

Investigation on the Risk of Sexual Assault Among Middle School Students

-- Based on the Data of 5 Middle Schools in Qiannan Area

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Abstract

The purpose of this study is to reveal the relationship between the behavior attitude of sexual assault, the cognition of sexual assault and the occurrence of sexual assault among middle school students in Qiannan Buyi and Miao Autonomous Prefecture (Hereinafter referred to as Qiannan Prefecture). This study selects 743 students as the survey objects from 5 middle schools in Qiannan Prefecture, and use "Qiannan Prefecture Middle School Students Sexual Assault Risk Survey Questionnaire" to investigate the basic status of Qiannan Prefecture middle school students' sexual assault risks. This studies have shown: Middle school students' cognition of sexual assault and behavior attitudes towards sexual assault are at a low level in Qiannan Prefecture; There is no significant difference between boys and girls in the cognition and behavior attitude of sexual assault, but there is significant difference in the occurrence of sexual assault; There were no significant differences among grades in the occurrence of sexual assault, the cognition of sexual assault and the behavior attitude of sexual assault; Different education methods show significant differences in the occurrence of sexual assault, cognition of sexual assault, and behavior attitudes towards sexual assault. Different nursing relationships show significant differences in the occurrence of sexual assault, cognition of sexual assault, and behavior attitudes of sexual assault. Behavior attitude have a significant positive impact on the occurrence of sexual assault. Based on this, the government level should strictly review the qualifications of teachers, implement a hierarchical management system for cultural works, and promote an emergency response system; School level should develop sex education courses, hold parent symposiums, and strengthen teachers' psychological counseling; Family level should strengthen the family education. template explains and demonstrates how to prepare your camera-ready paper for Trans Tech Publications. The best is to read these instructions and follow the outline of this text. Please make the page settings of your word processor to A4 format (21 x 29,7 cm or 8 x 11 inches); with the margins: bottom 1.5 cm (0.59 in) and top 3 cm (1.18 in), right/left margins must be 2 cm (0.78 in). This template explains and demonstrates how to prepare your camera-ready paper for Trans Tech Publications. The best is to read these instructions and follow the outline of this text. Please make the page settings of your word processor to A4 format (21 x 29,7 cm or 8 x 11 inches); with the margins: bottom 1.5 cm (0.59 in) and top 3 cm (1.18 in), right/left margins must be 2 cm (0.78 in).

Keywords

Middle School Students; Sexual Assault; Investigation.

1. Introduction

A meta-analysis of sex by Preda (2009) found that 19.7% of women and 7.9% of men were sexually assaulted globally. Among which, Africa had the highest rate of sexual assault (34.4%), Europe had the lowest rate of sexual assault (9.2%), and the United States and Asia had rates between 10.1% and 23.9% .

The problem of sexual assault by middle school students is highlighted, and relevant national and local departments have issued various documents to prevent and solve the problem of sexual assault by middle school students. "Implementation Outline of Governing Education According to Law (2016-2020)" issued by the Ministry of Education, put forward a "zero tolerance" mechanisms for bullying, sexual assault and other criminal acts of students, to strengthen cooperation department and severely punished them in conjunction with the legal departments according to law. "Special Supervision Report on the Opening of Schools in the Fall of 2018" issued by Ministry of Education, proposed to strengthen the management of student bullying and violence, and all localities attach great importance to and establish and improve prevention work.

The surveys of the existing research on juvenile sexual abuse and sex education in China, mainly focuses on the current situation and problems of sex education in schools and families, the current situation of adolescent sexual cognition and prevention ability, and the strategies of preventing sexual abuse, shows that the current situation of sex education is not optimistic [1] [2]. Many domestic scholars have also conducted theoretical discussions on the prevention of sexual assault and improvement of school family sex education strategies [3]. A large number of foreign research focuses on three aspects: the risk factors of adolescent sexual assault, measures to prevent adolescent sexual assault, and the impact of childhood sexual assault experiences on victims [4] [5]. Related researches on sexual assault and sex education at home and abroad provide a reference for this study. However, the existing research still has many shortcomings: Firstly, from the perspective of research topics, the domestic research perspective is single, most of them are about the current situation and strategies of specific groups, and the analysis of the influencing factors of sexual assault is not thorough enough. Secondly, existing research methods are single, and interview methods are rarely used. Based on this, the deficiency of the existing research provides a targeted research perspective and direction for this study. This topic will focus on making breakthroughs and innovations on the content of the subject, methods and areas.

As an ethnic minority area, Qiannan Prefecture has been experiencing frequent criminal activities targeting middle school students in recent years, and some crimes were uncovered years later. Moreover, the self-protection awareness of middle school students is poor. Based on this background, this article conducts questionnaire surveys and interviews with students from 5 schools in Qiannan Prefecture, to understand the current situation, cognition, and the influencing factors of sexual assault among middle school students in Qiannan Prefecture, and provide the suggestion and the basis for preventing the middle school students from being sexually assaulted.

2. Method and Process

2.1. Research Object

Randomly select 5 middle schools in Duyun, Guiding and other places in Qiannan Prefecture, and then randomly select students from each school as the research object, obtained 743 valid questionnaires, among them 66 boys and 677 girls. The number of students from junior one to senior three are: 40, 5, 4, 46, 36, 612. The specific situation is shown in Table 1:

Table 1. Basic personal information of the respondent

| Frequency analysis results | | | | |
|----------------------------|----------------|-----------|---------------|--------------------------|
| Heading | Options | Frequency | percentage(%) | Cumulative percentage(%) |
| Gender | Boy | 66 | 8.88 | 8.88 |
| | Girl | 677 | 91.12 | 100 |
| Grade | Seventh Grade | 40 | 5.38 | 5.38 |
| | Eighth grade | 5 | 0.67 | 6.06 |
| | Ninth grade | 4 | 0.54 | 6.59 |
| | Tenth grade | 46 | 6.19 | 12.79 |
| | Eleventh grade | 36 | 4.85 | 17.63 |
| | Twelfth grade | 612 | 82.37 | 100 |

2.2. Research Tools

This study uses "Qiannan Prefecture Middle School Students Sexual Assault Risk Survey Questionnaire" to measure, and the scale consists of four parts: the basic situation, the behavior attitude of middle school students' sexual assault, the cognition of middle school students' sexual assault, and the occurrence of middle school students' sexual assault. After testing, the scale's half-reliability is 0.71~0.81, and the test-retest reliability is 0.72~0.80, which shows good reliability.

2.3. Research Process

Five middle schools were randomly selected in Qiannan Prefecture, and the questionnaires were sent and received by the questionnaire star. 760 questionnaires were distributed and 750 questionnaires were collected totally. After screening the validity and authenticity of the questionnaires, finding 7 invalid questionnaires, and remaining 743 valid questionnaires, the effective recovery rate was 97.8%. Using SPSS26.0 to enter data and analyze the data through descriptive analysis, difference test, correlation analysis, regression analysis and other methods.

3. Research Result

3.1. The Basic Situation of the Surveyed Subjects of the Middle School Students in Qiannan Prefecture

It can be seen from Table 2 that the number of children in the surveyed middle school students' homes is mostly between 2-3, among them, 4 children accounted for 20.05%, and one child only accounted for 10.63%. The proportion of parents who have worked outside for three years or more is 31.36%, and the proportion of those who have worked for half a year is 42.53%. In terms of whether they live on campus, 96.23% of middle school students are on campus. From the perspective of the gender of caregivers, female caregivers accounted for 59.62%. From the point of view of the education level of caregivers, the education level of illiterate or elementary school accounts for 46.97%. In terms of the educational methods of the caregivers, reasoning was the main method, accounting for 85.87%. From the perspective of the relationship with the caregiver, 78.87% of middle school students have a harmonious relationship with the caregiver.

Table 2. The basic situation of the surveyed subjects

| Frequency analysis results | | | | |
|-----------------------------------------------|---------------------------------|-----------|----------------|---------------------------|
| Heading | Options | Frequency | Percentage (%) | Cumulative percentage (%) |
| Number of children in the family | One | 79 | 10.63 | 10.63 |
| | Two | 300 | 40.38 | 51.01 |
| | Three | 215 | 28.94 | 79.95 |
| | Four or more | 149 | 20.05 | 100 |
| Parents were or are currently working outside | Half a year | 316 | 42.53 | 42.53 |
| | One year | 146 | 19.65 | 62.18 |
| | Two year | 48 | 6.46 | 68.64 |
| | Three or more year | 233 | 31.36 | 100 |
| Live on campus or not | No | 28 | 3.77 | 3.77 |
| | Yes | 715 | 96.23 | 100 |
| Gender of the caregiver | Male | 300 | 40.38 | 40.38 |
| | Female | 443 | 59.62 | 100 |
| The level of education of the caretaker | Illiterate or elementary school | 349 | 46.97 | 46.97 |
| | Junior high school | 279 | 37.55 | 84.52 |
| | High School | 66 | 8.88 | 93.41 |
| | University and above | 49 | 6.59 | 100 |
| Educational methods of the caregivers | Corporal punishment | 7 | 0.94 | 0.94 |
| | Scold | 57 | 7.67 | 8.61 |
| | Don't care | 32 | 4.31 | 12.92 |
| | Spoil | 9 | 1.21 | 14.13 |
| Relationship with the caregiver | Reasoning | 638 | 85.87 | 100 |
| | Good | 586 | 78.87 | 78.87 |
| | Soso | 152 | 20.46 | 99.33 |
| | Bad | 5 | 0.67 | 100 |
| Total | | 743 | 100 | 100 |

3.2. Sexual Assault Risk Status of Middle School Students in Qiannan Prefecture

3.2.1. Cognition, Behavior Attitude and Occurrence of Sexual Assault Among Middle School Students in Qiannan Prefecture

No option is assigned a value of 1, and an option is assigned a value of 2. Through descriptive statistical analysis, the mean value is 1.03 from Table 3, which shows that the situation of sexual assault among middle school students in Qiannan Prefecture is not optimistic. From the perspective of the average cognitive value of sexual assault (1.12) and the average behavior and attitude of sexual assault (1.24), can know that Qiannan Prefecture middle school students' cognition and attitude towards sexual assault are at a low level.

Table 3. Cognition, behavior attitude and occurrence of sexual assault among middle school students in Qiannan Prefecture

| Heading | Sample size | Minimum value | Maximum value | Mean value | Standard deviation |
|-------------------------------------|-------------|---------------|---------------|------------|--------------------|
| Occurrence of sexual assault | 743 | 1 | 2 | 1.03 | 0.11 |
| Cognition of sexual assault | 743 | 1 | 1.71 | 1.12 | 0.16 |
| Behavior attitude of sexual assault | 743 | 1 | 2.18 | 1.24 | 0.2 |

3.2.2. Gender Differences in the Risk of Sexual Assault among Middle School Students in Qiannan Prefecture

Table 4. Comparison of gender differences in the risk of sexual assault among middle school students in Qiannan Prefecture (M±SD)

| T test analysis result | | | | | |
|-------------------------------------|------------------------------------|------------|-------|---------|--|
| | Gender (mean ± standard deviation) | | t | p | |
| | 1.0(n=66) | 2.0(n=677) | | | |
| Occurrence of sexual assault | 1.10±0.23 | 1.02±0.09 | 2.767 | 0.007** | |
| Cognition of sexual assault | 1.17±0.23 | 1.14±0.19 | 1.289 | 0.198 | |
| Behavior attitude of sexual assault | 1.30±0.26 | 1.24±0.19 | 1.962 | 0.054 | |

Note: * $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$, the same below.

It can be seen from Table 4 that using the t test to study the gender differences in the cognition, behavior attitude and occurrence of sexual assault have no significant differences ($p > 0.05$) between boys and girls, which means boys and girls have a consistent view in the cognition and behavior attitude of sexual assault. However, there is a significant difference in the occurrence of sexual assault between boys and girls, which had statistically significant ($p < 0.05$).

3.2.3. Comparison of Grade Differences in the Risk of Sexual Assault among Middle School Students in Qiannan Prefecture

Table 5. Comparison of Grade Differences in the Risk of Sexual Assault (M±SD)

| Analysis of variance | | | | | | | | |
|-------------------------------------|------------------------------------|--------------|-------------|-------------|----------------|---------------|-------|------|
| | Gender (mean ± standard deviation) | | | | | | F | p |
| | Seventh Grade | Eighth grade | Ninth grade | Tenth grade | Eleventh grade | Twelfth grade | | |
| Occurrence of sexual assault | 1.01±0.07 | 1.00±0.00 | 1.04±0.07 | 1.04±0.14 | 1.05±0.14 | 1.03±0.11 | 0.54 | 0.75 |
| Cognition of sexual assault | 1.15±0.17 | 1.07±0.08 | 1.11±0.17 | 1.15±0.21 | 1.15±0.16 | 1.14±0.20 | 0.19 | 0.97 |
| Behavior attitude of sexual assault | 1.22±0.18 | 1.44±0.28 | 1.27±0.07 | 1.28±0.23 | 1.19±0.18 | 1.25±0.20 | 1.964 | 0.08 |

It can be seen from Table 5 that using the variance analysis to study the grade differences in the cognition, behavior attitude and occurrence of sexual assault have no significant differences

($p > 0.05$) between grades, which means different grades have a consistent view in the cognition, behavior attitude and occurrence of sexual assault.

3.2.4. The Influence of Educational Methods on the Cognition, Behavior Attitude and Occurrence of Sexual Assault

Table 6. Analysis of the Differences in Educational Methods (M \pm SD)

| | Caregiver's education method (mean \pm standard deviation) | | | | | F | p |
|-------------------------------------|--------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-------|---------|
| | 1.0(n=7) | 2.0(n=57) | 3.0(n=32) | 4.0(n=9) | 5.0(n=638) | | |
| Occurrence of sexual assault | 1.10 \pm 0.11 | 1.05 \pm 0.14 | 1.10 \pm 0.22 | 1.05 \pm 0.10 | 1.02 \pm 0.10 | 5.03 | 0.001** |
| Cognition of sexual assault | 1.29 \pm 0.29 | 1.19 \pm 0.25 | 1.13 \pm 0.22 | 1.25 \pm 0.28 | 1.14 \pm 0.18 | 2.423 | 0.047* |
| Behavior attitude of sexual assault | 1.25 \pm 0.15 | 1.34 \pm 0.24 | 1.36 \pm 0.25 | 1.32 \pm 0.24 | 1.23 \pm 0.19 | 7.805 | 0.000** |

It can be seen from Table 6 that using the variance analysis to study the educational method differences in the cognition, behavior attitude and occurrence of sexual assault have an impact ($p < 0.05$), which means different educational methods all showed significant differences in the cognition, behavior attitude and occurrence of sexual assault.

3.2.5. The Influence of Caregiver Relationship on the Cognition, Behavior Attitude and Occurrence of Sexual Assault

Table 7. Analysis of the difference of caregiver relationship (M \pm SD)

| | Relationship with caregiver (mean \pm standard deviation) | | | F | p |
|-------------------------------------|-------------------------------------------------------------|-----------------|-----------------|-------|---------|
| | 1.0(n=586) | 2.0(n=152) | 3.0(n=5) | | |
| Occurrence of sexual assault | 1.03 \pm 0.10 | 1.05 \pm 0.14 | 1.14 \pm 0.25 | 4.452 | 0.012* |
| Cognition of sexual assault | 1.13 \pm 0.18 | 1.18 \pm 0.23 | 1.33 \pm 0.43 | 6.305 | 0.002** |
| Behavior attitude of sexual assault | 1.23 \pm 0.18 | 1.30 \pm 0.23 | 1.42 \pm 0.38 | 10.21 | 0.000** |

It can be seen from Table 7 that using the variance analysis to study the caregiver relationship differences in the cognition, behavior attitude and occurrence of sexual assault have an impact ($p < 0.05$), which means different caregiver relationship all showed significant differences in the cognition, behavior attitude and occurrence of sexual assault.

3.2.6. Correlation Analysis of Influencing Factors of Sexual Assault Among Middle School Students in Qiannan Prefecture

Through relevant analysis to study the correlation between occurrence, cognition, behavior attitude and gender, grade, Number of children, parents' working time outside, caregiver relationship, gender of the caregiver, educational method of the caregiver, Educational level of the caregiver, Live on campus or not, etc., and use the Spearman correlation coefficient to indicate the strength of the correlation. The above analysis shows that occurrence of sexual assault has a significant relationship with gender, caregiver relationship and educational methods, and the correlation coefficients are -0.176, 0.087 and -0.15 respectively. Cognition of sexual assault has a significant relationship with caregiver relationship, and the correlation

coefficient is 0.088. Behavior attitude of sexual assault has a significant relationship with caregiver relationship and educational methods, and the correlation coefficient is 0.13 and -0.166 respectively.

Table 8. Spearman correlation of variables in such as cognition, behavior attitude of sexual assault

| Spearman related-standard format | | | |
|-------------------------------------|------------------------------|-----------------------------|-------------------------------------|
| | Occurrence of sexual assault | Cognition of sexual assault | Behavior attitude of sexual assault |
| Gender | -0.176** | -0.032 | -0.049 |
| Grade | -0.025 | -0.032 | 0.012 |
| Number of children | -0.066 | 0.026 | 0.027 |
| Parents' working time outside | 0.055 | -0.005 | 0.016 |
| Caregiver relationship | 0.087* | 0.088* | 0.130** |
| Gender of the caregiver | 0.019 | -0.005 | -0.055 |
| Educational method of the caregiver | -0.150** | -0.037 | -0.166** |
| Educational level of the caregiver | 0.019 | 0.009 | -0.044 |
| Live on campus or not | -0.031 | -0.055 | 0.02 |

3.2.7. An Analysis of Factors Affecting the Occurrence of Sexual Assault among Middle School Students in Qiannan Prefecture

Table 9. Regression analysis of influencing factors in the Occurrence of Sexual Assault

| Linear regression analysis results (n=743) | | | | | | | | | |
|--------------------------------------------|------------------------------|----------------|--------------------------|--------|---------|-------|----------------|-----------------------|--------------------------|
| | Non-standardized coefficient | | standardized coefficient | t | p | VIF | R ² | Adjust R ² | F |
| | B | Standard error | Beta | | | | | | |
| Constant | 1.008 | 0.067 | - | 15.125 | 0.000** | - | | | |
| Cognition of sexual assault | 0.022 | 0.021 | 0.039 | 1.086 | 0.278 | 1.032 | | | |
| Behavior attitude of sexual assault | 0.117 | 0.021 | 0.204 | 5.66 | 0.000** | 1.069 | | | |
| Gender | -0.073 | 0.015 | -0.185 | -4.989 | 0.000** | 1.127 | | | |
| Grade | 0.004 | 0.003 | 0.049 | 1.329 | 0.184 | 1.118 | | | |
| Number of children | -0.01 | 0.004 | -0.084 | -2.344 | 0.019* | 1.043 | | | |
| Live on campus or not | -0.004 | 0.022 | -0.006 | -0.176 | 0.86 | 1.119 | 0.109 | 0.095 | F (11,731)=8.099,p=0.000 |
| Caregiver relationship | 0.011 | 0.01 | 0.041 | 1.067 | 0.286 | 1.203 | | | |
| Educational method of the caregiver | -0.007 | 0.005 | -0.056 | -1.464 | 0.144 | 1.192 | | | |
| Educational level of the caregiver | -0.004 | 0.005 | -0.029 | -0.818 | 0.414 | 1.057 | | | |
| Parents' working time outside | 0.001 | 0.003 | 0.009 | 0.239 | 0.811 | 1.038 | | | |
| Gender of the caregiver | 0.015 | 0.008 | 0.064 | 1.746 | 0.081 | 1.097 | | | |

Dependent variable: occurrence
D-W value: 1.927
* p<0.05 ** p<0.01 ***p<0.001

Taking cognition of sexual assault, Behavior attitude of sexual assault, gender, grade, Number of children, Live on campus or not, caregiver relationship, educational method of the caregiver, Educational level of the caregiver, parents' working time outside, and Gender of the caregiver as independent variables, and taking occurrence as a dependent variable for linear regression analysis. It can be seen from the above table that the model R square value is 0.109, means the above variables can explain the 10.9% variation. Model passes F test($F=8.099$, $p=0.000<0.05$), show that at least one of these variables has an effect on occurrence. The test of the model's Multicollinearity showed that all VIF values in the model were less than 5, means that there is no col-linearity problem. And the D-W value is near the number 2, which shows that the model does not have auto-correlation, and the sample data have no correlation, means the model is better. After analysis, behavior attitude of sexual assault will have a significant positive impact on the occurrence of sexual assault, gender and Number of children have a significant negative impact on the occurrence of sexual assault. However, Cognition of sexual assault, Grade, Live on campus or not, Caregiver relationship, Educational method of the caregiver, Educational level of the caregiver, Parents' working time outside, and Gender of the caregiver Will not affect the occurrence of sexual assault.

4. Investigation Conclusion

Through the analysis of the data, we came to the following conclusions: 1.The cognition and behavior attitude of sexual assault of middle school students in Qiannan Prefecture are on the low side and have great risk; 2.There was no significant difference between boys and girls in the cognition and behavior attitude of sexual assault, but there was significant difference in the occurrence of sexual assault; 3.Grade had no significant influence on the Cognition, behavior attitude and occurrence of sexual assault; 4.There was no correlation between the behavior attitude of sexual assault and the cognition of sexual assault, but there was a significant positive correlation between the behavior attitude of sexual assault and the occurrence of sexual assault; 5.The behavior attitude of sexual assault has significant positive influence on the occurrence of sexual assault, but the cognition of sexual assault has no influence on the occurrence of sexual assault.

The results show that middle school students have different understanding of sexual assault, but society, school and family have many deficiencies in preventing sexual assault. The main reasons are as follows: 1. The relevant departments lack effective supervision, society lack the relevant mechanism to prevent sexual assault, and had not established a sound supervision system; 2.The school lacks relevant education and training; 3.Middle School students have a weak sense of self-protection, and some students cannot distinguish between sexual harassment and normal communication in Qiannan Prefecture. 4.Some people are affected by bad information on the Internet, which leads to moral retrogression and loss of ethics. 5.Due to the lack of relevant safety awareness of the guardians of middle school students, the negligence of parents, and the influence of traditional reasons, family sex education is in a blank state in Qiannan Prefecture. In general, it can be summarized as social, school and family reasons.

5. Suggestions of Sexual Assault

In recent years, sexual assault incidents of middle school students have been frequently exposed. Some middle school students who should have grown up healthy in an ivory tower-like campus environment appeared in major media reports as victims or perpetrators, caused their physical and mental being mutilated and their future delayed, and arousing heated discussions on the issue of sexual assault of middle school students from all walks of life.

As a reserve force for nation-building, Parents, educators or the general public should assume the responsibility of caring for the physical and mental health of middle school students. It is

better to reduce the incidence of sexual assault at its source than to think about how to deal with it when the tragic consequences of sexual assault in middle school students have already occurred. The following measures will be taken to prevent sexual assault of middle school students from three levels: macro, meso, and micro levels.

5.1. Macro Level: Country

5.1.1. Teacher Qualification Examination

He found in her research, which based on data of child sexual abuse from 2013 to 2018, that sexual Abuse of children is committed mainly in schools and often by acquaintances. Furthermore, an alarming situation is that in many cases of minor sexual assault, the perpetrators are teachers who are usually respected and trusted by middle school students.

As a group whose physical and mental development is not yet fully mature, and social experience is relatively lacking, middle school students generally have the characteristics of poor discrimination and weak self-protection awareness. In front of teachers whose public image has always been selfless and great, students easily relax their vigilance. And sometimes due to threats to academic performance, students have to succumb to the power of teachers, which eventually leads to tragedies.

Relevant national departments should strengthen the qualification review of teachers and implement a strict employment system. Schools are required to conduct background checks on all incoming teachers when necessary, if a teacher is found to have a history of sexual assault, he or she may withdraw his or her teaching certificate and never be employed in the teaching position.

5.1.2. Implement A Hierarchical Management System for Cultural Works

As a settlement of Buyi and Miao nationalities, Qiannan Prefecture's economic development is relatively backward, a large number of rural people migrate to big cities to work, resulting in many middle school students left behind in rural areas. They are prone to sprouting sexual urges, and full of curiosity about gender issues, but have no elders to properly teach them at home.

Movies, TV and animation works are the way for middle school students to have fun after school. Although these cultural works have been approved by relevant departments before they are officially put on the shelves, no classification cause that many bloody, naked and yellow storm components still in it. Driven by curiosity, middle school students are likely to imitate after watching, In rural areas where there is a lack of parental companionship and instruction, this type of behavior is more frequent.

Relevant cultural departments should implement detailed and feasible classification policies for cultural works as soon as possible, reducing the possibility of middle school students facing vulgar pornography.

5.1.3. Promoting Emergency Response Mechanism

In the course of our commonality review of sexual assault cases, there are two scenarios in this case: One is the difficulty of obtaining evidence, and the other is that in the process of inquiries, the victim is invisibly harmed twice due to the low level of professionalism of the case-handling personnel, and resulting in the case is left unfinished or hastily closed. The low cost of crime indirectly encourages the perpetrators to commit many crimes by chance, thus forming a vicious circle.

In this regard, the emergency response mechanism should be promoted from the legal level. For example, a mandatory reporting system is implemented in schools, communities, families and other areas where cases are frequent, teachers, principals, neighborhood committee members, parents, etc., who are closely related to middle school students are required to report sexual assaults when they discover sexual assaults, implementing relevant responsibilities, and

mobilizing the forces of the whole society to create a safe and healthy growth environment for middle school students.

5.2. Meso Level: School

5.2.1. Development Sex Education Curriculum

Aiming at the physical and mental characteristics of middle school students who are weak in self-protection and are ashamed to speak after being sexually assaulted, As the main place for middle school students to receive education, schools should assume the social responsibility of popularizing sex knowledge among middle school students and educating middle school students how to avoid sexual assault.

The education department can jointly develop related sex education courses with schools, and implement teaching in a combination of online and offline methods. Offline, schools should regularly hold sex education lectures and communicate with students face to face, to reduce the sexual shame of students, and encourage students to face the normal sexual impulse during adolescence. Eventually teach them to protect themselves in the right way and say no to sexual assault. Online, major video platforms should cooperate with the education department to set up separate topics, Free broadcasting of micro-classes and MOOCs for sex education, so that those rural areas where do not have the conditions for offline teaching can also listen to the lectures through the network platform, and increase the knowledge of sex education of middle school students.

5.2.2. Hosting Parent Seminar

Family, school and society together constitute an educational ecological circle, in which the role of the family is the most enormous but easily overlooked. Parents, as the primary teachers of middle school students, from some aspects, attitude of middle school students towards gender issues is the reflection of their parents' sex education.

Affected by the domestic traditional culture, parents are generally reluctant to talk about sex, however, it is precisely because children lack sexual education from an early age that they are assaulted when they have a little knowledge of sexual assault, even unwilling to tell the elders the truth, so that the perpetrator cannot be brought to justice and hurt him again and again.

In addition to regular parent meetings, schools should also hold parent seminars to popularize with parents the necessity of sex education for middle school students, and correct parents' attitudes towards sex education. And guide parents to learn the correct methods of popularizing sex education, assist parents to complete the first attempt at sex education for their children, and get rid of the embarrassing psychology of parents and middle school students about sex problems.

5.2.3. Strengthen Teachers' Psychological Counseling

In the sexual assault cases of middle school students, the research around the perpetrator's motives and psychology found that many perpetrators are pedophiles or have special sexual addictions. Teachers are one of the most frequent occupations of sexual assault on middle school students. Schools should conduct regular psychological counseling and psychological screenings for teachers who have already been employed. On the one hand, it is to avoid the psychological problems of teachers in the work pressure environment; On the other hand, it is to check the teachers in service in time to reduce the possibility of sexual assault cases.

5.3. Micro Level: Family

The family is the most basic place of life for middle school students, Parents should not only assume the responsibility of knowledge education and spiritual education for middle school students, but also actively explore methods and ways of sex education for middle school students.

First of all, parents need to reflect on their own concepts and attitudes towards sex education, and clarify the scope and extent of sex education for their children. Secondly, parents can create a free, democratic but principled family environment by changing the way they get along with their children, to form a good parent-child relationship with the child. Smooth and effective parent-child communication is conducive to parents to discover potential unsafe factors around middle school students and eliminate them in time.

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