

What Are High School Students' Attitudes on Sexuality and Where Do They Get Their Information?

Tianxin Yin¹, Yipeng Zhong², Anruo Wang³, Junkai Zhao³

¹Dulwich International High School Suzhou, Suzhou, 215021, China

²International Department, Affiliated High School of South China Normal University, Guangzhou, Guangdong, 510000, China

³Shenzhen College of International Education, Shenzhen, Guangdong, 518043, China

Abstract

This paper aims to investigate high school students' attitudes on sexuality and their information sources via an online questionnaire. The respondents were composed of 89 girls, 66 boys, and 5 students who identify as non-binary, from 14 to 19 years old. Respondents were asked questions measuring their attitudes in four categories: sex orientation, sexual intercourse, romantic relationship, and sex education. In each category, gender differences, educational background and sources of their information are also analyzed. A gender difference was found: high school boys have more casual attitudes towards sexual intercourse though they also tend to acquire less knowledge about sexuality than girls, for example on the methods of contraception. Moreover, students in international environments were found to have higher acceptance of controversial issues regarding sexuality while domestic Chinese high schoolers responded more conservatively on these topics. High school students get their information largely from sources of media including movies, social media, and websites. Future research aims to introduce sex education to increasing numbers of schools as well as to impart professional knowledge about sexuality to students who are in earlier stages of education.

Keywords

Sex education; Attitude; High school students.

1. Introduction

High school is a troubling period for students whose bodies are rapidly changing and experiencing a peak in puberty. Constantly bombarded by revealing images and sexual information from various forms of media, there is a heightened awareness of individual sexuality. Also, popular entertainment that is widely enjoyed by teenagers often leaves the impression that sex is "cool". On top of that, pluralistic ignorance among high school students has also led to the idea that "everyone else is doing it". Hence, individuals may feel pressured into having sex because of social influence. [1]

High school is a critical period in one's development of sexuality. According to a nationwide research in 2017, only 20% of U.S. students reported having had sexual intercourse in 9th grade when they just entered high school. However, 52.2% reported having had sexual intercourse in 12th grade. [2] This big leap in number shows that many students become sexually active during the period of high school. Also, high school students often receive other harmful content about sexuality through media, for example, the escape of implicating from rape and condemning the victims for wearing too skimpily or being drunk. These are rape myths-- false beliefs about rape that women plead for the sexual abuse and aggression that males have on females [3,4]. Although females generally are the major victims of rapes, the number of males

who suffer from rape is increasing nowadays. Hence proper guidance on sexuality at high school is thus crucial for their healthy development.

This research paper attempts to paint a more detailed picture of high school students' attitudes towards sex and sexuality that might help us to develop a better and more effective sex education system.

As the majority of the respondents are from China, one of this paper's key goals is to explore attitudes regarding sexuality in the Chinese context. Sex has long been a taboo subject in China, especially among the elder generations. However, with the rapid globalization of mass media and the economic prosperity in Chinese urban regions, many younger generations' mindset is more "westernized". It is interesting to see the clash between the traditional norms about gender and the open-minded information that Chinese are increasingly exposed to, and how the clash has particularly shaped the attitudes of current Chinese high school students. In addition, although sex education has become well-researched in Europe-- sex education has been part of German's school curricula since 1970-- and is now widely implemented in many Western countries, China is lagging far behind their steps. [5] The reason behind it is deeply rooted in a traditional mindset: the Chinese education system is known for its demanding and stressful examinations, therefore, Chinese parents are not big fans of devoting valuable school time for sex education, as it will leave less time for studying for the tests. Through the research, there is also prospective suggestion to devise a sex education system that is particularly adaptable to China's unique circumstances.

2. Method

This research aims to collect and analyze high school students' attitudes on sexuality and their information sources. To specify sexuality, research is divided into three main parts: sexual orientation, sexual intercourse, and romantic relationship. Within sexual orientation, adolescents' attitudes towards their own sexual orientation and others' sexual orientation when not in line with the tradition (not heterosexual) are investigated. In sexual intercourse, teenagers' attitude on casual sex, early sex, pre-marital sex, one-night stand, and knowledge on methods of contraception are also being evaluated. As for the romantic relationship, attitudes on rape myths and how couples address conflicts are investigated. Besides exploring attitudes on sexuality, where high school students received their information on sexuality and their attitude on school sex education programs are being evaluated.

In the questionnaire, background questions are set up to ask about respondents' age, grade, gender, and educational background. This information is used for analyzing the attitude differences between different groups. The forms of questions include multiple questions, multiple-selection questions, choosing the statement that you agree with the most, and rating scales from 1 to 4 (1 being "disapprove" and 4 being "approve").

Since the research topic-- sexuality of high school students-- is a potentially sensitive and controversial topic, following the APA ethical principles of psychologists on "Avoiding Harm", participants are informed at the start of the survey that if they feel uncomfortable or irritated by the questionnaire, they can stop answering anytime they want.

3. Sample

Research group collected 152 valid feedback from participants in total and the participants are aged between 14 to 19, who are studying in their first to fourth years in their high schools. There is a relatively lower proportion for male participants (41.25%) than for female participants (55.63%). Also, a tiny percentage of the participants chose the option of asexuality (3.13%). Most of the participants studied in domestic high schools, including international ones

and traditional ones, making up 82.5% of total participants. There are also some students who have studied for a period at foreign high schools with duration ranging from within three months to more than three years.

4. Procedure

Research is conducted on different aspects of sex education, which are sex attitudes, sex orientation, sex intercourse and relationship. The process of collecting data for the research is by using online questionnaire to gather up responses from the target population -- current Chinese high school students. The questionnaire was designed in multiple-choice form and was released by the research group members onto the Internet's social platform. The responses came back quickly after publishing, and the goal of collecting over 100 responses was achieved. The data analysis tool is Excel.

5. Data Analysis

5.1. Education Background Analysis

There are seven different options for the question where asked about the respondents' educational background: 1. domestic high school 2. international high school in China 3. three months in abroad high school 4. one year in an abroad high school 5. two years in abroad high school 6. three years in abroad high school 7. over three years of abroad high school. The purpose of setting these options is to explore whether people's educational background would affect their personal opinions on sex education or not. There are 152 valid responses in total, among them the international and abroad high schoolers take the majority of respondents.

5.2. Gender Analysis

To see the gender differences in sexuality attitude, three gender groups are set up: male, female, and no gender. Participants who took part in the questionnaire could choose the gender that they approve of.

For each multiple-choice question, the numbers of the different gender participants are calculated, respectively. Then, this amount is used to divide the total numbers of people, which is 152. Obtaining all the numbers and percentages, a bar graph is made so that it is easy to see the differences between the three groups. For each scale question, the mean score of three groups is calculated and being put into a table. For each multi-selection, the percentage of each selection is calculated from a different group and being drawn it into a chart graph.

After all the data is being gathered from different groups, analysis results of percentage illustrate which group has more inclination on which attitude. The data can also indicate how significant are the differences in their attitude.

5.3. Source Analysis

For information sources, twelve separate sources were provided in the questionnaire in total to ensure that every aspect is covered (movie, documentary, TV series, school, magazines, literature, scholarly articles, web novels, family education, social media, discussion with peers, Internet). These twelve sources are then coded into five big categories for the convenience of analysis. The five categories are "Mass Media" (movies, documentary, TV series), "School" (school), "Print Media" (magazine, literature), "Socialization" (family education, discussion with peers), "Internet" (online novels, social media, internet). "Scholarly article" is left out in the analysis because it does not belong to a particular category, also, its share in influence as a source is only minor.

The high school students' information sources have been collected in 3 different areas of sexuality (sexual orientation, sexual intercourse, and relationship). The information sources

are therefore compared against each other in the three areas. There are attempts to find similarities or differences in the distribution or relative importance of each source in each area. However, an unintentional mistake was made when making the survey and the option of "school" as a source was not included in the last attitude (relationship), so the percentage for that attitude information source could not be used. The percentage importance of each source in that attitude is distorted and inaccurate as the school does not take up any percentages, leaving others inflate to a certain extent. Yet, based on the number of votes for each source, the sources could still be ranked in their popularity.

6. Result

6.1. Gender Differences

6.1.1. Sexual Orientation

The data indicates that females (46.05% out of 57.89%) are more open-minded with same-gender people having intimate actions in the public place, and males (25.65% out of 40.13%) are less receptive with such action. Male participants are more receptive with females holding hands on the street, but not males holding hands. Only a small part of the participants is uncomfortable with both the same gender holding hands.

As table 1 shows, female participants are more obscure with their sexual orientation than males' participants.

Table 1. Gender difference in sexual orientation

	sure about having affection with opposite sex	sure about having affection with same sex	sure about having affection with both sex	do not know which sex they have affection on	sure about having no affection on both sex	Total
Female	50 (32.89%)	3 (1.97%)	17 (11.18%)	16 (10.52%)	2 (1.31%)	88 (57.89%)
Male	52 (34.21%)	3 (1.97)	0	2 (1.31%)	4 (2.63%)	61(40.13%)
No gender	3 (1.97%)	0	0	0	0	3(1.97%)
						152

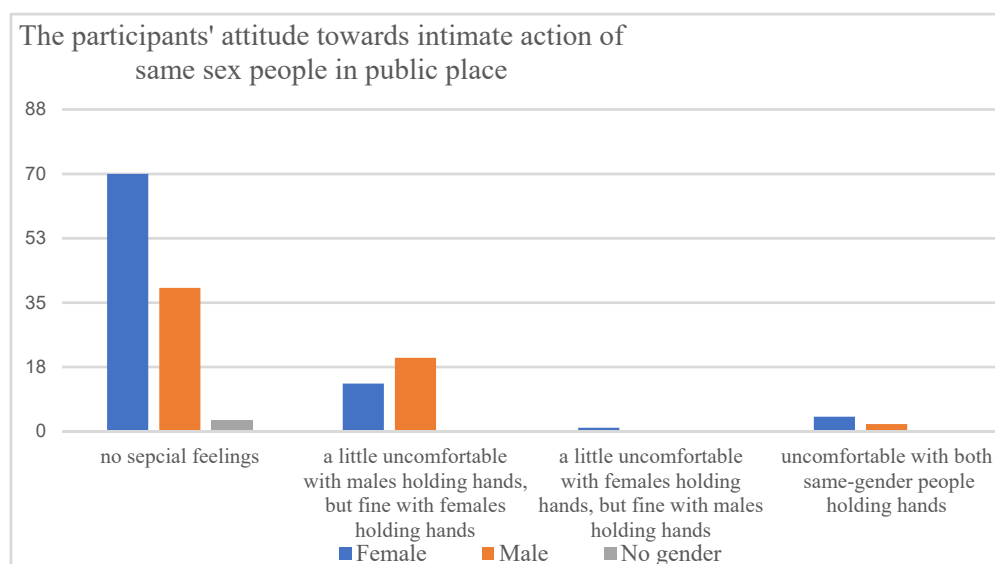
However, as table 2 and figure 1 show, when imagining finding themselves not in line with traditional sex orientation, female participants would be less panic and shameful compared to males.

Though a large number of both sex participants feel "at a loss", which indicates a lack of sex education on sexual orientation.

In addition, female participants are more willing to tell trusted friends and family members than male participants. Male participants are more inclined to not tell anyone. To sum up, regarding attitudes towards sex orientation, males are less receptive with non-traditional sex orientation and would feel more shameful and panic than females.

Table 2. The participant's attitude towards intimate action of same sex people in public places

The participants' attitude towards intimate action of same sex people in public place					
	no special feelings	a little uncomfortable with males holding hands, but fine with females holding hands	a little uncomfortable with females holding hands, but fine with males holding hands	uncomfortable with both same-gender people holding hands	Total
Female	70 (46.05%)	13 (8.55%)	1(0.66%)	4(2.63%)	88 (57.89%)
Male	39 (25.65%)	20 (13.15%)	0	2 (1.31%)	61 (40.13%)
No gender	3 (1.97%)	0	0	0	3 (1.97%)
Total	112 (73.68%)	33 (21.71%)	1 (0.66%)	6 (3.95%)	152

**Figure 1.** The participant's attitude towards intimate action of same sex people in public places

6.1.2. Sexual Intercourse

For casual sex, there is a significant difference between males and females. The mean score of male participants in approving premarital sex (3.53), early sex (3.08), and one-night stand (2.77) are all higher than female participants (3.30, 2.18, 2.56). This illustrates that male participants are more receptive to casual sex than female participants.

Table 3. Average approval on pre-married sex, early sex, and one-night stand

Average approval on pre-married sex, early sex, and one-night stand			
	Pre-married sex	early sex	One-night stand
Male	3.53	3.08	2.77
Female	3.3	2.18	2.56

(1 is not approve, 4 is approve)

As shown in Table 3 and 4, almost all participants recognize condom as a measure of contraception. Most female participants know all contraception methods, while males know less about the medicine for contraception. Female participants are more capable of having sex after two couples have been together after one year or let nature take its course. On the other hand, most male participants prefer having sex let nature take its course or after two months together. Therefore, male is more casual with the time of having sex, and the time is shorter than the female participant's choice.

Table 4. Knowledge on contraception measures

	Short-term contraceptive medicine	Long-term contraceptive medicine	Morning-after pill	Condom	Vaginal Ring	Diaphragm	Contraceptive patch	Spermicide	IUD
Female	63 (70.79%)	53 (59.55%)	78 (87.64%)	88 (98.88%)	53 (59.55%)	20 (22.47%)	6 (6.74%)	13 (14.61%)	36 (40.45%)
Male	43 (65.15%)	33 (50%)	53 (80.30%)	64 (96.97%)	34 (51.52%)	20 (30.30%)	15 (22.72%)	17 (25.76%)	25 (37.88%)

6.1.3. Rape Myths

As shown in table 5, most of the participants choose the victims to have completely no fault when wearing skimpily. However, the percentage of thinking that the victim has a little fault is also quite high, with 5.21% female participants and 19.7% male participants choose the male victims to have a little fault, 8.33% female participants and 16.67% male participants choose the female victims to have a little fault. It depicts that male participants are more likely to blame the victim than female participants.

Table 5. Different gender towards rape myths

	If the one be raped is a male, he is responsible for it, he 100% deserve it.	If the one be raped is a male, he is partly responsible for it, but it's not all his fault.	If the one be raped is a male, he is not responsible for it at all, wearing skimpily is not the reason for the rapist to do the vice.	If the one be raped is a female, she is responsible for it, she 100% deserve it.	If the one be raped is a female, she is partly responsible for it, but it's not all her fault.	If the one be raped is a female, she is not responsible for it at all, wearing skimpily is not the reason for the rapist to do the vice.
Female	1 (1.12%)	5 (5.62%)	75 (84.27%)	0	7 (7.87%)	83 (93.26%)
Male	1 (1.52%)	13 (19.70%)	43 (65.15%)	0	11 (16.67%)	53 (80.30%)

In the situation when victims are drunk, most of the participants still choose no-fault. Nevertheless, there are also a large number of participants who choose the victims to have a little fault. The percentage of male participants choosing this selection (male/ female victims have a little fault) is nearly 10% higher than female participants, and all participants are nearly 3% more inclined to blame the drunk female victims than the drunk male victims. Such a high percentage in choosing the victims has a little fault reflects that Chinese schoolers could not get rid of the biased of rape myth, which is blaming the victims. Although they do not completely blame the victims, they still consider that victims can also conduct wrongly that causes their

tragedy. However, the victims should not be blamed for any sexual abuse no matter what their situation is.

6.1.4. Romantic Relationship

Most of the participants consider that to maintain a healthy relationship, both individuals who are couples need to give way and manage the relationship together. As shown in table 6, remarkably, 9% of the male participants chose males should apologize because male should maintain and support a relationship, while only 1% of female participants think accordingly. This is caused by the traditional relationship in Chinese culture that men should be magnitudes and take charge of the relationship.

Table 6. Gender differences in attitude towards relationship

	Female should apologize first because the role of a female in a relationship is to maintain it as much as possible	The male should apologize first because a male's role in a relationship is to maintain it as much as possible	Both the male and female should apologize to each other at the same time because the relationship needs both sides to maintain	Whoever makes more mistakes should apologize first.
Female	0	1 (1.12%)	71 (79.78%)	17 (19.10%)
Male	1 (1.52%)	6 (9.09)	51 (77.27%)	8 (12.12%)

Generally speaking, females are more open-minded with sexual orientation, are more equipped with sex knowledge, but they are less capable of casual sex. Male are more open-minded with casual sex and have relatively less knowledge about contraception. In rape myth, both sexes incline to blame the victims, but females have less inclination.

6.2. Educational Background

6.2.1. Sexual Orientation

In regard to correlation between educational background and sexual orientation attitude, the responses from the questionnaire gave diversified results:

The question "what is your feeling towards seeing two boys/girls holding their hands on the street" shows various aspects of responses from different groups of respondents.

Generally, 61.84% of respondents whose schools are located within China think that it is normal to see two same-sex people holding their hands on the street, because they may be good friends or relatives. For people who plan to finish their schools in international high school, 16 out of 80(20%) of them will consider that if two boys are holding their hands, they are couples who are in a romantic relationship. 7(4.6%) of the respondents choose "neither feels comfortable" due to the reason that those boys and girls might be homosexual couples, and they have the various educational backgrounds, such as domestic, international, and abroad high schools.

People who are heterosexual still take the majority of the whole participant samples. However, what's worth mentioning is that 2 people each from domestic international high school confirmed that they won't fall in love with any people with any sexuality. 14.47% of the participants are bisexual while 3.95% of them are homosexual. Participants who are not sure whether they'll be in a relationship with others who have the same sex as them or not have a proportion of 14.47%, which is equal to the number of bisexuals.

43 out of 152(28.29%) participants will have the feeling of novelty if they discover they are one of the members of LGBTQ+ groups, 29 of them have international education context, while

other 88(57.89%) people say that they will have some negative feelings, such as ashamed, panic and perplexed. Among all this, people who take the majority of negative feelings come from international high school, which has a number of 59 (38.81%). Of all the respondents claiming that they won't have any special feelings towards unusual personal sexual orientation, most of them come from international high school, which takes accounts for 65.96%.

6.2.2. Sexual Intercourse

For the question "What time do you think is the most appropriate to have sexual intercourse with your partner?", 53 out of 152 (34.87%) participants think it is not about time, just let nature takes its course. All these 53 people are from international high school (domestically and abroad). The other 18 respondents who are from domestic high schools also choose this option.

48 (31.58%) of the responses are "confirmed the relationship and have been together for over one year", more domestic schoolers (27) have chosen this than international schoolers (21), not surprisingly. Almost each different education background group has several people for choosing "no matter what time".

6.2.3. Romantic Relationship

If there's a couple who has confirmed their relationship and had quarreled with each other, what do you think is the best way of solution? In the questionnaire, majority of respondents gave out similar answers: 126 out of 152 respondents, which takes account for 82.9%, have the consideration that both the male and female in the relationship need to apologize to each other for the quarrel because a good relationship needs both sides to maintain. Among all the respondents, 90.4% of domestic schoolers chose this answer while 79% of international schoolers did so. 17.1% of people claim that whoever has more faults needs to apologize first, while the rest 8 respondents have the opinion that there should always be one side who needs to apologize first, no matter what gender.

6.3. Source

The data on the sources that high school students reported using to determine their attitudes on sexuality is collected by the questionnaire. Distributions of the importance of each source stay relatively stable across all three investigate areas of sexuality. In an order from high to low importance, movies (13-14%), websites (12-13%), and social media (10-12%) are always the three most popular site for information regarding sexuality according to high school students. However, it should be noted that "discussion with peers" is ranked the third, marginally higher than social media, as a source of attitude regarding the relationship between the two sexes. It is found that "peers" are quite popular source to get information on all three areas in sexuality: "sex orientation" (10.7%), "sex intercourse" (10.4%) and "relationship" (11.6%).

The least referred-to sources are always magazines and family education. What is worth noting is that the importance of family education as a source varies between three aspects of sexuality, 1.8% for "sexual orientation", 3.6% for "sexual intercourse" and slightly more at 5.7% for "relationship".

After the sources are coded into three major categories, the stable distribution of importance of sources is even more obvious as can be seen from the three charts: the category "Internet" is the most popular source, which includes internet, social media and web novels; "Internet" is closely followed by Mass Media; Print Media and Socialization are usually of equal importance; undoubtedly, school is the rarest choice as an information source.

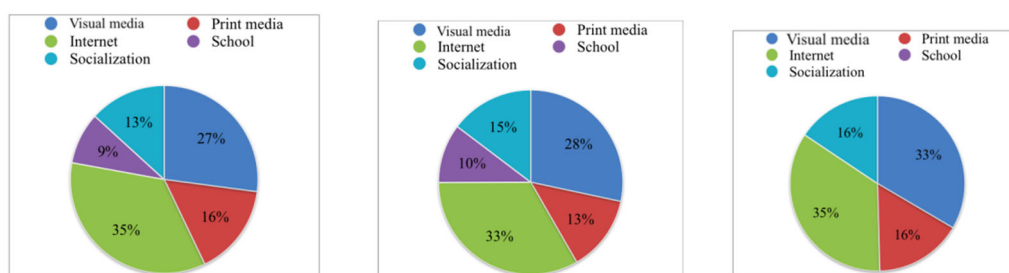


Figure 2. Sources of attitudes on sex orientation, sexual intercourse, and relationship respectively

Moreover, high school students hold a welcoming attitude towards sex education in schools-- 92% of respondents to the questionnaire expressed their concern for the need for knowledge in this area and said that they think their high schools need to have sex education courses.

7. Discussion

7.1. General Trends

Most of the participants stand neutrally for the minority group of LGBTQ+. Also, most of the participants are receptive for intimate action done by the same sex as they think that this is nothing special and they think that they could be friends in good relationships or family members. For people feeling uncomfortable encountering this situation, they are less tolerant for the boys' condition (19.79%) than girls (0.6%) relatively.

Generally, juveniles are quite open for sexual intercourse when it comes to sexual activities before marriage, before 18 years old or one nightstand. 44.38% of the participants, which are most of the participants are not demanding the least time before they think they can have sex with their romantic couple. Also, in the rape condition being set up, there are still few participants consider that the one being raped is guilty of the vice done on them, which is quite an amazement.

Through the analysis of the data collected, a phenomenon is observed: currently the young are having a fair attitude for both gender within the relationships as they think boys and girls should be equal when encountering any kind of conflicts.

7.2. Attitudes and Educational Background

From the data responses, which show the general tendency on different levels of students' perspectives, it can be concluded that diverse study environments will have an impact on students' values, beliefs and attitudes. Research on different aspects of sex education clearly shows that people who obtain academic support and study in a relatively open-minded environment will express more openness when facing questions related to sexuality and sex education. In nowadays society, more importance has been attached to pluralism and globalization. Due to the coalescence of various cultures and values, people who spend more time in this kind of environment seem to be more welcoming to new things. As for the diverse educational background, students in international schools tend to be more open-minded comparing to those who are in domestic high school. What's more, students in international high school possess a higher percentage of acceptability of the LGBTQ+ group than domestic high schoolers. Their attitudes toward this minority group are basically "not treating them as special ones".

Students from international study environments show greater acceptance towards minor sexual orientation. They are better aware of their personal sexual orientation as well. Also, from the sexual intercourse aspect, international schoolers tend to have more casual attitudes

comparing to the domestic schoolers. It turns out this has resulted in the awareness of mature sex consciousness among international schoolers, which still needs improvement in domestic high schoolers.

7.3. Attitudes and Gender

Female is in a state that is more open-minded with all their sexual orientation and have a calmer feeling towards different orientation. While males seem to be more implicit and perplexed if discover the violation of the traditional orientation. This might be caused by female tends to share their information and feelings with others, which might give them support and confidence when facing themselves differently. However, the data shows that both sexes would have felt at a loss when discovering, and this can be attributed to the lack of sex education on these topics. Without knowing that having affection towards same sex is normal, adolescents will react overwhelmingly or panicky. Such emotions would insecure them when they are doubting whether this is an abnormal state. Besides, other discrimination and condemning will also harm their self-esteem and mental health.

As for rape— crimes that not only hurt the woman's body but also their spirits and life— happens often in China. The severity of such crimes is that the denounce from the public has on the victims. Being cyber-bullied, more victims will keep silent and bear the painfulness for the rest of their life. This is a typical rape myth that many people would hold— blaming the victims. From the result of the research, a large number of respondents blame the victims partly and have the inclination to blame females than males. These findings propose the importance and urgency of sex education on teenagers to stop having the misconception of rape victims.

7.4. Information Source and Its Application for Sex Education Program

The study examined the sources of high school students' attitudes on sexuality, especially on sexual orientation, sexual intercourse, and the relationship between the opposite sex. The data shows that "family discussion" was an unpopular and rare choice for information sources on sexuality. It is apparent that any talk or educational lessons on sexual orientation is a thorny and awkward subject for Chinese parents to their children, even more, uncomfortable than the two other aspects of sexuality. Though it is a convention to talk about relationships with your sons and daughters, and there's a growing trend in talking about contraception with the children, discussing sex orientation is an idea not so welcomes by Chinese parents. The topic is the most drenched in social influences, stereotypes, and expectations -- most Chinese parents still hold a traditional take on the LGBTQ+ people. This is also the reason behind the low number of people choosing to tell (trusted) family members if they become a member of LGBTQ+ group-- they are afraid of the judgment and disapproval that will come as a result of their revelation.

Although the responsibility of sex education is traditionally placed on the shoulders of parents, evidence has proved that it is not actually the case-- media far outrank parents as a source of information. As a result, high schools should replace the role of parents in teaching about sexuality and provide more formal and standardized sex education courses to students where they can listen to professional ideas and seek help. This is because otherwise students will be left helpless and rely on the information they receive from other sources. It is better for them to learn about sexuality formally under proper guidance and support in schools instead of relying on random sources that aren't authorized or might be misleading. Those "random sources" largely include movies, websites, and social media. Researchers have proved that comprehensive Sexuality Education (CSE) is a success, compared to abstinence-only sex education curriculums and no sex education at all. CSE is curriculum-based teaching of sexuality "that aims to give students the knowledge, attitudes, skills, and values to make appropriate and healthy choices in their sexual lives". [6] CSE is not only not associated with an

increase in adolescent activities, but also significantly decreases the cases of teen pregnancy. [7]

The information and "norms" about sexuality that teenagers are exposed to in those sources are often misrepresentations of reality or what should be the case. Teenagers, and especially high school students, are sponges that soak up social information: they tend to normalize and internalize messages from movies and TV series, including the ones that are potentially harmful. [8] In addition, an increasing number of students seek identities in TV characters, using them as "social surrogate" or fantasize about them as an "ideal self". [9] An article on Guardian pointed out that film depictions of violence and rape focus too little on the experience and traumatization to the victim herself, especially the psychological consequences [10]. Teen comedy films that are popular among high schoolers also relay a distorted message on rape and sexual assault. [11] Usually, sexual assaults are treated lightly as a mere comical moment, and the ramifications of sexual assault are largely ignored. Many films also echo the stereotypes and beliefs in the society of rape myth and power imbalance between males and females, as they are delivered under the perspective of the "male gaze" and perpetuate women's real-life sexual objectification. [12] Hollywood films are often found to prohibit sexual passion, especially when the focus is on the pleasure of the female partner. [13] In the future, stricter regulations should be placed on media when it includes displays of sexuality. This includes movies, TV series, novels, and social media. They should present teen sexuality in a more helpful way, for example, by showing greater use of contraception, less gloating attitudes towards successful sexual assault, and more portrayal of women's pleasure during sexual activities.

To sum up, to improve the future situation of high school students' information sources, schools should provide Comprehensive Sexuality Education in order to ensure enough knowledge of high school students to make informed choices about their sexuality. Also, healthy and moral values towards sexuality ought to be promoted in media and other popular sources.

7.5. Under the Chinese Context- puppy Love

Different from the attitudes held in Western countries, puppy love is explicitly and strictly forbidden in most high schools in China. The reason is that Chinese students face a lot of academic pressure from Zhongkao and Gaokao (the two major and extremely competitive entrance exams in China). Conservative parents and educators thus believe that puppy love interferes with the study and grades of students, and that puppy love couples will eventually split in the end. It is reckon that the progression of sex education in China is thwarted not only by parents' and teachers' reluctance to use the valuable school time but also by their concern of sex education bringing sexuality awareness among students and increasing chances of puppy love. However, studies have shown that CSE does not increase sexual activities among teenagers. It can be inferred that it will also have little impact on cases of puppy love. It is believed that if this message is widely known, sex education will face less resistance in China.

Further researches regarding the application of sex education in China should be done since China has a unique background and Chinese adolescents generally lack sex education at schools. Most of the students' knowledge on sexuality comes from mass media and the internet, which contain a lot of unhealthy content. Hopefully there will be more research and institutions which can design a specific and practical program for Chinese high school students in the future. It can include teaching in the school according to sex education textbook written by specialists, experts delivering lectures at school and informative readings that are readily available for students to refer to.

7.6. Evaluation

There are several limitations within the research that decreases the validity and reliability of the results being collected and therefore the conclusions that arrived upon. Firstly, the research

sample is quite restricted with a uniform characteristic -- mostly female and studied in China for high school which has disadvantaged us from obtaining more diversified answers. The research sample is consisting of far too more girls than boys: there are 20% fewer males than females among the respondents. Also, only less than 20% of the respondents have studied outside of China. Therefore, results may be biased since most of the respondents were brought up and studied under a similar social background. It must also be noted that the results cannot be easily generalized to all high school students around the world. Secondly, a question in questionnaire was not smart in its design so cannot measure the attitude which was intended to measure in the first place. In the multi-selected question "if you found out that you were a member of the LGBTQ+ community, how would you feel?" is aiming at 1. implicitly measure their attitudes towards the LGBTQ+ community, for example, whether they have any attitudes of repulsion or disgust, 2. investigate the perceived difficulties that society poses on the LGBTQ+ community. However, the guidance provided for participants to imagine the situation with thorough considerations. This may result in participants' answers deviate from their real attitudes when they have not considered the whole situation. Coupled with social desirability and short time the respondents spent on the questionnaire, their answers cannot be trusted to accurately show their real attitudes. This is shown in a follow-up interview with one of the respondents: she reported that (being a heterosexual female), she could not imagine what it would be like to become non-heterosexual. When she was told of the possible outcomes from that situation, such as family objections and employment difficulty, she realized that her previous choice "no particular feeling" for the question is inconsiderate, and she would like to change it to "panic". This indicates that answers from other respondents to that question are riddled with the same problem, lowering the validity of the results.

8. Conclusion

Although there are certain drawbacks in this study, some phenomena are still worth mentioning. Among the discoveries of attitudes toward sexuality controversial topics, what can be concluded is that females nowadays are experiencing more tolerance from conducting intimate behaviors than males, which is possibly linked with the issue of traditional femininity. On the other hand, males are found to be more easily affected by the conventional concepts and ideas regarding to sexuality, as they are recognized as the signal of strong masculinity by the public mainstream. When it comes to the attitudes related to sexual intercourse and other sexy behaviors, males show higher resiliency and capability than females, which may vary due to the general trend of considering men as more muscular, more capable, more advantageous figure than women physiologically and psychologically.

The research object— Chinese high school students— is innovative and contemporary, which is also worth focusing on for later researchers. It is clear that current students lack appropriate and sufficient sex education, mainly pointing to those who live in a conservative environment. Therefore, it is typically essential to future researchers and educators to pay increasing attention on sexuality as well as sex education.

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