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Applying the Situational Theory of Publics to Children's Sex Education in China

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Applying the Situational Theory of Publics to Children's Sex

Education in China

by

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A thesis submitted in partial fulfillment
of the requirements for the degree of
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Abstract

In China, "sex" is a sensitive, even taboo topic. In this special cultural background, the lack of sex education for children is worthy of attention. This study aims to extend the Situational Theory of Public (STP) to the field of sex education for children. The results of an online questionnaire survey among 424 Chinese parents show that a high degree of problem recognition and high level of participation in child sex education will lead Chinese parents to actively search for relevant information on this issue. Being able to identify children's sex education problems, having a low barrier to solving the problem and having a strong perceptual connection to the problem will trigger Chinese parents' passive information processing of the problem. But feeling oneself can influence the outcome of the question without triggering an active search for information. The results also found that the level of involvement was the key factor leading Chinese parents to actively seek relevant information and become active publics. Thus, this study suggests holding online or offline sex education campaigns to publicize the advantages and disadvantages of early childhood sex education in accordance with Chinese law. The researcher suggest that future studies should expand the regional distribution of participants, add qualitative research methods such as interviews, and take cultural factors as reference standards for data measurement. This study hopes to promote the development of children's sex education in China and help Chinese parents to improve their knowledge of and participation in children's sex education.

Chapter One

Introduction

"I was nine when I first saw a couple having sex on a television show, but it was not until four years later that I had my first sex education class in school" Qin Xue, a 14-year-old Chinese student. (American Psychological Association, 2014).

The lack of sex education for children is widespread across China, where discussion of sex is often seen as shameful in conservative Chinese society. One serious consequence is that most injured minors do not know how to protect themselves, and some do not even know that they have been sexually abused (American Psychological Association, 2014).

Liu, Dennis and Edwards (2015) argue that this is due to Chinese cultural values, such as the traditional values related to Confucianism, which have a special influence on the practice of sex education. Especially in less developed areas and rural areas (Liu, Van-Campen, Edwards & Russell, 2011; Zhang, Li & Shah, 2007), due to the more serious feudal ideology in rural areas （Liu, Cheng, Wei & Yu, 2020), many rural parents themselves are not highly educated, the acceptance of sexual knowledge is not high (Lu, 1994; Nyarko, 2014). And according to traditional Chinese social norms, Chinese parents often avoid directly discussing sex-related issues with their children (Gao, Lu, Shi, Sun & Cai, 2001). As a result, many parents still see no need to educate their children about sex (Zhang, Li, Shah, Baldwin & Stanton, 2007). And schools do not offer formal sex education courses, making it difficult for parents to talk about sex. In general, there are

few formal means of sex education (Liu et al., 2011; Zhang et al., 2007).

In contrast, although some parents support sex education for children, their control over or limiting of the content of instruction or misunderstanding of concepts hinders the development of sex education for children in China (Xinhua News Agency, 2015). Take, for example, a 2015 protest in Toronto, Canada, against a revised sex education curriculum in Ontario. Many Chinese parents believed the proposed material to be unsuitable for their 9-year-olds. They believe sex education and sex education courses should be introduced to students in the 9th grade, or at 14 year of age or later (American Psychological Association, 2014).

More importantly, the emphasis on examinations in China's education system also seriously hinders the development of sex education (Xie, Qiao & Wang, 2016). In the context of exam-oriented education, where students' academic performance is the priority, some parents believe that sex education is not as important as other topics and ignore the need to address topics related to the sexual growth and development of their children (Xie, Qiao & Wang, 2016).

The core disagreement about sex education in China is about the basic premise and content of sex education and who can best provide it. Some argue that both parents and schools should be the main providers of sex education (Shtarkshall, Santelli & Hirsch, 2007). Previous research has shown that parental attitudes have an essential impact on sex education, especially in the setting of educational goals (e.g., what kind of sex knowledge should be conveyed) (Kakavoulis, 2010). In fact, many studies have highlighted the role of parents, arguing that they should take more responsibility for their children's sex education, rather than just acting as "collaborators" (Walker, 2007; Qin, Xie, Tang, Wong & Zhang, 2019). In addition, research has shown that discussing the biological differences between men and women and the way parents respond to their children's use of sexual language can help shape their children's sexual consciousness (Shtarkshall, Santelli &

Hirsch, 2007). In contrast, a lack of sexual knowledge can be a source of many health and social hazards, including increasing the risk of sexually transmitted diseases and unwanted pregnancies (Shtarkshall, Santelli & Hirsch, 2007).

Chinese parents have mostly been ambivalent about their views or attitudes towards child sex education. It is unclear if Chinese parents realize that the lack of child sex education is a "problem" in their emotional and physical development. Furthermore, it is unclear whether Chinese parents who are aware that sex education for children in China is lacking will take action to solve this problem. In view of these complexities, research is needed to better understand the perceptions Chinese parents have about child sex education and how these perceptions influence their communication behaviors related to the topic.

A review of literature suggests that the situational theory of public (STP) (Grunig, 1997; Grunig & Hunt, 1984) is a useful theoretical foundation from which to study issues management in multi-cultural settings. The STP explains when and why individuals become active in communication behaviors related to an issue, specifically the behaviors of information seeking and information processing (Grunig & Hunt, 1984; Grunig, 2003). In other words, when people see a situation as a problem that needs to be solved, they allocate cognitive and communicative resources to find a solution to the problem (Chen, Hung-Baesecke & Kim, 2017). According to Grunig and Hunt (1984), the observable independent variables of problem recognition, constraint recognition, and involvement in an issue serve as predictors of both passive information processing behavior and active information seeking behavior, to different degrees based on the context of the situation (Grunig & Hunt, 1984; Grunig, 1997).

As such, the STP provides a novel way in which to examine the special cultural complexities at work when considering the issue of child sex education in China. Aldoory and Sha (2007), in

their comprehensive review of research using the STP, found extensive application of STP in information and educational communication contexts, including environmental protection, prevention of tobacco use, prevention of child sexual abuse, listening, parent-school communication, and sexual assault awareness and prevention, among others. While the STP has been used to better understand many diverse and socially relevant issues, it has not been applied to the issue of child sex education in China.

Therefore, the purpose of this study is to apply the STP to the issue of child sex education in China and to examine the issue situationally, using parents as the unit of analysis. Specifically, this study posits the following four hypotheses:

H1: Problem recognition among Chinese parents about their children's sex education is a positive predictor of their information seeking behavior about it.

H2: The extent to which Chinese parents perceive constraints in their ability to solve the problem of sex education for children is a negative predictor of their information seeking about it.

H3: The extent to which Chinese parents are involved in the problem of child sex education is a positive predictor of their information seeking behavior about it.

H4: Problem recognition (a) and level of involvement (c) positively predict information processing behavior, while constraint recognition (b) is a negative predictor of information processing behavior.

To test these hypotheses, survey research methods will be used to measure Chinese parents' perceptions of problem recognition, constraint recognition, and involvement in the issue of child sex education, as well as their information processing and information seeking behaviors related to the issue. The STP is applied as the theoretical framework to more deeply understand the

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situational beliefs of Chinese parents when they engage in communication behavior about their child's sex education.

This study seeks to gain a deeper understanding of current perceptions and behaviors of Chinese parents in order to determine which variables should be adjusted to achieve more positive behavioral outcomes among parents on this issue.

This study is meaningful for several reasons. First, this research is meaningful to scholarship because it attempts to support and extend application of the STP to the unique context of children's sex education in China. Thus, it contributes to the body of knowledge in public relations. Second, this research is meaningful to public relations practice because it will demonstrate how the STP can be applied to real problems and provide communication solutions to those problems. Finally, this study can provide information for Chinese parents and educators to be more effective in child sex education, which may lead to more effective outcomes and will help development meaningful educational communication practices.

This study is presented in five chapters. This first chapter introduces the study. Chapter 2 provides a review of literature relevant to this study. Chapter 3 includes a presentation of the methodology used to collect data for this study. Chapter 4 provides the results of the data analysis, and Chapter 5 provides a discussion of the findings and draws conclusions about the contribution of the study and areas for future research.

Chapter Two

Literature Review

Child sex education in China

In China, attitudes towards sex have been influenced by Confucianism, Taoism, and Buddhism for thousands of years (Zhang, Li, Li & Beck, 1999) Although all these doctrines acknowledge that sex is one of the inherent desires of human nature (Ruan, 1991), the view of sexual behavior is negative. Confucian philosophy is repressive because it views sexuality as a potential threat to society and religion (Higgins, Zheng, & Liu, 2002). Lewdness is considered the worst of all evils (Gao, Lu, Shi, Sun & Cai, 2001) Only intra-marital sex for reproductive purposes is sanctioned, and premarital and extramarital sexual relations, homosexuality, and masturbation are condemned (Higgins et al., 2002). During the cultural revolution of the 1960s and 1970s, sex education was completely banned. After the Chinese government adopted the "open policy" in the late 1970s, rapid economic growth and social changes led to changes in sexual behavior and sexual behavior. At present, young people are more widely accepting of the diversity of sexual norms and behaviors, and parents have begun to accept these changing attitudes among their children (Zhang et al.,1999)

However, according to traditional Chinese social norms, parents usually avoid discussing sex-related issues directly with their children, including the use of contraceptives, because such issues are considered personal, sensitive and embarrassing. Many parents still believe that sex education for their children is unnecessary (Gao, Lu, Shi, et al., 2001). Some parents and the older generation express concern that sex education might encourage early sexual activity among adolescents (Cui, Li & Gao, 2001).

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Studies suggest that parents in China have less communication about sex with teenagers than in more developed countries. A study conducted in the United States in the 1990s found that approximately 54% of adolescents had discussed AIDS and HIV with their parents (Holtzman &Rubinson, 1995); A study in Sweden showed that 40 % of male high school students and 60% of female high school students had talked to their parents about sex (Häggström-Nordin, Hanson & Tydén, 2002). However, in Zhang, Li, Shah, Baldwin and Stanton's (2007) study, only 17.1% and 30.6% of the adolescents discussed sex-related issues with their parents, respectively.

At the same time, adolescents experience early sexual activity and delayed marriage, and as a result, more of them are at long-term risk for unsafe sex (Zhang, Li, Shah, Baldwin & Stanton, 2007). According to the report of Burki (2016), there are 13 million abortions in China every year according to official statistics. Many experts suspect the actual figure could be twice or even three times that. That would mean abortion far more than childbirth. In addition to rethinking China's one-child policy, which was finally ended in October 2015, the abortion rate could also be effective in raising public awareness of issues related to sexual health. A 2012 survey found that 70% of Chinese people have premarital sex, compared with 15% in 1989. The ripple effects of ignorance and stigma can be seen in the increased burden of stis. After almost disappearing after world war ii, syphilis came back into vogue. It is estimated that 9% of male contacts are infected with the bacteria. "Only 60% of the youth have basic knowledge of HIV/AIDS," explained Limi of the Lingnan partner community support center in Guangzhou, Guangdong province. The center provides sexual health services in southern China. "Thirty percent of teenagers don't know that HIV is not transmitted by mosquitoes," mi added. About 90% of new HIV infections are caused by unsafe sexual contact. Sex education was introduced into the school curriculum in 1988.

Nevertheless, the current policy in place is still considered inadequate. Teenagers mostly get their information about sex from the Internet or from friends (Burki, 2016).

Talking to children about sex education has always been a difficult task for parents. When most curious children ask their parents "where am I from?", most parents are at a loss. Existing literature suggests that the content of sexual communication between parents and adolescents is also important, and such communication has protective effects (Blake, Simkin, Ledsky, Perkins & Calabrese, 2001). In addition, sexual topics discussed between parents and their minor children may vary depending on the gender of the parents and the gender and age of the adolescents (Zhang et al., 2007). The role of parents in sex education should be recognized (DiIorio, Lehr, Wasserman, et al., 2006; Pluhar, Jennings, DiIorio, 2006). And, as more and more sex crimes against children are reported more frequently in the Chinese media, the public is paying more attention to proper and effective sex education at home. In addition to schools and communities, parents must be involved in sex education for young people in China.

Therefore, the investigation and research on Chinese parents' awareness, attitude and behavior towards children 's sex education is beneficial and necessary to promote the development of this field.

Situational Theory of Publics

The situation theory of public (STP) was developed and refined by Grunig and Hunt (1984) from the two classical theories of publics and public opinion by Dewey (1927) and Blumer (1966), respectively. The STP is considered to be a discipline-specific public relations theory, as it conceptualizes and operationalizes a definition of publics derived from these theories that is unique to the public relations discipline. As a result, the STP has been widely applied in public relations research, both scholarly and applied. In fact, it is considered to be one of the most useful, generally

applicable, and predictive theories in public relations scholarship (Lim, Greenwood & Jiang, 2016). The public is defined by Dewey and Blumer as an important part of the democratic process. The public can recognize the problems that affect them and take action to solve them. While STP helps us identify and define public types and gives us a deeper understanding of public perceptions and behavior processes (Grunig, 2003). In simple terms, the theory aims to predict and detect different reactions among the public, which can help us determine when, why and how people seek information; Their reaction to the problem; And how it affects cognition, attitudes, and behavior.

STP has three independent variables: problem recognition, constraint recognition and level of involvement, which are used to explain and predict public communication behavior (Grunig, 1997; Kim & Grunig, 2011). And the two dependent variables are information seeking and processing, which describe the active and passive communication behavior of the public in obtaining information (Grunig, 1997; Kim & Grunig, 2011). According to STP (Grunig, 2003), its three independent variables (problem recognition, constraint recognition and level of involvement) construct the situational awareness of individuals, which further divides individuals into four different types of public: active, aware, latent and non-publics. Public types predict their probability of engaging in active communication behaviors (information seeking and processing) with messages. Information seeking ultimately leads to a solution to the problem in action.

Problem Recognition

In Kim and Grunig's (2011) article, they interpret that a problem doesn't exist until people are aware of it. A problem is a feeling of a perceptual (problem) and a cognitive (problem) that we have in the world that we live in and the interaction between what we expect and what we experience. In Simpler words, people don't see problems from the external. Problems are born in our own minds.

The situation theory of public defines problem recognition as "people detect that something should be done about a situation and stop to think about what to do" (Grunig, 1997, p.10). Cognitive that the problem begins when people see the situation as having a potential impact on themselves and start thinking about how to solve it (Grunig, 1997; Werder, 2005; Aldooryet, Kim & Tindall, 2010). STP states that people's perceive of the problem will determine whether they can become the public and communicate (Lim, Greenwood & Jiang, 2016). Except, of course, problem recognition. People's constraint recognition (perceived obstacles to solving problems) and level of involvement (perceived links to problems) both influence the way people think (Kim & Grunig, 2011).

Constraint Recognition

According to Grunig (1997), "people perceive that there are obstacles in a situation that limit their ability to do anything about the situation"(p.10) is the definition of constraint recognition. It is one of two original variables developed by Grunig (1968) in earlier versions of the theory of public. Constraint recognition is a behavioral feature, because the more constraints an individual perceives and doubts their ability to influence the problem, the less likely for them to seek and process information about the problem (Grunig,1979; Werder, 2005; Aldoory & Van Dyke, 2006; McComas, Besley & Trumbo,2006). Similarly, one of Grunge's (1971) studies show that people are less likely to communicate about problems they think they can't help or behaviors they think they can't perform. Even though communicators have a high problem recognition and/or level of involvement in problems, constraint recognition still hinders people's search for and participation in information (Ramanadhan & Viswanath, 2006).

Level of Involvement

Grunig (1997) defined it as "the extent to which people connect themselves with a situation" (p.10). This association has a behavioral and psychological impact because the degree to which a person is involved in the problem will affect their positivity. When their perceived connection is low, people may become passive in communicating behavior——participating in information attending (Grunig, 1976). When they feel a close connection, they are likely to be active in the act of communication——participating in information seeking (Grunig, 1976). In other words, the connection to an event or the occurrence of a problem is important for the perceived trigger, but unless people consciously perceive the connection, they will not take the initiative to solve the problem (Kim & Grunig, 2011). Moreover, the concept is thought to have the greatest use for subdividing and distinguishing the extent and nature of communication and cognitive activities between people of different levels of participation (Salmon, 1986; Zaichkowsky, 1986). When communicators know a person's level of involvement, they can predict how that person is likely to behave in terms of issues, products, and ideas (Slater, 1997).

Informational Seeking

Information search is the first dependent variable in STP. Grunig (1997) defines it as an active communication behavior, a purposeful search for information. Also known as a planned scan of information on specific topics in the environment. Wilson (2000) illustrates individuals use a variety of online and offline information systems when searching for information.

Informational Processing

The second dependent variable of STP is information processing, which is a passive communicative behavior (Grunig, 1997). Information processing is the discovery of unexpected information and then the continuous processing of messages (Clarke & Kline, 1974). In other words, the information is found obtained without a premeditated search (Grunig, 1997).

Four Types of Publics

The concept of active or passive information seeking and processing is the basis of STP (Major, 1998). When communicating with the public, take into account the public behavior that wants to influence and communicate. Each of the four members of the public has a different way of gathering and reacting to information, from the most active to the most passive. Non-public are the most passive. The group consists of people who do not know or acknowledge certain circumstances. The Latent publics are aware of a subject or issue but does not see it as a problem. The aware publics see the situation, but is not involved in finding a solution. The active publics are the least passive. These people see the situation as a problem and are involved in finding a solution. The active and conscious public will be referred to as the "active" public, while the "latent" and "Non-publics" will be referred to as the "passive" public.

Purpose and Hypotheses

The purpose of the thesis assignment is to further understand the situational belief among Chinese parents about communicating with the sex education of their children.

To analyze the Situational Theory of Public will be applied specifically a survey will be conducted with Chinese parents to determine their position and behavior in regard to the sex education of their children.

For the purpose of the study, it is necessary to distinguish what kind of public Chinese parents are in when it comes to child sex education. Different kinds of public (active or passive) have different ways of gathering information about the situation. They also react differently to situations after processing information (Aldoory, 2010). According to STP (Grunig, 1989), people are divided into different groups by problem recognition, constraint recognition and degree of participation. These categories help explain why certain members of the public are active or passive in searching for information about a topic. It also helps explain public behavior after processing information (Aldoory, 2010).
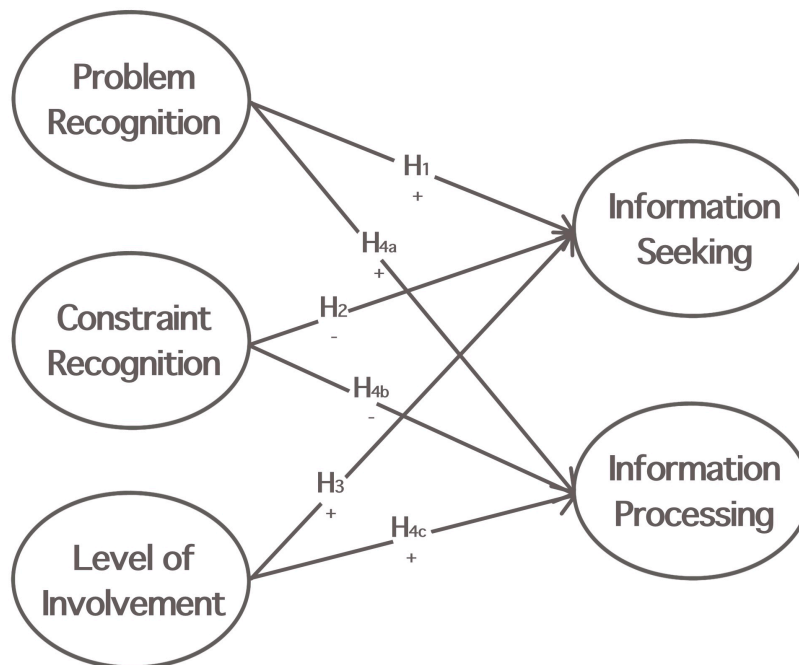

Figure 1.

Proposed tested theoretical model

The first factor in this process is problem identification. Problem identification occurs when "people find that they should take measures and stop thinking about what to do in a certain situation" (Kim, 2011). An individual cannot be part of an active public unless he or she sees a situation as problematic in some way. Therefore, the following hypothesis is posited:

H1: Problem recognition among Chinese parents about their children's sex education is a positive predictor of their information seeking behavior about it.

The step following problem recognition in sorting people into one of the four public types is determining their level of constraint recognition. People are less likely to communicate about an issue if they think it is blocking their way forward (Kim, 2011) or constraining their ability to solve a problem. Higher levels of constraint recognition will lead to more passive information processing behaviors related to the problem, rather than active information seeking behaviors. Therefore, the following hypothesis is posited:

H2: The extent to which Chinese parents perceive constraints in their ability to solve the problem of sex education for children is a negative predictor of their information seeking about it.

Level of involvement measures a person's personal connection to a problem or organization (Grunig, 1989). Higher levels of involvement will lead to people being more active in seeking information. The degree of involvement largely determines whether one will be part of an active or passive public. Thus, the following hypothesis is posited:

H3: The extent to which Chinese parents are involved in the problem of child sex education is a positive predictor of their information seeking behavior about it.

Grunig (1997) argued that high problem recognition and low constraint recognition lead to both information seeking and information processing behaviors. In addition, a person with a low

level of involvement will process information if he or she has high problem recognition and low

constraint recognition (Grunig, 1983). Therefore, the following hypothesis is proposed:

> *H4:* Problem recognition (a) and level of involvement (c) positively predict information
>
> processing behavior, while constraint recognition (b) is a negative predictor of
>
> information processing behavior.

Chapter Three

Methodology

The theoretical framework of this study is STP. Data were collected by using the survey research methods to test Chinese parents' perception of problem cognition, constraint cognition and participation degree, as well as information processing and information seeking behaviors related to this problem. The aim is to apply STP to the field of sex education for children in China from the perspective and standpoint of Chinese parents.

The reason why online questionnaire is used in this study is firstly because it can save time, manpower and physical strength. In other words, the online survey can receive a certain number of replies easily within a specified time. The second is its low cost. Compared with the paper version, the online questionnaire eliminates the process that surveyors must visit. This study provides convenience for cross-country studies like this one. Meanwhile, most of the online surveys are free. Then, online survey results are easier to quantify. It means that the results of questionnaire survey and collected data are easier to be statistically processed and analyzed. Finally, online questionnaire survey enables researchers to easily and quickly understand the respondents' thoughts, attitudes or behaviors from the questionnaire.

Participants and procedure

For purposes of better collect data, the researcher has contacted the President of Dongguan Yangguang Aier Kindergarten, Dongguan city, Guangdong Province, China. She gave researcher permission to contact parents. There are about 500 students in the kindergarten, and the number of

parents is expected to be around 300-400. A total of 424 valid questionnaires were recovered in the end.

The study was done at the University of South Florida. The data collection process of this study was all conducted on the Internet (mainly through WeChat). Participants, who must be a Chinese parent (mother or father), will fill out questionnaires in China, while researcher collect data in the United States. The study included an online survey that took 5 to 10 minutes to fill out. Each participant has only one access. All participants participated voluntarily and submitted responses anonymously. And may discontinue participation at any time. The decision to participate in the study had no impact on their work status, employment records, employee evaluations, or promotion opportunities. Their children's status as students, course grades, referrals or access to future courses or training opportunities were not affected by participation in this research.

Questionnaires that participated in this study did not receive any form of benefit such as money or credit and were considered to be of the lowest risk. Even if the results of this study are published, anyone who has access to participants' records must keep them confidential. Apart from basic information such as gender, education level and age, all questionnaires do not include any personal information about the participants. Therefore, the researchers used Numbers to distinguish all participants when entering data (e.g. 01,02,03).

Any incomplete questionnaires were considered missing data and were not included in the final study data. After the completion of data collection, the researcher personally input all the data meeting the requirements into SPSS software for data analysis. So electronic devices that design the data are equipped with unlock codes and have access only to the researchers.

All participants were native Speakers of Chinese. Professional translators translate verbal and written information documents on the subject. To ensure to the greatest extent that all participants

can understand the content of the document and questionnaire without difficulty. The wait time between receiving notification from a potential participant and obtaining verbal or online consent is approximately two days.

Instrumentation

Survey methods were used to collect data for this study. An online questionnaire was created using Qualtrics. The questionnaire consisted of four parts. The first three parts respectively measured the three independent variables of the STP, specifically, problem recognition, constraint recognition and level of involvement, and two dependent variables, information seeking and information processing, in the STP. The fourth part of the questionnaire measured demographic variables, including gender, age, education level.

Measures

The items used to measure the variables of interest in this study were adapted from previous research (Chen, Hung-Baesecke & Kim, 2017; Grunig, 1997; Werder, 2012). All items were adapted to fit the context of this study and are shown in Table 1.

Specifically, the variables of problem recognition, constraint recognition, and level of involvement are based on measure first posited by Grunig (1976, 1979, 1997). In this study, 7-point Likert-type scales (1= strongly disagree, 7= strongly agree) were used to measure the independent and dependent variables of the STP. The researcher adapted three or four items for each variable in the questionnaire from previous studies of the STP. Participants in this study were asked to choose their degree of agreement with the item.

For the three independent variables of STP, participants were asked how much they personally identified or defined child sex education as a "problem" and whether they began to think about

how to solve it or what should be done about it. Second, to measure constraint recognition, respondents were asked to if there are constraints or obstacles that limit their ability to make a difference in the sexual education of children. To measure level of involvement, respondents were asked how concerned they were about the issue of sex education for children and how connected they were to the issue with those around them or individuals.

For the two dependent variables of the STP, information seeking was measured by asking participants whether they would actively search for or ask about information related to children's sex education, and whether they would process information related to sex education for children without prior searching. All multi-item scales used in this study were subjected to reliability analysis prior to hypothesis testing.

Data Analysis

In order to test the hypotheses of this study, the researcher used the Statistical Package for the Social Sciences (SPSS) version 26 for all data analysis procedures. Statistical analysis procedures included examination of descriptive statistics, reliability analysis of all multi-item measures prior to the creation of composite measures for hypothesis testing, and linear regression analysis to test the four hypotheses posited in this study. A probability of .05 was the minimum acceptable value of significance for all statistical tests performed in this study.

This chapter provided a review of the methods used to collect data for this study. Chapter 4 provides the results of this data analysis. This is followed by Chapter 5, which provides a discussion of the results of this study. The last chapter gives the conclusion and the direction of future research.

Chapter Four

Results

In order to expand and support the application of STP in the unique context of children's sex education in China, this study tested the correlation between the three independent variables and the two dependent variables in STP with linear regression analysis. The researchers first conducted a statistical descriptive analysis of the data, and then analyzed the reliability and validity of the data. After ensuring that the data is valid and credible. Linear regression analysis is carried out for the four hypotheses in this study, and the results are as follows.

Simple Characteristics

A total of 424 valid questionnaires were collected. Among them, 237 are female, accounting for 55.9% of the total. There are 185 males, accounting for 43.6% of the total sample. Two participants, who did not want to be identified by gender, made up 0.5% of the total. The age groups of participants were mainly 20-25 years old and 26-30 years old, accounting for 53.1% and 14.9%, respectively. According to the collected questionnaire, 281 of the participants had a bachelor's degree. 56 of them have high school degrees. 28 of them have graduate degrees or above. 24 of them have junior middle school degrees. 4 of the participants had primary school degrees and 31 who did not want to disclose their degrees.

Descriptive Statistics

Table 1 shows the mean, standard deviation, maximum, minimum and number of all study variables for statistical description of relevant data. The mean value can be used to reflect the

central tendency of the data, while the standard deviation is used to measures the dispersion degree

of the data.

Table 1.

Summary Descriptive Statistics of All Variables Items

	N	Min	Max	M	Std. Dev.
Problem Recognition					
I think sex education for children is a problem that needs to be addressed.	424	1	7	6.53	0.965
The government and relevant institutions should pay more attention to this problem and take actions.	424	1	7	6.39	1.051
Something should be done immediately to improve the problem.	424	1	7	6.20	1.187
Constraint Recognition					
I don't think I can personally contribute anything to solving this problem.	424	1	7	3.31	1.964
My views or opinions on this problem have no effect on those who deal with it or the relevant departments.	424	1	7	3.83	1.970
I feel that I can't make any difference and improvement of the problematic situation related to this problem.	424	1	7	3.63	1.941
I don't think I have the power to influence the outcome of this problem.	424	1	7	3.77	1.913
Level of Involvement					
I see a strong connection between me and this problem.	424	1	7	4.61	1.804

Table 1. (Continued)

	N	Min	Max	Mean	SD
This problem affects me at some point or involves me personally.	424	1	7	4.51	1.819
I have strong opinions on this problem.	424	1	7	5.26	1.534
This problem has affected some people close to me at some point.	424	1	7	5.10	1.688
Information Seeking					
I regularly check the media or other sources for new information on this problem.	424	1	7	4.63	1.799
I actively sought out information on the problem.	424	1	7	4.44	1.831
I often visit websites with information on this problem.	424	1	7	4.09	1.896
I will ask my family or friends for useful information about this problem.	424	1	7	4.28	1.903
Informational Processing					
I pay attention to what others think of the problem.	424	1	7	5.01	1.626
If someone is trying to provide information on this problem, I'm likely to take the time to listen.	424	1	7	5.51	1.449
I pay attention to this problem when there are news reports on TV news.	424	1	7	5.46	1.482
If I saw some news about this problem on the Internet, I would click and read it.	424	1	7	5.48	1.465
Valid N	424				

Note. All items above measured on a 7-point Likert scale where 1= strongly disagree,2= disagree, 3 = somewhat disagree, 4 = neither agree nor disagree, 5 = somewhat agree, 6 = agree, and 7 = strongly agree.

Scale Assessment

First, the researcher used Statistical Package for the Social Sciences (SPSS) to analyze the reliability and internal consistency（Cronbach's Alpha） of the quantitative data in the study. And the study mainly analyzes the alpha coefficient (α). If the value is higher than 0.8, it indicates that the reliability is high; if the value is between 0.7 and 0.8, the reliability is good; if the value is between 0.6 and 0.7, the reliability is acceptable; if the value is less than 0.6, the reliability is poor.

As seen in Table 2. In this study, there are 5 variables, which are 3 independent variables: problem recognition (α=0.880), constraint recognition (α=0.874) and levels of involvement (α=0.783). And two dependent variables: information seeking (α=0.922) and information processing (α=0.878). All alpha coefficients are greater than 0.7, which indicated that the reliability of the research data is high. Therefore, it can be considered that all the items point to the same direction as their corresponding variables. According to the results of item total statistics, Cronbach's alpha coefficient of the corresponding variable will decrease if any entry is deleted except Q3. If Q3 is deleted, Cronbach's alpha coefficient of problem recognition (α=0.880) will rise to 0.890, but there is no obvious increase. Therefore, there is no need to revise the item.

Table 2.

Reliability Statistics of The Variables

	Cronbach's Alpha
Problem recognition (N = 3)	0.880
Constraint Recognition (N = 4)	0.874
Levels of Involvement (N = 4)	0.783
Information Seeking (N = 4)	0.922
Information Processing (N = 4)	0.878

Next, the validity analysis of the research data is carried out to analyze whether the questions in the research design are reasonable and meaningful. In this study, factor analysis was used to analyze two dependent variables (information seeking and processing). The validity level of the data is verified through the comprehensive analysis of the interpretation value and factor load coefficient value and other indicators.

According to the rotational component matrix, the load in factor 1 (information seeking) is 0.759, 0.848, 0.846 and 0.775 respectively, and the load in factor 2 (information processing) is 0.576, 0.781, 0.825 and 0.761 respectively. Therefore, factor 1 can be understood as information seeking factor, and factor 2 can be understood as information processing factor.

In Table 3, we can see that the common degree of all items is greater than 0.4, indicating that all items can be extracted effectively. The other two factors explained 38.491% and 32.451% of variance respectively, and the cumulative variance interpretation rate was 70.942%. The information quantity of the item can be extracted effectively. This means that the dimension division of this study is relatively reasonable and has good structural validity.

Table 3.

Rotated Factor Matrix

	Factor	
	1	2
I regularly check the media or other sources for new information on this problem.	0.759	0.338
I actively sought out information on the problem.	0.848	0.312
I often visit websites with information on this problem.	0.846	0.285
I will ask my family or friends for useful information about this problem.	0.775	0.318

Table 3. (Continued)

I pay attention to what others think of the problem.	0.470	0.576
If someone is trying to provide information on this problem, I'm likely to take the time to listen.	0.272	0.781
I pay attention to this problem when there are news reports on TV news.	0.272	0.825
If I saw some news about this problem on the Internet, I would click and read it.	0.316	0.761

Note. Extraction Method: Maximum Likelihood.

Rotation Method: Varimax with Kaiser Normalization.[a]

Hypothesis Testing

Simple Linear Regression Analysis of Hypothesis 1, H 2 & H3

To test hypothesis 1, H2, and H3. The researcher first conducted a simple linear regression analysis of three independent variables and one dependent variable -- information seeking. By comparing all R squared values in Table 4 and the adjusted R squared values, it can be seen that the fitting effect of the model for problem recognition ($R^2=0.068$, Adjusted $R^2=0.066$) and content recognition ($R^2= 0.089$, Adjusted $R^2=0.08$) is not particularly ideal except for the level of Involvement ($R^2= 0.682$, Adjusted $R^2=0.465$).

R squared of problem recognition is 0.068 means that 6.8% of the variance is jointly explained. It shows that the explanatory power of independent variables to dependent variables is not so insufficient. It is necessary to further determine whether there are other factors affecting the dependent variable, which also means that more than one independent variable affects the dependent variable. We should try to find other independent variables to strengthen the interpretation of dependent variables.

Table 4.

Model Summary of H1, H2 & H3

	Predictors	R	R Square	Adjusted R Square	Std. Error of the Estimate
H1	Problem Recognition	.261[a]	0.068	0.066	1.61516
H2	Constraint Recognition	.089[a]	0.008	0.006	1.66663
H3	Level of Involvement	.682[a]	0.465	0.464	1.22422

In order to test the significance of the global effect of the equation, this study used ANOVA to test the global effect of the equation. As shown in Table 5, for H1, the null hypothesis is that the regression equation has no significant effect. F=30.957, sig<0.001. Because of sig<0.001, We consider rejecting null hypothesis and it means that This means that the independent variable problem recognition is related to the dependent variable information seeking. Therefore, we reject the null hypothesis at the significance level of 0.05 and consider that the regression effect is significant.

For H2, F=3.408, sig=0.066>0.05. Because of sig>0.05, null hypothesis cannot be rejected at the significance level of 0.05 and we need to accept the null hypothesis, which means that the independent variable constraint recognition has no statistical significance with the dependent variable information seeking. In this case, constraint recognition alone is not a predictor for information seeking.

For H3, F=366.444, sig=0.000<0.001. Because of sig<0.001, null hypothesis should be rejected at the significance level of 0.05, and the independent variable is relevant. Therefore, we reject the null hypothesis at the significance level of 0.05 and consider that the regression effect is significant.

Table 5.

ANOVA

	Dependent Variable	Predictors		Sum of Squares	df	Mean Square	F	Sig.
H1	Information Seeking	Problem Recognition	Regression	80.758	1	80.758	30.957	.000[b]
			Residual	1100.885	422	2.609		
			Total	1181.643	423			
H2	Information Seeking	Constraint Recognition	Regression	9.465	1	9.465	3.408	.066[b]
			Residual	1172.178	422	2.778		
			Total	1181.643	423			
H3	Information Seeking	Level of Involvement	Regression	549.190	1	549.190	366.444	.000[b]
			Residual	632.452	422	1.499		
			Total	1181.643	423			

In application, the regression coefficient is the most critical. Regression coefficient determines the specific quantitative relationship between independent variable and dependent variable. At the same time, we can write out the specific form of the equation according to the coefficient. The results of simple regression coefficient analysis for assumptions 1, H2, and H3 are summarized in Table 6.

As follows (H1): information seeking = 1.466 + 0.454*problem recognition. The key point here is to see whether the regression coefficient of the independent variable problem recognition

passes the test. From the significance of regression coefficient in independent variable problem recognition = 0.000<0.01. It shows that the regression coefficient of problem recognition is statistically significant, so we reject the null hypothesis at the significance level of 0.05 and consider that the coefficient is not equal to 0. There is a positive correlation between problem recognition and information seeking, and it is extremely significant. Although the coefficient of this independent variable problem recognition is significant, the explanatory power of this independent variable to the dependent variable is still limited due to the low fitting degree of the equation. As a result, the independent variable problem recognition is a weak positive predictor alone for information seeking.

From the significance of independent variable regression coefficient (H2), Constraint recognition = 0.066>0.05. It shows that the regression coefficient of information seeking and constraint recognition is not statistically significant, so we accept the null hypothesis at the significance level of 0.05 and consider the coefficient is equal to 0.

The equation according to the coefficient can be written as (H3): information seeking = 0.204 + 0.853*level of involvement. From the significance of regression coefficient in independent variable level of involvement = 0.000<0.01. It shows that the regression coefficient of level of involvement is statistically significant, so we reject the null hypothesis at the significance level of 0.05 and consider that the coefficient is not equal to 0. There is a positive correlation between level of involvement and information seeking, and it is extremely significant. Since the coefficient of this independent variable is significant, the explanatory power of this independent variable to the dependent variable is also sufficient to the relevant high fitting degree of the equation. As a result, the independent variable level of involvement is a strong positive predictor alone for information seeking.

Table 6.

Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
H1	Problem	1.466	0.526		2.787	0.006
	Recognition	0.454	0.082	0.261	5.564	0.000
H2	Constraint	4.031	0.195		20.657	0.000
	Recognition	0.090	0.049	0.089	1.846	0.066
H3	Level of	0.204	0.225		0.904	0.366
	Involvement	0.853	0.045	0.682	19.143	0.000

Dependent Variable: Information Seeking

Multivariate Linear Regression Analysis of Hypothesis 1, H2 & H3

Second, the researcher performed multivariate linear analysis of hypothesis 1,2, and 3 to understand the correlation between information seeking and problem recognition, constraint recognition, and level of involvement.

Table 7 reports the R squared coefficient between information seeking and problem recognition, constraint recognition, and level of involvement. The $R^2 = 0.467$, the adjusted $R^2 = 0.463$. The fitting effect of the model is not particularly ideal in statistics, but in real study, the adjusted R square value over 0.4 is good enough for the research. Here 0.463 means that 46.3% of the variance is jointly explained. It shows that the explanatory power of independent variables to dependent variables is not so insufficient. Additional factors influencing the dependent variable need to be further identified.

Table 7.

Model Summary

	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.683[a]	0.467	0.463	1.22513

Predictors: Level of Involvement, Constraint Recognition, Problem Recognition

Table 8.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	551.249	3	183.750	122.423	.000[b]
Residual	630.393	420	1.501		
Total	1181.643	423			

Dependent Variable: Information Seeking

Predictors: Level of Involvement, Constraint Recognition, Problem Recognition

The results of ANOVA in the regression model are shown (Table 8). F=122.423, sig<0.001. Because Sig<0.001, null hypothesis can be rejected and at least one of the three dependent variables is relevant. Therefore, we reject the null hypothesis at the significance level of 0.05 and consider that the regression effect is significant.

Table 9.

Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Problem Recognition	0.042	0.066	0.024	0.639	0.523
Constraint Recognition	0.037	0.036	0.036	1.015	0.311
Level of Involvement	0.839	0.048	0.670	17.502	0.000

Dependent Variable: Information Seeking

The regression coefficient in Table 9 shows the specific quantitative relationship between the three independent variables (problem recognition, constraint recognition, level of involvement), and one dependent variable (information seeking). Regression coefficient determines the specific quantitative relationship between independent variable and dependent variable. At the same time, we can write out the specific form of the equation according to the coefficient. as follows: information seeking = -0.129 + 0.042*problem recognition+0.037* constraint recognition+0.839* level of involvement. The key point here is to see whether the regression coefficient of the independent variable problem recognition, constraint recognition and level of involvement passes the test. The regression coefficient of the original hypothesis of t test is meaningless. From the significance value of regression coefficient in independent variable problem recognition = 0.523 >0.05, the significance value of regression coefficient in independent variable constraint recognition= 0.311 >0.05,the significance value of regression coefficient in independent variable

level of involvement=0.000<0.05, it shows that the regression coefficient of problem recognition and constraint recognition is not statistically significant , so we accept the null hypothesis and consider the coefficient to be 0, the regression coefficient of level of involvement is statistically significant, so we reject the null hypothesis and consider that the coefficient is not 0.There is a positive correlation between level of involvement and information seeking, and it is extremely significant. Although the coefficients of the three independent variables are significant, the explanatory power of the three independent variables to the dependent variables is still limited due to the low fitting degree of the equation.

Multivariate Linear Regression Analysis of Hypothesis 4

It can be seen from the results (Table 10) that the R Square value is 0.415, Adjusted R Square value is 0.410 .and the fitting effect of the model is general. Here 0.410 means that 41.0% of the variance is jointly explained. The adjusted R square should be reported in the paper report It shows that the explanatory power of independent variables to dependent variables is insufficient, or there are other factors that affect dependent variables that are not included in the model.

Table 10.

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.644[a]	0.415	0.410	0.98982

Predictors: Level of Involvement, Constraint Recognition, Problem Recognition

Through the analysis of variance of regression equation, the results are shown in the Table 11. F=99.172, sig<0.001. According to the level of alpha = 0.05, the regression equation has statistical significance.

Table 11.

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	291.489	3	97.163	99.172	.000[b]
Residual	411.490	420	0.980		
Total	702.979	423			

Dependent Variable: Information Processing

Predictors: Level of Involvement, Constraint Recognition, Problem Recognition

Table 12.

Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
Problem	1.357	0.346		3.923	0.000
Recognition	0.275	0.054	0.206	5.140	0.000
Constraint Recognition	-0.078	0.029	-0.100	-2.662	0.008
Level of Involvement	0.521	0.039	0.540	13.459	0.000

Dependent Variable: Information Processing

The most direct result of modeling in the figure below is that we can easily write the model expression by reading the non-standardized coefficient, as follows: information processing = 1.357 +0.275*problem recognition-0.078* constraint recognition+0.521* level of involvement. The key point here is to see whether the regression coefficient of the independent variable problem recognition, constraint recognition and level of involvement passes the test. The regression coefficient of the original hypothesis of t test is meaningless. From the significance value of regression coefficient in independent variable problem recognition = 0.000 <0.05, the significance value of regression coefficient in independent variable constraint recognition= 0.008 <0.05,the significance value of regression coefficient in independent variable level of involvement=0.000<0.05, it shows that the regression coefficient of all the three independent variables are statistically significant , so we reject the null hypothesis and consider that the coefficient of all the three independent variables are not 0.There is a positive correlation between problem recognition and information processing. there is a positive correlation between level of involvement and information processing, there is a negative correlation between constraint recognition and information processing, and they are extremely significant.

Chapter Five

Discussion

This study takes Chinese parents' views on children's sex education as the theme and tries to extend the public scenario theory to the field of children's sex education. Using the research method of online questionnaire, the researcher explored the correlation between the three independent variables (problem recognition, constraint recognition and level of involvement) and the two independent variables (information seeking and information processing) in the Situational theory of public applied in the context of Chinese parents' sex education for children. To identify significant publics and effective communication channels to communicate information related to child sex education to the public. To promote the development of sex education for children in China. The results interpret that when Chinese parents realize that sex education for children is a "problem", they are also willing to actively search for relevant information (H1). The degree to which Chinese parents attach importance to the issue of sex education for children is positively correlated with the degree to which they seek relevant information (H3) and process it (H4c). There was a positive correlation between the level of their awareness of sexual education problem and the processing of relevant information (H4a). The research also illustrates that if Chinese parents feel they can try to solve the problem of sex education for their children, they will passively receive and process relevant information (H4b). However, the data analysis results of this study show that H2 is not valid. That is the extent to which Chinese parents perceive barriers to addressing their children's sex education is irrelevant to the information seeking.

The test results of single linear regression variable tests with information seeking indicated that constraint recognition was not statistically significant (sig=0.066>0.05). Because the

constraint recognition problems in the questionnaire are presented in the form of negative-wording Questions. Thus, in the descriptive analysis, the majority of participants believed that they had the ability to change or influence the problem of sex education for children (Mean =3.31, 3.83, 3.63 & 3.77). In this case, why hasn't it led Chinese parents to actively search for information on the issue? One of the reasons for this result may be related to China's long-standing traditional culture. China has always been a conservative, reserved country. So when it comes to topics that are traditionally seen as "stigmatized" and are tightly controlled by the media, like "sex." Openly expressing behavior on these topics is regarded as radicalism in Chinese social environment (Sriramesh, Moghan, & Wei, 2007). Especially in less developed areas and rural areas, sexual conservative attention still has a strong influence (Liu et al., 2011; Zhang et al., 2007).

In addition, the detection results of linear regression analysis with information seeking and processing show that the level of involvement is a very strong predictor. This suggests that, in the context of this study, only involvement is a significant predictor. However, it can be seen from the summary descriptive statistical table (Table 1) that Chinese parents do not have a high level of perceived connection with the issue of child sex education (M=4.61, 4.51, 5.26, 5.10). Grunig (1997) pointed out that the level of individuals' involvement in a problem would affect their enthusiasm. When people consciously feel their connection to the problem, they take the initiative to solve it. This means that level of involvement is the most important and critical predictor for parents to seek and process information. Increased engagement is needed to get Chinese parents more active on the issue. The theory is supported, but in this case only level of involvement is important for action.

As the participants are all parents of Chinese kindergarten students, the students are generally under the age of 7. The researcher speculated that participants in the study did not pay enough

attention to child sex education because their children were too young. This is understandable given the age at which American children are taught about sex. According to the State Laws on Medical Accuracy in Sex or HIV Education in the National Conference of State Legislatures （NCSL, 2019）, the average child in all States in the United States receives sex education in elementary or secondary school and is generally over the age of 7. However, Edwards(1999A,1999b) indicated that the sex education received by individuals changes with age and changes in social environment. In other words, a person needs sex education at every age. What's more, with the development of society and the progress of media, the age of sexual contact became younger and younger since the 1960s (Goldman & Bradley, 2001). The earlier children are exposed to sex education, the better their understanding of sex will improve their personal development, self-esteem, decision-making ability and so on. Early acceptance of sexual knowledge, as well as long-term absorption of sexual knowledge as individuals age can also reduce the incidence of sexually transmitted diseases and reduce unwanted pregnancies, sexual abuse and rape lawsuits. This point is supported by Goldman and Bradley (2001).

Moreover, the public type of the participants in this study can be categorized as aware publics. As shown in the literature review, parents play a key role in helping children acquire or correct sexual knowledge of children (Qin, Xie, Tang, Wong & Zhang, 2019). And according to my data and research results, increasing the participation of Chinese parents in children's sex education can lead to positive actions, such as taking the initiative to solve children's sex education problems. In order to promote the development of children's sex education in China, Chinese children can obtain correct and effective sexual knowledge under the guidance of their parents. So as to avoid or reduce the harm caused by sexual abuse, sexually transmitted diseases and unwanted pregnancy caused

by sexual knowledge. Scientific and appropriate access to information about sex education should be an indicator of its success (Kirby, 1980).

This study suggests that the aware publics, such as Chinese parents, need appropriate guidance. For example, reasonable activities promoting sex education for children can be held according to Chinese laws. Such publicity helps to raise the awareness level of different types of public, thus transforming them from latent or aware public groups into active publics (Sriramesh, Moghan, & Kwok Wei, 2007). In fact, economic development, social reform and demographic characteristics are all driving the "sexual revolution" in China. And of course, the Internet, especially social media. First of all, the Internet has an obvious advantage in the fast speed of information transmission and the low-cost way of communication (Bellou, 2015). As long as the extent of promoting sexual knowledge on the Internet is properly handled, I believe that the successful promotion of sex education for children in The Chinese media will be possible and possibly contribute to the spread of sexual knowledge and the development of China's sexual revolution. Yet, the most important thing is to hope that the Chinese government will pay attention to the sex education for children and put the policy into effect. Provide assistance or support to organizations that promote or assist in the development of sex education for children. Only in this way can we better promote the development of sex education for children in China.

Limitations and Future Research

China is a country of 1.3 billion people, with 34 provincial-level administrative regions and 56 ethnic groups. It is no exaggeration to say that each province or region has its own regional culture or traditional customs. Therefore, the sample distribution of this study is obviously too limited and cannot well represent the views of all Chinese parents on child sex education. Future studies could expand the regional distribution of participants and test parents' views on child sex

education across China (especially compared with first-tier cities and rural areas). Moreover, if conditions permit, qualitative research methods such as interviews can be used to more accurately and deeply understand the position and attitude of Chinese parents towards children's sex education.

Under the premise that all the reference questionnaires were in English scale and the participants were all Chinese parents in this research. After editing, revising and translating the questionnaire. It is also possible that the Chinese questionnaire cannot convey the full meaning of the Questions in English correctly. In order to extend the situational theory of public to the field of sex education for children, this study only used 5 variables of the most original STP theory. However, the number of STP variables developed and verified is no longer the same. It is suggested that other variables should be added in the future to carry out further research in the field of sex education for children. As mentioned by Sriramesh and White (1992), culture is a key variable affecting human communication behavior. The consideration of cultural factors is one of the factors worthy of attention in public relations (Sriramesh, 2002), which is often ignored by the knowledge system of public relations (Sriramesh, 2006). Similarly, Sriramesh, Moghan and Lin (2007) indicated in their study that culture is not a restriction factor but a reference standard, because human beings usually ignore their own cultural characteristics, which are embedded in people's subconscious, so they believe that cultural factors should be regarded as a reference standard to measure data.

Conclusions

In addition to recognizing that sex education for children is a problem, how to get the right sex information through formal channels and what information should be delivered and how to deliver it. Chinese parents need to deal with it. They are the gatekeepers of knowledge and also the learners. Despite the amazing speed of China's economic, technological and other

developments this year. But in terms of education, especially sex education for children, it is far less than in many Western countries. In addition to China's own cultural problems and media restrictions mentioned all the time, I think it is also worth mentioning the degree of personal openness. For example, studies have shown that the global self-esteem of Chinese children plays an intermediary role between parents' attitude towards sex and sexual knowledge acquisition (Qin, Xie, Tang, Wong & Zhang, 2019). In other words, parents who have a positive attitude or view of sex contribute to their children's global self-esteem, which in turn increases sexual knowledge acquisition. The more educated parents have a more positive attitude towards sex education, and their children have a higher level of sexual literacy (Lu, 1994; Nyarko, 2014).

To sum up, despite these limitations, this study has learned the positions and views of some Chinese parents on the issue of child sex education. In addition to applying STP to the practical issue of sex education for children in China, this study proves that when it comes to the topic of sex education for children, Chinese parents can recognize that this is a problem and needs to be addressed. The key to getting Chinese parents to be more active in seeking information and even taking action on this issue is increased involvement. Since parents play a key role in children's sex education (Dilorio, Lehr, Wasserman, Eichler, Cherry & Denzmore, 2006; Pluhar, Jennings & Dilorio, 2006), whether to improve children's sexual knowledge literacy in China should start from parents' views and concepts on this issue. Dissemination of sexual knowledge through reasonable publicity or through Internet in correct and legal forms. It is essential to regulate the concept of sex in traditional Chinese culture and to create an environment of social support. This will help Chinese parents to increase their awareness of and participation in the acquisition of sexual education knowledge for their children.

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Appendices

Appendix A. Survey Questionnaire (English version)

Instructions: Using the scale below, please indicate your level of agreement with the following statements by typing the appropriate number in the blank provided.

| __1__ | __2__ | __3__ | __4__ | __5__ | __6__ | __7__ |

Strongly   Strongly

Disagree   Agree

Problem Recognition

_____ 1. I think it's a problem that needs to be addressed.

_____ 2. The government and relevant institutions should pay more attention to this problem and take actions.

_____ 3. Something should be done immediately to improve the problem.

Constraint Recognition

_____ 4. I don't think I can personally contribute anything to solving this problem.

_____ 5. My views or opinions on this problem have no effect on those who deal with it or the relevant departments.

_____ 6. I feel that I can't make any difference and improvement of the problematic situation related to this problem.

_____ 7. I don't think I have the power to influence the outcome of this problem.

Involvement Recognition

_____ 8. I see a strong connection between me and this problem.

_____ 9. This problem affects me at some point or involves me personally.

_____ 10. I have strong opinions on this problem.

_____ 11. This problem has affected some people close to me at some point.

Information Seeking

_____ 12. I regularly check the media or other sources for new information on this problem.

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_____ 13. I actively sought out information on the problem.

_____ 14. I often visit websites with information on this problem.

_____ 15. I will ask my family or friends for useful information about this problem.

Informational Processing

_____ 16. I pay attention to what others think of the problem.

_____ 17. If someone is trying to provide information on this problem, I'm likely to take the time to listen.

_____ 18. I pay attention to this problem when there are news reports on TV news.

_____ 19. If I saw some news about this problem on the Internet, I would click and read it.

Demographic

Instructions: Listed below are a few demographic questions about you that will help us to understand your answers. Please type or select the appropriate response.

20. What is your age?

☐ Under 20

☐ 20-25

☐ 26-30

☐ 31-35

☐ 36-40

☐ 41-45

☐ 46-50

☐ 51-55

☐ 56-60

☐ Above 60

21. What is your current academic level?

☐ Primary school

☐ Junior high school

☐ High school

☐ Undergraduate

☐ Graduate or above

☐ Other

22. What is your sex? _____ Female _____ Male _____ Other

Appendix B. Survey Questionnaire (Chinese version)

问卷说明： 请在下列表格的空白处输入适当的数字，以说明您对下列陈述的同意程度。

  __1__   __2__   __3__   __4__   __5__   __6__   __7__

非常   非常

不同意   同意

问题识别

_____ 1. 我认为儿童性教育是一个需要解决的问题。

_____ 2. 政府和相关机构应该更加关注这个问题并采取行动。

_____ 3. 这个问题应该立即采取措施来改善。

内容识别

_____ 4. 我个人认为我不能为解决儿童性教育这个问题做出任何贡献。

___ ___ 5. 我对这个问题的看法和意见对处理该问题的相关人员和相关部门不会起到任何影响。

_____ 6. 我认为我无法对该问题的现状作出任何改变或改善。

_____ 7. 我认为我无法干预（影响）这个问题的结果。

参与度识别

_____ 8. 我发现我和这个问题（儿童性教育）之间有很强的联系。

_____ 9. 这个问题在某种程度上影响到我或者涉及到我个人。

_____ 10. 我对这个问题有强烈的看法。

_____ 11. 这个问题在某种程度上影响了我身边的一些人。

信息寻求

_____ 12. 我定期查看媒体或其他来源，以获取有关这个问题（儿童性教育）的最新信息。

_____ 13. 我积极地寻找有关这个问题的资料。

_____ 14. 我经常访问有关这个问题的网站。

_____ 15. 我会向我的家人或朋友询问这个问题的相关有用的信息。

信息处理

_____ 16. 我会关注别人对这个问题（儿童性教育）的看法。

_____ 17. 如果有人试图提供关于这个问题的信息，我可能会花时间去倾听。

_____ 18. 每当电视新闻报道时，我就会注意到涉及这个问题的内容。

_____ 19. 如果我看到一些新闻在互联网上关于这个问题,我就会点击并阅读它。

基本信息

问题说明： 下面列出了一些有关您的人口统计学问题，有助于我们理解您的答案。请键入

或选择适当的响应。

20. 你的年龄是?

☐ 20 以下

☐ 20-25

☐ 26-30

☐ 31-35

☐ 36-40

☐ 41-45

☐ 46-50

☐ 51-55

☐ 56-60

☐ 60 以上

21. 你目前的教育水平是?

☐ 小学

☐ 中学

☐ 高中

☐ 本科

☐ 研究生或以上

☐ 其他

22. 你的性别是? _____ 女性 _____ 男性 _____ 其他