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Sexual Schema and Its Relationship with Sensation Seeking in Students

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A B S T R A C T

Sex (in fact, womanhood and manhood) is a trait affecting many mental conditions. That women are mentally different from men and have different wants has been proved. This role index can play an important role in identifying and improving men and women's soul. Accordingly, this study was carried out to examine the relationship between sexual schema and sensation seeking in the students of Haji Abad Islamic Azad University. The statistical sample of the study consisted of students studying at Haji Abad Islamic Azad University between 2013 and 2014. The sample comprised 200 students (100 girls and 100 boys) selected by simple random sampling. Data collection was done using Anderson and Kranovsky (1994) girls' and boys' sexual schema scales and Zuckerman sensation seeking scale. Hypothesis testing was conducted by Pearson correlation coefficient test and multivariate regression. Results showed that girl students' sexual schema explains %14.9 of girls' sensation seeking. Component emotional and romantic significantly ($p=0.04$) predicts girls' sensation seeking. Boys' sexual schema also explains %8 of their sensation seeking. All components of boys' sexual schema significantly and confidently (%95) predict boy students' sensation seeking. Hence, sexual schema predicts students' sensation seeking.

Keywords: Men's Sexual Schema, Sensation Seeking, Women's Sexual Schema.

INTRODUCTION

Today, psychologists consider culture as meanings and concepts and communicative and traditional activities. They are interested in knowing how these meanings and activities are created and how their personal identity is formed. People's attitudes and cultures also emanated from their condition, situations, and moods. Their sexual schemas are among them. Sandra Bam –a psychologist– applied schema theory for identifying sexual typing process, in her sexual schema theory. According to her, each one of us has his own sexual schema or set of associations regarding sex as a part of our knowledge structure. It provides readiness schema or the main ground for processing information based on sex.

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That is, sexual schema represents our tendency toward seeing many affairs as related to sex and wanting to classify sex based on them¹.

Sexual concepts and processes affect personal behavior, thoughts, feelings, and interpersonal interactions. They contribute to the determination of social structures and, finally, perpetuate sexual differences. Sexual clichés emanating from these sexual distinctions affect three personal, interpersonal, and social levels. They form mental schemas regarding manhood and womanhood. Psychologists have tried to conceptualize and measure these concepts with respect to other important personal traits, and reflect on and think about sexual distinctions².

In Yung analytical psychology (1966), soul is the basis of internal personality, mental or personal ego, thoughts and feelings, emotional status, unconscious tendencies, and the opposite sex traits absorbing or scaring us. This is the same concept of anima in men and animus in women in Yung theory. According to Yung, common subjects related to these mental structures include emotions, interests, memories, feeling of satisfaction and/or dissatisfaction, safety or lack of trust, charm, wit, cultural roots, closeness in familial relationships and decision making and autonomy³. Cognitive approach considers personality differences to be resulted from people's differences in the way they represent mental information. These representations are called "cognitive squares". In this section, we consider two types of cognitive constructions: "personal constructions" and "schemas"⁴.

Sensation seeking is a personality aspect. It was presented and described first by Marvin Zuckerman – a biological theoretician influenced by Aising's view. Zuckerman believes that parents' sensation seeking is first a hereditary trait. Yet, it is also affected by situational or environmental factors. The level of parents' sensation seeking is one of these factors. Parents with small sensation seeking may be too much timid, supportive, and inhibitive toward their children. They prevent from their involvement in adventurous or risky activities. On the other hand, parents with high sensation seeking may encourage and reinforce their children to do new activities. As a result, they may promote other sensation seeking behaviors⁵.

Sensation seeking is defined as the need to experience various, complex, novel, unique, and tendency to take adventure. The noteworthy is that one of the main elements of sensation seeking is the tendency to or fire for taking adventure; while, the result of heuristic behavior points the matter that risk seeking almost arouses fear. Fear is incompatible or irreconcilable with heuristic behavior. Schultz and Schultz realized that there are significant differences between men and women's sensation seeking. Men obtained higher scores in sensation and adventure, disinhibition, and boredom susceptibility. Women obtained higher scores in experience seeking. Again, regarding racial and tribal differences, Asians obtained lower SSS scores as compared to Western countries. White participants obtained higher scores as compared to the non-white⁶.

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As compared to women, men have higher tendency toward sensation seeking; especially, in adventurous works and disinhibitive criteria. They participate in more emotional and delightful plans. Sensation seeking also decreases with age. This issue explains why many individuals committing potentially dangerous risks are young men. Although it must be remembered that many women have high level of sensation seeking. The number of women seeking for high risk sports and carrying out health-threatening affairs like smoking and too much drinking is increasing⁶.

Regarding the fact that sensation seeking and, consequently, behaviors resulted from it play a critical role in explaining society's health, this study seeks for responding the main question: what is the relationship between individuals' sexual schema and sensation seeking? Actually, this research sought for examining the relationship between sexual schema and sensation seeking.

METHODOLOGY

Objective-wise, it was an applied research, Method-wise, it was a descriptive-correlation study. Sexual schema and sensation seeking and the relationship between them were examined in the students. The statistical sample consisted of all students of Haji Abaad Islamic Azad University between 2013 and 2014. Among these individuals, 270 were girl and 180 were boy. The sample size was determined 200 (100 girls and 100 boys) using Morgan table. Hence, 214 questionnaires were administered. In the end, 200 sound questionnaires were assessed. The demographic characteristics of the sample under study were based on the following table.

Table 1. Frequency distribution and the percentage of sexual frequency of statistical sample

Sex	Frequency	Frequency percentage
Girl	100	50
Boy	100	50
Total	200	100

The above table shows that, in the sample of the study, about 100 students (%50) were girl and 100 (%50) were boy.

Table 2. Frequency distribution and the percentage of age frequency of statistical sample

Sex	Frequency	Frequency percentage
between 18 and 23	125	62.5
between 24 and 29	52	26
30 and above	20	10
Total	200	100

Based on Table 2, among 200 individuals under study, 125 (%62.5) were between 18 and 23, 52 (%26) between 24 and 29, and 20 (%10) 30 and above.

Table 3. Frequency distribution and the percentage of marital status frequency of statistical sample

Marital status	Frequency	Frequency percentage
Single	168	84
Married	32	16
Total	200	100

In this study, the dispersion of the marital status of the statistical sample under study shows that about 168 (%84) were single and 32 (%16) married.

In this study, data was collected using field study. To do so, three questionnaires were applied as follow:

- 1- Women's Sexual Schema Questionnaire:** This questionnaire assesses women's sexual schema. It is organized by Anderson and Kranovsky (1994). Women's sexual schema is consisted of totally 50 items. It is based on emotional, romantic, straightforward, easy, shy, and conservative subscales. Yazdanpanah⁷ has reported the reliability of the questionnaire as 0.88. In the present study, the reliability of the questionnaire was computed 0.94 using Cronbach's alpha coefficient.
- 2- Men's Sexual Schema Questionnaire:** This questionnaire is formulated by Anderson and Kranovsky (1994). It is formulated and organized to assess men's sexual schema. It is consisted of 45 items. It computes subscales including emotional, strong, aggressive, open-minded, and modern. In a study by Yazdanpanah⁸, the reliability of the questionnaire was 0.82. In the present study, the reliability of the questionnaire was computed 0.94 using Cronbach's alpha coefficient.
- 3- "Zuckerman" Sensation-seeking Scale:** This scale is a summarized form of the fourth form of Marvin Zuckerman's sensation seeking scale developed in 1978. The fifth form sensation seeking scale developed to assess sensation seeking factors is composed of four secondary factors including "sensation seeking and adventure", "experience seeking", "disinhibition", and "boredom susceptibility". Ten tests are considered for each factor. The holistic 40-item scale in the fifth form shows an appropriate internal reliability between 0.83 and 0.86⁷. In the study, reliability of the questionnaire was computed 0.84 using Cronbach's alpha coefficient.

Data analysis was carried out using descriptive and inferential statistics as follow:

Descriptive Statistics: Mean, SD

Inferential Statistics: Pearson correlation coefficient, and multivariate regression.

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RESULTS

Table 4. Of sensation seeking in boy and girl students under study

Sensation seeking	No.	Min	Max	Mean	SD
Girl	100	0	40	17.25	4.568
Boy	100	0	40	17.76	4.179
Total	200	0	40	17.49	4.372

Based on a review of girl students' sexual schema in Table 4, mean sensation seeking in boy students was 17.25 (SD=4.568), and mean sensation seeking in girl students was 17.76 (SD=4.179). Total students' mean sensation seeking was 17.49 (SD=4.372).

Table 5. Mean and SD of girl students' sexual schema in the sample under study

Girls' sexual schema	No.	Min	Max	Mean	SD
Emotional and romantic	10	0	60	37.02	7.968
Straightforward and easy	9	0	54	33.9	6.443
Shy and conservative	7	0	42	24.37	5.883

Based on a review of girl students' sexual schema in Table 5, mean component emotional and romantic in girl students was 37.02 (SD=7.968), mean component straightforward and easy was 33.9 (SD=6.443), and mean component shy and conservative was 24.37 (SD=5.883).

Table 6. Mean and SD of boy students' sexual schema in the sample under study

Boys' sexual schema	No.	Min	Max	Mean	SD
Emotional and kind	10	0	60	42.81	7.006
Strong and aggressive	13	0	78	43.89	7.989
open-minded and modern	4	0	24	16.06	3.551

Based on a review of boy students' sexual schema in Table 6, mean emotional and kind components in boy students was 3.98, mean strong and aggressive components was 2.78, and mean open-minded and modern was 4.05 of score 5.

Table 7. Results of Pearson correlation coefficient between girl students' sexual schema and sensation seeking

Criterion variable	Sensation seeking	
Predictor variables	Correlation coefficient (r)	Sig. level (p)
Emotional and romantic	0.303	0.04
Straightforward and easy	-0.03	0.8
Shy and conservative	0.222	0.1

Results of correlation between the components of girls' sexual schema and their sensation seeking showed that there is a significant relationship between being emotional and romantic and girl students' sensation seeking ($p=0.04$). There

is no significant relationship between being straightforward and easy ($p=0.8$) and being shy and conservative ($p=0.1$) and girl students' sensation seeking.

To predict girl students' sensation seeking through their sexual schema, multivariate regression test was used. Results are listed in the following table.

Table 8. Correlation coefficients between girl students' sexual schema and their sensation seeking

Correlation coefficient	Coefficient of determination (R^2)	Adjusted R^2	Estimation SD
0.386	0.149	0.084	4.0011

Results of the above table show that the components of girls' sexual schema predict %14.9 of the total variance of girl students' sensation seeking.

Table 9. ANOVA to determine the role of girls' sexual schema components in explaining girl students' sensation seeking variance

	Sum squares	FD	Mean squares	F-value	Sig. level (p)
Regression	109.33	3	36.443		
Error	624.345	96	16.009	3.376	0.04
Total	733.674	99			

Results of Table 9 indicate that the components of girls' sexual schema have a significant effect on their sensation seeking ($p=0.04$, $F=3.376$).

Table 10. Predicting girl students' sensation seeking based on sexual schema components

Predictor variables	Non-standardized regression coefficient	Standardized regression coefficient (β)	t-value	Sig. level (p)
Emotional and romantic	0.194	0.37	2.109	0.04
Straightforward and easy	0.089	0.137	0.891	0.3
Shy and conservative	-0.157	-0.221	-1.31	0.1

Results of regression indicate that, among the components of girls' sexual schema, being emotional and romantic can significantly predict girl students' sensation seeking ($p=0.04$, $\beta=0.37$). Yet, components including straightforward and easy ($p=0.007$, $\beta=0.242$) and shy and conservative ($p=0.001$, $\beta=-0.581$) cannot significantly predict girl students' sensation seeking.

Table 11. Results of Pearson correlation coefficient between boy students' sexual schema and sensation seeking

Criterion variable	Sensation seeking	
Predictor variables	Correlation coefficient (r)	Sig. level (p)
Emotional and kind	0.03	0.08
Strong and aggressive	0.253	0.002
Open-minded and modern	0.204	0.003

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Results of Pearson correlation coefficient between the components of boys' sexual schema and their sensation seeking showed that there is a positive significant relationship between being strong and aggressive (based on $p=0.02$ & $r=0.253$) and being open-minded and modern (based on $p=0.03$ & $r=0.204$) with boy students' sensation seeking. There is no significant relationship between being emotional and kind (based on $p=0.8$ & $r=0.03$) boy students' sensation seeking. To predict boy students' sensation seeking through their sexual schema, multivariate regression test was used. Results are listed in the following table.

Table 12. Correlation coefficients between boy students' sexual schema and their sensation seeking

Correlation coefficient	Coefficient of determination (R^2)	Adjusted R^2	Estimation SD
0.289	0.08	0.021	4.251

Results of the above table show that the components of boys' sexual schema predict 8% of the total variance of boy students' sensation seeking.

Table 13. ANOVA to determine the role of boys' sexual schema components in explaining girl students' sensation seeking variance

	Sum squares	FD	Mean squares	F-value	Sig. level (p)
Regression	23178.592	3	7726.197		
Error	40538.908	96	206.831	37.355	0.001
Total	63717.5	99			

Results of Table 13 indicate that the components of boys' sexual schema have a significant effect on their sensation seeking ($p=0.001$, $F=37.355$).

Table 14. Predicting boy students' sensation seeking based on sexual schema components

Predictor variables	Non-standardized regression coefficient	Standardized regression coefficient (β)	t-value	Sig. level (p)
Emotional and kind	1.466	0.632	2.719	0.01
Strong and aggressive	0.526	0.212	3.329	0.001
Open-minded and modern	3.361	0.524	7.37	0.001

Regression results indicate that the components of boys' sexual schema including emotional and kind ($p=0.001$, $\beta=0.632$), strong and aggressive ($p=0.001$, $\beta=0.212$), and open-minded and modern ($p=0.001$, $\beta=0.524$) can significantly predict boy students' sensation seeking.

CONCLUSION

This study aims to explain the relationship between students' sexual schema and their sensation seeking. Results showed that girl students' sexual schema

explains their sensation seeking. Girls' sexual schema explains %14.9 of their sensation seeking. Results also showed that more emotional and romantic girls will have a higher level of sensation seeking. These results correlate with the results reported by Khamsei². Normally, girls have higher emotional and romantic level as compared to their other schemas. At the same time, girls with higher emotional and romantic level will have a higher level of sensation seeking. Girls' sexual schema is so that their sensation seeking has a more emotional and romantic style .

Results also showed that there is a relationship between boy students' sexual schema and their sensation seeking. Their sexual schema is also able to predict their sensation seeking level. These results correlate with the results reported by Khamsei². The relationship between girls' sexual schema and sensation seeking is further as compared to boys. On the other hand, girls' sexual schema is further capable of predicting their sensation seeking as compared to boys' sexual schema. During the process of socialization, mothers encourage their sons to get separated from them and help them expend a manly identity in themselves which relies on father or replaces father. Yet, father's distance from family and not nursing children lead their personal father assimilation to be a situational one; that is, resembling father's manly roles as a set of abstract elements rather than assimilating his values and characteristics as a real person. In the difficult process of son's separation from mother, he both suppresses his womanly aspects and learns how to consider womanhood as worthless. Yet, daughter's personal mother assimilation can be continued until the completion of the learning process of womanly identity and its dependent roles. This personality is ensured by the presence of mother besides daughter. Accordingly, girls experience a weaker degree of individualization as compared to boys. In fact, it must be noted that boys and girls are resulted from parents' sexual behaviors and their roles in conjugal life.

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