

Research Article

The Impact of Fertility Policy Adjustments on Female Teachers in Chinese Higher Education and Strategic Human Resource Management Responses

Jiayue Zhang^{1,*} , Anqi Lei² 

¹School of Humanities and Management, Ningxia Medical University, Yinchuan, China

²School of Law, Ningxia University, Yinchuan, China

Abstract

This study examines the impact of China's fertility policy adjustment on female teachers in higher education institutions, with a particular focus on the resulting human resource management challenges and strategic responses. Against the backdrop of an aging population and declining birth rates, recent shifts in fertility policies have introduced new complexities for universities in managing their female workforce, especially in relation to work-family balance, maternity-related career interruptions, and long-term professional development. Employing a mixed-methods approach, this research combines quantitative survey data from 480 female university teachers with qualitative insights drawn from in-depth interviews with five university HR directors in Northwest China. Key findings highlight substantial challenges in balancing work and family roles, delayed career progression, limited institutional support, and heightened psychological stress. The study further identifies dilemmas in HR practices such as rising labor costs, retention difficulties, and equity in promotion systems. In response, the study proposes strategic measures including flexible work arrangements, expanded childcare resources, gender-sensitive performance evaluations, and the cultivation of a supportive organizational culture. These findings contribute to the broader discourse on gender equity and sustainable HRM in academia, offering practical implications for university leaders and policymakers to better navigate the intersection of fertility policy and women's career advancement.

Keywords

Fertility Policy Adjustment, Gender Equality, Human Resource Management, Higher Education, Work-Family Balance

1. Introduction

China's fertility policy has undergone significant changes in recent years, shifting from the long-standing one-child policy to a universal two-child policy in 2016, and further to a three-child policy in 2021. These adjustments aim to address the challenges of an aging population and declining birth rates. However, they also present new challenges for women in the

workforce, particularly in sectors with a high proportion of female employees, such as higher education. Recent research by Cheng and Yang [1] has highlighted the immediate impact of China's three-child policy on female teachers, suggesting that while the policy aims to address demographic challenges, it may inadvertently exacerbate existing gender inequalities in

*Corresponding author: 1234zhangjiayue@163.com (Jiayue Zhang)

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higher education.

This study investigates the impact of China's fertility policy adjustment on female employees in higher education institutions, focusing on human resource management challenges and strategies. By examining the experiences of female teachers and the perspectives of Human Resource (HR) directors, we seek to identify effective approaches to support women's career development while balancing family responsibilities.

To comprehensively understand the challenges and potential solutions, this study employs a mixed-method approach, combining a survey of 480 female university teachers with in-depth interviews of five university HR directors. This dual perspective allows us to capture both the lived experiences of female teachers and the strategic considerations of university management.

The research aims to answer the following questions:

1. How has the fertility policy adjustment affected the career development and work-life balance of female teachers?
2. What are the main human resource management challenges faced by universities in light of these policy changes?
3. What strategies can universities implement to better support female teachers while maintaining organizational effectiveness?

This study contributes to the existing literature by providing a comprehensive analysis of the impact of fertility policy adjustment on female teachers in China's higher education sector. It is particularly innovative in its dual focus on both employee experiences and institutional perspectives, offering practical insights for policy makers and university administrators in addressing this complex issue.

2. Literature Review

2.1. Gender Discrimination in the Workplace

Despite significant progress in recent decades, gender discrimination remains a persistent issue in workplaces globally, including in China [2, 3]. In the Chinese context, Zhang and Hannum [4] and Chang et al. [5] found that gender wage gaps persist, particularly among highly educated workers.

Goldin [6] proposed the "last chapter" theory, arguing that the final obstacle to achieving gender equality is the lack of workplace flexibility, which disproportionately affects women with family responsibilities. This theory is particularly relevant in the context of China's fertility policy adjustment, as it highlights the potential conflicts between work and family roles for women [7, 8].

According to the report of "China Women's Development Program" issued by the National Bureau of Statistics in 2018, the number of female employees in China showed an increasing tendency. As of 2017, the proportion of female em-

ployees in total social employment reached 43.5%, which achieved and exceeded the outline goal [9]. However, this quantitative increase does not necessarily translate to qualitative improvements in women's workplace experiences [10, 11].

From the perspective of employment discrimination, unfair treatment and gender discrimination between men and women persist in the workplace. For example, women often receive lower pay, have fewer challenging work and training opportunities, and face limited promotion prospects [12, 13]. Explicit discriminatory behaviors, such as gender-specific job advertisements and intrusive interview questions about marriage and childbirth plans, coexist with more subtle forms of discrimination [14, 15].

2.2. Impact of Family Policies on Female Employment in Higher Education

While Olivetti and Petrongolo [16] and Thévenon and Solaz [17] demonstrated that family-friendly policies can increase female labor force participation across OECD countries, studies specific to the higher education sector have shown unique challenges. For instance, Rhoads and Gu [18] and more recently, Yang and Cai [19] found that female teachers in China face significant barriers in career advancement, often related to balancing family responsibilities with research and teaching demands.

Zhang et al. [20] examined the impact of the fertility policy adjustment on female employment. Their research revealed that after the policy implementation, women of childbearing age faced greater employment discrimination and career development barriers. Building on this, Zhang and Chen [21] conducted a longitudinal study on the long-term effects of China's two-child policy, finding that it has led to persistent challenges in career advancement and work-life balance for women in academia.

The occupation interruption caused by childbirth and childcare also reduces women's human capital accumulation, leading to fewer opportunities for training and promotion compared to male employees [22, 23]. In some cases, training and promotion opportunities for certain positions completely exclude women who have already had children, exacerbating existing gender disparities [24, 25].

2.3. Human Resource Management Strategies for Retaining Female Talent

Kalev et al. [26] and Dobbin and Kalev [27] found that merely relying on diversity training and evaluations is insufficient. Organizations need to establish accountability systems and clear responsibility assignments to promote gender equality in the workplace. This research highlights the importance of systematic organizational changes to address gender disparities [28, 29].

Ely and Padavic [30], along with Bailyn [31] and Kossek et

al. [32], argue that to truly address gender inequality, organizations need to challenge deeply ingrained gender role perceptions and redesign work to accommodate needs at different life stages. Their work provides valuable insights into potential strategies that Chinese companies could adopt to better support female employees under the fertility policy adjustment.

In the context of rapidly evolving technology, Li and Zhang [33] and Chen et al. [34] explored the potential of digital Human Resource Management (HRM) practices in Chinese universities. Their studies revealed both opportunities and challenges in using digital tools to support female teachers, particularly in areas of flexible work arrangements and career development tracking [35, 36].

2.4. Gender Equality in China's Higher Education Sector

Research on gender equality in China's higher education sector has highlighted persistent challenges despite overall progress. Li and Xie [37] and Zhang et al. [38] found that while the number of female teachers has increased, they remain underrepresented in senior positions and STEM fields. Wang et al. [39] and Liu and Shen [40] identified cultural expectations and institutional barriers as key factors limiting women's career advancement in Chinese universities.

A comparative study by Wang and Liu [41], complemented by research from Huang [42] and Chen and Li [43], highlighted the unique challenges faced by Chinese academics. While both Chinese and American female scholars struggle with work-life balance, Chinese female scholars face additional pressures from cultural expectations and institutional barriers that are less pronounced in the US context. These studies underscore the need for targeted interventions to support female teachers in the context of China's changing demographic policies [44, 45].

3. Methods

This study employs a mixed-method approach, combining quantitative survey data with qualitative interviews to provide a comprehensive understanding of the impact of fertility policy adjustment on female teachers and university human resource management. Our choice of a mixed-methods approach is supported by recent methodological discussions in the field. Liu and Wong [46] argue that such an approach is particularly suited to studying gender equality in Chinese academia, as it allows for both broad quantitative insights and deep qualitative understanding of complex sociocultural factors.

3.1. Quantitative Research

3.1.1. Selection of Survey Subjects

This study selects five universities in Northwest China,

including three public universities and two private universities. The significance of choosing such survey subjects includes:

- 1) Regional representation: The Northwest region differs from other parts of China in terms of economic development, cultural traditions, and educational resources. Selecting this region can reflect the moderating effect of regional characteristics on policy impact.
- 2) Diversity of institution types: By comparing public and private universities, we can explore the differences in management strategies of different types of higher education institutions when facing the universal two-child policy.
- 3) Highly educated female group: Female university teachers, as a group of women with high educational attainment and professional titles, have typical fertility intentions and career development demands, which can provide references for other industries.
- 4) Specificity of the education industry: The education industry traditionally has a higher proportion of female employees. Studying this group can provide in-depth understanding of the impact of the two-child policy on industries with a high proportion of women.

3.1.2. Questionnaire Design and Distribution

The questionnaire was designed based on a comprehensive literature review and pilot testing with a small group of female teachers. It was distributed electronically using a secure online platform to ensure anonymity and encourage honest responses. Reminder emails were sent to increase the response rate, and the data collection period lasted for one month. This study distributed 500 questionnaires, with 300 to three public universities and 200 to two private universities, receiving a total of 480 valid responses. The questionnaire content includes the following aspects:

The questionnaire will begin by collecting basic demographic information, including age, educational background, professional title, years of work experience, marital status, and number of children. Professional titles will be categorized as Assistant Lecturer, Lecturer, Associate Professor, or Professor. The next section assesses respondents' awareness of and attitudes toward the universal two-child policy, using items such as "How do you view the impact of this policy on your career?" rated on a 5-point Likert scale from Very Negative to Very Positive. To understand work-family balance challenges, participants will be asked questions like "How challenging do you find balancing work responsibilities with family duties?" using a 5-point scale from Not Challenging to Extremely Challenging. The survey also evaluates existing supportive policies in universities, with questions such as "Does your university offer flexible working hours for faculty with young children?" (Yes/No/Not Sure) and "How satisfied are you with the maternity leave policy at your university?" (rated from Very Dissatisfied to Very Satisfied). Participants will then indicate their expectations for ideal supportive measures, ranking options such as on-campus childcare, ex-

tended maternity leave, reduced teaching load, and access to research assistants in order of usefulness. The section on career development plans and concerns will include questions like “How do you see your career progressing in the next five years?” with options such as promotion, changing roles, maintaining the current position, or leaving academia. Finally, the questionnaire will conclude with an open-ended item soliciting suggestions for human resource management policies, for example: “What changes in HR policies would make your university more supportive of female faculty members?”

3.1.3. Quantitative Data Analysis

The collected questionnaire data was statistically analyzed using SPSS software, mainly including descriptive statistics, correlation analysis, difference analysis, and regression analysis. Descriptive statistics were used to understand the basic characteristics of the sample and the overall distribution of various indicators. Correlation analysis explored the relationships between various factors, such as the relationship between age, professional title, and fertility intentions. Difference analysis compared the differences in various indicators between female teachers in public and private universities. Regression analysis explored the key factors affecting the career development and fertility decisions of female university teachers.

3.2. Qualitative Research

3.2.1. Interview Participants

The HR directors from three public universities and two private universities in Northwest China were interviewed. These participants were selected based on their extensive experience in university human resource management and their direct involvement in policy implementation related to the fertility policy adjustment.

3.2.2. Interview Design

Semi-structured interviews were conducted with five HR directors, focusing on key areas related to the fertility policy adjustment's impact on female teachers. These interviews explored challenges in policy implementation, current support measures for female teachers, plans for future adjustments, perspectives on balancing organizational needs with employee support, and differences between public and private universities' approaches. This comprehensive approach provided insights into the complex issues facing university administration in light of the policy changes.

3.2.3. Qualitative Data Analysis

The interviews were recorded, transcribed, and analyzed using thematic analysis. Key themes were identified and compared across the five interviews to identify common challenges, innovative strategies, and differences between

public and private institutions.

By combining the large-scale survey of female teachers with in-depth interviews of HR directors, this study aims to provide a comprehensive understanding of the challenges and potential solutions for supporting female teachers in the context of China's fertility policy adjustment. This dual perspective allows us to triangulate findings and develop more nuanced and practical recommendations for university human resource management.

4. Results

Based on the survey results from 480 female teachers in five universities in Northwest China (three public and two private), we have identified several key findings. The majority of respondents (65%) were between 30-45 years old, with 70% holding positions of lecturer or associate professor. Approximately 60% of the participants had one child, while 25% had two children, and 15% had no children. Our analysis revealed the following key insights:

4.1. Awareness and Attitudes Towards Fertility Policy Adjustment

Our survey revealed that 95% of respondents were aware of the universal two-child policy. However, attitudes towards the policy varied: 40% viewed it positively, 35% expressed concerns about its impact on their career progression, and 25% were neutral. Figure 1 presents the distribution of attitudes towards the fertility policy adjustment among survey respondents.

In the open-ended responses, several respondents expressed concerns about the policy's impact on their career prospects and research output. At the same time, HR directors noted a shift in organizational culture, with one stating, “We've had to reevaluate our long-term staffing strategies and consider more flexible arrangements to accommodate potential increases in maternity leave.”

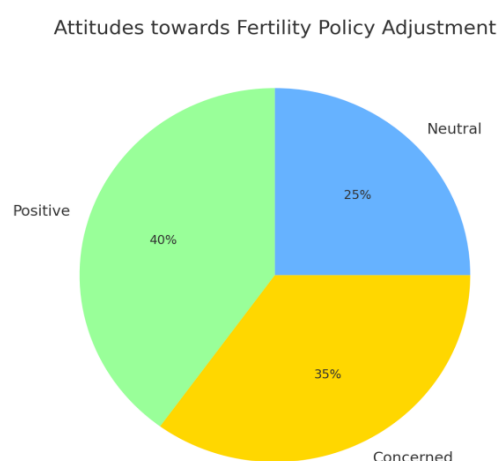


Figure 1. Attitudes towards fertility policy adjustment.

4.2. Work-Family Balance Challenges

The survey highlighted significant challenges in maintaining work-family balance, as illustrated in Figure 2. 78% of respondents reported difficulties in allocating time between

work responsibilities and family care, 68% expressed concerns that having a second child would negatively impact their career progression, and 62% of female teachers noted a decline in their research output after having children.

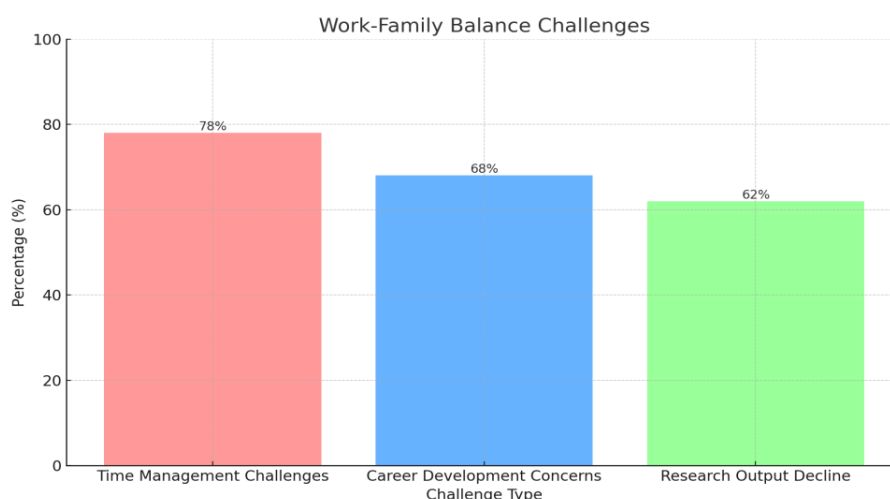


Figure 2. Work-Family Balance Challenges Faced by female teachers.

Meanwhile, HR directors acknowledged these challenges. One noted, "We're seeing an increase in requests for part-time or flexible working arrangements, which presents both opportunities and challenges for departmental scheduling and resource allocation."

university support policies varied: 70% were satisfied with the duration of maternity leave, but only 30% reported having access to flexible working hours or remote work options. A mere 20% of respondents' universities offered on-campus childcare facilities or related services.

4.3. Evaluation of Existing Support Policies

As shown in Figure 3, respondents' satisfaction with current

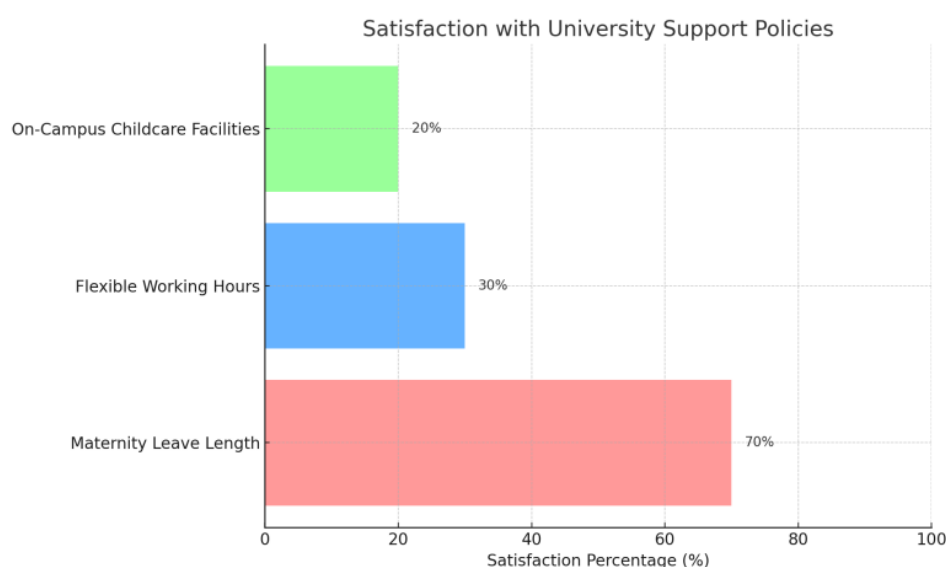


Figure 3. Satisfaction with Existing University Support Policies.

HR directors reported efforts to improve support systems. One stated, "We're in the process of developing a comprehensive family-friendly policy package, including exploring the feasibility of on-campus childcare facilities."

4.4. Career Development and Promotion

As depicted in Figure 4, the survey revealed significant

concerns about career progression: 58% of respondents felt that having children had delayed their promotion prospects, 65% reported missing out on professional development opportunities due to family responsibilities, and 72% expressed a need for more supportive policies to balance research expectations with family commitments.

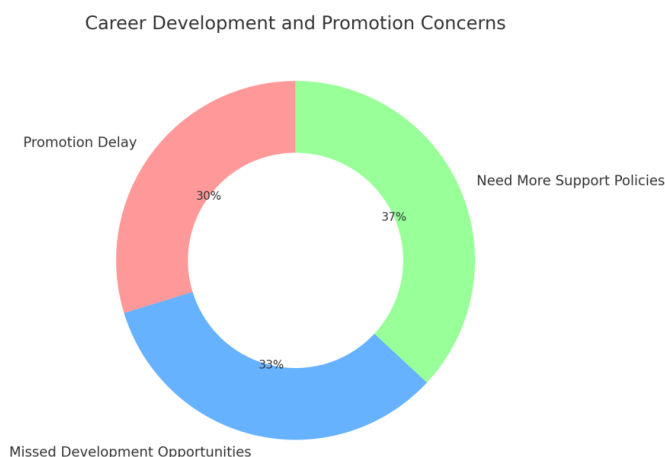


Figure 4. Career Development and Promotion Concerns of female teachers.

HR directors acknowledged this issue. One noted, "We're reviewing our promotion criteria to ensure they don't inadvertently disadvantage those with family responsibilities. We're considering implementing 'pausing' options for tenure clocks."

4.5. Differences Between Public and Private Universities

Our analysis revealed some notable differences between public

and private institutions: 40% of respondents from private universities reported more flexible work arrangements, compared to 25% in public universities. However, 75% of female teachers in private universities expressed higher concerns about career impact, versus 65% in public institutions. (Shown in Figure 5)

HR directors from private universities noted greater flexibility in policy implementation. One stated, "We have more leeway to tailor our policies to individual needs, but we also face more pressure to maintain high productivity levels."

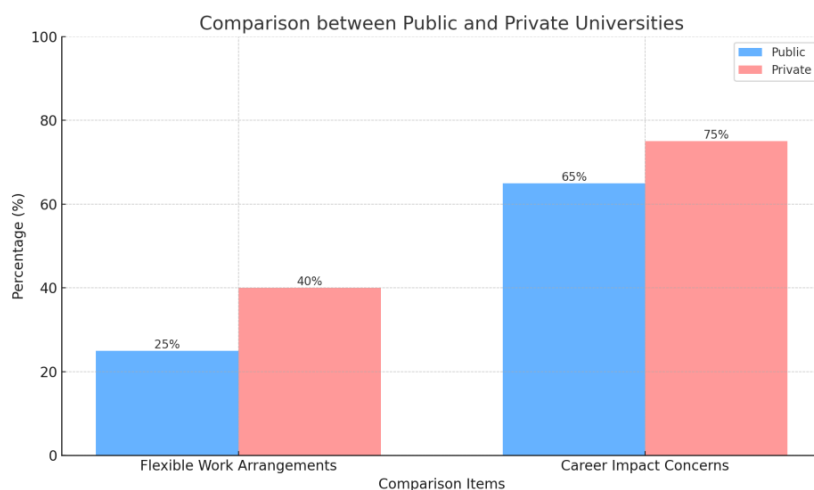


Figure 5. Comparison of Work Arrangements and Career Concerns in Public and Private Universities.

4.6. Suggested Improvements

When asked about desired support measures, survey respondents prioritized certain improvements, as shown in

Figure 6: flexible working hours (85%), on-campus childcare facilities (78%), modified research evaluation criteria considering family responsibilities (72%), and mentoring programs for women balancing career and family (68%).

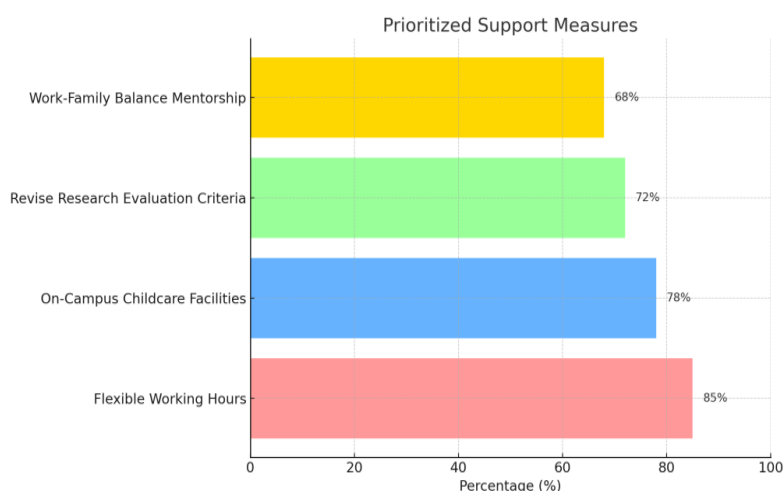


Figure 6. Prioritized Support Measures Suggested by female teachers.

HR directors expressed openness to these suggestions. One commented, "We're actively exploring ways to implement more family-friendly policies without compromising our academic standards. It's a delicate balance, but one we're committed to achieving."

4.7. Regression Analysis Results

To further explore the factors influencing female teachers' career development and work-family balance, we conducted multiple regression analyses. The results provide valuable insights into the relationships between various demographic and institutional factors and our key outcome variables. [Table 1](#) presents the results of our primary regression models.

Our regression analysis revealed several significant relationships:

tionships:

1. Career Satisfaction negatively correlated with age and number of children, but positively with flexible work options.
2. Research Productivity negatively associated with number of children, but positively with childcare support availability.
3. Intention to Leave positively correlated with work-family conflict, but negatively with career satisfaction and perceived institutional support.

These findings underscore the importance of institutional support, flexible work arrangements, and childcare support in maintaining career satisfaction, productivity, and retention of female teachers. [Figure 7](#) visualizes these key relationships as follows.

Table 1. Regression Analysis Results.

Dependent Variable	Independent Variables	Coefficient	p-value
Career Satisfaction	Age	-0.15	0.02*
	Number of Children	-0.28	<0.001**
	Flexible Work Options	0.32	<0.001**
Research Productivity	Age	0.10	0.08
	Number of Children	-0.22	0.01*
	Childcare Support	0.25	<0.001**
Intention to Leave	Work-Family Conflict	0.35	<0.001**

Dependent Variable	Independent Variables	Coefficient	p-value
	Career Satisfaction	-0.40	<0.001**
	Institutional Support	-0.30	<0.001**

Note: *p < 0.05, **p < 0.01

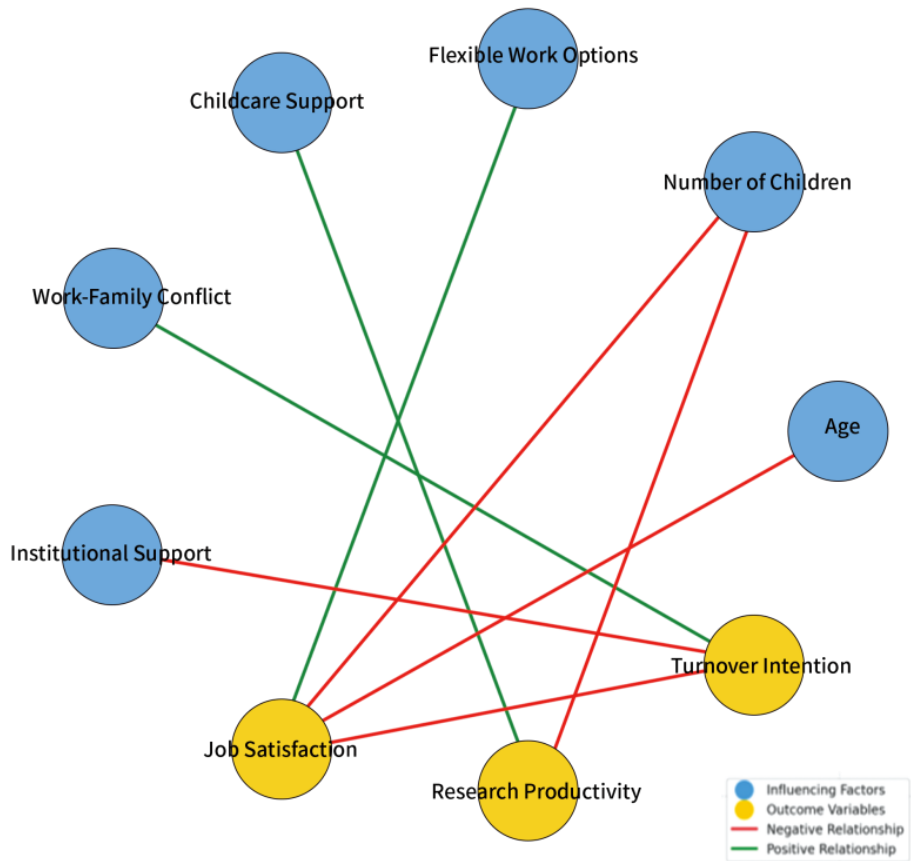


Figure 7. Key Relationships Identified in Regression Analysis.

This visualization illustrates the complex interplay of factors affecting female teachers' experiences in the context of China's fertility policy adjustments. The graph provides valuable insights for developing targeted support strategies.

5. Human Resource Management Dilemmas Faced by Universities

Based on our findings, several key dilemmas faced by universities in managing female teachers under the fertility policy adjustment have been identified.

5.1. Increasing Labor Costs

Our survey revealed that 70% of respondents were satisfied with the duration of maternity leave. However, this extended

leave (from 98 days to 4-6 months in some regions) creates significant challenges for universities, including increased costs for temporary replacements and potential productivity losses.

HR directors highlighted this concern, with one stating, "The extended maternity leave, while beneficial for employees, puts a strain on our budgets and staffing plans. We're having to develop more robust contingency plans for longer-term absences."

5.2. Work-Family Balance Challenges

The difficulty in balancing work and family responsibilities is a major concern for female teachers. This challenge is particularly acute for the 60% of participants who have one child and may be considering more children, potentially impacting their research output and career progression. Our finding that

78% of respondents struggle with time allocation between work and family underscores this dilemma.

An HR director noted, "We're seeing an increase in requests for part-time or job-sharing arrangements. While we want to accommodate these requests, it presents challenges in terms of course scheduling and research team management."

5.3. Career Development and Promotion Issues

The "glass ceiling" effect is evident, with 58% of respondents feeling that having children has delayed their career advancement. The conflict between peak fertility years (23-40) and critical career development periods creates significant challenges for both female teachers and universities in managing talent.

One HR director commented, "We're grappling with how to fairly evaluate research productivity for those with family responsibilities. It's crucial that our promotion criteria don't inadvertently penalize those who take career breaks for childcare."

5.4. Management of "Three Periods" (Pregnancy, Childbirth, and Lactation)

Universities struggle with managing female employees during these periods, balancing legal requirements, operational needs, and employee well-being. This includes challenges in work arrangement, performance evaluation, and ensuring a smooth transition back to work. The fact that only 30% of respondents reported access to flexible working arrangements highlights the need for improvement in this area.

An HR director explained, "We're working on developing more comprehensive policies for managing these periods. This includes not just leave arrangements, but also considerations for workload adjustment and re-entry support."

5.5. Potential Increase in Turnover Rates

The difficulty in balancing work and family responsibilities may lead to increased turnover rates among female teachers, particularly if they feel unsupported in their career development. This is reflected in our finding that 65% of respondents reported missing out on professional development opportunities due to family responsibilities.

One HR director noted, "We're concerned about potentially losing talented female teachers due to family pressures. We're exploring ways to provide better support and retention strategies, including mentoring programs and career development opportunities that accommodate family responsibilities."

5.6. Differences in Public and Private University Approaches

The survey revealed differences in how public and private

universities address these challenges, with private institutions showing more flexibility but also creating higher pressure on career development. This presents a dilemma in standardizing approaches across different types of institutions.

An HR director from a private university commented, "We have more flexibility in our policies, but we also face more pressure to maintain high productivity levels. It's a constant balancing act between supporting our female teachers and meeting our institutional goals."

5.7. Impact on University Operations and Academic Quality

The challenges identified in managing female teachers under the fertility policy adjustment have broader implications for university operations and academic quality. The potential increase in extended leaves and part-time arrangements could impact course continuity and research project timelines. Additionally, if talented female teachers leave or reduce their workload, it may affect the diversity of perspectives in teaching and research. However, successfully addressing these challenges could lead to a more inclusive and innovative academic environment, potentially enhancing the overall quality and impact of the institution's work.

6. Suggestions for Universities to Cope with the Current Dilemma

Based on our findings and analysis of the dilemmas faced, we propose the following suggestions for universities to better support female teachers in the context of the fertility policy adjustment.

6.1. Implement Flexible Working Arrangements

Universities should prioritize the implementation of flexible work options. This could include remote work, allowing faculty to conduct research and prepare teaching materials from home. Flexible hours with core working times and the option for compressed work weeks could also be considered. To implement these changes effectively, universities could start with a pilot program involving a small group of faculty members. This would allow for the development of clear guidelines and performance metrics for flexible work arrangements, as well as provide an opportunity to train department heads and administrators on managing remote and flexible teams.

6.2. Enhance Childcare Support

Given that 78% of respondents expressed this need, enhancing childcare support is crucial. Universities should consider establishing on-campus childcare facilities or partnering with local childcare providers. This process could

begin with a feasibility study for on-campus facilities, followed by exploring partnerships with reputable local providers if on-campus options are not immediately viable. Additionally, offering childcare subsidies as part of the employee benefits package could provide significant support to female teachers with young children.

6.3. Reform Performance Evaluation Criteria

To address the concerns of 72% of respondents who felt their family responsibilities impacted their career progression, universities should revise their performance appraisal systems. This could involve developing more holistic evaluation criteria that consider teaching, research, and service contributions equally. Implementing time-based adjustments for research expectations for faculty with young children could also be considered. Furthermore, providing additional support, such as research assistants, could help maintain research productivity during periods of increased family responsibilities.

6.4. Improve Transition Support

Universities should develop comprehensive programs to support the transition back to work after maternity leave, including gradual return-to-work schemes and refresher training. This could involve creating a "return to work" plan with each faculty member before their maternity leave, offering part-time or job-sharing options for the first few months after return, and providing refresher courses on recent developments in their field.

6.5. Foster an Inclusive Organizational Culture

Fostering an inclusive organizational culture is crucial for long-term success in supporting female teachers. Universities should work towards creating a more supportive environment that recognizes and addresses the unique challenges faced by female teachers with family responsibilities. This could involve conducting regular diversity and inclusion training for all faculty and staff, establishing a task force to address gender equality issues in the university, and regularly surveying female faculty to identify ongoing challenges and areas for improvement.

By implementing these strategies, universities can create a more supportive environment for female teachers, helping them balance their career ambitions with family responsibilities in the context of China's fertility policy adjustment. This approach not only benefits individual employees but also contributes to the overall quality and diversity of higher education in China.

7. Conclusions

This study highlights the complex challenges faced by female teachers in Chinese universities following the imple-

mentation of the fertility policy adjustment. Our findings, derived from a mixed-method approach combining survey data from female teachers with insights from HR directors, reveal a significant need for more supportive policies and practices to help women balance their career ambitions with family responsibilities. This comprehensive view underscores the importance of considering both employee needs and institutional constraints in developing effective policies.

By implementing flexible work arrangements, enhancing childcare support, reforming evaluation criteria, and fostering an inclusive culture, universities can create an environment that supports the development of female teachers. These strategies not only benefit individual employees but also contribute to the overall quality and diversity of higher education in China. For policymakers, this research underscores the need for a holistic approach to fertility policy that considers its impact on women's careers, particularly in knowledge-intensive sectors like higher education. Supportive policies at the national level, such as improved childcare infrastructure and workplace equality legislation, could complement institutional efforts.

While this study focused on the higher education sector, its findings have potential implications for other industries with a high proportion of female employees. Future research could explore the long-term impacts of these strategies on female teachers' career trajectories and the overall performance of universities. Additionally, comparative studies with other sectors or countries could provide valuable insights into best practices for supporting women in academia and identify strategies that could be shared across industries.

Limitations of this study include its focus on Northwest China, which may not be fully representative of the entire country. Future research could expand to other regions and include a larger sample size to provide a more comprehensive picture of the challenges and opportunities facing female teachers in China.

In conclusion, addressing the challenges posed by the fertility policy adjustment requires a multifaceted approach that considers the needs of female teachers, the constraints faced by universities, and the broader societal goals of gender equality and demographic balance. In the context of China's unique cultural and social environment, this necessitates not only policy and institutional changes but also shifts in societal attitudes towards gender roles and work-life balance. By implementing thoughtful and comprehensive strategies, universities can play a crucial role in supporting women's career development, contributing to China's educational and demographic objectives, and fostering broader social progress while enhancing their own competitiveness and academic excellence.

Abbreviations

HR	Human Resource
HRM	Human Resource Management

SPSS Statistical Package for the Social Sciences

Author Contributions

Jiayue Zhang: Conceptualization, Resources, Data curation, Methodology, Visualization, Writing

Anqi Lei: Formal Analysis, Supervision

Data Availability Statement

The data supporting the outcome of this research work has been reported in this manuscript.

Conflicts of Interest

The authors declare no conflicts of interest.

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