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The Impact Of Education And Demographic Factors On High-Performance HR Practices In The IT Sector With Reference To Chennai

Mr. Vishwadeep. J[1] , Dr. K.Anbazhagan[2]

[1]Research Scholar (Ph.D), Department of Business Administration, Annamalai University, Annamalai Nagar, Chidambaram.Tamilnadu, India.
[2]Assistant Professor (Deputed) & Research Supervisor, Department of Business Administration, PSPT MGR Government Arts and Science College, Puthur, Sirkali, Tamilnadu, India.

Abstract
HR practices with high performance work systems are those approaches of management which integrate different sets of workforce practices to revamp the execution of business. The previous studies favour HR management practices, modern HR management, and progressive HR management. HPHR Practices differ from traditional human resource practices (Jyoti et al., 2017). Looise& Paauwe, (1998) elaborated that in the area of HRM, all facets dealing with a personnel matter are encompassed in the function. According to the elaboration of Guest et al., (2012) HPWS was determined by accounting profits, the market value of the organization, and turnover within the organization. This article concentrates on assess the influence of present organization experience of the respondents on high performance human resource practices. The researcher used Anova analysis to find the result of the research study. The findings suggest that employees with fewer years in their present organization tend to rate high-performance HR practices more favorably than those with longer tenure. Employees with more than 10 years of experience consistently reported the lowest mean scores across all six HR practices, indicating potential dissatisfaction or declining perceived relevance of these practices over time.

Key words: Organizational Learning, Performance and HRM Practices.

Introduction

HR practices with high performance work systems are those approaches of management which integrate different sets of workforce practices to revamp the execution of business. The previous studies favour HR management practices, modern HR management, and progressive HR management. HPHR Practices differ from traditional human resource practices (Jyoti et al., 2017). Looise& Paauwe, (1998) elaborated that in the area of HRM, all facets dealing with a personnel matter are encompassed in the function. According to the elaboration of Guest et al., (2012) HPWS was determined by accounting profits, the market value of the organization, and turnover within the organization.

According to Paauwe & Farndale, (2017 as cited in Boxall et al., 2008; Huselid et al., 1995), HRM practices are an integral part of strategic alignment, which includes the integration of the strategy of an organization to facilitate its implementation and achieve maximum efficiency. Huselid et al., (1997, p.185) stated that "effectiveness affects firm performance". (Delaney &Huselid, 1996) An HR system corresponds to the goals and objectives of a business concern and provides dominance over competitors in the industry. HR practices help an organization in decision making and increases efficiency (Sheela & Pauline, 2022).HPHRPs have a profound influence on the abilities and behaviour of personnel and towards functioning of the entire organizational system (Collins & Smith, 2006).

A significant organizational progress has been observed in a couple of decades through HPHR Practices. The correct bundling of HR Practices can substantially affect growth and development of the organization. HPHR practices deal with managing the workforce in an organization, which means first assessing needs of manpower, then recruiting strategically efficient and skilled employees, managing and retaining them at workplace with the proper compensation (Vetrivel et.al 2022, 2024). The decisive purpose of HPHR practices is to create a dynamic, competitive, and flexible work culture which induces an employee to be self-motivated and committed to accomplish the vision of a business concern. Good HR practices are influential in achieving organizational objectives along with the enhancement of organizational and personnel outcomes.

An organization seeks to ensure the participation of employees in decisions making. It helps in the utilization of skills. It also provides better incentives related to the job.Creativity and continuous improvement with minimal loss of time and resources allowed HPHR Practices to be implemented in the organization. (Ali et al., 2018) Researchers found that all together when human resource practices were used strategically they resulted in a positive relation towards the performance of an organization. According to Schuler & Jackson (1987), HRM practices are described as organizational actions. They intend to oversee the human resources that are available and also enumerate whether the available resource is utilized or not in achieving the corporate objectives.

Revievw of Literature

Jawaad et al., (2019) conducted a study and PLS-SEM was used to analyse the data, obtained from 218 respondents. The results showed that the reward practices were the best predictor of commitment level, followed by the work environment. Organizational commitment is not directly impacted by training and development procedures, but there is a relationship between them. Work satisfaction was tested in the study. Additionally, job satisfaction served as a mediator between organizational commitment, hiring, selection, and the work environment.

Torlak et al., (2018) made an effort to investigate the relationship among HRM practices, commitment, and performance. The sample of the study included people who worked in the tourism industries in Turkey and Iran. Iran contributed 240 participants‟ responses, whereas Turkey contributed 200. The results of the data analysis using SPSS showed that the affective commitment was related to incentives, teamwork, job description, delegation, job security, and career management techniques. Finally, recruitment and selection, rewards, teamwork, delegation, job security, and career management practices all had a significant effect on normative commitment, whereas job description and training practices did not relate significantly. Job description and career management also had a relationship with continuance commitment.

(Gope, 2018) The study found that High-Performance Management Practices (HPMP) had a positive influence on Knowledge Management Capacity (KMC). Study identified five HPHR Practices based on the literature namely, recruitment and selection, training and development, compensation, employee retention, and career development.

Ashton (2018) conducted research to examine Thai hotel industry HRM practices related to job satisfaction and retention among employees. Correlation and multiple regression methods were used to examine the information collected from 403 respondents. The data was analyzed using SPSS and AMOS. Findings revealed that HRM practices helped to increase job satisfaction among employees. The results of the mediation analysis showed that employee engagement has a full mediating effect on the relationship between HRM practices and job satisfaction. In addition, the researchers also examined the mediating effect of employee
engagement.

(Nasurdin et al., 2018) The study was conducted in the Malaysian healthcare sector. It showed that high-performance work systems positively influenced the system of work through organizational commitment. It was found that “organizational commitment” was able to “reduce turnover intention” among employees (p.24).

Each et al., (2016) found that there was a positive relationship between HPHR Practices and firm performance which was partially mediated by the employees‟ competencies. Regression and correlation was used for data analysis. The study found that in terms of performance small firms were significantly different from large firms.

Objectives

To assess the influence of Gender of the respondents on high performance human resource practices.
To suggest the feasible solutions to enhance the performance of employees by HR practices.

Statement of the Problem

The Information Technology (IT) industry in Chennai has emerged as one of the leading contributors to India’s knowledge economy, offering diverse opportunities and demanding highly skilled human capital. In this knowledge-driven sector, the performance of Human Resource (HR) practices plays a pivotal role in attracting, developing, and retaining talent. However, the effectiveness of HR practices often depends on the educational background, skills, and knowledge base of the workforce.

Despite rapid advancements in HR systems such as digital recruitment, performance management tools, and employee engagement platforms, many organizations face challenges in aligning employee education levels with the demands of evolving HR practices. A mismatch between educational qualifications and organizational requirements may lead to gaps in decision-making, communication, innovation, and overall workforce productivity. Moreover, while education is assumed to positively influence HR practices, empirical evidence on how it impacts the performance of HR practices specifically within the IT sector of Chennai remains limited.

This creates a significant research gap, as understanding the role of education in shaping HR effectiveness could help IT organizations design better training, career development, and knowledge-sharing mechanisms. Therefore, it becomes essential to study the impact of education on the performance of HR practices in the IT industry at Chennai, with the aim of identifying whether educational factors enhance HR efficiency, employee satisfaction, and organizational outcomes.

Research Methodology

This article discussed about the influence of present organization experience of the respondents on high performance human resource practices. The researcher used both primary and secondary data in this research study and simple random sampling was used and the sample size is 650. The researcher used Anova analysis to find the result of the research study.

Data Analysis

Table 1: Influence of Gender on High Performance Human Resource Practices

Variables	Gender	N	Mean	SD	t-Value	p – Value
Extensive Training	Male	413	4.31	0.51	1.102	.944
	Female	207	4.27	0.54		
Performance Management	Male	413	4.21	0.51	.831	.269
	Female	207	4.17	0.53		
Performance Appraisal	Male	413	4.23	0.45	1.534	.017
	Female	207	4.17	0.53		
Performance Compensation	Male	413	4.21	0.52	1.774	.001
	Female	207	4.13	0.61		
Empowerment	Male	413	4.15	0.46	.563	.103
	Female	207	4.12	0.49		
Competency Development	Male	413	4.07	0.49	.017	.753
	Female	207	4.07	0.50		

Table 1 presents the influence of gender on perceptions of high-performance human resource (HR) practices among respondents, using an independent sample t-test. This statistical test determines whether there are significant differences in HR practice perceptions between male and female employees.

The results indicate that for most HR practices, there is no statistically significant difference between male and female respondents, except for Performance Appraisal and Performance Compensation, which show significant differences.

For Extensive Training, the t-value (1.102) and p-value (0.944) indicate no significant difference between male (Mean = 4.31, SD = 0.51) and female (Mean = 4.27, SD = 0.54) respondents. This suggests that both genders perceive extensive training opportunities similarly.

In Performance Management, the results show no significant difference (t = 0.831; p = 0.269) between males (Mean = 4.21, SD = 0.51) and females (Mean = 4.17, SD = 0.53). This implies that gender does not play a major role in shaping perceptions of performance management systems.

However, for Performance Appraisal, a statistically significant difference is observed (t = 1.534; p = 0.017). Male respondents (Mean = 4.23, SD = 0.45) rated performance appraisal higher than female respondents (Mean = 4.17, SD = 0.53). This suggests that male employees may perceive the appraisal system as more favorable compared to their female counterparts.

A significant difference is also found in Performance Compensation (t = 1.774; p = 0.001). Male respondents (Mean = 4.21, SD = 0.52) rated compensation practices higher than female respondents (Mean = 4.13, SD = 0.61). This could indicate that male employees feel more satisfied with compensation structures or perceive them as more equitable compared to female employees.

For Empowerment, no significant difference is found (t = 0.563; p = 0.103), with male (Mean = 4.15, SD = 0.46) and female (Mean = 4.12, SD = 0.49) respondents reporting similar perceptions. This suggests that both genders feel equally empowered in their work roles.

Similarly, for Competency Development, the t-test results (t = 0.017; p = 0.753) indicate no significant difference, with males and females reporting identical mean values (4.07). This suggests that gender does not significantly influence perceptions of competency development opportunities.

Table 2: Influence of Education of the Respondents on High Performance Human Resource Practices

Variables	Education	N	Mean	SD	F- Value	p-Value
Extensive Training	Bachelor Degree	273	4.27	0.51	2.497	.083
	Master Degree	115	4.25	0.56		
	Professional	232	4.36	0.50		
	Total	**620**	**4.30**	**0.52**		
Performance Management	Bachelor Degree	273	4.17	0.54	.672	.511
	Master Degree	115	4.21	0.53		
	Professional	232	4.22	0.48		
	Total	**620**	**4.20**	**0.51**		
Performance Appraisal	Bachelor Degree	273	4.19	0.49	1.096	.335
	Master Degree	115	4.19	0.50		
	Professional	232	4.25	0.46		
	Total	**620**	**4.21**	**0.48**		
Performance Compensation	Bachelor Degree	273	4.17	0.54	.605	.546
	Master Degree	115	4.16	0.58		
	Professional	232	4.22	0.55		
	Total	**620**	**4.19**	**0.55**		
Empowerment	Bachelor Degree	273	4.09	0.47	2.338	.097
	Master Degree	115	4.17	0.46		
	Professional	232	4.18	0.47		
	Total	**620**	**4.14**	**0.47**		
Competency Development	Bachelor Degree	273	4.04	0.46	.667	.514
	Master Degree	115	4.07	0.49		
	Professional	232	4.09	0.54		
	Total	**620**	**4.07**	**0.50**		

The above table presents the mean and standard deviation of high-performance human resource (HR) practices based on the respondents' education levels. ANOVA was applied to determine whether there are significant mean differences among different educational qualifications. The analysis reveals that none of the six HR practices show a statistically significant difference across education levels, as all p-values exceed the conventional significance threshold of 0.05.

In the case of Extensive Training, the results indicate no significant variation among respondents with different educational qualifications ($F = 2.497$; $p = 0.083$). Although professionals (mean = 4.36; SD = 0.50) reported slightly higher scores compared to those with bachelor's (mean = 4.27; SD = 0.51) and master's degrees (mean = 4.25; SD = 0.56), these differences were not statistically significant.

For Performance Management, the ANOVA test did not reveal a significant difference across educational categories ($F = 0.672$; $p = 0.511$). Respondents with a professional degree (mean = 4.22; SD = 0.48) reported marginally higher scores than those with a master's (mean = 4.21; SD = 0.53) and bachelor's degree (mean = 4.17; SD = 0.54), but these differences were not statistically relevant.

Similarly, Performance Appraisal showed no significant variation among respondents with different educational backgrounds ($F = 1.096$; $p = 0.335$). Although professionals (mean = 4.25; SD = 0.46) had slightly higher scores than master's (mean = 4.19; SD = 0.50) and bachelor's degree holders (mean = 4.19; SD = 0.49), the differences were not statistically meaningful.

The ANOVA results for Performance Compensation also confirmed no significant difference ($F = 0.605$; $p = 0.546$). Professionals (mean = 4.22; SD = 0.55) had slightly higher mean scores compared to those with master's (mean = 4.16; SD = 0.58) and bachelor's degrees (mean = 4.17; SD = 0.54), but the variation was not significant.

For Empowerment, despite slight differences in mean scores across educational levels, the statistical test did not confirm any significant variation ($F = 2.338$; $p = 0.097$). While professionals (mean = 4.18; SD = 0.47) and master's degree holders (mean = 4.17; SD = 0.46) reported slightly higher mean scores than bachelor's degree holders (mean = 4.09; SD = 0.47), these differences were not statistically significant.

Lastly, Competency Development did not show any significant variation among different educational groups ($F = 0.667$; $p = 0.514$). Professionals (mean = 4.09; SD = 0.54) and master's degree holders (mean = 4.07; SD = 0.49) had slightly higher mean scores than bachelor's degree holders (mean = 4.04; SD = 0.46), but the differences were statistically insignificant.

The findings indicate that education level does not have a significant impact on high-performance HR practices. While some mean differences exist across educational qualifications, none of them reach statistical significance, suggesting that perceptions of these HR practices remain relatively consistent regardless of education level.

Table 3: Influence of Family Annual Income of the Respondents on High Performance Human Resource Practices

	Family Annual Income	N	Mean	SD	F- Value	p-Value
Extensive Training	Rs.10000 - Rs.20000	46	4.52	0.22	15.930	.000
	Rs. 20001 - Rs.30000	106	4.50	0.25		
	Rs.30001 - Rs.40000	142	4.41	0.43		
	Rs. 40001 - Rs.50000	258	4.14	0.60		
	Above Rs. 50000	68	4.22	0.57		
	Total	**620**	**4.30**	**0.52**		
Performance Management	Rs.10000 - Rs.20000	46	4.26	0.46	5.827	.000
	Rs. 20001 - Rs.30000	106	4.27	0.43		
	Rs.30001 - Rs.40000	142	4.33	0.38		
	Rs. 40001 - Rs.50000	258	4.11	0.59		
	Above Rs. 50000	68	4.10	0.51		
	Total	**620**	**4.20**	**0.51**		
Performance Appraisal	Rs.10000 - Rs.20000	46	4.26	0.44	4.964	.001
	Rs. 20001 - Rs.30000	106	4.30	0.35		
	Rs.30001 - Rs.40000	142	4.32	0.39		
	Rs. 40001 - Rs.50000	258	4.13	0.56		
	Above Rs. 50000	68	4.15	0.48		
	Total	**620**	**4.21**	**0.48**		
Performance Compensation	Rs.10000 - Rs.20000	46	4.25	0.51	4.635	.001
	Rs. 20001 - Rs.30000	106	4.28	0.47		
	Rs.30001 - Rs.40000	142	4.30	0.45		
	Rs. 40001 - Rs.50000	258	4.09	0.62		
	Above Rs. 50000	68	4.12	0.56		
	Total	**620**	**4.19**	**0.55**		
	Rs.10000 - Rs.20000	46	4.34	0.30		

Empowerment	Rs. 20001 - Rs.30000	106	4.24	0.36	5.345	.000
	Rs.30001 - Rs.40000	142	4.15	0.41		
	Rs. 40001 - Rs.50000	258	4.06	0.54		
	Above Rs. 50000	68	4.14	0.47		
	Total	**620**	**4.14**	**0.47**		
Competency Development	Rs.10000 - Rs.20000	46	4.13	0.61	4.025	.003
	Rs. 20001 - Rs.30000	106	4.17	0.50		
	Rs.30001 - Rs.40000	142	4.14	0.43		
	Rs. 40001 - Rs.50000	258	3.98	0.50		
	Above Rs. 50000	68	4.04	0.45		
	Total	**620**	**4.07**	**0.50**		

Table 4.19 presents the mean and standard deviation of high-performance human resource (HR) practices based on respondents' family annual income. ANOVA was conducted to assess whether significant differences exist among income groups. The results indicate statistically significant differences ($p < 0.05$) for all six HR practices, suggesting that family income influences perceptions of these practices.

For Extensive Training, the ANOVA results show a significant difference among income groups ($F = 15.930$; $p = 0.000$). Respondents in the lower income brackets (Rs. 10,000 – Rs. 20,000: mean = 4.52, SD = 0.22; Rs. 20,001 – Rs. 30,000: mean = 4.50, SD = 0.25) reported higher mean scores compared to those in higher income brackets (Above Rs. 50,000: mean = 4.22, SD = 0.57). This suggests that individuals from lower-income families perceive extensive training as more beneficial.

For Performance Management, there is a statistically significant variation ($F = 5.827$; $p = 0.000$). Respondents in the Rs. 30,001 – Rs. 40,000 income range reported the highest mean score (4.33, SD = 0.38), whereas those earning above Rs. 50,000 had the lowest (4.10, SD = 0.51). This indicates that individuals in middle-income groups perceive performance management practices more favorably than those in the highest income bracket.

The results for Performance Appraisal also indicate significant differences ($F = 4.964$; $p = 0.001$). The highest mean scores were reported by respondents in the Rs. 30,001 – Rs. 40,000 range (4.32, SD = 0.39) and Rs. 20,001 – Rs. 30,000 range (4.30, SD = 0.35). In contrast, respondents in the highest income category (Above Rs. 50,000: mean = 4.15, SD = 0.48) reported comparatively lower scores. This suggests that lower- and middle-income individuals value performance appraisal practices more than high-income respondents.

For Performance Compensation, the ANOVA results reveal a significant difference ($F = 4.635$; $p = 0.001$). Lower-income respondents (Rs. 10,000 – Rs. 20,000: mean = 4.25, SD = 0.51; Rs. 20,001 – Rs. 30,000: mean = 4.28, SD = 0.47) reported higher satisfaction with compensation practices than higher-income respondents (Above Rs. 50,000: mean = 4.12, SD = 0.56). This indicates that lower-income individuals perceive compensation policies as more impactful.

The results for Empowerment also show significant variation among income groups ($F = 5.345$; $p = 0.000$). The highest mean scores were recorded by respondents in the lowest income group (Rs. 10,000 – Rs. 20,000: mean = 4.34, SD = 0.30), while respondents in the Rs. 40,001 – Rs. 50,000 bracket reported the lowest scores (mean = 4.06, SD = 0.54). This suggests that individuals from lower-income backgrounds perceive empowerment practices as more beneficial.

Finally, for Competency Development, ANOVA results indicate significant differences ($F = 4.025$; $p = 0.003$). Respondents with lower annual incomes (Rs. 10,000 – Rs. 20,000: mean = 4.13, SD = 0.61; Rs. 20,001 – Rs. 30,000: mean = 4.17, SD = 0.50) reported higher mean scores compared to those earning above Rs. 50,000 (mean =

4.04, SD = 0.45). This suggests that lower-income respondents perceive competency development practices more favourably.

The findings reveal that family annual income significantly influences perceptions of high-performance HR practices. In general, respondents from lower-income groups tend to have higher mean scores across all six HR practices, indicating that they perceive these initiatives as more beneficial compared to higher-income individuals. These differences could stem from varying expectations, access to resources, or the perceived importance of HR interventions at different income levels.

Findings

The above table presents the mean and standard deviation of high-performance human resource (HR) practices based on the respondents' education levels. ANOVA was applied to determine whether there are significant mean differences among different educational qualifications. The analysis reveals that none of the six HR practices show a statistically significant difference across education levels, as all p-values exceed the conventional significance threshold of 0.05.

In the case of Extensive Training, the results indicate no significant variation among respondents with different educational qualifications ($F = 2.497$; $p = 0.083$). Although professionals (mean = 4.36; SD = 0.50) reported slightly higher scores compared to those with bachelor's (mean = 4.27; SD = 0.51) and master's degrees (mean = 4.25; SD = 0.56), these differences were not statistically significant.

For Performance Management, the ANOVA test did not reveal a significant difference across educational categories ($F = 0.672$; $p = 0.511$). Respondents with a professional degree (mean = 4.22; SD = 0.48) reported marginally higher scores than those with a master's (mean = 4.21; SD = 0.53) and bachelor's degree (mean = 4.17; SD = 0.54), but these differences were not statistically relevant.

Similarly, Performance Appraisal showed no significant variation among respondents with different educational backgrounds ($F = 1.096$; $p = 0.335$). Although professionals (mean = 4.25; SD = 0.46) had slightly higher scores than master's (mean = 4.19; SD = 0.50) and bachelor's degree holders (mean = 4.19; SD = 0.49), the differences were not statistically meaningful.

The ANOVA results for Performance Compensation also confirmed no significant difference ($F = 0.605$; $p = 0.546$). Professionals (mean = 4.22; SD = 0.55) had slightly higher mean scores compared to those with master's (mean = 4.16; SD = 0.58) and bachelor's degrees (mean = 4.17; SD = 0.54), but the variation was not significant.

For Empowerment, despite slight differences in mean scores across educational levels, the statistical test did not confirm any significant variation ($F = 2.338$; $p = 0.097$). While professionals (mean = 4.18; SD = 0.47) and master's degree holders (mean = 4.17; SD = 0.46) reported slightly higher mean scores than bachelor's degree holders (mean = 4.09; SD = 0.47), these differences were not statistically significant.

Lastly, Competency Development did not show any significant variation among different educational groups ($F = 0.667$; $p = 0.514$). Professionals (mean = 4.09; SD = 0.54) and master's degree holders (mean = 4.07; SD = 0.49) had slightly higher mean scores than bachelor's degree holders (mean = 4.04; SD = 0.46), but the differences were statistically insignificant.

the mean and standard deviation of high-performance human resource (HR) practices based on respondents' family annual income. ANOVA was conducted to assess whether significant differences exist among income groups. The results indicate statistically significant differences ($p < 0.05$) for all six HR practices, suggesting that family income influences perceptions of these practices.

For Extensive Training, the ANOVA results show a significant difference among income groups ($F = 15.930$; $p = 0.000$). Respondents in the lower income brackets (Rs. 10,000 – Rs. 20,000: mean = 4.52, SD = 0.22; Rs. 20,001 – Rs. 30,000: mean = 4.50, SD = 0.25) reported higher mean scores compared to those in higher income brackets (Above Rs. 50,000: mean = 4.22, SD = 0.57). This suggests that individuals from lower-income families perceive extensive training as more beneficial.

For Performance Management, there is a statistically significant variation ($F = 5.827$; $p = 0.000$). Respondents in the Rs. 30,001 – Rs. 40,000 income range reported the highest mean score (4.33, SD = 0.38), whereas those earning above Rs. 50,000 had the lowest (4.10, SD = 0.51). This indicates that individuals in middle-income groups perceive performance management practices more favorably than those in the highest income bracket.

The results for Performance Appraisal also indicate significant differences ($F = 4.964$; $p = 0.001$). The highest mean scores were reported by respondents in the Rs. 30,001 – Rs. 40,000 range (4.32, SD = 0.39) and Rs. 20,001 – Rs. 30,000 range (4.30, SD = 0.35). In contrast, respondents in the highest income category (Above Rs. 50,000: mean = 4.15, SD = 0.48) reported comparatively lower scores. This suggests that lower- and middle-income individuals value performance appraisal practices more than high-income respondents.

For Performance Compensation, the ANOVA results reveal a significant difference ($F = 4.635$; $p = 0.001$). Lower-income respondents (Rs. 10,000 – Rs. 20,000: mean = 4.25, SD = 0.51; Rs. 20,001 – Rs. 30,000: mean = 4.28,

SD = 0.47) reported higher satisfaction with compensation practices than higher-income respondents (Above Rs. 50,000: mean = 4.12, SD = 0.56). This indicates that lower-income individuals perceive compensation policies as more impactful.

The results for Empowerment also show significant variation among income groups (F = 5.345; p = 0.000). The highest mean scores were recorded by respondents in the lowest income group (Rs. 10,000 – Rs. 20,000: mean = 4.34, SD = 0.30), while respondents in the Rs. 40,001 – Rs. 50,000 bracket reported the lowest scores (mean = 4.06, SD = 0.54). This suggests that individuals from lower-income backgrounds perceive empowerment practices as more beneficial.

Finally, for Competency Development, ANOVA results indicate significant differences (F = 4.025; p = 0.003). Respondents with lower annual incomes (Rs. 10,000 – Rs. 20,000: mean = 4.13, SD = 0.61; Rs. 20,001 – Rs. 30,000: mean = 4.17, SD = 0.50) reported higher mean scores compared to those earning above Rs. 50,000 (mean = 4.04, SD = 0.45). This suggests that lower-income respondents perceive competency development practices more favourably.

Suggestions

most HR practices, there is no statistically significant difference between male and female respondents, except for Performance Appraisal and Performance Compensation, which show significant differences. The both genders perceive extensive training opportunities similarly and gender does not play a major role in shaping perceptions of performance management systems. male employees feel more satisfied with compensation structures or perceive them as more equitable compared to female employees. both genders feel equally empowered in their work roles. This suggests that gender does not significantly influence perceptions of competency development opportunities.

Conclusion

The gender does not significantly impact most HR practices, as perceptions of training, performance management, empowerment, and competency development are relatively similar between male and female employees. However, significant differences exist in Performance Appraisal and Performance Compensation, where male employees reported higher mean scores than female employees. This indicates that organizations may need to examine potential gender-based disparities in performance evaluations and compensation structures to ensure fairness and equity across all employees.

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