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## Research Article

### WISDOM IN RELATION TO PERSONALITY AMONG SENIOUR SECONDARY SCHOOL STUDENTS

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#### ABSTRACT

Wisdom represents a fruitful topic for psychological investigation for at least two reasons. First, the study of wisdom emphasizes the search for the continued optimization and the further culture evolution of the human condition second; it exemplifies the collaboration of cognitive, emotional and motivational process. The growth and scope of psychological wisdom research over the past few decades demonstrate that it is possible to investigate this. Complex construct with empirical rigor. The present study has also discussed the relationship between wisdom and personality.

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#### INTRODUCTION

Wisdom is ability to apply knowledge or experience or understanding or common sense and insight. Although research in the area of wisdom has gained popularity over the last two decades, a generally agreed definition of wisdom does not yet exist (Dittmann; Kohli and Baltes 1990; Cramer 2000; Ardel 2003) However, there is consensus that wisdom is a multifaceted and multidimensional concept and that three facets of wisdom reinforce and supplement each other (Webster 2003). Sticking to the integration conceptualization of wisdom, the present study has been designed to understand multifaceted nature of wisdom in relation to personality, intelligence and emotional variables go cover the wide structure of personality, intelligence and emotional intelligence variables, Neo – Five factor inventory have been proposed to be used.

#### WISDOM

Wisdom the ability to use your knowledge and experience to make good decisions and judgments. This study investigated the connection between wisdom as a body of expert knowledge about the meaning and conduct of life and indicators of affective, motivational, and interpersonal functioning. Structural equation analyses showed that individuals higher on wisdom-related knowledge reported (a) higher affective involvement combined with lower negative and pleasant feelings, (b) a value orientation that focused conjointly on

other-enhancing values and personal growth combined with a lesser tendency toward values revolving around a pleasurable life, and (c) a preference for cooperative conflict management strategies combined with a lower tendency to adopt submissive, avoidant, or dominant strategies.

#### Psychological Perspectives

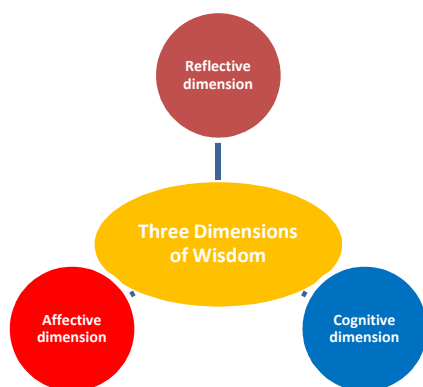
Psychologists have gathered data on commonly held beliefs or theories about wisdom. These analyses indicate that although "there is an overlap of the implicit theory of wisdom with intelligence, perceptiveness, spirituality and shrewdness. Wisdom is further defined as a multidimensional construct with the following facets:

- Problem Solving with self-knowledge and sustainable actions.
- Contextual, sincerity to the circumstances with knowledge of its negative and positive aspects.
- Value based consistent actions with knowledge of diversity in ethical opinions.
- Tolerance towards uncertainty in life with unconditional acceptance.

#### Three Dimensions of Wisdom

The three dimensions of wisdom, according to Ardel's new model were 'reflective, cognitive and affective'. She describes the three dimensions as follows:

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- Reflective dimension-looking at phenomena from different perspectives, including yourself, which tends to reduce ego-centeredness and allows people to overcome subjectivity and projections
- Cognitive dimension-the ability to see reality as it is, to understand deeper truths, in particular how it relates to the intrapersonal and interpersonal aspects of life
- Affective dimension-sympathy and compassion for others.

### Personality

In daily life the term personality is very freely used by people with different meanings. Some people refer to the physical appearance like height, weight, colour, body built, dress, voice, etc. Some other people refer to intellectual qualities like intelligence, activeness, way of speech, thinking and reasoning abilities, etc.

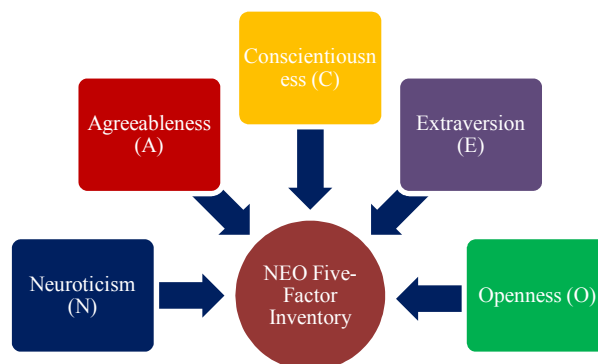
### Factors Influencing Personality of Adolescents

There are a number of factors that have been found important in the personality development and the personality of adolescent learners. Some of these are important in childhood and continue to be important in adolescent. Other that was relatively unimportant in childhood become more important in adolescence. While still others that were important in childhood are of less importance in adolescence. These factors are:

- Physique
- Physical Attractiveness
- Physical condition
- Family Relationship
- The only child
- Home factors
- Culture
- Heredity

### The Neo- Five- Factors

The 60-item NEO Five-Factor Inventory (NEO-FFI) was developed to provide a concise measure of the five basic personality factors (Costa & McCrae, 1989). For each scale, 12 items were selected from the pool of 180 NEO Personality Inventory (NEO-PI) items, on the basis of their correlations with validimax factor scores (McCrae & Costa, 1992). The instrument uses a five-point Likert response format.



### Statement of the Problem

“Wisdom in relation to personality among senior secondary school students”.

### Explanation of the terms use in the Research

**Wisdom:-** Wisdom is the ability to use your knowledge and experience to make good decisions and judgments. Ability to apply knowledge or experience or understanding or common sense and insight.

**Personality:-** Personality is usually broken into components called the Big Five, which are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (or emotional stability). These components are generally stable over time, and about half of the variance appears to be attributable to a person's genetics rather than the effects of one's environment.

**Secondary School Students:-** A secondary education is considered the education to be imparted after the elementary education (Class VIII). The classes IX and X is considered as Secondary Education. The Classes XI and XII is considered as Senior Secondary Education.

### Objective of the Study

- To find out relationship between cognitive dimension of wisdom and Extroversion, Agreea., Consec., Neuro., Openn. dimension of personality among senior secondary school students.
- To find out relationship between Affective dimension of wisdom and Extroversion, Agreea., Consec., Neuro., Openn. dimension of personality among senior secondary school students.
- To find out relationship between Reflective dimension of wisdom and Extroversion, Agreea., Consec., Neuro., Openn. dimension of personality among senior secondary school students.
- To examine the inter co-relation among three dimension of Wisdom.
- To examine the difference in difference types of schools Govt. and private on wisdom.
- To examine the differences in different types of school on personality dimensions.

### Hypothesis of the Study

- There will be no significant relationship between cognitive dimension of wisdom Extroversion, Agreea., Consec., Neuro., Openn. dimension of personality among senior secondary school students.

- There will be no significant relationship between Affective dimension of wisdom and Extroversion, Agreea., Consec., Neuro., Openn. dimension of personality among senior secondary school students.
- There will be no significant relationship between Reflective dimension of wisdom and Extroversion, Agreea., Consec., Neuro., Openn. dimension of personality among senior secondary school students.
- There will be no significant differences among three dimension of wisdom.
- There will be no significant between in difference types of schools Govt. and private on Personality dimension.
- There will be no significant between factors of personality and three dimensional of wisdom.
- There will be no significant between in difference types of schools Govt. and private on wisdom.

### Method and Procedure

**Description of Tools:-** The present study has been planned to study wisdom in relation to personality variables among senior secondary school students. For this Neo -Five factors Inventory and Three dimensional wisdom scales were administered on selected subjects.

### Following test were used in the study

1. Neo-Five Factor Inventory (Coista and McCare, 1992).
2. Three-Dimensional Wisdom Scale (Monika Ardelt, 2003).

**Objective (O1):** To find out relationship between cognitive dimension of wisdom and extroversion dimension of personality among senior secondary school students.

**Interpretation:** The relationship between cognitive dimension of wisdom and Extroversion dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .47.It indicates that there is correlation between cognitive dimension of wisdom and Extroversion dimension of personality of Senior School students. This value is significant at 0.01 level. So the hypothesis that their will exist a significant relationship between cognitive dimension of wisdom and extroversion dimension of personality of Senior School students is rejected. It means that cognitive and extroversion dimension are significantly correlated to each other.

**Objective (O2):-** To find out relationship between cognitive dimension of wisdom and Agreea. dimension of personality among senior secondary school students.

**Interpretation:** The relationship between cognitive dimension of wisdom and Agreea. dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .48.It indicates that there is correlation between cognitive dimension of wisdom and Agreea. dimension of personality of Senior School students. This value is significant at 0.01 level. It means that cognitive and Agreea. dimension are significantly correlated to each other.

**Objective (O3):-** To find out relationship between cognitive dimension of wisdom and Consec. dimension of personality among senior secondary school students.

**Interpretation:-** The relationship between cognitive dimension of wisdom and neuroticism dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .45.It indicates that there is correlation between cognitive dimension of wisdom and neuroticism dimension of personality of Senior School students. This value is significant at 0.01 level. It means that cognitive and neuroticism dimension are significantly correlated to each other.

**Objective (O4):-**To find out relationship between cognitive dimension of wisdom and Neuro. dimension of personality among senior secondary school students.

**Interpretation:-** The relationship between cognitive dimension of wisdom and neuroticism dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .21. It indicates that there is correlation between cognitive dimension of wisdom and Neuroticism dimension of personality of Senior School students. This value is significant at 0.01 level. It means that cognitive and neuroticism dimension are significantly correlated to each other.

**Objective (O5):-** To find out relationship between cognitive dimension of wisdom and Openn. dimension of personality among senior secondary school students.

**Interpretation:-** The relationship between cognitive dimension of wisdom and Openn. dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .15. It indicates that there is correlation between cognitive dimension of wisdom and Openn. dimension of personality of Senior School students. This value is significant at 0.05 level. So the hypothesis that their will exist a significant relationship between cognitive dimension of wisdom and Openn. dimension of personality of Senior School students is rejected. It means that cognitive and Openn. dimension are significantly correlated to each other.

**Objective (O6):** To find out relationship between Affective dimension of wisdom and extroversion dimension of personality among senior secondary school students.

**Interpretation:** The relationship between Affective dimension of wisdom and Extro. dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .43.It indicates that there is correlation between Affective dimension of wisdom and Extro. dimension of personality of Senior School students. This value is significant at 0.01 level. So the hypothesis that their will exist a significant relationship between Affective dimension of wisdom and Extro. dimension of personality of Senior School students is rejected. It means that Affective and Extro. dimension are significantly correlated to each other.

**Objective (O7):-** To find out relationship between Affective dimension of wisdom and Agreea. dimension of personality among senior secondary school students.

### Interpretation

The relationship between Affective dimension of wisdom and Agreea. dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .53. It indicates that there is correlation

between Affective dimension of wisdom and Agreea. dimension of personality of Senior School students. This value is significant at 0.01 level. So the hypothesis that their will exist a significant relationship between Affective dimension of wisdom and Agreea. dimension of personality of Senior School students is rejected. It means that Affective and Agreea. dimension are significantly correlated to each other.

**Objective (O8):-** To find out relationship between Affective dimension of wisdom and Consec. dimension of personality among senior secondary school students.

**Interpretation:** The relationship between Affective dimension of wisdom and Consci. dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .53. It indicates that there is correlation between Affective dimension of wisdom and Consci. dimension of personality of Senior School students. This value is significant at 0.01 level. So the hypothesis that their will exist a significant relationship between Affective dimension of wisdom and Consci. dimension of personality of Senior School students is rejected. It means that Affective and Consci. dimension are significantly correlated to each other.

**Objective (O9):-**To find out relationship between Affective dimension of wisdom and Neuro. dimension of personality among senior secondary school students.

**Interpretation:-** The relationship between Affective dimension of wisdom and Neuro. dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method. The value of ('r') comes out to be .19. It indicates that there is correlation between Affective dimension of wisdom and Neuro. dimension of personality of Senior School students. This value is significant at 0.05 level. So the hypothesis that their will exist a significant relationship between Affective dimension of wisdom and Neuro. dimension of personality of Senior School students is rejected. It means that Affective and Neuro. dimension are significantly correlated to each other.

**Objective (O10):-** To find out relationship between Affective dimension of wisdom and Openn. dimension of personality among senior secondary school students.

**Interpretation:-** The relationship between Affective dimension of wisdom and Openns. dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .32. It indicates that there is correlation between Affective dimension of wisdom and Openns. dimension of personality of Senior School students. This value is significant at 0.05 level. It means that Affective and Openns. dimension are significantly correlated to each other.

**Objective (O11):** To find out relationship between Reflective dimension of wisdom and extroversion dimension of personality among senior secondary school students.

**Interpretation:** The relationship between Reflective dimension of wisdom and Extro. dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .38. It indicates that there is correlation between Reflective dimension of wisdom and Extro. dimension of personality of Senior School students.

This value is significant at 0.01 level. So the hypothesis that their will exist a significant relationship between Reflective dimension of wisdom and Extro. dimension of personality of Senior School students is rejected. It means that Reflective and Extro. dimension are significantly correlated to each other.

**Objective (O12):-** To find out relationship between Reflective dimension of wisdom and Agreea. dimension of personality among senior secondary school students.

**Interpretation:** The relationship between Reflective dimension of wisdom and Agreeable. dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .21. It indicates that there is correlation between Reflective dimension of wisdom and Agreeable. dimension of personality of Senior School students. This value is significant at 0.05 level. So the hypothesis that their will exist a significant relationship between Reflective dimension of wisdom and Agreeable. dimension of personality of Senior School students is rejected. It means that Reflective and Agreeable. dimension are significantly correlated to each other.

**Objective (O13):-** To find out relationship between Reflective dimension of wisdom and Consec. dimension of personality among senior secondary school students.

**Interpretation:** The relationship between Reflective dimension of wisdom and Consec. dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .18. It indicates that there is correlation between Reflective dimension of wisdom and Consec. dimension of personality of Senior School students. This value is significant at 0.05 level. It means that Reflective and Consec. dimension are significantly correlated to each other.

**Objective (O14):-**To find out relationship between Reflective dimension of wisdom and Neuro. dimension of personality among senior secondary school students.

**Interpretation:** The relationship between Reflective dimension of wisdom and Neuro. dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .36. It indicates that there is correlation between Reflective dimension of wisdom and Neuro. dimension of personality of Senior School students. This value is significant at 0.01 level. It means that Reflective and Neuro. dimension are significantly correlated to each other.

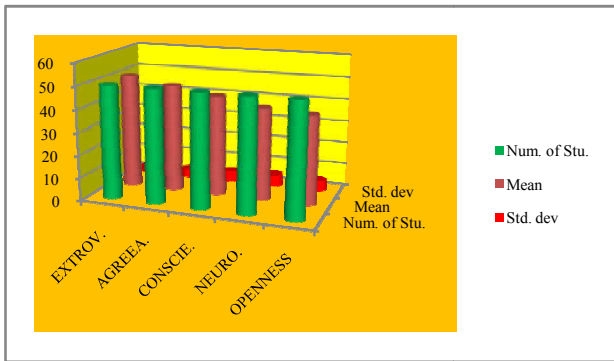
**Objective (O15):-** To find out relationship between Reflective dimension of wisdom and Openn. dimension of personality among senior secondary school students.

**Interpretation:** The relationship between Reflective dimension of wisdom and Openness dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method .The value of ('r') comes out to be .46. It indicates that there is correlation between Reflective dimension of wisdom and Openness dimension of personality of Senior School students. This value is significant at 0.01 level. So the hypothesis that their will exist a significant relationship between Reflective dimension of wisdom and Openness dimension of personality of Senior School students is rejected.

It means that Reflective and Openness dimension are significantly correlated to each other.

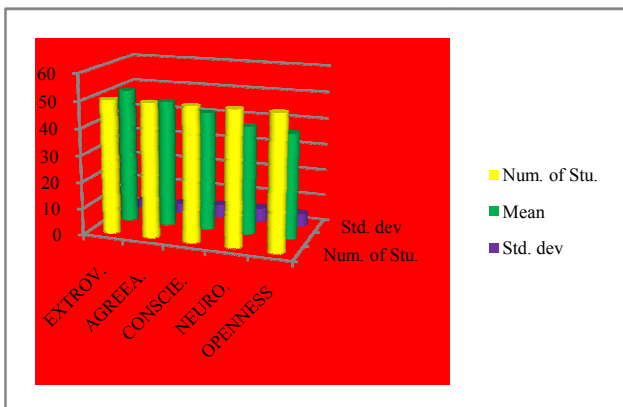
**Objective (O16):-** To compare the pvt school students on five dimension of personality.

One-Sample Test						
Test Value = 0						
T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
EXTROV.	121.659	49	.000	50.52000	49.6855	51.3545
AGREEA.	97.015	49	.000	47.32000	46.3398	48.3002
CONSCIE.	68.061	49	.000	44.32000	43.0114	45.6286
NEURO.	56.964	49	.000	40.62000	39.1870	42.0530
OPENNESS	61.649	49	.000	39.26000	37.9802	40.5398



**Objective (O17):-** To compare the Govt school students on five dimension of personality

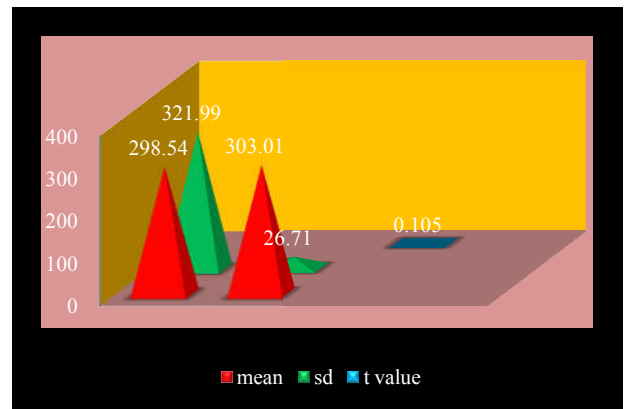
Test Value = 0						
t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
Extrov.	121.659	49	.000	50.52000	49.6855	51.3545
Agreea.	97.015	49	.000	47.32000	46.3398	48.3002
Conscie.	68.061	49	.000	44.32000	43.0114	45.6286
Neuro.	56.964	49	.000	40.62000	39.1870	42.0530
Openness	61.649	49	.000	39.26000	37.9802	40.5398



**Objective (O18):** To compare the Boys and Girls with respect to wisdom 3D scale

Group	N	Mean	Sd	t-value	Level of significance	Remarks
Boys	50	298.54	321.9979	0.105073	0.05	Not Significant
Girls	50	303.01	26.7171851			

Diagram -3



**Interpretation:** Table revealed that the mean score of Boys on wisdom 3d scale is (298.54) is less than mean score of Girls on wisdom 3d scale is (303.01). The t-value is 0.10 and the critical value 1.985 at 0.05 level of significance with 198df. Hence the t-value is less than the critical value. Mean's difference is not trustworthy. So that the null hypothesis that 'There exist no significant difference between the Boys and Girls with respect to Wisdom 3d scale. It may be interpreted that there is no significant difference between the Boys and Girls with respect to Wisdom 3d scale. The above result is also shown with the help of diagram given above.

**Objective (O4.19):** To find out inter correlaton between three dimension of wisdom and five factor of personality

**Interpretation:** Table presents the relationship of dimension of wisdom and dimension of personality of Senior School students. Total number of students is 100. The relationship between Cognitive, Affective and Reflective dimension of wisdom and Extroversion, Agreeableness, Conscientious, Neuroticism and Openness dimension of personality of Senior School students is calculated by using Pearson correlation 'r' method.\*\* Indicate Correlation is significant at the 0.01 level (2-tailed) and \* indicate Correlation is significant at the 0.05 level (2-tailed).

**Findings**

1. It is evident from the findings of the personality patterns of senior secondary students that most of students are ambivert. They feel comfortable with groups and enjoy social interaction, but also relishes time alone and away from the crowd. Those students who introvert they are more reserved, less outgoing, and less sociable. They tend to have smaller circles of friends, and are less likely to thrive on making new social contacts. Very few students are extrovert and tend to enjoy human interactions and to be enthusiastic, talkative, assertive, and gregarious. They take pleasure in activities that involve large social gatherings. They enjoy time spent with people and find less reward in time spent alone.



		Correlations							
		Cognitive	Affective	Replective	Extroversion	Agreeabl.	Conscienti.	Neuroticism	Openness
Cognitive	Pearson Correlation	1	.802**	.296**	.478**	.483**	.455**	.218*	.155
	Sig. (2-tailed)		.000	.003	.000	.000	.000	.029	.123
	N	100	100	100	100	100	100	100	100
Affective	Pearson Correlation	.802**	1	.321**	.430**	.530**	.538**	.197*	.119
	Sig. (2-tailed)	.000		.001	.000	.000	.000	.050	.237
	N	100	100	100	100	100	100	100	100
Replective	Pearson Correlation	.296**	.321**	1	.388**	.217*	.181	.365**	.446**
	Sig. (2-tailed)	.003	.001		.000	.030	.071	.000	.000
	N	100	100	100	100	100	100	100	100
Extroversion	Pearson Correlation	.478**	.430**	.388**	1	.372**	.241*	.305**	.059
	Sig. (2-tailed)	.000	.000	.000		.000	.016	.002	.557
	N	100	100	100	100	100	100	100	100
Agreeableness	Pearson Correlation	.483**	.530**	.217*	.372**	1	.641**	.160	.151
	Sig. (2-tailed)	.000	.000	.030	.000		.000	.112	.133
	N	100	100	100	100	100	100	100	100
Conscientious	Pearson Correlation	.455**	.538**	.181	.241*	.641**	1	.225*	.260**
	Sig. (2-tailed)	.000	.000	.071	.016	.000		.024	.009
	N	100	100	100	100	100	100	100	100
Neuroticism	Pearson Correlation	.218*	.197*	.365**	.305**	.160	.225*	1	.583**
	Sig. (2-tailed)	.029	.050	.000	.002	.112	.024		.000
	N	100	100	100	100	100	100	100	100
Openness	Pearson Correlation	.155	.119	.446**	.059	.151	.260**	.583**	1
	Sig. (2-tailed)	.123	.237	.000	.557	.133	.009	.000	
	N	100	100	100	100	100	100	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

- Further, the analysis and interpretation of results of neuroticism dimension of personality of Senior Secondary Students indicates that more than half of students are neurotics. These students are quiet, introspective, and fond of books rather than people. Few students have tendency towards neuroticism. They have below- average emotional control and will-power. There is slowness in their thoughts and action. The least preferred dimension of personality is emotionally stable. These students like to do some activities alone and away from others and they think independently.
- Observations from the results of extroversion dimension of personality patterns of Senior Secondary Students disclose that ambivert students prefer to talk over problems, issue or ideas with others, rather working on them themselves. Few students who are introvert, they choose solitary over social activities and avoid social encounters out of fear. These students have tender mindedness. Those students who are on extrovert dimension of extroversion personality are impulsive and have tendency to be outgoing. They desire for novelty and their performance is enhanced by excitement. They enjoy risk-taking and often show leadership abilities.
- It is evident from the findings of personality of Senior secondary School students on neuroticism dimension that nearly half of the students are neurotics. They are anxious, worrying and frequently depressed. Few students are of the dimension of having tendency towards neuroticism. These students experience negative emotional states and they respond poorly to stress. They have low emotional intelligence. The least preferred dimension of personality is emotionally stable.
- It is evident from the findings of personality of Senior secondary School students on Agreeableness dimension that nearly half of the Govt. school students are Agreeableness.
- with cooperation and social harmony. Agreeable individual's value getting along with others. They are therefore considerate, friendly, generous, helpful, and willing to compromise their interests with others; Agreeable students also have an optimistic view of human nature. They believe students are basically honest, decent, and trustworthy.
- It is evident from the findings of personality of Senior secondary School students on Openness dimension that nearly half of the Govt. and Pvt. school students are Openness. Openness to Experience describes a dimension of cognitive style that distinguishes imaginative, creative people from down – to earth, conventional students. Open students are intellectually curious, appreciative of art, and sensitive to beauty. They tend to be, compared to closed students, more aware of their feelings. They tend to think and act in individualistic and nonconforming ways. Students with low scores on openness to experience tend to have narrow, common interests. They prefer the arts and science with suspicion, regarding these endeavors as abstruse or of no practical use. Closed students prefer familiarity over novelty; they are conservative and resistant to change.
- It is evident from the findings of personality of Senior secondary School students on Conscientiousness dimension that mostly of the Govt. and Pvt. School students are Conscientiousness. Conscientiousness concerns the way in which we control, regulate, and direct our impulses. Impulses are not inherently bad; occasionally time constraints require a snap decision, and action on our first impulse can be an effective response. Also, in time of play rather than work, acting spontaneously and impulsively can be fun. Impulsive individuals can be seen by others as colorful fun – to be with, and Zany. Conscientiousness includes the factor known as Need for Achievement.

8. On comparing the Wisdom of Govt. and Pvt. Secondary school students is found that the least preferred wisdom by Govt. students and Pvt. students is systematic style. It found that very few students make overall plan for solving the problem using step by step approach in relation to cognitive style. Pvt. students are high then Govt. students on cognitive. They use unpredicted ordering of analytical steps to solve a problem. Govt. students are low in intuitive style. Students studying in Govt. course are low in using undifferentiated cognitive style. These students look to others for solving any problem Pvt. students are high on preferring split cognitive style than students of Govt. course.

### **Educational Implications**

Personality and Wisdom of individuals behave differently in similar situations and evaluate conditions differently based on their unique expectations, values, previous experiences and temperament. Usually, when reflecting about someone's personality, we think about what makes one person different from another or perhaps even unique and this question refers to individual differences. It is not easy to describe or to explain how individuals develop particular ways of interacting with the other people. Personality is defined as the way that individuals learn from experience and adapt their feelings, thoughts, and actions. Specifically, personality can be defined as a dynamic organization within an individual of the psychobiological systems that modulate adaptation to a changing environment. This includes system regulation by means of cognitions, emotions and moods, personal impulse control, and social relations.

The benefits of identifying student's personality and wisdom are numerous. First, through an understanding of his/her cognitive, affective and reflective the student knows more accurately how he/she can better process and solve new problems in better way. Second, the teacher will know how each student is most likely interpreting new problem information and whether or not a particular lesson or project is suitable to each student's Personality and Wisdom.

This study may be significant to teachers, students and possibly their parents who may be involved in teaching and learning. It is hoped that this study will contribute to the identification of students' areas of weakness and strength and learning how to solve problem in better way. Also knowledge of the personality and wisdom of students may be helpful in allowing individuals to have insight into their strengths and abilities and thereby avoid situations in which they become stressed.

In addition, such knowledge could help career advisors and others to provide counseling for teachers so that they can achieve their full potential.

### **Suggestions for further research**

- The study can be extended to other parts of country and different grades of educational institutions i.e. the primary, senior secondary or even at the college level to provide more comprehensive and generalizable results with wider perspective.
- The present study was conducted on senior secondary school students only; it is therefore desirable that the study can be conducted with secondary school students.
- The present research relation of wisdom to personality with survey techniques only, as there are other strategies also used for further research.
- The present study was done with wisdom and personality variables only. In order to clearly explain the wisdom effect on the personality, it is desirable to conduct future researches with more number of variables.
- The present research study was conducted by considering total scores on all the dimensions of measuring instruments involved in the study. Maybe future researches therefore ought to consider dimensions of wisdom and personality for making their results more impressive.

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