

The Strength of the Ego and their Relationship with the Wisdom of the University Students

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Abstract: *The current research aim to identify: 1. The strength level of the ego between university students. 2. The differences in the strength of the ego between the university students, depending on gender variables (male - female) and specialization (scientific - Humanitarian) classes (2-4). 3. The level of the wisdom of the students in the University. 4. Differences in the wisdom of the university students, depending on gender variables (male - female) and specialization (scientific - Humanitarian) classes (1st-4th). 5. The strength and direction of the relationship between the power of the ego and wisdom for university students. In order to verify the research objectives, this research adopts the scale of the ego of (Baron), and the constructs a wisdom scale then finds for these two scales two types of truth which are: virtual truth and construction truth by using two different ways which are: the two extremes way and link between the degree of paragraph and the degree of the total answers for the same person. the validation and verification of these scale was calculated according to two different ways: the first one is the test repetition and the second one is the method of internal consistency. Furthermore, (Cronbach's Alpha) equation has applied on a research sample of (400) students of Baghdad University of the academic year (2015-2016). After processing the statistical data using T- test, analysis and the tripartite disparities, and computing Pearson correlation coefficient, the researcher reached to sets of conclusions and recommendations and proposals which will be presented in the next paragraphs.*

Keywords: wisdom, ego, strength of ego, university students, Pearson correlation coefficient, Cronbach's Alpha

1. Research Problem

The university stage is considered the most important stage in the life of the students which are doing an intensive effort in improving their intellectual and personality. Furthermore, in this stage, they are trying to determine the (ego) which they have by trying to get independence from parents and developing their personalities and their philosophy of life and trying to determine their goals. So that, they need to understand and direct by other persons by using an educational and scientific manner in order to complete the construction of their personality. However, universities around the whole world pay an intensive attention to the development of the knowledge base of the students because we are under the disturbances which are occurred in the world so we need to the re-directing these universities towards developing the students and their wisdom, that wisdom is the aim and needed end for the growth and development of the human, and the integration of the basics of the individual and capabilities is used to pave the way for the wisdom. All of these requirements require to turn human on all internal conflicts and biological struggles, which means opening the dimension of concentration and love of self-esteem, this feature is very similar to what the exclusive in moral theory on the transition from attention in particular to the attention of the group (Garton, 1939; Alison, 1996:298).

As the skills of remembrance and Analysis and intelligence are important tasks for success in the university and life, the skills of interaction between people and the wisdom of no less importance, because the ability to solve the problems which requires a great deal of experience and skills of information processing and wisdom (Al Desouki, 2007:39).

Therefore wisdom is resulted from of intelligent thinking that the God gave it to the human, so that the problem of this

research is to find the relationship between the power of the ego and wisdom to university students.

2. Importance of Research

The university youth is the best selected elite of any society, and when those young students have a high degree knowledge, creation, and adequacy, this will lead to the progress of society because they are the hope of the nation and a tool for society development and nation renewal in the economic and social, educational and technical aspects of life. and they are also the base component in construction the university, and they are its tool for preparing a good elite which leads to built the best society for the future. (Pauls, 1977, p. 4).

The university students are facing the requirements of contemporary life which is filled with psychological problems and may they fail in make a good adaptation that making them to suffer from negative effects this conclusion is confirmed by study Cooper & Kline (1986): this study tried to know the relationship between the high anxiety and the low level of the ego and mechanisms which negatively associated with the force of the ego in repression, denial and self-enmity and absorb the other gender at the university students, where the results indicated that the mechanism of the irreversibility is the highest mechanism which has a negative correlation with the force of the Ego (Kline, 1986, p.87). This requires the good support for the young students to overcome the difficulties arising from that. Every generations has their problems, concerns and aspirations, and the young people are more part of society which are affected by the events of life and these effect are printed on the highlights in the human personality for the next stages of the subsequent life.

This conclusion has been found in the study of Bond Vellintin (1986), which is concluded after the use of a questionnaire on defensive tactics, and the scale of (ego strength) for Barron. Bond found that there is a positive relationship between the decreasing of individuals' degrees on the ego strength scale and the defensive methods, which means that the individuals using the boyish decision are obtained a low degree in the ego scale (Bond, 1986, p.60).

This requires that the university students must have the good psychological health and don't have any behavioral disorders which can effect negatively on their adaptation with the life and reduce their ability to face of life events this conclusion is presented in Geoffrey Study, (1986). which studied the relationship between vocational compatibility with the ego scale of (Baron). The main results which are found in this study is that the persons who have the highest vocational compatibility got high degrees on ego scale of (Baron). But the persons who suffer from internal pressure show a poor vocational compatibility and they got low degrees (Geoffrey, 1986, p. 157).

Facing the new attitudes with a wisdom and courage in order to benefit from those elite of society and utilize their creative energies and potential substances that enable them to face life in such ways that are acceptable to the community and contribute to the extra helpings of psychological stability.

Another study in 1988 which was presented by Sehill (1988): also presented the relationship between methods of dealing and the ego strength between the university students, and this study use of different types scales as well as the scale of ego strength, and the results of this study finds a negative relationship between method of dealing and vocational training, and it also found that males are registered high degrees in the strength of the ego were trying to solve the problems by facing the situations and dealing with them directly, while female try to escape instead of facing the problems (Sehill, 1988, p. 324).

The good social interaction and the successful relations can promote the idea of the person for itself and it lead him to know the difference between the positive self and negative self and the extent of the impact of each of them on himself and its relations with society and this is what Shreffler study mentioned (Shiffler, 1977) which indicates that there is a positive relationship between the concept of self and social participation (Shiffler, 1977, p.32-33).

Another survey study which was presented by Behnam (2001) showed the existence of differences between the strength of the ego in the defense mechanisms for each person, and there is an indication for that in Littenbeck Study (1990), which study the method of Prediction the strength of ego depending on the knowledge of the performance and study the ability of solving the problems. So that, in order to achieve this objective the researcher used, the scale of the ego strength of (Baron), among the students of the university, and the researcher concluded that there was no relationship between the scale of the ego and ability to solve the problems. (Littenbeck 1990, p. 28-30).

Further study (Geoffrey, 1986.) which aims to identify the relationship between the professional consensus and Baron scale for ego strength. Furthermore, Bond study (Bond, 1986).) found that there is a positive relationship between the decreasing of degrees of persons on the scale of the ego strength and defensive tactics which is not planned before. The results of most of these studies give us an indication that the persons who have been deprived of parental care and those who were exposed to abnormal social circumstances are affected negatively in the composition of the ego concept, which depended greatly on the previous experiences of the persons and its relations with others and society and also depends on the factors that govern these relations which lead to make a person in the context of the perceived facts and this recognition if exceeded positively would lead to achieving social harmony and psychological recovery that leads to create a positive person and know itself and its needs that increase his self-confidence and strengthen its relations with the other persons.

Wisdom comes at the top of the psychological variables as a mental, behavioral status which includes the balance and interaction between mental aspects and sentimental motivation in humanitarian performance, moreover, wisdom can be counted as the most target cases for humanitarian growth, as it occupies the top of the Pyramid of the mental processes, its concepts are overlapping with the majority of its other types; such as :critical thinking,, creative thinking, solve the problem, decision making and the thinking behind the cognitive (Sternberg, 2001:67).

Many studies in the evolution of the wisdom found that the aging it is not enough to make the person wise enough to face the life difficulty, but wisdom is a complex pattern of features that must work together in order to reach the person to wisdom (Staudinger, 2004:129). Wisdom is one of the psychological concepts which has gained increased attention in the areas of development, education and psychology. And the literature research in the area of the wisdom found many similarities with research literature in learning within the colleges and universities, and many of the results usually associated with higher education, some of these work found that many of the important wisdom got during adolescence and youth, although it is unlikely that the university students have achieved high levels of wisdom, the evolution of wisdom distributed by all persons, including students of universities (Roca, 2008).

In the study of (al-Yasseri, 2011) which aims to know the degree of wisdom among adolescents and adults in the age groups (14 to 60) which are studied at state schools and universities of students and staff (male/female) in the centers of the cities of Al Anbar governorate, Baghdad, Diwaniyah and Wasit. This study used the (Webster scale for self-wisdom appreciation), the results showed that adolescents and adults in the age groups between (14-60 years), do not have the degree that distinguishing them in wisdom. Furthermore, the wisdom of them takes evolutionary path which is not continues across the different age stages. And there is no different effects to the different age groups covered by the research in the social type (male/female) with regard to the evolution of wisdom.

Macdonalds (macdonald, 2001) showed that the role of persons in the establishment of wisdom include: dealing with the problems of the complex community through their correction abilities and skills by using reason and logic aspects, and the real need for these persons because they will lead the life toward the successful implementation of the intended aims.

There is a critical need for such persons to work as researchers in order to find the best ways to deal with life. Nowadays, we need such as teachers to lead the schools of the wisdom of tomorrow. And we also need to make it clear to us through the examples of their lives, and why life seems like remote access from the track, and we need them to lead the life toward the rich and growth, we need them to help others in dealing with some of the existing problems, we need to make life meaningful and let others what they want already done and to develop plans to deal with life (macdonald, 2001:205). The results of the Karlsson study (Karlsson, Dahl & Arman, 2014) showed that there is a real existence of a positive connective relationship between high levels of wisdom and ethical and professional values, and the existence of differences in attributable to gender for the sake of males in the strength of the relational database relationship between the high levels of wisdom and ethical and professional values (Karlsson, Dahl & Arman, 2014:45).

From this point of view the researcher can conclude that the wisdom is: an attribute of the persons who have the experience and knowledge, and thus we can assess the ability of persons to deal with different matters and it is an open area and able to develop and expand as long as the areas of life in continuously evolving therefore we can note that contemporary theories could be linked to the various fields, and perfect vision of the good life and thus can be found on the genuine wisdom in people who have successes in the reality of life and visions that provide an overview of what the knowledge but not superior idealism linked to the basic necessities of life, the researches and studies that have been reviewed the wisdom of the various aspects of humanitarian specialties and behavioral sciences, psychological.

The university stage, which is one of the important stages that contribute to the building of the student's personality and to provide him with capabilities to solve their own problems.

The attempt to serious scientific study of the subject of the ego strength and their relationship with the wisdom together, therefore constitutes a step for each comes from other researchers to take advantage of this search.

3. Research Objectives

The objectives of the research are used to:

- 1) Ago strength between the students of the university.
- 2) The differences in the strength of the ego among the university students, depending on gender variables (males - Female) - specialization (scientific - humanitarian), - Class (2,4).
- 3) The differences in the wisdom of the university students, depending on gender variables (male - Female)

specialization curriculum, scientific and humanitarian) grade (I-IV).

- 4) 4-The strength and direction of the relational database relationship between the strength of the ego and wisdom

Research Scope

The limits of research is determined by make a test on current research students of Baghdad University morning studies classes (2,4), with specialization (scientific - the humanitarian) for the academic year 2015 -2016.

Definition of the main keywords

1) Ego Strength

It defines by Baron (1963) as the ability to address the problems of life efficiently without loss self-confidence and emotional ballast soak up to consider). (Barron, 1963, p. 120).

It also defined by (Wolman) (1975):

As a source feature manifested itself in the emotional stability and good governance and the ability to cope the difficulties of emotionalism successfully). (Wolman, 1975, p. 115).

The theoretical definition: the researcher adopted the definition of Baron in theoretical definition (Barron, 1963)

Procedural definition:

(It is the final level which the responder obtained when answering the paragraphs of the scale of ego which is used in the current research).

2) Wisdom

It is defined by the following authors:

Kramer, (1990): as a way which is used to find solutions to the problems facing the persons and the giving the advice to the others, and management of social attitudes (Kramer, 1990:117).

It is also defined by Webster (Webster, 2009): as a building of multi-component, reflects the complementarity between the components over the insistence of the person and his keenness of efficient through openness to new experiences, entrenched itself, and its ability to adjust emotions. (Webster, 2009, 13).

The theoretical definition of wisdom: the researcher has adapted (Webster) definition of wisdom (Webster, 2009). But regarding the procedural definition of wisdom: the total degree which obtained by responder on the wisdom scale prepared for the purposes of this research.

4. Background

1) The strength of the Ego

There is a difference between the theory of the psychological theorists on determining the important aspects of the structure and construction of the person personality, and these differences in the conceptualization focus on of the important side of the Personality. So that, is the concept of the ego is considered one of the Personality psychology concepts which is the dynamic of multidimensional.

However, ego strength force is considered a sound personality (normality, which indicates the cohesion of the person and his ability to bear the pressures. moreover, the theorist Freud(Freud 1966) mentioned that the strong ego features by the powers through the harmonious relationship and sound development with the demands of the LD. The identification of the manifestations of the strengths and weaknesses of the functions of the ego, have been raised also by the (Freud) in his book concern where it is believed that repression in the manifestation of the strength of the ego, it depends on the basis of continued freedom of communication between all parts of it.(Caine,1981.p.80). In the view of the (Freud) that free from neurosis is an indication of the enjoyment of the psychological health, because the neurosis arises from the previous experience of person (his childhood, as well as the conflict between the components of the three personal (LD, Ego and, Superlgo) , the purpose of psychotherapy is to get rid of the neurosis through due diligence on the requirements of the social reality the compatibility between the elements of the three personal.(Freud, 1966, p. 496).The psychological health depends on the ability of the ego to reconcile between the psychological systems and the demands of the three factors of Fraud(LD, Ego and, Superlgo) .The concept of ego refers to the total of the posts in question by the person to satisfy its needs and adapt and early scientists who cared for this 'asymetric' Freud and focused on the function of the ego in the field of defensive operations adaptive systems did not take the attention of her father,(Freud) which focused on subliminal operations.(Freud, 1972, p. 114).

Sullivan (Sullivan, 1953) presented in his study, the importance of social relations and mutual interactions with parents during the growth of the acceptable person or unacceptable and deviant behavior person. And the kind ego of the person can be produced from the experiences in the nature of rewarding, while evil ego is resulted from the position of the troubling, he also indicated that the organism is the organization continues to the ego happen within the framework of the world through career activity by, and the dynamics of the ego based on censure greatly appreciate which the person does in childhood. (Sullivan,1953.p.30).

The theoretic Kopusa study (Kopusa, 2000)present a new concept which could be linked to the concept of ego, which is called as the durability of personality, although the philosophy of (Kopusa) in the existential philosophy sees that the person who lives in the world and, who owns the building of the human personality is different from the person who suffers disease when exposed to alert degree of pressure (Alhello, 1995, p.59-60).

All theoreticians of the behavioral theory prove that the strength of the ego is increased by getting the capacity to acquire the habits of commensurate with the persons living environment and the requirements of this environment, the acquisition of appropriate habits and effective can increase the ability to cooperate with others in order to face of the problem that need to make a critical decisions. if the person had acquired the habits which are appropriate to the culture of society that means that person has a high degree of psychological health but if he fails to acquire the habits which are appropriate to the culture of society that means

that this person has weakness of the psychological compatibility, because social is the tool which is used here to judge psychological compatibility of the person.(Davydov, 2000, p. 108).

The theories of behavior which assumed the concept of habit and put it as the core center according to its opinion, this concept is consisting when there is a support between the exciter and the controversial response of the person .The personality grows on the basis of the evolution of the its base material. The base material of the human personality is politically motivated group of primary and secondary motivations, which consist of a hierarchical organizations to respond according to the degree of strengthened and make a response according to the composition of the personality.(Kafafi, 1989, p. 267).

The humanitarian theory tried to study the experience of present of the persona as that person realize not according to other persons opinions, the psychological health is occurred have of achieving person for his full investigation both for the psychological needs this is according to (Maslow) opinion. But according to Rogers the psychological health is occurred when the person can maintain self-reliance, and when (Rogers). The difference between the persons in the levels of psychological health due to the different in the levels of achievement of humanity. (Davydov, 2000, p.88).

2-(Wisdom): is a term which is use by Greek , it used to identify the (science) and scientist , and it is also indicates for the courage, chastity and justice (Saliba, 1385: 491). Webster study (Webster, 2003) showed that in the theory of complementarity of the wisdom is that wisdom consists of six compentens which are,; sufficiently, intention, experience , optimal development of self-esteem , control in particular, and passions. The wise person as Webster point of view is a person who has at least a minimum capacity for decision-making, and solving problems. Furthermore, The wisdom in his point of view is not caused by accidental (Accidental Product) some operations, or it is a phenomenon that accompanying some not linked behavior.

Wisdom is associated to the personal characteristics of the person rather than the type and amount of knowledge which are owned by the person. Webster identified those personal characteristics which are associated with wisdom and following are the five characteristics:

- 1) (Openness): Webster mentioned that the response with (rigidity), and the lack of flexibility toward the requirements of life, and adopt the solutions which characterized by (dogmatism) toward the problems of complex life, are certainly not the characteristics of the wise personality, the wise person needs to be an open, acceptance of the visions, and new information, in order to overcome the problem of life.
- 2) Emotional regulation: Webster proved that the ability of the person to control his emotion, and the extent of the enjoyment of emotional harmony, good expression and appropriate to the situation, all of these characteristics are indicated to a wise person and reflected these characteristics manifestations of good emotional development during the stages of life .The emotional dimension of the wisdom including the extent the ability

of the person to show (exquisite sensitivity) to overall attitudes.

- 3) Sense of humor : "Webster also proved that the personality with a high sense of humor is reached to high level of wisdom, the humor refers to the good growth of the person , and sense of humor is considered one of the defense mechanisms that used by the person to alleviate the psychological pressures of life , which allows him to deal the conscious affliction of pressures with humor.
- 4) Crucible of wisdom): in Webster point of view this characteristic of wisdom may be included many un liked feelings of tension, for example , if conditions is not ideal for decision-making, and may the decision is like an ambiguous so that this situation is not simple matters, for example: the decisions of euthanasia lifting of medical devices from the patient which has not hope to his recovery, or cloning researches under the mediation of the examination of the RNA), as well as issues relating to the people (such as: divorce, quarantine on older persons). Although these experiences and attitudes that we should deal with it seriously and essential, but we need to make a kind of balance between the positive and negative aspects, wise persons certainly refine their knowledge, expertise and experiences which are passing, in all its aspects, both positive and negative.
- 5) (Reminiscence/Reflection):many problems can be more complex if we do not had the opportunity to check and think seriously in it, and how to make use of them in the future, this is reason enough to acquire wisdom and hopes the expertise and experience of the person, so that the process of (identification & evaluation) is the main

keys which help us to remember the experience and take the best actions to solve these problems .(Webster, 2007:16)

5. Research Methodology

The researcher of this paper adopted descriptive approach because it is appropriate to the problem of current research and its objectives. Descriptive research always focuses on what is now being available in this life and also available in the area of education and psychology. Descriptive research known as searching process which is focused on the phenomenon of educational or psychological phenomena Al Zub'i, 1981: 53).

Research Society

This research society in this paper represents the current research students of Baghdad University registered in the morning study in the academic year 2015 - 2016, second class and fourth class in scientific faculties and humanity of the (24) faculty and the number of students (45280) male and female students, where the number of humanitarian faculty (10) faculties of the total requested by (25390) students proportion (56%), while the number of scientific faculties (14) faculty and the total requested by (19890) students proportion (44%), the total male scientific faculties, humanitarian (17874) with percentage of (49%), while the number of females (27406) with percentage of (61%), and table (1) shown these details.

Table 1: Research Society

total	gender		Faculty	No.	total	gender		Faculty	No
	female	male				female	male		
1151	350	501	Political science	.6	3836	2238	1598	education	.1
1195	931	631	Art technique	.7	3104	1744	1360	languages	.3
111	935	242	law	.8	3941	2338	1603	Arts	.2
1310	1194	2753	management	.9	812	283	529	media	.1
1432	531	802	Islamic studies	.10	4163	4163	0	Education (Female)	.9
39250	19241	10019	Total number of human faculties						
total	gender		faculty	no	total	gender		Faculty	No
	female	male				female	male		
341	114	261	Al kindy medicine	.8	1712	1042	670	Medicine	.1
919	133	115	Alkhawarasmy Engineering	.5	102	212	130	Veterinar medicine	.3
3111	1210	1901	Agriculture	10	3391	1253	1333	Ibn Al hiathem	.2
3439	1121	114	Science	11	959	130	149	Nursing	.1
1201	1201	0	Female science	13	3393	1143	1110	engineering	.9
1030	311	443	Sports education	12	1014	433	239	pharmacy	.3
240	240	0	Sports education/female	11	520	314	312	dentisary	.4
15150	13029	4199	Total number of scientific faculties						
19310	34103	14141	Total number						

Research Samples

A sample of this research consisted of (400) (male and female) students, were chosen in the random way. this sample is stratified random sample with a proportional distribution which consist of (2) Humanitarian faculties, and scientific and, with 203 male and female students (77) was

from humanitarian colleges (male) and 126(female) ,and, 197 male and female students from scientific faculties with 73 males and 124 females, and total males (150), and the total females.250) as shown in table (2).

Table 2: Samples of Research

total	fourth		first		department	faculty	Specialization	
13	0	0	10	3	physics	Ibn al haitham	Scientific	
23	1	9	31	3	Bio			
31	1	3	9	3	computer			
35	4	9	12	1	mathematics			
33	12	12	0	0	chemistry			
19	2	3	5	1	bio	science		
4	4	0	0	0	chemistry			
31	10	3	3	3	computer			
15	3	2	3	13	mathematics			
154	91	23	33	24	Scientific total			
10	9	1	31	2	psychology	education	humanities	
35	11	3	10	3	English			
31	3	5	2	3	geography			
12	1	2	9	1	history			
33	10	2	11	3	English	arts		
31	4	3	3	3	society			
15	3	9	5	2	psychology			
21	10	6	6	9	geography			
302	56	46	70	31	Humanities total			
100	114	82	136	68	total			
	196		204					

Research tools:

1. The scale of ego strength of (Baron):

After reviewing the literature previous studies ,the researcher used (Barron) scale of ego strength (which is derived from the (Minnesota) test multifaceted for the personality which had been has been to Arabize by the researcher Aladdin Kafafi(1986) and it applied to a sample of Egyptian universities students, to check the validity of the scale (The Magazine Arab Humanitarian Sciences, 1983, p. 115).

In this research the scale of ego Consisting of (63) clauses that covers a number of the functions of the ego, and the answer for the questions was, the words of the two alternatives for the purpose of correcting (yes), and (No) and gives the degree (0) in the case of positive answer and (1) in the case of negative paragraph .The person who gains the higher marks in the strength of ego scale , is

characterized by the ability to achieve a good degree of adaptation with the circumstances .(Arab magazine Humanitarian Sciences, 1983, p. 114_115).

To check the virtual truth of the scale , this scale is presented to check by (10) of experts and specialists in the field of psychology, as shown in appendix(1) and ratified the content and ratified construction, the current search use method to test the two commercial terminals as in the table (3), and it use the internal consistency to distinguish between the respondents also in the table (4).

To prove the validation of the scale, the researchers used two different ways to check the validation which are: repetition the), and a gradient alpha cron pach with factor (0.80).These values are acceptable recalling the stability of persons and their responses mixed between the application of another and the accuracy of the gauge, thus be ready measure applicable also in the appendix (2).

Table 3: Distinguished forces for the ego scale

Level of identity	T-test	Low group		High group		No.
		Standard deviation	average	Standard deviation	average	
significant	9.15	0.11	0.24	0.19	0.41	1
significant	3.92	0.21	0.12	0.19	0.34	3
significant	2.45	0.15	0.13	0.14	0.34	2
significant	2.19	0.90	0.14	0.19	0.43	1
significant	1.95	0.11	0.33	0.23	0.34	9
significant	1.23	0.25	0.15	0.90	0.13	3
significant	2.53	0.15	0.12	0.13	0.35	4
significant	2.41	0.90	0.93	0.13	0.49	1
significant	1.23	0.90	0.13	0.11	0.41	5
significant	2.13	0.19	0.34	0.90	0.90	10
significant	2.21	0.15	0.13	0.14	0.31	11
significant	1.35	0.15	0.11	0.19	0.43	13
significant	1.44	0.10	0.30	0.90	0.90	12
significant	1.55	0.90	0.19	0.13	0.43	11
significant	1.11	0.90	0.14	0.11	0.41	19

significant	3.91	0.10	0.45	0.34	0.51	13	
significant	9.35	0.11	0.24	0.11	0.42	14	
significant	12.11	0.24	0.13	0.23	0.11	11	
significant	1.31	0.11	0.31	0.19	0.43	15	
significant	3.33	0.11	0.32	0.11	0.44	30	
significant	3.01	0.90	0.91	0.22	0.41	31	
significant	1.31	0.19	0.31	0.15	0.39	33	
significant	2.31	0.22	0.13	0.14	0.22	32	
significant	3.12	0.11	0.33	0.15	0.25	31	
significant	2.40	0.21	0.14	0.15	0.25	39	
significant	1.21	0.13	0.21	0.25	0.10	33	
significant	13.19	0.25	0.11	0.24	0.12	34	
significant	1.55	0.11	0.31	0.14	0.22	31	
significant	2.69		0.48	0.81	0.41	0.44	35
significant	3.31		0.49	0.59	0.40	0.79	20
significant	2.15		0.42	0.76	0.32	0.14	21
significant	3.14		0.13	0.20	0.13	0.35	23
significant	1.11		0.11	0.39	0.90	0.93	22
significant	5.05		0.12	0.39	0.11	0.31	21
significant	3.33		0.11	0.23	0.92	0.44	29
significant	5.36		0.45	0.27	0.48	0.92	23
significant	5.67		0.45	0.28	0.47	0.63	24
significant	5.91		0.50	0.45	0.39	0.61	21
significant	4.30		0.41	0.21	0.53	0.81	25
significant	4.30		0.41	0.21	0.42	0.41	10
significant	4.54		0.50	0.48	0.49	0.41	11
significant	2.12		0.37	0.16	0.40	0.23	13
significant	2.54		0.27	0.83	0.29	0.20	12
significant	2.48		0.41	0.78	0.41	0.90	11
significant	2.11		0.47	0.64	0.41	0.74	19
significant	2.71		0.48	0.62	0.47	0.71	13
significant	4.69		0.47	0.35	0.39	0.69	14
significant	4.89		0.41	0.78	0.48	0.80	11
significant	2.57		0.41	0.21	0.29	0.34	15
significant	17.61		0.37	0.13	0.38	0.90	90
significant	3.99		0.49	0.58	0.35	0.83	91
significant	2.52		0.34	0.86	0.48	0.89	93
significant	4.07		0.49	0.59	0.46	0.62	92
significant	2.11		0.50	0.54	0.47	0.61	91
significant	8.12		0.39	0.19	0.47	0.64	99
significant	2.64		0.50	0.49	0.50	0.63	93
significant	4.22		0.40	0.24	0.48	0.50	94
significant	3.98		0.35	0.14	0.44	0.34	91
significant	2.60		0.49	0.57	0.48	0.71	95

(T) Driven (1.96) and the degree of freedom (214) at the level of significance (0.05).

Table 4: The degree of correlation factor of each paragraph with the total degree of the scale

Correlation factor	Paragraph no.	Correlation factor	Paragraph no.	Correlation factor	Paragraph no.	Correlation factor	Paragraph no.	Correlation factor	Paragraph no.	Correlation factor	Paragraph no.
2011	01	200	.1	2010	01	200	01	2000	11	200	1
200	00	2000	.0	2020	00	2000	00	2020	10	200	0
200	00	2000	.0	200	00	200	00	2002	10	200	0
2001	0.	2002	..	200	0.	2001	0.	200	1.	2000	.
2002	00	200	.0	2010	00	200	00	2001	10	2001	0
200	0.	2000	..	2001	0.	2000	0.	2000	1.	2000	.
200	00	200	.0	2000	00	200	00	2002	10	2010	0
2000	00	2001	.0	2021	00	2020	00	2000	10	2000	0
2002	0.	2000	..	2000	0.	200	0.	200	1.	200	.
		200	02	2000	.2	200	02	200	02	200	12

(T) Driven was (0.98) and the degree of freedom (398) at the level of significance (0.05).

wisdom (Wisdom):the researcher was based on the concept of wisdom through adopting the theory of the wisdom its defination for Webster (Webster, 2009) and Webster, used 5 areas of wisdom which are: (1. Experience 2. The emotions 3. memory 4. openness 5. Humor). The wisdom

scale consists of (50) paragraphes which are distributed to the mentioned 5 fields, the answers of the scale of responder consist of five alternatives which are: (1- always, often, sometimes, rarely, do not use) .This scale has applied to the students of the university and the virtual truth was

extracted and this scale was viewed by (10) experts and specialists in the field of psychology, As shown in appendix (1) .

By using a test of the two commercial terminals as in shown in Table (5) and find the internal consistency factor by using the of correlation factor of each paragraph with respect to the total degrees of the scale as shown in Table (6). The correlation factors of each paragraph and its relation to the total degree of the group also shown in the Table (7), Table

(8) showed the correlation factors of the scope and its relation to the total degree of the scale . For finding the prove of the scale, the researcher used two different ways which are: test repetition with factor (0.82), and the second one is alpha cronpach with factor of consistency of (0,84).

These values are acceptable and indicate the stability of person and their responses thus this scale is ready to be applicable as shown in appendix,3.

Table 5: T values for wisdom scale paragraphs by using two terminal samples

Significance	T value	Lowest group 11		Highest group 11		No.
		Standard deviation	Average	Standard deviation	Average	
Significant	3.149	0.129	2.910	0.135	2.511	.1
Significant	2.419	1.119	2.450	0.414	1.291	.3
Significant	2.909	1.125	2.041	1.333	2.119	.2
Significant	8.056	1.081	3.210	0.821	4.432	.1
Significant	3.927	1.502	2.914	1.138	3.741	.9
Significant	6.564	0.969	3.247	0.782	4.160	.3
Significant	6.408	1.207	3.235	0.889	4.305	.4
Significant	3.304	1.283	2.321	1.453	3.034	.1
Significant	5.664	1.111	2.877	1.122	3.874	.5
Significant	4.351	1.190	3.605	0.908	4.332	.10
Significant	6.047	1.068	3.099	0.887	4.034	.11
Significant	3.176	1.230	3.012	1.278	3.643	.13
Significant	3.152	1.194	3.543	1.133	4.122	.12
Significant	3.985	1.143	3.716	1.008	4.399	.11
Significant	7.943	0.983	2.691	1.060	3.979	.19
Significant	2.644	1.256	2.815	1.225	3.332	.13
Un significant	-398	1.425	1.318	2.716	2.630	.14
Significant	2.024	1.275	2.272	1.348	2.691	.11
Significant	5.208	1.279	3.704	0.833	4.592	.15
Significant	9.776	1.285	2.667	0.822	4.332	.30
Significant						
Significant	4.813	1.346	2.963	0.997	3.861	.31
Significant	7.630	1.140	2.728	1.048	4.045	.33
Significant	3.408	1.346	3.630	0.902	4.244	.32
Significant	2.507	1.373	2.630	1.367	3.172	.31
Significant	5.309	1.460	2.765	1.204	3.885	.39
Significant	2.169	1.459	3.148	1.271	3.614	.33
Significant	3.434	1.239	2.314	0.312	1.259	.34
Significant	4.413	1.315	3.103	0.191	1.111	.31
Significant	9.319	1.319	2.333	0.153	1.191	.35
Significant	4.103	1.331	2.015	0.130	1.212	.20
Uonsignificant	1.410	1.304	2.329	1.131	2.931	.21
Significant	9.151	1.145	3.501	0.594	2.501	.23
Significant	3.233	1.351	2.343	1.231	2.492	.22
Un significant	901	1.239	2.013	1.100	2.132	.21
Significant	3.332	1.133	2.333	0.110	1.222	.29
Significant	1.404	1.133	2.345	0.133	1.912	.23
Significant	3.519	1.091	2.013	0.510	1.151	.24
Significant	2.132	1.339	2.441	0.530	1.231	.21
Significant	1.191	1.131	3.311	1.111	2.151	.25
Un Significant	1.130	1.153	2.111	1.141	2.212	.10
Un Significant	-091	1.200	2.314	1.219	2.309	.11
Significant	2.139	1.232	3.439	1.309	2.912	.13
Un Significant	1.599	1.015	2.993	0.519	2.131	.12

Significant	3.111	1.150	3.351	1.035	2.450	.11
Significant	2.233	1.992	2.240	1.011	1.041	.19
Significant	2.403	1.913	3.511	1.133	2.441	.13
Significant	3.311	1.235	2.055	1.010	1.311	.14
Un Significant	1.991	1.140	2.395	1.211	2.931	.11
Significant	1.915	1.219	2.151	1.011	1.213	.15
Significant	9.431	1.241	2.123	0.131	1.111	.90

Table 6: Correlation between the paragraph number and total degree for wisdom scale

No	Correlation factor	No	Correlation factor	No	Correlation factor	No	Correlation factor	No	Correlation factor
1	2700	11	2700	01	2702	01	2702	.1	2700
0	2701	10	2701	00	2701	00	2701	.0	2700
0	2700	10	2701	00	2700	00	2701	.0	2700
.	2701	1.	2700	0.	2700	0.	2701	..	2701
0	2700	10	2702	00	2702	00	2702	.0	2700
.	2700	1.	2702	0.	2701	0.	2701	..	2700
0	2702	10	2701	00	2701	00	2712	.0	2720
0	2710	10	2700	00	2700	00	2700	.0	2700
.	2710	1.	2701	0.	2702	0.	2700	..	2700
12	2700	20	0,558	30	0,395	40	0,053	02	2700

Table 7: Correlation between the paragraph degree and the scope which related to wisdom scale

1 st scope		2 nd scope		3 rd scope		4 th scope		5 th scope	
No	Correlation factor	No	Correlation factor	No	Correlation factor	No	Correlation factor	No	Correlation factor
1	2700	2	0,331	3	0,337	4	0,474	5	2700
.	2700	7	0,423	8	0,484	9	0,427	10	2701
11	2700	12	0,397	13	0,307	14	0,457	15	2702
1.	2720	17	-	18	0,503	19	0,489	20	2700
01	2700	22	0,464	23	0,361	24	0,263	25	2710
0.	2702	27	0,494	28	0,430	29	0,441	30	2700
01	-	32	0,534	33	0,297	34	-	35	2700
0.	2700	37	0,337	38	0,386	39	0,462	40	-
.1	-	42	0,386	43	-	44	0,393	45	2700
..	2700	47	0,447	48	-	49	0,490	50	2720

Table 8: The correlation between the scope and the total degree of wisdom scale

1 st scope	2 nd scope	3 rd scope	4 th scope	5 th scope
27..	27.0	0,545	0,664	0,735

Final Application

two tools are applied to a sample of basic research of (400) male and female students, the duration of application was (30) minutes which is considered enough that students can answer to all test items easily and perfectly, after the completion of collecting the scale, the answers of application was corrected according to the criterion of the correction for each scale, the data has been processed by using SPSS.

Statistical Means of research

Statistical tools was applied by using (SPSS):

1 - **Person Correlation Coefficient** was used in order to extract the consistency of the scale. this coefficient used in order to do the following:

A - use to check consistency factor of the ego and wisdom scales.

B - to know the correlation coefficient between the degrees of the strength of the ego and wisdom among university students.

C - to verify the validation of the scale of the ego and wisdom in terms of the degree of correlation between paragraph degree and total degrees.

2- T-test (Two Simple T-test)

A-to know the discriminatory between the scale of the ego and wisdom

3- Triple variance analysis (MANOVA)

B- It has used to know the differences by gender and specialization and phase in the strength of the ego and wisdom.(Gronlund,N,1980)

6. Results and Discussion

This section contains the main results and their discussions according to the research objectives as follows:

First objective: was used to identify the strength level of the ego among university students for, the total average(mean) of the scale was calculated for the members of the sample of (400) male and female students, the mean of this sample was 34.33, and the standard deviation was (6.09). But the premise average of the scale was (31.5). (frakson, 1.1 p. 202). And Table(9) are explained that.

Table 9: Means and the standard deviation and T test and premise average of the scale

Significance	T value		Premise	Standard	mean	Sample
	tabular	calculated	average	deviation		number
Significant	16.	1.602	016	.62.	0.600	.22

The calculated T- value was (14.20) while the tabular value equal to (1.96) at the level of the significance of (0.05) with freedom degree of (399), which means that the T value is greater than Tabular value which indicates that there is a difference with statistical significance, and this is a real difference and it doesn't resulted from coincidence .This result agrees with the behavioral perspective, which emphasizes the role of the environment in the acquisition of the person appropriate habits that help him in achieving balance where the person who got this result has a great value of ego strength due to the development that took place

in the world and the entry of the technology who helped the students to realize themselves .This result agrees with the study of each of the(Geoffry,1986) and the study of (Sehill,1988) these two studies differ from the other studies of (Behnam 2001) and study of (Littenback,1990) which did not emanate differences of statistical indication.

-Second objective: The second objective is to identify the differences in the level of the strength of the ego among the university students, depending on the (gender, (male-female) , specialization (scientific-humanitarian) ,class(first-fourth) which is used to to identify the differences in the strength of the ego to all members of a sample, so the researcher used the triple variance analysis to identify those differences as shown in the Table(10).

Table 10: The triple variance analysis of the strength of ego according to ythe (gender, specialization and classes)

significance	T value	Square mean Ms	Freedom degree Df	Sum of sequare	variance Source
Non significant	2.124	77.440	1	77.440	class
Non significant	0.317	11.560	1	11.560	specialization
significant	4.083	148.840	1	148.840	gender
significant	5.688	207.360	1	207.360	class*specialization
Non significant	2.222	81.000	1	81.000	class*gender
Non significant	00.001	400.202	1	400.202	gender*specialization
Non significant	0.396	14.440	1	14.440	class*specialization* class
		36.453	392	14289.760	Error
			399	14830.440	total sum

Table (10) show the difference between the degrees of ego strength depending on the variables (gender-specialization, the class) as follows:

- A- There are differences with statistical significance in the ego strength level according to the gender variable (male and female), where the value of F was (4.083) ,which is largest than tabular F value in amounting (3.84) at the level of an indication (0.05) with the same degree of freedom ,which shows the difference between the male and female students in the s level of the ego strength , which means that male students have stronger personality than the female students , this conclusion is similar to that obtained by other studies like :(Bond vellinnt,1986 study) (Sehill,1988) but it constat with other studies like (,Behnam, 2001) an d(Lttenback, 1990) studies.
- B- There is no differences with statistical significance in the level of the ego strength according to the specialization variable(scientific-humanitarian), where the F value which is calculated is equal to (26010) , that means it is smallest than F Tabular value which is equal to (3.84) at the level of the significance of(0.05) and the

degree of freedom of one, the outcome is consistent with a study (Behnam 2001(Lttenback,1990 and differs with Bond vellinnt,1986) study,Sehill,1988).

- C- There is no differences with statistical significance in the level of the ego strength according to the class variable(1st-4th), where the F value which is calculated is equal to (2.124) , that means it is smallest than F Tabular value which is equal to (3.84) at the level of the significance of(0.05) and the degree of freedom of one, the outcome is consistent with a study (Behnam 2001(Lttenback,1990 and differs with (Geoffry,1986) study and Sehill,1988).
- D- There is a differences with statistical significance in the level of the ego strength according to(the class and specialization) where the F value which is calculated is equal to (5.688) , that means it is greater than F Tabular value which is equal to (3.84) at the level of the significance of(0.05) and in order to know the reason of this differences, the researcher used shefeah for making a balance between the different means, as shown in Table (11).

Table 11: Shefeah test for all means (specialization – class)

significance	Critical difference	mean	number	class	specialization	No.
significant	4.012	29.630	100	1st	Scientific	1
		22.610	100	4th	Scientific	
significant	1.013	29.630	100	1st	Scientific	3
		22.610	100	1st	Humanity	
Non significant	0.013	22.330	100	1st	Scientific	2
		21.630	100	4th	Humanity	
Non significant	0.01	22.610	100	1st	Humanity	1
		22.610	100	4th	Scientific	

Non significant	0604	22610	100	1st	Humanity	9
		21630	100	4th	Humanity	
Non significant	0633	21630	100	4th	Humanity	3
		22610	100	4th	Scientific	

E- There is no differences with statistical significance in the level of the ego strength according to(the class and gender) where the F value which is calculated is equal to (2.222) , that means it is smaller than F Tabular value which is equal to (3.84) at the level of the significance of(0.05).

F- There is no differences with statistical significance in the level of the ego strength according to(the class and specialization) where the F value which is calculated is equal to (0.001) , that means it is smaller than F Tabular value which is equal to (3.84) at the level of the significance of(0.05)

G- There is no differences with statistical significance in the level of the ego strength according to(the class, gender and gender) where the F value which is calculated is equal to (0.396) , that means it is smaller than F Tabular

value which is equal to (3.84) at the level of the significance of(0.05)

Third objective: is used to identify the level of wisdom between the students of the university. For verifying this objective , the answer of the research sample of (400) analyzed, and the researcher found that the mean of the research sample equal to (153,10)and the standard deviation is equal to (14,75), when the researcher compared the arithmetic mean with the premise which consist of (129 . T value was equal to (32.678) which is greater than the T Tabular value which is equal to (1.96) at the level of an indication (0.05) and the degree of freedom (399), this indicates that the university students has a high level of wisdom, as shown in the table (12).

Table 12: T test value to calculate the differences between mean, premise for the sample in the wisdom scale

Significant level	Freedom degree	T value		premise mean	standard deviation	mean	Number of sample	variable
		tabular	calculated					
Significant	399	1,96	32,678	129	14,75	153,10	400	wisdom

This result is due to the fact that the university students have a medium level of wisdom according to the adopted theory of wisdom, which is considered wisdom as is the finest of human activity in all its aspects cognitive, social and emotional and this is also the opinion of Cook and Greuter (Cook&Greuter,2000) which urge the student to reach to the more experience , knowledge and social interaction, in order to get a valuable provisions, this is contact with other studies like (al-Yasseri, 2011), which indicated that the members of the sample with a medium to distinguish them with wisdom. And vary with a study (Karlsson,Dahl&Arman, 2014), which pointed to the highest level of wisdom for the university students.

Fourth objective: is used to find the differences in the wisdom between the university students, depending on gender variables (male - female), academic specialization (scientific humanitarian.)class (1-4). To find out the significance of the differences in the wisdom of the university students, depending on the variables: gender (male - female), academic specialization, (scientific humanitarian.) and Class(1. 4) . the researcher used the triple variance analysis and the results have been shown in the table (13).

Table 13: the differences in the wisdom of the university students, depending on the variables: gender (male - female), academic specialization, (scientific humanitarian.) and Class(1. 4)

significance	T values		Squared mean	Freedom degree	Summation of squared	Source of variance
	Tabular	calculated				
Non significant		0,537	114,219	1	114,219	gender
Non significant		0,585	124,416	1	124,416	class
Non significant		0,604	128,343	1	128,343	specialization
Non significant	3,84	0,061	13,008	1	13,008	Class* gender
Non significant		1,461	310,462	1	310,462	Gender*specialization
Non significant		3,462	735,777	1	735,777	class * specialization
Non significant		0,615	130,6015	1	130,6015	Gender* class * specialization
			212,532	392	83312,385	error
				399	84869,211	total

the statistical processing in the table (13) indicates to the following:

1) There is no distinctions of statistical significance in the degree of wisdom for the university students, depending on the variable gender (male - female), F value which is calculated is equal to (27000() which is less than the freedom degree values which is equal to (3.85) at the level of an indication (0.05) with the two MA degrees freedom (1-392). This is result related to the theory of

Webster, which he says that are no differences of wisdom depending on the type of gender (male or female), there is no masculine and feminine wisdom, because the wisdom is global, and it develops through subjective factors, and environmental factors .This result agrees with the study of (al-Yasseri, 2011), which indicated that there were differences of statistical significance in the variable type. And differs with the study (Karlsson,Dahl&Arman, 2014), which pointed to

the differences of statistical significance in wisdom for the male.

- 2) There is no distinctions of statistical significance in the degree of wisdom for the university students, depending on the variable specialization (scientific - humanities), F value which is calculated is equal to (0.604) which is less than the freedom values which is equal to (3.85) at the level of an indication (0.05) with the two MA degrees freedom (1-392). This is result related to that both specializations tied in thinking because they have been subjected to the same environmental conditions, social and cultural effects, making them tied in the level of wisdom .Webster said that wisdom linked to the personal characteristics of the person rather than you or the type of knowledge owned or his style of thinking itself .
- 3) There is no distinctions of statistical significance in the degree of wisdom for the university students, depending on the variable class (1st - 4th), F value which is calculated is equal to (0.585) which is less than the freedom degree values which is equal to (3.84) at the level of an indication (0.05) with the two MA degrees freedom (1-392). This is result related to the fact that both classes have a converged level in the concept of wisdom and both are able to manage emotions, which makes them more able to solve their problems. And that wisdom is not affected by the progress in aging but affected by life experiences in which the university student whether inside or outside the university, as well as it enable the person to use all the knowledge of the mental abilities of creativity in order to achieve the objectives .
- 4) There is no distinctions of statistical significance in the degree of wisdom for the university students, depending on the variable of gender (male and females) and class (1st - 4th), and there isdistinctions of statistical significance in the degree of wisdom for the university students, depending on the variable of gender (male and females) and specialization (scientific – humanities),F value which is calculated is equal to (0.061-1.461) respectively. Moreover, there is no distinctions of statistical significance in the degree of wisdom for the university students, depending on the variable of class (1st - 4th), and specialization (scientific – humanities), F value which is calculated is equal to (3.462) with freedom degree (1-392). This is result related to the fact that they had been subjected to the same experiences and situations which need to deal with it seriously and essential, but we need to make a kind of balance between the positive and negative aspects, because the wise persons certainly refine their knowledge, expertise and experiences which are helping them for passing their problems.
- 5) There is no distinctions of statistical significance in the degree of wisdom for the university students, depending on the variable of gender (male and females) and class (1st - 4th), and there is distinctions of statistical significance in the degree of wisdom for the university students, depending on the variable of gender (male and females) and specialization (scientific – humanities), F value which is calculated is equal to (2.771) which is less than the tabular F value which is equal to (3.84) at the indication level of (0.05) and freedom degree between (1- 392) This is result related to the fact that

they have the same knowledge capacity and their ability to meditation to achieve their goals is too great which makes them ready to solve the issues in the future.

- 6) Objective 5: is used to identify the relationship between the strength of the ego and wisdom to the students of the university. in order to verify and know the relationship between the strength of the ego and wisdom for university students, were this paper used correlation factor of (Pearson), and the results showed that there is no positive correlation relationship between the strength of the ego and wisdom, all the correlation factors indicates that their values is higher than the tabular value which is equal to (0.098) at the level of an indication (0.05) and freedom degree of (398), and table (14) show that.

Table 14: The relationship between the strength of ego and tabular F values

Significant value	Tabular value	Correlation factor between ego and wisdom	Sample number	style
significant	0.098	0.12	100	wisdom

The correlation factor oftabular value for (Pearson) is equal to (0.098) at the level of an indication (0.05) and a degree of freedom (0.398). Which means that the persons who have level of ego strength has a strongest personality than the others and they have a high degree of wisdom.

7. Conclusions

- a) The students of the university stage have a high level of the ego and have the high capability to understand the themselves and they have a highest level of differentiation and uniqueness.
- b) The University compliance contributes to make a change in the character of the students and their ability to confront the problems of life with wisdom.

8. Recommendations

- a) Depending on the findings of this research, the researcher recommended by the following:
- b) provision of training programs on the wisdom and the let the university students participates in the training programs by using many methods that contribute to raising the efficiency of the student, because the researcher finds that the level of the wisdom of the students are an average.

9. Future Works

- a) Find the relationships between strength of ego, mental motivation and their relationship with the academic achievement.
- b) Study the strength of the ego and their relationship with the wisdom for the counselors.

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