

## On Investigating the Understanding of the Post-90s Female College Students of Chinese Traditional Sex Culture

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### Abstract

**Purpose:** This paper aims to study how well the post 90s female college students know about the Chinese traditional sex culture and how much they accept it.

**Method:** By adopting a Chinese traditional sex culture questionnaire on 200 post 90s female college students.

**Results:** The level of understanding the traditional sex culture among the post 90s female college students belongs to the lower middle level; the post 90s female college students in different majors and love statuses show outstanding differences in many dimensions.

**Conclusion:** In order to improve the students' sex psychological health, the colleges and universities should emphasize the interpretation of the Chinese traditional sex culture.

**Key words:** China traditional sex culture; Post 90s; Female college students; Investigation; Statistic analysis; Questionnaire

**Table 1**  
**The Natural Status of the Objects (N=192)**

	Major			Birth place			Emotion status	
	Liberal art	Science	Art	Village	Town	City	Single	In love
Number	105	71	16	111	39	42	142	50
Proportion (%)	54.7	37.0	8.3	57.8	20.3	21.9	74.0	26.0

### 1.2 The Questionnaire on the Chinese Traditional Sex Culture

This questionnaire is made out of revising the Guo Lijun's *Chinese Traditional Sex Culture*. Totally there

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## INTRODUCTION

The five-thousand-year Chinese history has cultivated the rich traditional sex culture. However, the introduction of the western culture also affects a lot. Whether the post 90s female college students' knowledge about the Chinese traditional culture is influenced and whether they can absorb its essence and discard the waste matters is something worth our consideration. This study aims to provide theoretical basis of the sex education contents and how to carry out the sex education on the post 90s female college students.

## 1. OBJECT AND METHOD

### 1.1 Object

The objects of this questionnaire investigation are 200 female college students from 4 universities or colleges. By the means of stratified random sampling method, we get 192 effective questionnaires. The specific status of the sample distribution is shown in Table 1.

are 24 questions in this questionnaire. Its credibility is 0.717, its split half reliability is 0.736 and its test-retest reliability is 0.722. The questionnaire has good contents and constructs validity. "Chinese traditional sex culture"

refers to the sexual concept, customs, behavior and psychology formed in the long historical evolvement. It also refers to relative sexual knowledge, arts, moral rules and other social systems and so on developed in the long-run. Therefore, the questionnaire mainly investigates post 90s female college students into their level of understanding about the Chinese traditional sex culture from four dimensions. The four dimensions are the traditional sex knowledge (the various sexual knowledge, the sex evolution history, the sex sociology related to the traditional society), the traditional sex education (the sex education in traditional culture), the traditional sex concepts (the thoughts and attitudes of

the ancient people towards sex), and the traditional sex customs.

### 1.3 Statistic Analysis

The statistics analysis is carried out by using SPSS16.0. As for comparison among multiple sets of quantitative data, the variance analysis is adopted.

## 2. RESULTS

### 2.1 The Overall Status Analysis of the Chinese Traditional Sex Culture Questionnaire on Post 90s Female College Students

**Table 2**  
**The Mean Score and Standard Deviation of Each Dimension in the Chinese Traditional Sex Culture Questionnaire**

Dimension	Mean score	Standard deviation (SD)
Traditional sex knowledge	2.23	0.78
Traditional sex education	2.27	0.68
Traditional sex concept	2.68	0.63
Traditional sex customs	2.75	0.96
Traditional sex culture's total mean score	2.40	0.61

As shown in Table 2, the total mean score of the post 90s female college students in the Chinese traditional sex culture is 2.40, which is lower than the critical value 3. This result shows the level of understanding the traditional sex culture among the post 90s female college students belongs to the lower middle level. The scores order from

the top to the bottom of each dimension is: traditional sex customs, traditional sex concept, traditional sex education and traditional sex knowledge.

### 2.2 The Variation Analysis of Demographic Variables of Post 90s Female College Students on "Chinese Traditional Sex Culture Questionnaire"

**Table 3**  
**The Variation Analysis of Two Questionnaires on the Post 90s Female College Students in Different Love Status ( $\bar{x} \pm s$ )**

Dimension	Single	In love	t
Traditional sex knowledge	2.16±0.77	2.44±0.76	-2.264*
Traditional sex education	2.20±0.66	2.45±0.70	-2.256*
Traditional sex concept	2.61±0.64	2.88±0.55	-2.890**
Traditional sex customs	2.69±0.92	2.92±1.04	-1.430
Traditional sex culture's total mean score	2.33±0.60	2.60±0.59	-2.712**

Note. \*  $P < .05$ , \*\*  $P < .01$ , \*\*\*  $P < .001$ ; Calculated by each dimension's total mean score, the same as the following.

As shown in Table 3, there is outstanding difference in the three dimensions which are "traditional sex knowledge", "traditional sex education" and "traditional sex concept" with the traditional sex culture of the

post 90s female college students in different love statuses ( $P < .05$ ). The result shows that those in love have remarkably higher scores than those who are single.

**Table 4**  
**The Variation Analysis of the Post 90s Female College Students in Different Majors ( $\bar{x} \pm s$ )**

Dimension	Liberal art	Science	Art	F
Traditional sex knowledge	2.26±0.78	2.31±0.72	1.69±0.81	4.558*
Traditional sex education	2.33±0.64	2.26±0.66	1.85±0.83	3.583*
Traditional sex concept	2.74±0.60	2.66±0.61	2.38±0.80	2.521
Traditional sex customs	2.78±1.01	2.75±0.90	2.52±0.94	0.520
Traditional sex culture's total mean score	2.45±0.61	2.42±0.56	1.99±0.71	4.188*

As shown in Table 4, there is outstanding difference in traditional sex knowledge, traditional sex education and traditional sex culture of the post 90s female college students in different majors ( $P$

$< .05$ ). In order to know the differences of students in each grade, a further investigation is carried out to compare multiple aspects. The results are shown in Table 5.

**Table 5**  
**The Multiple Comparison Results of the Differences in Chinese Traditional Sex Culture of the Post 90s Female College Students in Different Majors (N=192)**

	(I)grade	(J)grade	Average deviation	Standard error	<i>p</i>
Traditional sex knowledge	Liberal art	Art	0.57	0.20	0.006**
	Science	Art	0.63	0.21	0.003**
Traditional sex education	Liberal art	Art	0.48	0.18	0.008**
	Science	Art	0.41	0.18	0.027*
Traditional sex concept	Liberal art	Art	0.37	0.17	0.018*
Traditional sex culture	Liberal art	Art	0.46	0.16	0.005**
	Science	Art	0.43	0.17	0.009**

Note. only list the results with outstanding differences, *P* is the two-tailed test result.

As shown in the Table 5, the scores of the liberal art students in traditional sex knowledge, traditional sex education and traditional sex culture are remarkably higher than those of the science students ( $P < .05$ ). As for the traditional sex concept, the liberal art students' scores are remarkably higher than the art students ( $P < .05$ ).

## DISCUSSION

The level of understanding and recognition of the traditional sex culture among the post 90s female college students belongs to the lower middle level. Among the four dimensions, the traditional sex customs have the highest scores while the traditional sex knowledge has the lowest. It is obvious that the post 90s female college students relatively know more about the various sex customs and habits in ancient society and the thoughts and attitudes towards sexual problems in traditional society, such as the virgin complex and the bilateral standards of each gender. However, they know little about the sex education, the evolutionary history of the sex culture and the scientific sex knowledge in traditional culture. Although, the female has changed a lot in sexual psychology in the process of evolution, they are influenced by the traditional sex concept. While talking about the sex, they will become embarrassed. They still hide themselves from the sex. After interviewing some investigation objects, we found that most of the post 90s female college students tend to be influenced by what they see and hear, the films and televisions and the public opinions. The narrow sex culture dissemination channel, the lag sex enlighten education, the blocked up sex knowledge dissemination are the influential factors. Although the post 90s female college students enjoy high education background, they are lack of a comprehensive understanding of the traditional sex culture.

The post 90s female college students who are in love have significantly higher scores than those who are single. Compared with those who are single, it is possible that those who are in love will have more sex impulse and sex needs. So those female students in love will pay more attention to the "sex"; there is outstanding difference in

traditional sex knowledge, traditional sex education and traditional sex culture of the post 90s female college students in different majors. The specific situation is that the scores of the liberal art students in traditional sex knowledge, traditional sex education and traditional sex culture are remarkably higher than those of the science students ( $P < .05$ ). As for the traditional sex concept, the liberal art students' scores are remarkably higher than the art students; compared with the liberal art and science students, the art students spend a lot of time in training thus causing a relatively less time in learning culture knowledge; the birth place and parents education background has little influence on the Chinese traditional sex culture as there is no significant difference among the post 90s female college students. This result clarifies that there is no influence of the growing environment (rural or urban area) and parents' education background on the understanding of the Chinese traditional sex culture of the post 90s female college students. Through the interview, we found this phenomenon may be related to their channels of getting sex knowledge such as films and televisions, the psychology courses of the middle and high school and some biology courses.

As a result, in order to better educate the adolescents and cultivate a healthier sex psychology, the school should emphasize the right interpretation of the Chinese traditional sex culture. Even in primary school, the adolescent sex knowledge should be involved as teaching contents in the mental health course. The scholars from Howard University propose that the sex education should start from primary school. The sex education can postpone the early sexual behavior and prevent adolescent pregnancy; the sex education is the protective factor of a healthy sex psychology and reproductive health. The school should be systematically and scientifically educate the students about the sex knowledge and normalize their sex behaviors meanwhile the parents should supervise their children's sexual behavior and in this process the community and society should also create a good cultural atmosphere. The joint three aspects are to help establish a correct sex concept, enhance the consciousness of sexual responsibility and eventually improve the level of adolescents' mental health.

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