliable.
3.	Work Culture	8	0.721	Accepted. The scale is valid and reliable.
4.	Appraisal Culture	8	0.759	Accepted. The scale is valid and reliable.
5.	Gender Diversity	5	0.887	Accepted. The scale is valid and reliable.

The above table indicates that Cronbach Alpha values for the variables considered for the study are greater than 0.700. Therefore, the test of reliability is satisfied. The conclusion is Likert Scale used in the questionnaire is reliable and accepted.

**Objective 1 To Study association between recruitment, training and development according to Gender.**

**Null Hypothesis  $H_{01}$ :** There is no significant difference in recruitment, training and development between male and female respondents.

**Alternate Hypothesis  $H_{11}$ :** There is a significant difference in recruitment, training and development between male and female respondents.

To test the above ANOVA test is applied and results are as follows.



ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Recruitment and Hiring	Between Groups	14.557	1	14.557	.056	.814
	Within Groups	9893.343	38	260.351		
	Total	9907.900	39			
Training and development	Between Groups	410.306	1	410.306	2.614	.114
	Within Groups	5963.669	38	156.939		
	Total	6373.975	39			

**Interpretation:** The above results indicate that calculated p-value is more than 0.05. Therefore, f-test is accepted. Hence Null hypothesis is accepted and Alternate hypothesis is rejected.

**Conclusion:** There is no significant difference in recruitment, training and development between male and female respondents.

**Findings:** To understand the findings of hypothesis, mean score of recruitment, training and development between male and female respondents.

Report		
Mean		
2.Gender	Recruitment and hiring	Training and development
Male	70.32	81.16
Female	71.52	87.57
Total	70.95	84.52

The mean scores for recruitment and hiring and training and development reveal notable gender-based differences in perceptions. Female employees (Mean: 71.52) rated recruitment and hiring slightly higher than male employees (Mean: 70.32), suggesting that women may perceive hiring processes as fairer or more inclusive.

However, a more significant difference is observed in training and development, where females (Mean: 87.57) reported a much higher satisfaction level compared to males (Mean: 81.16). The overall mean scores of 70.95 for recruitment and hiring and 84.52 for training and development indicate a generally positive outlook on these HR practices. The findings suggest that while recruitment efforts are relatively balanced, organizations may need to explore why women perceive training and development more positively and ensure that both genders have equal access to growth opportunities.

**Objective 2 To Study the appraisal process in transport organisation in transport organisation according to gender of employee.**

**Null Hypothesis H<sub>02</sub>:** There is no significant difference in appraisal process in transport organisation in transport organisation between male and female employee.

**Alternate Hypothesis H<sub>12</sub>:** There is a significant difference in appraisal process in transport organisation in transport organisation between male and female employee.

To test the above ANOVA test is applied and results are as follows.

<b>ANOVA</b>					
Appraisal Culture					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	301.057	1	301.057	2.311	.137
Within Groups	4950.343	38	130.272		
Total	5251.400	39			

**Interpretation:** The above results indicate that calculated p-value is 0.137. It is more than 0.05. Therefore, f-test is accepted. Hence Null hypothesis is accepted and Alternate hypothesis is rejected.

**Conclusion:** There is no significant difference in appraisal process in transport organisation in transport organisation between male and female employee.

**Findings:** To understand the findings of hypothesis, mean score of appraisal process in transport organisation in transport organisation between male and female employee.

Report	
Mean	
2.Gender	Appraisal Culture
Male	83.32
Female	88.81
Total	86.20

The mean scores for appraisal culture indicate a difference in perception between male and female employees. Female employees (Mean: 88.81) rated the appraisal culture higher compared to male employees (Mean: 83.32), suggesting that women may perceive performance evaluations and feedback systems as more favorable or supportive. The overall mean score of 86.20 reflects a generally positive outlook on appraisal practices within the organization. This difference could be attributed to variations in HR policies, fairness in evaluations, or gender-specific experiences in career growth opportunities. The findings highlight the need for a deeper analysis of gender-based perceptions of appraisal systems to ensure inclusivity and equity in performance assessments.

### Conclusion

The study aimed to analyze gender-based differences in recruitment, training and development, and the appraisal process within transport organizations. The ANOVA test results indicated that the p-values for all three factors were greater than 0.05, leading to the acceptance of the null hypotheses. This implies that there is no significant difference in perceptions of recruitment, training, and appraisal processes between male and female employees. However, the mean scores suggest that female employees rated training and development (87.57) and appraisal culture (88.81) higher than their male counterparts (81.16 and 83.32, respectively), indicating potential variations in individual experiences. While the findings confirm statistical parity in HR practices across genders, the observed differences in mean scores highlight the need for further qualitative exploration to understand factors influencing gender perceptions. Organizations should continue enhancing inclusive HR policies to ensure equitable opportunities for both men and women in the transport sector.

**Bibliography**

1. Buribayev, Y. A., & Khamzina, Z. A. (2019). Gender equality in employment: The experience of kazakhstan. *International Journal of Discrimination and the Law*, 19(2), 110–124. <https://doi.org/10.1177/1358229119846784>
2. Syed, J., Ali, F., & Hennekam, S. (2018). Gender equality in employment in Saudi Arabia: a relational perspective. *Career Development International*, 23(2), 163–177. <https://doi.org/10.1108/CDI-07-2017-0126>
3. Khamzina, Z., Buribayev, Y., Taitorina, B., & Baisalova, G. (2021). Gender equality in employment: A view from Kazakhstan. *Anais Da Academia Brasileira de Ciencias*, 93(4), 1–14. <https://doi.org/10.1590/0001-3765202120190042>
4. Özbilgin, M. F., Syed, J., Ali, F., & Torunoglu, D. (2012). International Transfer of Policies and Practices of Gender Equality in Employment to and among Muslim Majority Countries. *Gender, Work and Organization*, 19(4), 345–369. <https://doi.org/10.1111/j.1468-0432.2010.00515.x>
5. Frederick Littrell, R., & Bertsch, A. (2013). UN Millennium Development Goals and gender equality in employment in the Middle East. *Foresight*, 15(4), 249–263. <https://doi.org/10.1108/fs-04-2012-0024>
6. Onaran, Ö. (2016). The role of gender equality in an equality-led sustainable development strategy. *Economics and Austerity in Europe: Gendered Impacts and Sustainable Alternatives*, 40–56. <https://doi.org/10.4324/9781315627762>
7. Klein, M. W. (2002). Nber Working Paper Series Work and Play: International Evidence of Gender Equality in Employment and Sports. July. <http://www.nber.org/papers/w9081>
8. Aybars, A. İ., Copeland, P., & Tsarouhas, D. (2019). Europeanization without substance? EU–Turkey relations and gender equality in employment. *Comparative European Politics*, 17(5), 778–796. <https://doi.org/10.1057/s41295-018-0125-2>
9. Hsieh, C. J., Pan, K., Lee, H. C., & Shih, Y. L. (2022). Gender Equality in Employment among Health Care Undergraduate Students: A Cross-Sectional Survey. *Healthcare (Switzerland)*, 10(3), 1–12. <https://doi.org/10.3390/healthcare10030543>
10. Smith, B., & Hayes, M. (2015). Using Data to Drive Gender Equality in Employment: More Power to the People? *Australian Journal of Labour Law*, 28(3), 191–213. <https://papers.ssrn.com/abstract=2778826>

11. Perrons, D. (2009). Women and Gender Equity in Employment Patterns, Progress and Challenges. Institute of Employment Studies, WP23, 1–23.
12. Anyanwu, J. C. (2016). Analysis of Gender Equality in Youth Employment in Africa. *African Development Review*, 28(4), 397–415.  
<https://doi.org/10.1111/1467-8268.12220>
13. Madhuku, L. (Lovemore), & Southern Africa Multidisciplinary Advisory Team. (2001). Gender equality in employment: the legal framework in the case of Zimbabwe (Issue 19).
14. Sajid, S., & Ullah, S. (2014). Does Trade Openness Boosts Gender Equality in Employment: A Case of D8 Countries Currently, I am working on sustainable development with special emphasis on developing countries. View project women empowerment View project Does Trade Openness Boosts Gender. *J. Asian Dev. Stud*, 3(2). <https://www.researchgate.net/publication/322548629>
15. Management, D., In, P., Ministry, T. H. E., In, S., Of, F., Requirements, T. H. E., The, F. O. R., & Of, D. (2014). Diversity Management Practices in the Ministry of Transport and Infrastructure , Kenya Loice Okwoma Abukutsa Ojango a Research Project Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science School of Business , University. November.