

SENSORIAL SEEKING –DIFFERENT ASPECTS, AT TWO IMPORTANT PERIODS: LATE TEENAGEHOOD AND YOUTH

NEVOIA DE STIMULARE SENZORIALĂ - ASPECTE DIFERITE IN CADRUL A DOUA ETAPE IMPORTANTE: ADOLESCENȚA PRELUNGITĂ ȘI PERIOADA TINEREȚII

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Abstract: *This paper is a practical study regarding to students' increased need of sensation seek, finding in late teenagehood in comparison with some teaching staffs' need, finding in the following period, youthfulness. For this study, we have used the Sensation Seeking Scale, in order to find out the every subject` level which was subject to this testing. This scale was applied on 80 students from USAMVB Timisoara which attend different faculties and different specializations and on 35 teachers from the same university.*

Rezumat: *Aceasta lucrare este un studio practice privind nevoia crescuta de stimulare senzoriala la studentii aflati in perioada tarzie a adolescentei in comparative cu a unor cadre didactice aflate in perioada imediat urmatoare a tineretii. Pentru acest studiu s-a utilizat Scala pentru nevoia de stimulare senzoriala pentru a afla nivelul la care se situeaza fiecare subiect supus investigatiei. Aceasta scala a fost aplicata unui numar de 80 de studenti din cadrul USAMVB Timisoara de la diverse facultati si specializari si 35 de cadre didactice din cadrul aceleiasi universități .*

Key words: *sensation seeking, deprive of sensation, late teenagehood.*

Cuvinte cheie: *stimulare senzoriala, deprivare senzoriala, adolescenta prelungita.*

INTRODUCTION

Sensation seeking is part of reasons relating to curiosity, and is described as being the search of varied, new, complex and intense experiences and situations, and accepting the risks (ATKINSON, p.484). An organism after his supplying security needs, is motivated, to look for stimulation even when this activity doesn't satisfy an organic need. This search offers new and various supplies of sensorial input (ATKINSON, 2002).

Some aspects from multiple inter-individual differences are these reasons for curiosity. The concept of sensation seeking was putted forward by Marvin Zuckerman with reference to the fact that exist individual difference relating to preference for sensation seeking, and in 1979 has elaborated a test named Sensation Seeking Scale used in this study, particularly to emphasize the differences between these two groups. For instance, there are people that prefer a strong stimulation and therefore they reveal in their behaviors a higher level of sensations wish then those that prefer a low one.

The researches who used Sensation Seeking Scale remarked eloquent differences relating to sensation seeking (CARROL, ZUCKERMAN and VOGEL, 1982). Particularly, sensation seeking seems to be a consistent feature of personality, and started to be increasingly used in personality questionnaire (ZUCKERMAN and KUHLMAN's Personality Questionnaire, Temperament and character Inventory of Clovinger), this concept being considered a fundamental temperamental dimension. A low level of sensation seeking has been correlated with fails in passive learning.

There are some experiments that demonstrated the negative effects of sensation deprive (HEBB, HERON and SCOTT, 1954, NUTIN, 1968, ZUBEK, 1969) and the outcomes reveal

a malfunctioning of psychic and the subjects were worried, they had dissolute behavior, and they weren't able to think identical as they did before the experiment even the intellectual performances were lower than those previous, get through tests (ZLATE, 2000).

So, people need sensation seek for a normal working (SUEDFELD, 1975), but in the same time a lessening of it can lead to an increasing of some perceptive processes and can improve learning through concentration on study and is efficient even in treating of some stress problems (SUEDFELD and COREN, 1989 in ATKINSON, 2002) or in granting attention in a higher measure to our own thoughts and feelings.

The late teenagehood, is the stage with age between 18/20-24/25 years, and is distinguished among other things by a diversity of situations (college/faculty courses, post-high school courses, jobs). Is the period, when they become eager for knowledge, when show keenness for ideas and opinions confronting and is manifested the self-achievement wishes.

Now, he is independent and this situation brings about the development of personality personal styles in behaviors. The interest for socio-cultural life increase and is nuanced and his sentimental life is very intense but still shows some instabilities in affective level. Dignity and honour they aspire after are influenced by personal experiences and accumulation in socio-cultural and professional level (ANUCUTA, 1999).

Aspiration for becoming well educated is very strong and therefore they read a lot, books from any domain but especially are very responsive to any information they come into contact with and they are very attentive to moral atmosphere of the place where they work, learn. Adolescence shows disgust against everything is imposed to learn, but they are so open to the methods of presenting materials (they appreciate the materials that stimulate them multi-sensorial; to bring at courses many materials).

Is very well known that sensation seeking feature is preponderant on teenage period (STOEL and colab. 2006) and there is a tendency to diminution of the level at mature period. Gagne (1965) made referring to a diversity of learning types, typical to adolescents and, from what we mention learning with significant stimuli help and learning through discrimination and VERZA (2000) sustain that they need complex stimulations of intellectual potential.

Youth period, cover the stage between 25-35 years, and is characterized by stability, maturation and through gaining a status-role in society and community. The young person is integrated now into a profession, and Freud has answered to the question relating to what is specific to a well done maturity that love and work are. The youth is characterized through physical strength, with remarkable demonstrations of intelligence, through memory, developed abilities which support a good efficiency in his activities (LEVINSON, 1978).

Because, this paper is in relation with work will try to talk about work curve which rise in the morning, and in the beginning of the week and decrease in the afternoon and respective after middle of week (VERZA, 2000). A lower level of work can be brought about by some objective or subjective reasons: a lack of satisfaction, recurrent fails a low level of personal expectation, low interest for that activity, conflicts and tensions in groups or earning not enough money.

In contrast with previous periods, in this is differentiated the present by the future and want to contribute to world destiny. Therefore, youth become sensitive and refractory when he meet unworthiness, incompetence, but is responsive to those persons that have special and interesting qualities and make a contribution in one area or other. The intellectual development, with obvious progresses in thinking, understanding, imagination and language shouldn't absolve the youth to improve one's knowledge all the time.

MATERIALS AND METHOD

For this paper was used the Sensation Seeking Scale, which has been elaborated by MARVIN ZUCKERMAN in 1979. It has 14 items special formulated so that to estimate the individual wish to be engaged in more hazardous activities, to be delighted by social stimulation, to seeking for new sensorial experiences and to avoid boredom.

This scale has been created in an accessible language in order to be easy in applying and has a quotation grid.

RESULTS AND DISCUSSION

Sampling:

The choosing of these 80 students was from those who opt for Psycho-pedagogical module. The percentage of male subjects in the group of students was 36%, and in the teachers group was 41%. The age average of the students group was 20.8 and in the other one 32.6.

These scales have been completed during the Educational Psychology seminars and the students were greedy, curious and eager to fill in them.

The teaching staff group was at random selected, who wanted to participate to this project, but to be proper as age. They manifested curiosity as students did, but more level-headed to fill in.

Interpretation of the results:

Results of the application of the Sensation Seeking Scale, were 0 means a very low level and 14 is very high level, are in the Table 1.

Table 1

Result	Students	Teacher staff
0	0	2
1	2	4
2	2	4
3	9	7
4	9	4
5	10	6
6	8	3
7	5	3
8	13	1
9	10	1
10	7	0
11	5	0
12	0	0
13	0	0
14	0	0

The arithmetic mean of students' results is 6.51 and making a comparison with the standard reveal as medium their sensation seeking, and the arithmetic mean of teachers' results is 3.85 and is seen as very low on scale from 0-14 (fig. nr. 1).

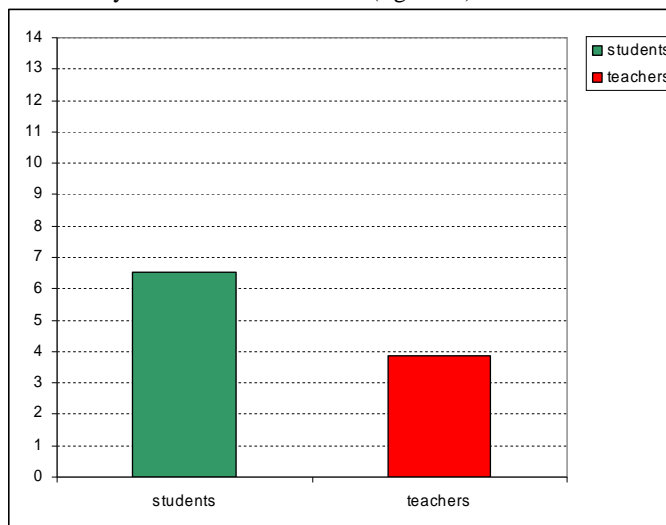


Figura 1 – Graphical representation of arithmetic mean results

CONCLUSIONS

Comparatively, there are significant differences between these two groups that sustain the grown level of sensation seeking of the adolescents and how this level decrease with maturity.

The intention wasn't only to verify if is true, but also to reveal the discordance existent between these two closely stages in human development. In the same time this paper remained do not forget that they-the students-are so different than teachers, with special needs and so responsive to any sensorial stimulation: auditory, through audio materials and even to the tone and inflection of the voice; visual, through DVD, CD, or any other form, that has relevance for respective subject; tactile and olfaction through any material that can stimulate them. Behaving so will help them not only in learning but also to stimulate confrontation and communication between students on the one hand and between teachers and students on the other hand.

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