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Wisdom development: A more model and its impact on coping strategies among university students

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Abstract

This research aims to examine the relationship between the components of wisdom development in light of the MORE life experiences model and coping strategies, and to determine the differences between males and females in these variables. Moreover, it predicts coping strategies from wisdom development components. The total number of participants in this study was 160 students from King Faisal University, aged 19-22 years, who responded to the Components of Wisdom Scale in light of the MORE life experiences model and the Coping Strategies Scale. The results showed that there is a statistically significant correlation between wisdom development components and coping strategies. It is also possible to predict coping strategies from wisdom development components. The findings indicate that there are statistically significant differences between male and female students in the components of wisdom mastery, openness, and emotional regulation, in favor of males, while significant differences were found in two dimensions: reflection and empathy towards females. In addition, there were no differences in some strategies between male and female students, such as the strategy of self-control, the search for material support, and behavioral disengagement. There were also differences in the direction of increasing students' use of strategies such as planning, active coping, seeking emotional support, positive reinterpretation, denial, and humor.

Keywords: Coping strategies, MORE model, Wisdom components, Wisdom development.

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1. Introduction

There are many concepts and models of wisdom due to the diversity of researchers' viewpoints about it. In wisdom, what is related to implicit theories, and what is related to explicit theories? Theorists describe wisdom as a unique human condition and trait and a form of advanced awareness and emotional upliftment that is driven by experience and personality quality. Although wisdom is rare, it can be measured. It can be learned, and it improves with age. Studies show that conceptions of wisdom typically include cognitive, reflective, and affective aspects. People frequently associate capacities such as compassion, emotion regulation, or self-transcendence with wisdom [1]. Wisdom has been studied, and its dimensions and components have been determined, which are represented in five main factors. They are inductive understanding from experience, communication skills (which are reflected in good counseling), general competence (such as education and intelligence), interpersonal skills, and a sober and careful attitude in making judgments [2].

The developmental challenges in adolescence require the development of knowledge and skills that help them deal with various life challenges as an important and essential period for the normative upgrading of wisdom, which is the best period for the advancement of wisdom, where wisdom is linked to the ability to make judgments, evaluate, advise, and train leadership as one of the methods. The ideal of training in practicing wisdom, Pasupathi et al. [3]. Glück and Bluck [4] state that one of the essential qualities of wise people is the ability to see things from different points of view, and mindfulness training can be one of the best ways to deal with wisdom, where it promotes openness, reflective thinking, and emotional regulation, which are variables related to the model of life experiences of wisdom. In the MORE life experiences model of wisdom, challenges appear to be catalysts for its development, and there is no doubt that psychological sources influence how individuals evaluate life challenges and how they deal with them in light of openness, introspection, emotional regulation, and empathy [5]. When people ask about situations in their lives in which they did something wise, most describe an important and difficult situation, such as taking a fateful decision or facing a serious illness, and this clearly means the sources of wisdom, which individuals develop and take as opportunities to confront obstacles or difficult decisions that force them to question their own priorities, and their views about the world, and it is obvious that using more resources helps individuals to show wisdom in the face of situations difficult life [4, 6-8].

Interestingly, almost all the wise practices that individuals indulge in to deal with difficult life situations are nothing but a set of highly advanced coping strategies in dealing with stress, such as seeing things in the light of different points of view of a phenomenon, learning from life experiences, and accepting reality as it is, as one of the techniques that are used by wise people and are highly effective methods of dealing with many unpleasant life events and coping with the stresses resulting from them Rathore [9]. Folkman and Lazarus' [10] model of dealing with stress and coping illustrates the distinction between two main types of coping: consensual and non-consensual coping. Identifying a stressful situation, seeking potential support, reflecting on different courses of action, and actively taking action to solve problems are all parts of productive coping [11]. On the other hand, nonproductive coping involves efforts to withdraw from difficult or stressful situations or to walk away from coping with stress. In this situation, it is difficult to determine whether wise people will engage in consensual or non-consensual coping methods. Wise people are characterized by certain qualities, such as having an integrated personality, the ability to make decisions in difficult life situations, maturity and life satisfaction, and the ability to deal with life crises [12]. Moreover, dealing successfully with life's difficulties and crises is not only a property of those with wisdom, but it can be considered as one of the paths to the formation and advancement of wisdom, so when there is a relationship between wisdom and coping, it helps to create a fertile ground for further research in the advancement of wisdom [13]. Coping is an important and useful construct because it is related to self-regulation, which is related to health and psychological quality of life, and because it represents a mediator and monitor of the impact of stress on an individual's current and future functions [14]. When it comes to the coping used by the wise, it will be required to explore how wise people use different coping strategies subtly at the appropriate time and situation. It may not only be the use of coping strategies to suffice for wisdom, but also the exploration of knowledge and the ability to choose the appropriate ones [15].

The results of some previous studies showed the link between wisdom and many positive results. Such as improved physical and mental health, happiness, life satisfaction, empathy, and tolerance, along with social benefits; for example, a sense of the common good and improved interpersonal relations (e.g., [16-18]). Some previous studies have tried to verify the nature of the relationship between wisdom and coping strategies (e.g., [9, 15, 19]), but the authors did not have previous studies to verify the nature of that relationship, especially between wisdom according to the life experiences model and the coping strategies. Based on the previous presentation, the current study focuses on attempting to answer the following questions:

1. What is the nature of the relationship between the components of wisdom development according to the life experiences model and the coping strategies of the research sample?
2. Can coping strategies be predicted from the components of wisdom development according to the life experiences model of the research sample?
3. What is the significance of the differences between the mean scores of male and female students on the components of wisdom according to the life experiences and coping strategies model?

2. Literature Review

2.1. The (MORE) Model of Life Experiences Wisdom

Wisdom, often confused with knowledge, creativity, intelligence, and moral judgment, is a concept similar to intelligence and creativity. It can be learned through reflection, simulation, and experience, with the latter being the most difficult but most solid method [9, 20]. The MORE Model of Life Experience wisdom consists of five main dimensions: (M) stands for Mastery, (O) Openness, (R) Reflectivity, and (E) Emotional regulation with Empathy. This model was prepared by Bluck and Glück [7] on the grounds that positive experiences, as well as negative experiences, are important resources for building and

upgrading wisdom. Negative experiences play an important role in shaping and upgrading wisdom through five sources: mastery, openness, contemplation, and emotional regulation accompanied by empathy. The following is a detailed presentation of those sources:

Sense of Mastery: individuals often have a healthy sense of illusory control, achieving stability and quality of life, while wiser individuals perceive uncertainty and learn from experience to master it, Glück et al. [5]. Mastery is a dialectical concept that involves awareness of life's inability to control and confidently predicting one's ability to cope, enabling wise individuals to take control and accept uncontrollable aspects [6, 21]. Mastery involves believing in oneself to handle difficult life situations, accepting limitations, and acknowledging diverse opinions, leading to openness to experiences [22]. Empirical evidence suggests mastery enhances wisdom through life experience and high self-efficacy, serving as a crucial psychological adjustment mechanism for managing stress.

Openness: Wise individuals are open to diverse perspectives and are eager to learn from others, demonstrating high tolerance for lifestyles that differ from their own Bluck and Gluck [7]. Ardel [23] suggests that openness is a prerequisite for wisdom, as it allows individuals to learn from their experiences and from others, fostering the incorporation of new perspectives [5]. Openness is a key element of wisdom, requiring individuals to view themselves from multiple perspectives. It's a necessary characteristic of wise individuals and requires long-term development to achieve high wisdom levels [21]. The life experience model of wisdom suggests that openness, a crucial early resource, is a prerequisite for wisdom, encompassing alternative viewpoints, information, and potential solutions [23, 24]. Openness, whether innate or fostered, can facilitate an individual's ability to develop wisdom, accept challenges, and acquire fresh perspectives through life experiences [4].

Reflection: Wise individuals analyze experiences, identify themes, and develop relationships, questioning opinions, values, and behaviors for self-enhancement or self-protection rather than solely focusing on self-enhancement or self-protection [21]. According to Glück et al. [25], reflection is a motivation to think about complex issues, while meditative individuals question their views and behaviors to develop a deeper understanding. Empirical evidence supports its role in wisdom advancement, with literature indicating it can elevate from negative experiences and is a major component of wisdom [7, 26]. Life reflection, organized by themes, can lead to life insight, general wisdom, and subjective insight, with empirical evidence supporting its role in wisdom advancement from negative experiences [21]. Emotional aspects, even in models that focus on wise reasoning, can significantly impact individuals' self-reflection capacity [27].

Emotional regulation: Glück et al. [5] emphasize that individuals who care about their feelings and tolerate contradictory emotions effectively manage emotions in conflicts, particularly when dealing with negativity, demonstrating compassion as a prerequisite for wisdom advancement. Bluck and Gluck [7] have suggested that empathy is an effective core dimension of wisdom, and caring for others is also an element of wisdom, and caring for others is not limited to family or friends but includes a greater view of all those who need support and assistance. Emotional regulation involves accurate awareness and management of feelings and others for wisdom. However, it doesn't encompass the emotional aspect of wisdom, which involves caring for others' feelings with a positive social motive to improve their lives [12]. Wise individuals regulate their emotions, embracing both positive and negative aspects of life, a crucial aspect of emotional development [23].

Empathy: According to Grossmann et al. [27], wise behavior includes emotion-related components, emphasizing empathy and positive social motivation. Wise individuals can perceive others' feelings and reactions, adopting their point of view. Wisdom doesn't involve engaging in others' trauma or pain but regulating feelings for support [2]. Empathy is crucial for social interactions, communication, relationships, and prosocial behavior, as it sparks human interest in others and interdependence, making social life possible [28, 29]. Recent studies highlight emotional and cognitive components of empathy, describing emotional reactions like anxiety and sadness but not necessarily implying intellectual or cognitive understanding [30]. Cognitive empathy is a cognitive process that involves understanding another person's emotions, thoughts, and motives without requiring a parallel experience, fostering compassion and altruistic behavior [31].

2.2. Coping Strategies with College Students

Coping strategies involve individuals engaging in behavioral, cognitive, or affective activities to confront stressful situations and relieve emotional tension. Wise individuals act positively, focus on the benefits of stressful events, and avoid using less mature responses like denial or drug abuse. This balance between knowledge and doubt is believed to be the essence of wisdom. Wisdom lies not in what an individual knows, but in how knowledge is used in daily life and tested over time [19].

There are many classifications of coping strategies; like Martin et al. [32] emphasize two styles of coping with stress. They are emotional coping strategies, which are emotional responses in the face of stressful situations, Such as anger, tension, annoyance, anxiety, and despair, and cognitive coping strategies, which are reinterpretation and evaluation of the situation, logical analysis, and mental activity. University students who have effective coping strategies can face life events, challenges, and stresses in their psychological and social lives and thus reduce their sensitivity to ostracism and social anxiety [33]. Adolescence represents an important period for developing emotional regulation strategies to cope with stress. It includes problem-solving, acceptance, and cognitive reassessment, which are complex cognitive skills that appear in adolescence. An important factor that is believed to contribute to shaping and influencing strategies by which adolescents deal with stress is the type of social coping they receive from their parents because it involves explicit parenting and modeling [34].

Coping strategies include first control, for example, problem-solving and emotional expression, and secondary control strategies, for example, cognitive reassessment and receptivity, which are associated with fewer internal symptoms, such as anxiety and depression, and a positive increase in mood [35]. Effective coping involves working hard to solve problems, relaxing to reduce stress, and seeking social support, emotional support, or professional help. Excessive worrying, wishful

thinking, ignoring the problem, and self-blame are ineffective strategies. They contribute to lowering the level of anxiety and psychological resilience [36].

Coping strategies according to Carver et al. [37] are summarized in ten positive strategies: planning, restraint, slow suppression of competitive activities, active coping, search for material social support, search for emotional social support, positive reinterpretation, acceptance, resorting to religion, and humor. As for the negative coping strategies, they are focusing on venting emotions, denial, behavioral disengagement, mental disengagement, and substance use. Duckworth and Gross [38] state that if an individual can change the way he thinks, he can change his behavior, and this results in the possibility of changing his method of coping, and accordingly there are types of coping strategies, such as interactive, preventive, and proactive coping, which are related to planning, commitment to goals, and the use of resources to achieve goals [14]. There are three distinct types of coping styles: problem-focused coping, emotion-focused coping, and avoidance coping. A task-oriented organization, with the aim of changing stressful situations with active efforts to solve the problem or reduce its negative impact. Coping that focuses on emotions also aims to reduce tension through emotional responses, including self-blame, anger, and preoccupation with distraction [39]. Coping with avoidance involves avoiding stressful situations through social distraction or escape, leading to psychological problems and mental health issues. Positive coping styles are linked to higher cognitive and behavioral modifications, reduced anxiety and depression risk, and increased participation in social activities among optimistic university students [40].

3. Methodology

3.1. Research Design

A quantitative research descriptive correlational approach design, which is an appropriate approach to the nature of the current research, aims to investigate the nature of the relationship between each of the components of the advancement of wisdom according to the life experiences model and coping strategies. It also seeks to predict coping strategies through the components of wisdom. In addition, the study aims to identify gender differences in those variables.

3.2. Participants

The research community includes all undergraduate students at King Faisal University in the Kingdom of Saudi Arabia, approximately numbering (37,727). The research sample consisted of (160) male and female students from the College of Arts, including (40) male and (40) female students, and from the College of Science, including (40) male and (40) female students, who were chosen randomly, aged between (19-22) years. The mean age was 18.8 with a standard deviation of 1.28.

3.3. Instruments

Wisdom Components Development Scale (WCDS) by Elballah et al. [41] is a scale of the components of wisdom development (CWDS) according to the MORE life experience model, including 18 items that focus on four dimensions: mastery, reflectivity, emotional regulation, and openness. Each subscale represents a facet of wisdom among college students. Sense of Mastery measures the ability to possess a sense of control over life events, integration into society, and the ability to face stressful events and psychological pressures with skill, efficiency, and perseverance. Openness to experience measures the ability to reflect originality, intellectual openness, creativity, and the individual's willingness to modify existing trends and ideas when exposed to new situations or ideas, with a great deal of acceptance of others' ideas. Reflection involves thinking deeply about experiences, benefiting from them, and employing their positive results in new situations while taking into account the context and the situation. Emotional regulation reflects the individual's strategies in dealing with positivity and awareness, managing negative emotions and positive feelings, facing stressful situations in daily life, enhancing acceptance, refocusing positively, and seeing the subject from another perspective. Additionally, the estimates of the confirmatory factor analysis (CFA) and internal consistency were explored using Cronbach's alpha. A sample of 695 university students at King Faisal University was used. The results showed a good fit of the model to the data, with excellent indicators. These values indicate that the proposed model for the wisdom scale agrees with the data and that the scale is factorially valid. The findings of the CFA, which included defining the model and utilizing fit indicators, suggested that the model was appropriate for the field data and confirmed the structure of four factors for the scale, which were MA, measured with 5 items; RE, measured with 3 items; EM, measured with 7 items; and OP, measured with 3 items. The findings supported the psychometric properties of validity. Frequentist Scale Reliability Statistics by Cronbach's α (MA 0.832, RE 0.762, EM 0.723, OP 0.775), respectively.

Coping Strategies Scale (CSS) by Carver et al. [37] which is a multi-dimensional self-report questionnaire consisting of (60) items distributed over (15) dimensions, at a rate of (4) items for each dimension, and is used to measure the methods, procedures, and ideas in which it is engaged. People deal with stressful situations, and the sub-scales are coping strategies that people use in coping with stress, and each element represents ideas or actions they choose for coping. The main dimensions of the fifteen strategies are divided into four main categories. Focus on the problem; it includes planning, positive reinterpretation, active coping, and suppression of competing activities. Avoidance-Adaptation: It includes behavioral disengagement, mental disengagement, denial, and drug abuse. Social support includes emotional social support and material social support. Focusing on affection includes self-control, acceptance, and humor, resorting to religion, focusing on feelings, and venting about them. The correlative validity of the scale was calculated by calculating the correlation coefficients between the scores of the coping strategies scale of Carver, translated by the researcher, and the scores of the coping strategies scale prepared by Tobin [42], translated by Khaled [33], on a sample of 50 male and female students. The value of the correlation coefficient between the scores of the two scales is 0.780, which is a statistically significant value, which indicates the validity of the scale. A Cronbach's alpha of 0.718 was obtained, indicating high internal consistency. In addition, the test-retest

reliability is 0.729 by retesting after two weeks on a sample (n=50) of males and females outside the original sample. These high scores indicate that the scale reflects students' coping strategies.

4. Results

Q1. There is a significant correlation between the dimensions of coping strategies and wisdom among university students. To verify this hypothesis, Pearson's correlation coefficient was calculated from the raw values between the scores of the study sample members, as shown in Table 1.

Table 1.

Correlations between Component of Wisdom Development, and Coping Strategies.

Dimensions	Mastery	Openness	Reflectivity	Emotional Regulation
Planning	0.761**	0.613**	0.641**	0.643**
Restraint coping	0.405**	0.652**	0.655**	0.720**
Suppression of competing activities	0.693**	0.685**	0.692**	0.667**
Active coping	0.684**	0.751**	0.556**	0.629**
Seeking social for instrumental reasons	0.557**	0.588**	0.659**	0.698**
Seeking social support for emotional reasons	0.615**	0.575**	0.613**	0.677**
Positive reinterpretation	0.634**	0.569**	0.664**	0.710**
Acceptance	0.362-	0.216-	0.265-	0.337-
Turning to religion	0.652**	0.511**	0.567**	0.715**
Focusing and venting of emotions	0.285-	0.281-	0.252-	0.364-
Denial	0.351-	0.352-	0.385-	0.329-
Behavioral Disengagement	0.388-	0.285-	0.351-	0.317-
Mental Disengagement	0.288-	0.351-	0.325-	0.464-
Substance use	0.335-	0.265-	0.235-	0.329-
Humor	0.556**	0.537**	0.518**	0.545**

Table 1 showed that there are positive correlations between the components of wisdom and coping strategies, Such as positive reinterpretation, planning, physical social support, emotional social support, and active coping.

Q2. Can the prediction of coping strategies be derived from the components of the upscaling of wisdom?

Coping strategies can be predicted from the components of wisdom development, and to verify this, Stepwise multiple regression was used as shown in Table 2.

Table 1 showed that there are positive correlations between the components of wisdom and coping strategies, such as positive reinterpretation, planning, physical social support, emotional social support, and active coping.

Q3. Can the prediction of coping strategies come from the components of the upscaling of wisdom?

Coping strategies can be predicted from the components of wisdom development, and to verify this, stepwise multiple regression was used, as shown in Table 2.

Table 2.

Predicting Coping Strategies from Components of Wisdom Development

Dimensions	R	R2	Regression	SD. Error	P	T
	0.74	0.52	0.189	0.251		5.643 **
Mastery			0.643	0.048	0.538	6.223 **
Reflection			0.296	0.042	0.250	2.456 *
Openness			0.359	0.045	0.276	2.552 *
Emotional regulation			521	0.051	0.529	4.016 **

Table 2: Stepwise multiple regression analysis was used to show the prediction of coping strategies from the components of the upscaling of wisdom. The results show that mastery/proficiency was the most influential in predicting coping strategies, followed by empathy, self-regulation, openness, and reflection, and their t-values were 6.223, 5.359, 4.016, 2.552, and 2.456, where the percentage of the explained variance was 52%. Openness to experience is one of the strongest predictors of performance-related wisdom.

Q3. There is a significant difference between the dimensions of wisdom among university students. To verify this hypothesis, a t-test was calculated, as shown in Table 3.

Table 3.

Differences in Components of Wisdom According the Gender.

Dimensions	Male		Female		
	M	SD	M	SD	T value
Mastery	31.267	1.102	29.783	2.413	5.989 **
Reflectivity	19.982	1.332	22.150	1.667	8.254
Openness on Experiences	28.750	2.316	22.133	1.438	11.975 **
Emotional Regulation	18.682	2.111	16.067	2.069	4.901

Table 3 showed that there are statistically significant differences at the level (.01) between the mean scores of males and females in the components of wisdom development mastery, openness, and emotional regulation in favor of males, while significant differences were found in two dimensions, reflection and empathy, in favor of females.

Q 4. There is a significant difference between the dimensions of coping strategies among university students. To verify this hypothesis, a t-test was calculated, as shown in Table 4.

Table 4.

Differences in Coping Strategies According the Gender.

Dimensions	Male		Female		
	M	SD	M	SD	T value
Planning	14.583	1.838	13.750	1.429	3.8225 **
Restraint coping	14.917	1.168	14.566	1.346	1.302
Suppression of competing activities	13.883	1.405	14.717	1.247	3.503 **
Active coping	15.116	1.163	13.867	1.332	5.751
Seeking social for instrumental reasons	14.033	1.718	14.133	1.544	0.359
Seeking social support for emotional reasons	14.452	1.404	13.301	1.437	3.540
Positive reinterpretation and growth	13.824	0.936	12.652	1.514	4.189
Acceptance	13.883	1.408	14.717	1.245	3.503
Turning to religion	12.821	1.584	14.256	1.293	4.405
Focusing and venting of emotions	14.323	1.381	15.824	1.817	3.163
Denial	14.854	1.834	13.852	1.423	3.822
Behavioral Disengagement	14.912	1.182	14.560	1.347	1.306
Mental Disengagement	13.883	1.403	14.715	1.249	3.509
Substance use	14.326	1.719	14.306	1.541	0.359
Humor	15.119	1.165	13.864	1.338	5.751

Table 4 shows that there are positive statistically significant differences at the level (0.01) between the dimensions of the coping strategies of the research sample, while others are significant at (0.05). Some are not significant, such as restraint coping, seeking social support for instrumental reasons, behavioral disengagement, and substance use. In addition, there were no differences in some strategies between male and female students, such as the strategy of self-control, the search for material support, and behavioral disengagement. There were also differences in favor of increasing males' use of strategies: planning, active coping, seeking emotional support, positive reinterpretation, denial, and humor, as well as significant differences between them in favor of increasing females' use of strategies: suppression of competitive activities, acceptance, resorting to religion, focusing on venting emotions, and mental disengagement.

5. Discussion

5.1. Correlation between Components of Wisdom Development and Coping Strategies

The results showed that there are positive correlations between the components of wisdom and coping strategies, such as positive reinterpretation, planning, physical social support, emotional social support, and active coping. It was also found that there is a negative correlation between the components of wisdom and denial, behavioral disengagement, mental disengagement, release of emotions, and substance abuse. The results of this hypothesis partly agree with those of Ardelt [6], Kanwar [15], and Szcześniak et al. [19]. The results of the Ardelt [6] demonstrated that wise individuals often employ learning from previous life experiences to face life difficulties and that learning from life experiences contributes to positive reinterpretation and growth, and that they tend to use mental disengagement, re-identification, doubt, and uncertainty. In dealing with difficult life situations, a significant positive relationship was found between positive reinterpretation and wisdom, and a significant relationship was found between wisdom and coping strategies such as planning, active coping, and humor.

While coping strategies such as active coping, planning, and humor are more effective with older individuals, there is a negative correlation between the overall degree of wisdom and coping strategies such as focusing on emotional release from feelings, denial, and behavioral disengagement, which means that reducing attempts to confront stress is associated with students' lack of wisdom [15]. In the study of Ardelt [6] it was found that individuals who scored low on wisdom engaged in avoiding thinking about problems and used negative coping strategies such as acceptance in dealing with crises and life

obstacles, since people refused to believe that stress existed, and engaged in venting the emotions that arose from these experiences, and were likely to be less wise in general. Reflection as one of the dimensions of wisdom, helps intuitive thinking, and it is expressed in the ability to perceive phenomena and events from different points of view [43]. Therefore, it may help the individual to interact with a problem in the best way, such as planning and thinking about how to cope with stress by creating an action plan.

According to Skinner and Zimmer-Gembeck [44] seeking social support, both physical and emotional, is a common strategy used by adolescents to cope with stress; therefore, seeking help from close people indicates a wise approach to life, where the individual wants to understand the deep meaning of events with the help of people who have more life experiences. Participation is described as an active effort to manage stress, and disengagement entails strategies that lead to stress disengagement. The problem is that seeking social support is a strategy of engagement that focuses on emotion [45]. Reflection is a dimension of wisdom that involves perceiving reality from multiple perspectives, achieving high insight, and self-awareness. It is crucial for developing cognitive and emotional wisdom. Positive reinterpretation, acceptance, and humor contribute to reflection. Those who confront stress from different perspectives are more insightful. Students often deny stress causes and avoid thinking about their experiences due to poor self-awareness. Positive reinterpretation is associated with reflection on wisdom, planning, self-blame, and emotional support. Denial negatively impacts wisdom, while humor positively relieves tension and enhances connections. Positive humor relieves tension and enhances wisdom.

5.2. Predicting Coping Strategies from Wisdom Components

The results of this hypothesis are partially consistent with the results of some previous studies (e.g., [2, 5, 9]). Openness to experience is one of the strongest predictors of performance-related wisdom. Webster [46] added that openness is one of the dimensions of wisdom, and openness involves the ability to discover new possibilities, enjoy diverse opinions, and explore innovative ways to meet the challenges of daily life. The use of coping strategies such as positive reinterpretation, acceptance, and socio-emotional support leads to the improvement of wisdom among university students. Of all the coping strategies examined, positive reinterpretation emerged as the strongest predictor of wisdom in general and each of its dimensions. In contrast, the use of coping strategies, for example, denial, venting of feelings, and humor, indicates a lack of wisdom [9]. The factors that predict wisdom varied according to the dimensions of wisdom, and personal mastery was the component that positively predicted all three dimensions of wisdom. A sense of mastery is one of the psychological resources for coping. Individuals' sense of personal mastery positively predicts their cognitive, affective, and reflective wisdom, and that a sense of mastery occurs through a variety of direct experiences [2].

Cognitive reinterpretation as a coping strategy can increase emotional regulation, which contributes to decreasing the experiential and behavioral components of negative emotions. Likewise, the ability to control the expression of emotions is also part of the coping strategies of wise individuals, so they protect themselves and others from its negative consequences [47]. Emotional regulation is an important component of wisdom that deals with understanding and regulating emotions. The ability to evaluate situations indicates the cognitive aspect of wisdom and positively predicts wisdom. Reflective thinking as one of the main components of wisdom contributes to the individual's self-evaluation process. Reflection can be described in several ways: as the ability to see phenomena and things from different points of view and as a tendency to recall the past to gain insight [46]. Mastery is a key component of the life experiences model, driven by the desire for excellence, differentiation, and self-performance. People who score high in the five resources for wisdom mastery can develop wisdom through life changes and seeking experiences to enhance their understanding [48].

5.3. Gender Differences in Components of Wisdom

The findings show that there are statistically significant differences between the mean scores of male and female students in the components of wisdom mastery, openness, and emotional regulation, in favor of males, while significant differences were found in two dimensions: reflection and empathy towards females. The result can be explained in light of the differences in social upbringing between males and females. Males may have an advantage in the cognitive domain, while females may enjoy an advantage in the field of personal relationships, and given the differences between males and females, it is possible that there are different ways to demonstrate the wisdom of males and females. And while this area is very interesting, surprisingly very few studies have examined gender differences in wisdom, Aldwin [49]. Ardel [50] examined gender differences in wisdom through self-reports of participants in two groups, one university student and the other elderly, males, especially the older ones, had a slight advantage in the cognitive dimension of wisdom, and females in both groups scored slightly higher. In the personal dimension. However, there were no gender differences between the top 25% in wisdom in either group. By comparing the opinions of males and females about the manifestations of wisdom in real life, the males decided that the manifestations of wisdom appear in reconciling their positions and their role in the workplace and striving for personal growth, while the opinions of females focused on helping others and contributing to society to strive for the common good and achieve a state of satisfaction with life, solving problems and challenges, maintaining a satisfactory relationship among family members, enhancing spirituality, career success, and harmony in personal relationships [51].

In general, the ways in which males and females perceive wisdom are very similar, with males and females similarly understanding the connotations of wisdom. The participants were asked to judge the suitability of certain traits related to wisdom according to their own understanding of it, and the results showed that 90% of the participants believed that wisdom was more related to the traits of friendliness, intelligence, sensitivity, honesty, and high intelligence, and there was no significant difference between males and females with wisdom are similar. To a large extent, both in the eyes of laymen and researchers in psychology, for ordinary people, their description of wise males is very similar to that of wise females [52]. Males are expected to be practical, while females are concerned with social and emotional aspects. This may be true when

describing ordinary males and females, but it is not appropriate to describe wise males and females, because all models of psychological wisdom that exist argue that a wise person has a high degree of personal and societal concern; they not only pursue the smooth resolution of practical problems and achieve personal goals but also pay attention to maintaining harmonious and stable relationships with others [53]. Wisdom is a personality trait that integrates three dimensions: knowledge, reflection, and affection. Experimental research using the triple wisdom scale showed no significant difference in the total degrees of wisdom between males and females [54].

5.4. Gender Differences in Coping Strategies

There are positive statistically significant differences between the dimensions of the coping strategies of the research sample, while others are significant at 0.05, and some are not significant, such as self-control strategies, seeking physical support, behavioral disengagement, and substance use. These results partially agree with the results of studies [6, 8, 15, 19].

In addition, there were no differences in some strategies between male and female students, such as the strategy of self-control, the search for material support, and behavioral disengagement. There were also differences in the direction of increasing students' use of strategies: planning, active coping, seeking emotional support, positive reinterpretation, denial, and humor, as well as significant differences between them in the direction of increasing students' use of strategies: suppression of competitive activities, acceptance, resorting to religion, focusing on venting emotions, and mental disengagement. The results can be explained in light of the social upbringing and religious and cultural education of university students, as well as awareness of the dangers of some coping strategies, especially non-consensual ones, such as acceptance, denial, mental disengagement, and substance use. Planning represents a positive strategy to confront pressures, and planning is a success in itself, as students try to practice planning to face many academic, emotional, and social pressures within the framework of self-control and mature behavior, based on rational thinking, and are able to control emotions in times of adversity. Male and female students also resort to asking for physical and emotional support due to the strong need for both, especially emotional support, which contributes to raising the motivation to learn and face pressures. Students use humor to cope with stress without imposing unrealistic expectations. They accept and coexist with stressful events, utilizing religion, prayer, and emotional venting. Mental disengagement helps them manage stress, while distributing attention to various activities at home and university helps them overcome stress and develop appropriate coping strategies.

6. Conclusions

The results showed that there is a statistically significant correlation between wisdom development components and coping strategies. It is also possible to predict coping strategies from wisdom development components. In addition, there are significant differences between males and females in wisdom development components and coping strategies. The study focused on college students because this is the stage of independence in acquiring wisdom development components and coping strategies. The study's results contribute to a better understanding of the relationship between wisdom development components and coping strategies. These findings may support future research on wisdom components and changing coping strategies. The results of this study may also increase parents' and teachers' awareness of the importance of components of wisdom and coping strategies that students adopt, as well as their potentially emotionally positive impact in the face of an ever-evolving world of knowledge.

7. Recommendations

This study suggests that educators should develop learning strategies to improve the quality of components of wisdom by understanding coping strategies. Training courses should focus on the life experiences model, activating positive coping strategies, and encouraging students to apply knowledge and positive coping strategies in life situations. Summer enrichment programs should be prepared for secondary and university students, focusing on both positive and negative coping strategies. Counseling programs should help students activate positive coping strategies through planning, self-control, active coping, seeking material and emotional support, and humor. The curriculum should incorporate life experiences and coping strategies to enhance wise behavior and promote effective coping, avoiding dependence on ineffective strategies.

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