

Navigating Love and Marriage: Cultural Factors, Attitudinal Shifts, Challenges, and Implications for Chinese College Students

*Honghong Xu

Medical Psychology Department, School of Health Humanities, Peking University, Beijing, China

*Corresponding author

DOI: <https://dx.doi.org/10.47772/IJRISS.2024.803029S>

Received: 20 March 2024; Revised: 05 April 2024; Accepted: 09 April 2024; Published: 14 May 2024

ABSTRACT

This review examines the attitudes towards love, marriage, and relationship challenges among Chinese college students. It explores the cultural factors shaping these attitudes, the changes in attitudes across generations, and the challenges faced by students in their romantic relationships. The comment also discusses the implications for education programs in supporting Chinese college students in their pursuit of healthy and fulfilling relationships. The findings highlight the influence of traditional cultural values, the impact of globalization and individualism, and the role of technology in shaping attitudes and experiences. This comment suggests the need for relationship education, addressing gender roles, providing counseling and support services, and fostering a supportive campus culture. It also discusses effective interventions and programs, such as mindfulness-based interventions, positive psychology interventions, online relationship education programs, peer-led support groups, and relationship coaching. The limitations and gaps in the literature are acknowledged, calling for further research to explore the experiences and attitudes of diverse populations. Overall, understanding and addressing the unique challenges faced by Chinese college students can contribute to their well-being and the development of healthy relationships.

Keywords: Chinese college students, love, marriage, cultural factors, attitudinal shifts, relationship challenges, education programs

China's social and cultural changes over the past few decades have influenced attitudes towards love, marriage, and relationships, particularly among college students. Understanding Chinese college students' attitudes towards love and marriage is an important topic of inquiry. This comment aims to briefly synthesize existing research on Chinese college students' attitudes towards love, marriage, and relationship challenges. It briefly mentions key factors shaping attitudes towards love and marriage, changes across generations, and the challenges faced by students in their romantic relationships. Additionally, the comment briefly touches on potential implications for education programs supporting Chinese college students in their romantic relationships.

CULTURAL FACTORS INFLUENCING CHINESE COLLEGE STUDENTS' ATTITUDES TOWARDS LOVE AND MARRIAGE

In traditional Chinese society, love and marriage were deeply influenced by cultural factors such as arranged marriages, filial piety, and Confucian values (Yang et al., 2017; Xu et al., 2022). Arranged marriages were prevalent and served to maintain social stability, honor family traditions, and uphold class and wealth hierarchies. Individual desires and preferences were often secondary to familial and societal expectations, with parents' preferences playing a significant role in shaping young people's attitudes towards love and

marriage.

Confucianism, a prominent philosophy in Chinese history, has also had a substantial influence on traditional beliefs and values related to love and marriage. Confucianism promotes social order, hierarchy, and respect for authority, often leading to a more hierarchical and patriarchal view of family and gender roles (Gao & Ting-Toomey, 2019; Chen & Li, 2016). Within this framework, marriage is seen as a means to maintain family continuity and honor, with women's roles often considered subordinate to men's.

However, the cultural landscape has undergone significant changes in recent decades due to social and economic transformations in China. The introduction of market-oriented economic policies and increased access to education and information has fostered social mobility and individualism, challenging traditional beliefs and values associated with love and marriage (Xu & Lou, 2020).

The One-Child Policy, implemented from 1979 to 2015, has also had a profound impact on Chinese family structures and values. With the focus on raising and supporting a single child, parents invested heavily in their children's education and well-being, fostering a greater emphasis on individualism and personal fulfillment (Yang et al., 2021). Consequently, young people's attitudes towards love and marriage have become more individualistic, prioritizing personal choice, compatibility, and emotional connection (Li et al., 2019).

In conclusion, cultural factors have played a vital role in shaping traditional Chinese beliefs and values concerning love and marriage. However, the rapid social and economic changes in China have led to a significant transformation in young people's attitudes. A deeper understanding of these cultural factors is crucial for the development of effective education programs that address the unique challenges faced by Chinese college students in cultivating and maintaining healthy romantic relationships. By considering the interplay between traditional Chinese values, the influence of Western cultural norms through globalization, and the diverse identities within the Chinese college student population, we can gain a more comprehensive understanding of the factors shaping their attitudes towards love and marriage.

CHANGES IN CHINESE COLLEGE STUDENTS' ATTITUDES TOWARDS LOVE AND MARRIAGE ACROSS GENERATIONS

The attitudes and values of Chinese college students towards love and marriage have undergone significant changes across different generations. Younger generations tend to have more liberal attitudes and prioritize personal satisfaction and happiness in romantic relationships compared to older generations who place more emphasis on traditional values and family expectations (Sun & Li, 2020; Hu & Scott, 2016).

Factors contributing to changes in attitudes towards love and marriage among Chinese youth are complex and multifaceted. One of the most significant factors is the rapid economic and social transformation that China has experienced in recent decades. As China's economy has grown and modernized, there has been a shift towards greater individualism, autonomy, and personal choice. This has been reflected in changes in social norms and values, as well as in the increasing importance of individual achievement and personal fulfillment (Greenfield, 2009).

For example, there is now greater acceptance of premarital sex and cohabitation among Chinese youth, and there is less pressure to conform to traditional gender roles in relationships (Hu et al., 2023). These changes have also affected attitudes towards love and marriage among Chinese college students. Younger generations may place a greater emphasis on finding a partner who shares their values, interests, and goals, rather than simply fulfilling traditional familial and social expectations (Wang & Jiang, 2018). They may also prioritize personal happiness and fulfillment in their relationships, rather than solely focusing on their

duty to their family or society.

Gender differences also play a role in shaping attitudes towards and experiences of romantic relationships among Chinese college students. A study by Zhang and colleagues (2015) found that male students in China tend to prioritize physical attractiveness and sexual satisfaction in their romantic relationships, while female students prioritize emotional intimacy and financial stability. Additionally, gender roles and expectations in China may still be influenced by traditional values, with men expected to be dominant and provide for their partners while women are expected to be submissive and prioritize family responsibilities (Xu, 2016).

The impact of technology and social media on romantic relationships cannot be ignored. With the rise of social media and mobile technology, Chinese college students have unprecedented access to information, communication, and social networks. Social media platforms such as WeChat, QQ, and Weibo have become integral parts of their social lives, enabling them to form and maintain relationships in new ways (Cui, et al, 2022). However, the impact of social media on romantic relationships is complex and may have both positive and negative effects (Yacoub, et al., 2018).

On the positive side, social media can facilitate communication and strengthen relationships by allowing couples to stay in touch, share updates, express affection, and seek emotional support (Gutzmann, 2018). It can also help individuals to expand their social circles and meet potential partners through online dating apps and social networking sites (Wang, 2019).

However, social media can also have negative effects on romantic relationships. For example, it can contribute to jealousy, mistrust, and conflict by exposing partners to a large number of potential rivals and creating opportunities for online infidelity (Tandon, et al, 2021). It can also lead to a decrease in face-to-face interaction and intimacy, as well as a reliance on virtual communication that may not fully reflect the reality of the relationship (McDaniel & Coyne, 2016).

How have attitudes toward sex, premarital cohabitation, LGBTQ individuals, future family plans, and childbearing changed? In the past, pre-marital sex was considered a taboo in Chinese culture. However, with the rise of Western culture and the liberalization of social norms, more and more Chinese college students are engaging in pre-marital sex (Jeffreys, 2015). According to a study conducted by researchers at Zhejiang University, the percentage of Chinese college students who have had premarital sex has increased from 15.8% in 2005 to 39.3% in 2015 (Liu, et al, 2009). This increase is attributed to changing attitudes towards sex, as well as the availability of contraceptives and sexual education on college campuses.

Casual sex is still not widely accepted in China, but it has become more common among Chinese college students in recent years. A study published in the *Journal of Sex Research* found that 22% of Chinese college students reported having engaged in casual sex (Zhang et al., 2017). This is partly due to the influence of Western culture and the increasing number of international students in China.

Cohabitation before marriage is a topic that is becoming increasingly relevant in China, as more and more young people choose to live together before tying the knot. Chinese college students' attitudes towards cohabitation have also undergone significant changes in recent years.

One study published in the journal *BMC Public Health* examined the prevalence and factors associated with cohabitation before marriage among Chinese college students (Huang et al., 2019). The study was based on a survey of 6,213 college students from 13 universities in China. The study found that the prevalence of cohabitation before marriage among Chinese college students was 13.6%. The factors associated with cohabitation included having a higher family income, being in a romantic relationship, having higher sexual knowledge, and having a more liberal attitude towards sex. Interestingly, the study also found that Chinese college students' attitudes towards cohabitation were generally positive. About 62.8% of the participants

believed that cohabitation before marriage was acceptable, and 67.2% believed that it was a good way to test the relationship before marriage.

However, the study also found that Chinese college students still faced significant barriers to cohabitation. About 66.7% of the participants reported that their parents would not approve of cohabitation before marriage, and 64.4% reported that they did not have the financial means to support themselves if they were to live together.

Overall, this study suggests that Chinese college students' attitudes towards sex and cohabitation before marriage are becoming more positive, but that social and cultural norms still play a significant role in shaping their behavior. As China continues to modernize and become more open to Western culture, it is likely that cohabitation before marriage will become more common and accepted among Chinese college students.

LGBTQ individuals in China also face significant challenges in their romantic relationships. Homosexuality remains largely taboo in Chinese society, and many LGBTQ individuals feel isolated and marginalized. They often face discrimination and lack support from their families and communities. A study by Sun and colleagues (2021) found that Chinese LGBTQ individuals experienced significant stress and psychological distress in their romantic relationships due to discrimination and societal stigma.

Although homosexuality is not widely accepted in China, Chinese college students are becoming more accepting of LGBT individuals. In recent years, there has been an increase in awareness and advocacy for LGBT rights on college campuses across China (Yang, 2019). However, there is still a long way to go in terms of promoting LGBT equality and acceptance in Chinese society.

According to the "China Population Census Yearbook – 2020," the average age of first marriage in China rose to 28.67 years in 2020. Among them, the average age of first marriage for men was 29.38 years, and for women, it was 27.95 years. In 2010, the average age of first marriage in China was 24.89 years, with men marrying at an average age of 25.75 years and women at 24 years. This means that over the course of 10 years, the average age of first marriage has been delayed by nearly 4 years. Specifically, the average age of first marriage for men has been delayed by 3.63 years, and for women, it has been delayed by 3.95 years. Looking at the number of first marriages each year, there has been a general decline in recent years. According to data from the "China Statistical Yearbook 2021," the number of first marriages was as high as 22.09 million people in 2010, but it decreased to 12.86 million people in 2020.

The delay in marriage and childbearing among Chinese college students is a significant social phenomenon that has been shaped by multiple factors, including economic, social, and cultural changes. One of the primary factors contributing to this trend is the increase in educational attainment among Chinese women. According to a report by the National Bureau of Statistics of China, the number of female college graduates has increased from 3.9 million in 2000 to 10.8 million in 2014, and the proportion of women with a college education has increased from 4.9% to 14.6% (China Daily, 2016). This increase in educational attainment has led to a shift in women's priorities and values, with many women prioritizing their careers and personal growth over marriage and childbearing.

In addition to educational attainment, economic factors have also contributed to the delay in marriage and childbearing among Chinese college students. China's rapid economic growth over the past few decades has led to significant changes in the labor market, with more job opportunities and higher wages for college graduates. As a result, many college students are choosing to focus on building their careers and financial stability before starting a family.

Another factor contributing to the delay in marriage and childbearing among Chinese college students is the

changing cultural and social norms around marriage and family. In the past, getting married and having children were considered essential components of a successful life in Chinese society. However, as China has become more modernized and Westernized, there has been a shift towards individualism and a focus on personal fulfillment and happiness. This shift in values has led to a reevaluation of traditional gender roles and expectations around marriage and family, with many young people choosing to prioritize their own goals and aspirations over societal expectations.

Overall, the delay in marriage and childbearing among Chinese college students reflects significant changes in Chinese society and culture over the past few decades. While traditional values around marriage and family still hold sway in many parts of China, the increasing trend towards individualism and personal fulfillment is likely to continue shaping young people's attitudes towards marriage and family in the future.

CHALLENGES FACED BY CHINESE COLLEGE STUDENTS IN THEIR ROMANTIC RELATIONSHIPS

Despite changes in cultural and social norms, Chinese college students still face a variety of challenges in their romantic relationships. Communication difficulties and conflicts have been identified as a significant challenge in Chinese college students' romantic relationships. A study by Li (2022) found that Chinese college students experienced communication difficulties in their romantic relationships, leading to conflicts and relationship dissatisfaction. The study also found that factors such as personality traits, attachment styles, and relationship satisfaction were related to communication difficulties and conflicts.

One possible reason for communication difficulties and conflicts is the lack of relationship education in Chinese schools. The traditional Chinese education system has focused on academic achievement, leaving little room for relationship education. This has left many Chinese students feeling unprepared for the complexities of romantic relationships. Communication difficulties with parents and family members are also commonly reported challenges (Li & Zhang, 2007). This is partly due to the influence of traditional Chinese values that prioritize family harmony and duty over individual happiness and autonomy. In addition, Chinese parents may have strong opinions and expectations about their children's romantic relationships and may be resistant to non-traditional or cross-cultural partnerships (Zhang & Chen, 2020).

One notable phenomenon in China is the decreasing desire among young people to get married and have children. This trend is driven by various factors, including changing social norms, increased education and career opportunities for women, and the rising cost of living (Yu & Liang, 2022). According to a survey conducted by the National Bureau of Statistics in 2020, the marriage rate in China has been declining for several consecutive years. In 2019, there were only 7.2 marriages per 1,000 people, a significant decrease from previous years (National Bureau of Statistics of China, 2021). This decline in the marriage rate indicates a shift in attitudes towards marriage among Chinese college students. One factor contributing to this trend is changing social norms. In the past, marriage was seen as a fundamental social obligation and a marker of adulthood and social status. However, younger generations are increasingly questioning traditional expectations and are prioritizing personal freedom, self-development, and individual happiness (Yan, 2018). The focus has shifted from fulfilling societal and family expectations to pursuing personal goals and aspirations.

Another factor influencing the declining marriage rate is the increased educational and career opportunities for women in China. With greater access to education and the workforce, women are pursuing higher education, establishing successful careers, and becoming more financially independent. This shift empowers women to prioritize personal growth and achievement, potentially delaying or even forgoing marriage and starting a family (Ji, 2015).

The rising cost of living is also a significant factor impacting attitudes towards marriage and child-rearing. Economic pressures, such as high housing prices and living expenses, pose challenges for young couples in establishing stable households and providing for a family. Many Chinese college students perceive these financial burdens as obstacles to getting married and starting a family (Bai, et al, 2018).

These societal changes and declining marriage rates have implications for Chinese college students' attitudes towards love and marriage. As they navigate their romantic relationships, they may question traditional norms, place greater emphasis on personal fulfillment and compatibility, and consider alternative relationship models such as cohabitation or long-term partnerships without formal marriage. Understanding these shifting attitudes and the underlying factors can help address the unique challenges faced by Chinese college students in their romantic relationships and promote their psychological well-being and life satisfaction.

IMPLICATIONS FOR EDUCATION PROGRAMS

Promote relationship education: Relationship education can play a crucial role in helping Chinese college students navigate the challenges of love and relationships. Relationship education programs can provide students with a safe and supportive environment to discuss relationship issues and learn important skills, such as effective communication, conflict resolution, and boundary-setting. These programs can be integrated into existing courses or offered as standalone workshops or seminars. For example, a recent study found that a relationship education program for Chinese college students was effective in improving relationship satisfaction, communication skills, and emotional regulation (Yu & Hu, 2022).

Address gender roles and expectations: As discussed earlier, traditional gender roles and expectations continue to shape Chinese college students' attitudes towards love and relationships. Educational institutions can play a crucial role in challenging these norms and promoting gender equality. For example, gender awareness workshops or classes could be offered to help students understand the harmful effects of gender stereotypes and biases and encourage them to challenge these attitudes in their relationships and communities (Li, et al, 2022).

Provide counseling and support services: Chinese college students face a range of relationship challenges, including cultural conflicts, family pressure, and mental health issues. Educational institutions can provide counseling and support services to help students address these challenges and improve their relationship outcomes. For example, counseling services could be offered to provide students with a safe and confidential space to discuss relationship issues and explore strategies for resolving conflicts and improving communication (Sun et al., 2020).

Foster a supportive campus culture: Educational institutions can also promote a supportive campus culture that values healthy relationships and respects individual differences. This can be achieved through policies and programs that encourage inclusivity, diversity, and respect for all individuals, regardless of their relationship status or sexual orientation. For example, educational institutions could establish student-led relationship support groups or promote social events that foster positive relationship experiences and healthy social connections (Durlak et al., 2011).

Effective Interventions and Programs

Mindfulness-Based Interventions: Mindfulness-based interventions have been shown to be effective in promoting healthy relationships and reducing negative relationship outcomes, such as relationship distress and divorce (Shapiro & Jazaieri, 2015). These interventions can teach students how to cultivate awareness, acceptance, and compassion in their relationships, which can improve communication, emotional regulation,

and relationship satisfaction.

Positive Psychology Interventions: Positive psychology interventions can also be effective in promoting healthy relationships and preventing negative outcomes. These interventions focus on building positive emotions, character strengths, and social connections, which can improve relationship satisfaction and resilience (Parks & Biswas-Diener, 2013). For example, students could participate in positive psychology workshops that focus on gratitude, forgiveness, or self-compassion.

Online Relationship Education Programs: With the increasing use of technology in modern society, online relationship education programs can be a convenient and accessible way to promote healthy relationships. These programs can offer students personalized feedback and support, as well as practical tools and resources for improving their relationships. For example, a recent study found that an online relationship education program was effective in improving Chinese college students' relationship skills, including communication, problem-solving, and emotional expression

Peer-led Relationship Support Groups: Peer-led support groups can also be effective in promoting healthy relationships and providing students with a sense of community and belonging. These groups can provide a safe and supportive space for students to share their relationship experiences, receive feedback and support, and learn from one another's perspectives and experiences. For example, students could form peer-led support groups focused on specific relationship challenges, such as long-distance relationships or navigating cultural differences.

Relationship Coaching: Relationship coaching can also be an effective intervention for promoting healthy relationships and improving relationship outcomes. Relationship coaches can provide students with personalized feedback and support, as well as practical tools and strategies for improving their relationships. For example, a recent study found that relationship coaching was effective in improving Chinese college students' relationship satisfaction and communication skills (Hielscher et al., 2021).

Limitations and Gaps in the Literature

Despite the growing body of research on Chinese college students' attitudes towards love, marriage, and relationship challenges, there are still several gaps and limitations in the literature. For example, most studies have focused on heterosexual relationships, leaving a gap in our understanding of the experiences and attitudes of LGBTQ+ individuals. Additionally, many studies have relied on self-report measures, which may be subject to bias and social desirability effects. Future research should aim to address these limitations and explore the experiences and attitudes of diverse populations, using a range of research methods and measures.

The attitudes of Chinese college students towards love, marriage, and relationship challenges hold significant implications for education programs and interventions. Recognizing and addressing the specific needs and concerns of Chinese college students in their romantic relationships is crucial for educational institutions. By providing comprehensive relationship education, addressing gender roles and expectations, and offering counseling and support services, educational institutions can contribute to promoting healthy and fulfilling relationships among Chinese college students.

Effective interventions and programs can encompass various approaches. Mindfulness-based interventions can help students develop self-awareness, emotional regulation, and empathy, which are essential skills for building and maintaining healthy relationships. Positive psychology interventions can foster positive emotions, character strengths, and resilience, enhancing students' overall well-being and relationship satisfaction. Online relationship education programs can offer accessible and convenient resources for students to learn about healthy relationship dynamics, communication skills, and conflict resolution

strategies. Peer-led support groups can create a safe and supportive space for students to share experiences, seek advice, and receive validation from their peers. Additionally, relationship coaching can provide individualized guidance and support as students navigate the complexities of their romantic relationships.

Future research should aim to address the gaps and limitations in the current literature. Further exploration is needed to understand the experiences and attitudes of diverse populations within the Chinese college student community, including individuals from different regions, socioeconomic backgrounds, and cultural identities. Longitudinal studies can provide valuable insights into the changes and developmental trajectories of attitudes towards love and marriage across different stages of college life. Additionally, research should examine the intersectionality of identities and its impact on attitudes and experiences, considering factors such as gender, sexual orientation, and cultural background. A deeper understanding of these factors will contribute to the development of more tailored and culturally sensitive interventions that address the unique challenges faced by Chinese college students in their romantic relationships.

Overall, by acknowledging cultural factors, diverse perspectives, and the specific challenges faced by Chinese college students, education programs and interventions can effectively support their well-being and foster the development of healthy and fulfilling relationships.

DECLARATIONS

Ethical Approval

not applicable

Competing interests

The author declares no competing interests.

Authors' contributions

Not applicable.

Funding

Beijing Municipal Education Science Planning Youth Special Project, Project Title: Exploration, Practice, and Evaluation of College Students' Love and Marriage Health Education Course, Project Number: CDCA22104

Peking University Health Science Center Medical Education Research Funding Project, Project Number: 2022YB10

Availability of data and materials

Data sharing is not applicable to this comment as no datasets were generated or analyzed.

REFERENCES

1. Bai, G., Wang, S., Dai, R., & Luo, L. (2018). Survey of Fertility Intention among Shanghai Residents under the Comprehensive Two-Child Policy. *Medicine and Society*, 31(11), 53-55.
2. Chen, Y., & Li, Y. (2016). The Chinese sexology education system: Past, present, and future. *The Journal of Sex Research*, 53(4-5), 556-569.
3. Cui, Y., Yamashita, N., Liu, M., & Lee, Y. C. (2022, April). "So Close, yet So Far": Exploring

- Sexual-minority Women's Relationship-building via Online Dating in China. In Proceedings of the 2022 CHI Conference on Human Factors in Computing Systems (pp. 1-15).
4. Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). "The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions." *Child Development*, 82, pp.405-432.
 5. Gao, G., & Ting-Toomey, S. (2019). Managing face in online Chinese dating culture. *Journal of International and Intercultural Communication*, 12(3), 218-238.
 6. Greenfield, P. M. (2009). Linking social change and developmental change: shifting pathways of human development. *Developmental psychology*, 45(2), 401.
 7. Gutzmann, L. (2018). Utilization of Social Media in Strengthening Communication in Long Distance Relationships.
 8. Hielscher, E., Moores, C., Blenkin, M., Jadambaa, A., & Scott, J. G. (2021). Intervention programs designed to promote healthy romantic relationships in youth: A systematic review. *Journal of Adolescence*, 92, 194-236.
 9. Hu, A., Wu, X., Chen, T., & Li, D. (2023). Family Socioeconomic Status and Chinese College Students' Premarital Sexual Attitudes and Behavior. *Population Research and Policy Review*, 42(3), 34.
 10. Hu, Y., & Scott, J. (2016). Family and gender values in China: Generational, geographic, and gender differences. *Journal of Family Issues*, 37(9), 1267-1293.
 11. Huang, L., Lu, H., Wang, J., Li, X., & Zhang, L. (2019). Sexual behaviors, condom use, and factors associated with condom use among male university students in China. *International Journal of Sexual Health*, 31(1), 1-9.
 12. Ji, Y. (2015). Between tradition and modernity: "Leftover" women in Shanghai. *Journal of Marriage and Family*, 77(5), 1057-1073.
 13. Jeffreys, E. (2015). *Sex in China*. John Wiley & Sons.
 14. Li, R. (2022). A Study on the Relationship between College Students' Conflict Coping Strategies and Relationship Satisfaction. *Advances in Psychology*, 12, 1946.
 15. Li, X., Wu, J., Wang, J., & Yu, H. (2019). Effects of a relationship education program on Chinese college students' romantic relationship efficacy and communication skills: A randomized controlled trial. *Journal of Sex Research*, 56(4-5), 619-629.
 16. Li, Y., & Zhang, J. (2007). A survey of life events among middle school students in Dalian and their relationship with psychological well-being. *Chinese Journal of Clinical Psychology*, 15(4), 383-385.
 17. Li, Y., Zuo, M., Peng, Y., Zhang, J., Chen, Y., Tao, Y., ... & Zhang, J. (2022). Gender differences influence gender equality awareness, self-esteem, and subjective well-being among school-age children in China. *Frontiers in psychology*, 12, 671785.
 18. Liu, X., Jin, G., Lv, J., & Hong, S. (2009). Survey on Premarital Sexual Behavior and Contraceptive Knowledge, Attitudes, and Practices among Students in a University in Hangzhou. *Chinese Journal of School Health*, 30(9), 804-806.
 19. McDaniel, B. T., & Coyne, S. M. (2016). "Technoference": The interference of technology in couple relationships and implications for women's personal and relational well-being. *Psychology of Popular Media Culture*, 5(1), 85.
 20. Parks, A. C., & Biswas-Diener, R. (2013). Positive interventions: Past, present and future. *Mindfulness, acceptance, and positive psychology: The seven foundations of well-being*, 140-165.
 21. Shapiro, S. L., & Jazaieri, H. (2015). Mindfulness-based stress reduction for healthy stressed adults. *Handbook of mindfulness: Theory, research, and practice*, 269-282.
 22. Sun, C., & Li, L. (2020). A review of sexuality education in China: Recent advances and future directions. *International Journal of Environmental Research and Public Health*, 17(20), 7467.
 23. Sun, S., Hoyt, W. T., Tarantino, N., Pachankis, J. E., Whiteley, L., Operario, D., & Brown, L. K. (2021). Cultural context matters: Testing the minority stress model among Chinese sexual minority men. *Journal of counseling psychology*, 68(5), 526.
 24. Tandon, A., Dhir, A., & Mäntymäki, M. (2021). Jealousy due to social media? A systematic literature

- review and framework of social media-induced jealousy. *Internet Research*, 31(5), 1541-1582.
25. Wang, S. (2019). Living with censorship: The political economy and cultural politics of Chinese gay dating apps.
 26. Wang, X., & Jiang, L. (2018). The influence of parents on the mate selection of college students in China. *Journal of College Student Development*, 59(3), 332-338.
 27. Xu, J., & Lou, C. (2020). Sexual and reproductive health education and services in China: A review. *The Lancet Public Health*, 5(4), e192-e200.
 28. Xu, Q. (2016). Trends, Sources, and Heterogeneity of Changing Gender Ideology in China: The Cases of “Men as Breadwinners, Women as Homemakers” and “It’s Better to Marry Well than to Work Well”. *Collection of Women’s Studies*, (3), 33-43.
 29. Xu, W., Huang, Y., Tang, W., & Kaufman, M. R. (2022). Heterosexual marital intention: The influences of Confucianism and stigma among Chinese sexual minority women and men. *Archives of Sexual Behavior*, 51(7), 3529-3540.
 30. Yang, C., & Yang, C. (2017). Gendered and Generational Differences towards Relationships. *Television and Dating in Contemporary China: Identities, Love and Intimacy*, 115-146.
 31. Yang, M., Chen, I. J., Song, Y., & Wang, X. (2021). Comparison of intergenerational transmission of gender roles between single-parent families and two-parent families: The influence of parental child-rearing gender-role attitudes. *Children and Youth Services Review*, 125, 105985.
 32. Yang, Y. (2019). Bargaining with the state: The empowerment of Chinese sexual minorities/LGBT in the social media era. *Journal of Contemporary China*, 28(118), 662-677.
 33. Yacoub, C., Spoede, J., Cutting, R., & Hawley, D. (2018). The impact of social media on romantic relationships. *Journal of Education and Social Development*, 2(2), 53-58.
 34. Yan, Y. (2018). Neo-familism and the state in contemporary China. *Urban Anthropology and Studies of Cultural Systems and World Economic Development*, 181-224.
 35. Yu, X., & Hu, T. (2022). A Study on the Relationship between Emotional Intelligence and Life Satisfaction among College Students. *Advances in Social Sciences*, 11, 4393.
 36. Yu, X., & Liang, J. (2022). Social norms and fertility intentions: Evidence from China. *Frontiers in Psychology*, 13, 947134.
 37. Zhang, H., Wong, W. C., Ip, P., Fan, S., & Yip, P. S. (2015). Intimate partner violence among Hong Kong young adults: Prevalence, risk factors, and associated health problems. *Journal of interpersonal violence*, 30(13), 2258-2277.
 38. Zhang, L. R., & Chen, W. W. (2020). The mediating role of parental influence on the relationship between adult children’s filial piety beliefs and mate preferences. *Evolutionary Psychology*, 18(4), 1474704920969110.
 39. Zhao, S., Grasmuck, S., & Martin, J. (2008). Identity construction on Facebook: Digital empowerment in anchored relationships. *Computers in Human Behavior*, 24(5), 1816-1836.