

# Modesty, epistemic curiosity, and wisdom among Chinese vocational college students

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## *Abstract*

This study explores the relationship between modesty, epistemic curiosity, and wisdom among Chinese vocational college students. Modesty, curiosity, and wisdom are key elements in psychological development. Using questionnaires, data was collected from 1089 first-year students at Linyi Vocational College of Science and Technology in Shandong Province. The Chinese Modesty Scale (CMS), Epistemic Curiosity Scale (ECS), and Self-Assessed Wisdom Scale (SAWS) were utilized. Results indicate significant positive correlations among modesty, epistemic curiosity, and wisdom. Demographic characteristics such as gender, being an only child, number of siblings, and place of residence did not significantly affect these traits, indicating uniformity in students' psychological profiles. This study enriches existing theories by revealing intrinsic connections and influencing mechanisms among modesty, epistemic curiosity, and wisdom. It provides practical strategies for vocational education to cultivate these traits, enhancing students' learning efficiency and professional development. The findings suggest that educators and policymakers should focus on fostering modesty and curiosity to boost overall wisdom development in vocational students.

**Keywords:** modesty, epistemic curiosity, wisdom, vocational college students, psychological development, educational strategies

## **Modesty, epistemic curiosity, and wisdom among Chinese vocational college students**

### **1. Introduction**

The main content of the paper was to explore the relationship between modesty, cognitive curiosity, and wisdom. In psychology, these traits are critical elements in individual psychological development. This paper investigates the dynamic interactions among these three traits. The aim was to explore whether there was a correlation between them and how modesty and cognitive curiosity influence the development of an individual's wisdom. Furthermore, curiosity has been linked to enhanced learning outcomes, contributing to a deeper understanding and accumulation of knowledge, which is pivotal for developing wisdom. This research targets explicitly Chinese vocational college students, a choice that leverages my position as a teacher within such an institution for direct access and deeper insights into student experiences. This demographic is particularly relevant due to the pivotal role of vocational education in China's current economic strategy, which emphasizes modernizing these institutions to supply a skilled workforce for high-skill industries. The dynamic educational environment of vocational colleges—where practical skills and cognitive development are intertwined—offers an excellent context for exploring how traits like modesty, curiosity, and wisdom interact and influence learning and personal development. Thus, my study not only addresses the psychological aspects of student growth but also aligns with broader educational trends and policy objectives in China.

This study was inspired by a famous story involving Walt Disney, Fox, and Steve Jobs that highlights the critical role of humility and curiosity in cultivating wisdom. After Walt Disney's death, the Disney Company began to perform rapidly, while Fox thrived. The turning point came when Steve Jobs joined Disney's board of directors and played a major role in Disney's acquisition of Pixar. Jobs, known as an outspoken critic, noted that Disney's perception at the time lacked the humility and curiosity necessary to fully appreciate Pixar's potential. Jobs believed that this arrogance stifled the curiosity necessary for innovation and growth. This story illustrates how hubris, overriding curiosity, can lead to poor decision-making and organizational decline, while humility and curiosity can drive intelligence, innovation, and success.

In this study, this narrative highlights the importance of humility and curiosity in personal and cognitive development. By exploring these characteristics of students in Chinese vocational colleges, this study aims to understand how they promote the development of wisdom and ultimately benefit students' learning and personal growth. This is in line with China's broader education trends and policy goals, which emphasize the modernization of vocational education to develop a skilled workforce for high-skilled industries. The dynamic environment of vocational schools interweaves practical skills and cognitive development, providing an ideal setting for studying the interplay of these traits and their impact on student growth. The research delved into the complex perceptions of modesty and curiosity in Western and Chinese cultures, exploring their role in learning, innovation, and the cultivating. Wisdom is seen as a deep understanding of life, involving insight, emotions, morals, and decision-making. This paper emphasized the significance of wisdom in personal development, educational practices, moral value cultivation, and emotional intelligence. Wisdom, a complex, multidimensional concept that varies across cultures and academic fields, is essential in guiding better life choices.

The concept of modesty focuses on a modest and unpretentious attitude toward oneself and others. It embodies not being arrogant or boastful and being willing to admit your limitations and flaws. Modesty generally means avoiding excessive self-promotion and understanding the importance of humble behavior in promoting harmonious interactions and relationships. Curiosity refers to an individual's psychological tendency or intrinsic motivation, that is, to actively explore unknown and new things in the process of understanding the world. Since the 19th century, disciplines such as philosophy, psychology, education, and management have explored the characteristics and patterns of curiosity. Research has found that curiosity is a kind of human temperament and instinct. It is not a unique trait of a few geniuses, but a talent that evolves. Instinct theory

shows that humans will experience fear, surprise, anxiety, or other emotional instincts while understanding the unknown world. Likewise, curiosity is not only a natural species but also the fundamental cause of humanity. Curiosity is a key driving force that awakens and encourages individual behavior and motivates researchers to have unlimited perseverance and patience in the scientific research process. This persistent and intense curiosity drives researchers to explore the unknown and achieve creative results. Cognitive curiosity is an individual's curiosity about objective knowledge, pointing to knowledge acquisition, and is inseparable from learning activities. It is regarded as the foundation for developing learning strategies and skills, and as a crucial intrinsic motivation for engaging in learning activities.

On the other hand, Wisdom is a profound, multi-layered concept that has been extensively explored and explained in academic research. Over the past 30 years, psychologists have used the dichotomy of 'implicit theory versus explicit theory' to deeply explore the nature of wisdom, its components, how to measure it, and how to acquire it. Implicit wisdom theory focuses on the popular definition of wisdom, that is, the cognition and definition of wisdom and wise people by laypeople unfamiliar with psychological structures; explicit wisdom theory is based on philosophical definitions and human development by psychologists or researchers in other fields. The wisdom theoretical system constructed at the psychological stage aims to build an operational definition of wisdom and develop measurement tools to measure people's wisdom. Chen et al. (2020) believes that, generally speaking, domestic and foreign researchers generally believe that: (1) wisdom is a multi-level, multi-dimensional overall structure; (2) wisdom generally involves high-level cognitive abilities, knowledge experience or thinking strategies and other intellectual qualities, and the moral character of pursuing good. The wisdom structure of Chinese culture is a multi-level and multi-dimensional structure, consisting of two second-level factors and six first-level factors. The two second-order factors are intelligence and good character, where intelligence includes creative thinking, average intelligence, and profound knowledge; good character includes sound effects, reasonable means, and good motives. The six factors are complementary and complementary to each other (Chen et al., 2020). So, do modesty and cognitive curiosity have an impact on wisdom? And what will be the impact?

This study's insights into the interplay of modesty, cognitive curiosity, and wisdom among Chinese vocational college students hold substantial benefits for several key groups. First, educators and curriculum developers in vocational colleges can use these findings to design educational programs that foster these traits, potentially enhancing students' learning efficiency and personal and professional development. Second, policymakers in the education sector may find the research valuable for informing broader educational strategies and policies aimed at vocational training programs, aligning them with the psychological and developmental needs of students. Lastly, students themselves stand to gain from the application of this research, as a deeper understanding of these traits can lead to more effective self-development strategies and improved interpersonal and professional competencies. These benefits underscore the potential for this research to contribute to the ongoing improvement of vocational education practices, making it a critical resource for stakeholders in the educational community. Therefore, this study will adopt a questionnaire research method, selecting 1089 research subjects from Shandong Linyi Science and Technology Vocational College.

This study and using the questionnaire star for data collection. Researching the relationship between modesty, cognitive curiosity, and wisdom among vocational college students has theoretical and practical significance. Theoretically, this paper can enrich existing theories about modesty, cognitive curiosity, and wisdom, revealing their intrinsic connections and influencing mechanisms. By exploring the performance of these psychological characteristics among vocational college students, the author can further understand the characteristics of human mental development at different educational stages. On a practical level, this paper can provide educational strategies and methods for vocational education on how to cultivate student modesty, stimulate curiosity, and promote wisdom development. Understanding the relationship between modesty, cognitive curiosity, and wisdom helps formulate a training model for cultivating comprehensive vocational talents. Simultaneously, modesty helps establish good interpersonal relationships, curiosity drives knowledge acquisition, and wisdom promotes decision-making and problem-solving abilities, all closely related to good

interpersonal communication skills.

**Objectives of the Study** - This paper examined the differences, relationships, and predictors among modesty, epistemic curiosity, and wisdom in Chinese vocational college students as a basis for developing an educational intervention program. Specifically, it described the profile of the respondents in terms of sex, if only child, number of siblings, and place of residence; determined their types and levels of modesty, epistemic curiosity, and wisdom; tested differences of the variables when grouped based on their profile; established possible relationships among the three variables; tested which significantly wisdom; and proposed an educational intervention program in providing valuable insights for education, talent cultivation, and professional development.

## 2. Methods

**Research Design** - In this research, the researcher focused on a quantitative approach to explore the relationship between cognitive curiosity, modesty, and wisdom among vocational college students. By designing and implementing a detailed questionnaire survey, the researcher collected a substantial amount of data, which encompassed students' attitudes towards statements related to wisdom and their levels of cognitive curiosity. The researcher further employed regression analysis, a statistical technique, to thoroughly analyze these data, aiming to reveal correlations and potential causal relationships between various variables. This rigorous quantitative method allowed for an objective assessment of how cognitive curiosity and modesty impact the development of wisdom, providing valuable insights for vocational education. The strength of this approach lies in its ability to offer clear, quantifiable conclusions, laying a solid foundation for further research and practical application.

**Participants** - The respondents of this study were first-year students at Linyi Vocational College of Science and Technology in Shandong Province. Linyi Vocational College of Science and Technology is a full-time public college at the junior college level, approved by the Shandong Provincial People's Government and registered with the Ministry of Education. It serves as a vocational skills training base for retired soldiers in Linyi City and was initiated by the Lunan Vocational Education Alliance. It is also a member and vice-chairman unit of the Red Culture Research and Education Alliance of Vocational Colleges. Preparations for construction began in August 2018. The college covers an area of 1,218 acres, with a construction area of 341,000 square meters. The total value of instruments and equipment is 130 million yuan, with a collection of 380,000 paper books and 300,000 electronic books. The college has 9 teaching units and 40 majors, with 535 faculty and staff, 14,000 students, and about 6,000 freshmen. The respondents in this study were all first-year students from Linyi Vocational College of Science and Technology. Using stratified sampling, three academies were randomly selected from six academies: the Humanities Academy, the Economics and Management Academy, and the Intelligent Manufacturing Academy. Among all classes in the three academies, 28 classes were randomly selected, and a total of 1,089 online questionnaires were collected. The survey subjects were aged 17 to 21 years old, with an average age of  $18.38 \pm 1.64$  years.

### Measures

**Chinese Modesty Scale (CMS).** The CMS is a questionnaire designed to measure the concept of modesty in Chinese culture. It consists of 20 items, divided into value modesty and instrumental modesty sub-scales. The questionnaire uses a 7-point Likert scale. Hong Ni conducted research using the CMS scale and found that the C-CMS has a similar factor structure, factor loadings, and intercepts for comparable items among Chinese middle school students and American middle school students. This is consistent with previous research on resilience, which has found that resilience factors are similar across cultures (Students' perceptions of resilience-promoting factors in Chinese and American middle schools. *School Psychology International*, 37(5), 435–455). The reliability and validity of the CMS have been verified, with an internal consistency of 0.89 and test-retest reliability of 0.85. Participants are asked to read each item and select their response on the 7-point scale.

**Epistemic Curiosity Scale (ECS).** The ECS is a scale used to measure an individual's knowledge curiosity and desire to explore. The ECS includes two sub-scales: diversive curiosity and specific curiosity, each with five questions. This scale is utilized in Scott's study to understand aspects related to curiosity and knowledge-seeking behavior. In the document, it is mentioned that curiosity is associated with the Light Triad, which includes aspects such as curiosity, perspective, zest, love, kindness, teamwork, forgiveness, and gratitude. It's important to note that the flavor of curiosity associated with the Light Triad, primarily characterized by stretching, differs from the flavor of curiosity associated with the Dark Triad, primarily embracing and deprivation. Mature defense styles are also linked with the Light Triad, as are optimistic beliefs about the self, the world, and one's future, as measured by Beck's cognitive triad. Individuals scoring higher on the Light Triad Scale (LTS) also reported higher self-esteem, authenticity, and a stronger sense of self (Kaufman et al., 2019). The Light vs. Dark Triad of Personality: Contrasting Two Very Different Profiles of Human Nature. *Frontiers in Psychology*, 10). Participants are asked to answer these questions based on their actual situation. The test-retest reliability of the ECS was found to be 0.82.

**Self-Assessed Wisdom Scale (SAWS).** The ECS is a scale used to measure an individual's knowledge curiosity and desire to explore. The ECS includes two sub-scales: diversive curiosity and specific curiosity, each with five questions. This scale was utilized in Scott's study to understand aspects related to curiosity and knowledge-seeking behavior. The study mentions that curiosity is associated with the Light Triad, which includes traits such as curiosity, perspective, zest, love, kindness, teamwork, forgiveness, and gratitude. It's important to note that the flavor of curiosity associated with the Light Triad, primarily characterized by stretching, differs from the flavor of curiosity associated with the Dark Triad, primarily embracing and deprivation. Mature defense styles are also linked with the Light Triad, as are optimistic beliefs about the self, the world, and one's future, as measured by Beck's cognitive triad. Individuals scoring higher on the Light Triad Scale (LTS) also reported higher self-esteem, authenticity, and a stronger sense of self (Kaufman et al., 2019). The Light vs. Dark Triad of Personality: Contrasting Two Very Different Profiles of Human Nature. *Frontiers in Psychology*, 10). Participants are asked to answer these questions based on their actual situation. The test-retest reliability of the ECS was found to be 0.82.

**Data Gathering Procedure** - Before deciding on the research topic, this thesis delved deeply into the literature of the relevant field. This study also had in-depth discussions with domestic research teams to understand their thoughts and get their opinions. Various databases such as CNKI, Web of Science, and Google Scholar were consulted to find articles and papers related to the research topic. Through this process, familiarity with frontier research in the field, the main researchers, and the unresolved issues was achieved, providing direction for subsequent efforts. After determining the research direction, the research title was conceived. Following the adviser's requirements, three potential titles were written down and discussed with the adviser. After revisions and improvements based on the adviser's suggestions, the official research proposal was submitted and eventually received approval for the title. As the research involved data collection, standardized testing tools were chosen. These tools have been proven to be effective and reliable in previous research. Efforts were made to understand the background, purpose, and methods of these tests to ensure the accuracy of the data. During the writing process, it was found that three questionnaires needed to be used. To avoid copyright issues, the original authors or publishers were contacted to request permission to use these materials. Most authors were happy to grant permission, provided their work was correctly cited in the paper. Since the research involved human participants, a detailed informed consent form was drafted. This document described the purpose, process, potential risks, and benefits of the research. Each participant was required to sign this document before participating in the research, ensuring they understood and agreed to participate. The writing of the title then began, and preparation for the defense followed. This process, though challenging, was very rewarding. Each step required deep thought, collaboration, and continuous learning. It was not just about completing a paper but also a training exercise in academic research capabilities.

**Data Analysis** - The thesis initially processed data using SPSS 26.0 software. To ensure the data was not influenced by common method bias, it employed the Harman single-factor test. Subsequently, descriptive

statistical analysis was conducted, involving several statistical tools. Frequency and percentage were used to describe the profile of the respondents, followed by the calculation of mean and standard deviation for each variable. Moreover, analysis of variance (ANOVA) was utilized to measure differences in the three variables when grouped based on their profiles. In the analysis of the correlations between variables, focusing particularly on the relationship between modesty, epistemic curiosity, and wisdom, Pearson's  $r$  was used. Regression analysis was then performed, selecting modesty and epistemic curiosity as independent variables and wisdom as the dependent variable. In summary, the author employed a series of detailed and specific steps to process and analyze the data, ensuring that the research results are both accurate and comprehensive through the guidance of an assigned statistician.

**Ethical Considerations** - This research adheres to the highest standards of ethical research practices. Key considerations include approval and permissions where the research topic and methods were reviewed and approved by the respected supervisor. All standardized testing tools and materials used were licensed, respecting intellectual property rights. For informed consent, respondents received detailed information about the research's purpose, procedures, potential risks, and benefits before participation. Informed consent was obtained to ensure voluntary participation. In terms of confidentiality and anonymity, respondents confidentiality and anonymity were strictly maintained throughout the research process. Data were anonymized and securely stored, accessible only to the research team. For data integrity and transparency, data collection and analysis were conducted with the utmost integrity. The collected data was handed over to the school for analysis. Methodological transparency was maintained, and findings were presented honestly, without fabrication or falsification. As to respect for respondents, all of them were treated with respect and dignity. Adequate care was taken to minimize any potential discomfort or harm during the research process. Also, vocational college students were provided with information on post-study support and contact details for the research team, ensuring ongoing care and support. Hence, this ethical framework guided all aspects of the research, reflecting a commitment to responsible and respectful scientific inquiry. Furthermore, researcher considered the potential impact of the study on participants' self-perception and relationships. Exploring sensitive topics like modesty, curiosity, and wisdom might evoke emotional responses or self-reflection, which could influence participants' well-being. To mitigate this, the researcher provided opportunities for participants to discuss their experiences and offer support or counseling services if needed.

### 3. Results and discussion

**Table 1**  
*Respondent's Demographic Profile (n=1089)*

Profile	f	%
Sex		
Male	575	52.8
Female	513	47.1
If Only Child		
Yes	190	17.4
No	898	82.5
No. of Siblings		
has 1 other sibling	4.2	4.2
Has 2 other siblings	60.8	60.8
Has 3 other siblings	13.4	13.4
Has 4 other siblings	1.7	1.7
Has 5 other siblings	.5	.5
Place of Residence		
Rural	949	87.1
Urban	139	12.8

Table 1 displays the demographic frequency distribution of 1089 respondents. These respondents are all first-year students from Linyi Science and Technology Vocational College, coming from various departments. A selection of both science and humanities majors was made to balance different types of specialties, as well as gender balance. The main contents of the table include gender distribution, whether they are only children, the

number of siblings, and the location of the family. The specific data are as follows: In terms of gender, male students slightly outnumber female students, with males accounting for 52.8% and females 47.1%; regarding only children, the majority are not only children, accounting for 82.5%, while only children make up 17.4%; in terms of the number of siblings, most students have 1-2 siblings, specifically, 17.4% have no siblings, 21.8% have one sibling, and 60.8% have two; in terms of family location, 87.1% of students come from rural areas, and 12.8% are urban students.

The one-child policy, implemented in China from 1979, was a family planning policy that limited most families to having only one child. However, with socio-economic development and demographic changes, China relaxed the policy in 2016, allowing couples to have two children. Only children who grew up during the policy implementation often exhibit some unique psychological characteristics. Being the sole focus of the family, they might be more subject to family expectations and attention, thereby exhibiting certain self-demands and a sense of responsibility. At the same time, only children might face a sense of loneliness, as they have no siblings in the family, and the development of social skills might face certain challenges. In contrast, children with siblings in the family are more likely to learn to share, cooperate, and compete, which helps them develop social skills. However, they might need to compete for attention and support in limited family resources. With the adjustment of the one-child policy and the diversification of family structures, the psychological characteristics of only children and children with siblings are gradually becoming more diverse. Studying and focusing on these psychological characteristics helps to better understand individual psychological development under China's unique national conditions.

Among students in vocational colleges in China, the phenomenon of a predominance of rural students may stem from several reasons. Firstly, compared to urban areas, rural areas might have fewer educational resources, leading rural students to prefer attending nearby vocational colleges instead of leaving their hometowns. Secondly, rural families may be economically more challenged, making vocational colleges a more economical choice. The inclusion of this variable helps provide a more comprehensive student profile, offering more specific background information for further research on the relationship between modesty, cognitive curiosity, and wisdom. Simultaneously, combining the distribution of family location can also better understand the relationship between modesty, cognitive curiosity, and wisdom formed by vocational college students under specific social backgrounds.

**Table 2**  
*Respondent's Level of Modesty (n= 1089)*

Subscales	Mean	Std.	Rank	Int.
Value Modesty	4.05	0.67	1	Agree
Instrumental Modesty	3.15	0.84	2	Not Necessarily
Overall Modesty	3.75	0.54	Average	

Legend: Average 3.75 ; For the subscale, The higher the score, the more is the specific dimension is exhibited by the respondents

Table 2 shows the level of modesty among these college student subjects, including value modesty, instrumental modesty, and overall modesty. The specific data are as follows: the average score for value modesty is 4.05 with a standard deviation of 0.67; the average score for instrumental modesty is 3.15 with a standard deviation of 0.84, indicating that value modesty is higher than instrumental modesty. The overall modesty average score is 3.75 with a standard deviation of 0.54, indicating that students are generally at a medium level of modesty.

There are two types of modesty in Chinese culture: value modesty and instrumental modesty. Value modesty refers to the recognition and adherence to a low-key way of doing things and gracefully accepting the sacrifices that modesty may require. Those who value modesty consider it a virtue, emphasizing that modesty itself is valuable, and firmly regard modesty as the ultimate goal. In contrast, instrumental modesty emphasizes that the purpose of humble behavior is to achieve steadfast-restrained flexibility and advantage-overcoming weakness through modest self-presentation. Instrumental humblers only emphasize the utilitarian value of modesty; their primary purpose of humble behavior is to achieve other utilitarian goals. The former is pan-situational and

non-utilitarian, while the latter is situational and utilitarian.

This study shows that vocational college students generally hold a higher level of value modesty. This is consistent with previous research findings. Chinese people prefer value modesty, while Westerners, for the maximization of their own interests, pay more attention to instrumental modesty. This difference may be related to different expectations of individual behavior and social interaction in different cultural backgrounds. In Chinese society, individual behavior is often influenced by collective values and traditional virtues, while in Western culture, individualism and personal achievement may be more valued. Therefore, this cultural difference may be the main reason for the different manifestations of value modesty and instrumental modesty in different cultural contexts.

**Table 3**

*Respondent's Type and Level of Epistemic Curiosity (n= 1089)*

Type	Mean	Median	Rank	Interpretation
I Type	3.14	0.77	1	Often
D Type	2.94	0.78	2	Often
<i>Overall Curiosity</i>	<i>30.42</i>	<i>7.35</i>		<i>Average</i>

Legend: 30+ higher epistemic curiosity; I-type epistemic curiosity (Items 1, 3, 6, 8, 10): Focuses on internal motivations and experiences of curiosity, such as the enjoyment of learning and thinking. Score range: 5 to 20; D-type epistemic curiosity (Items 2, 4, 5, 7, 9): Focuses on external motivations and goals for seeking knowledge, such as problem-solving and achieving mastery. Score range: 5 to 20.

Table 3 presents the curiosity levels of the surveyed college students, including Interest-type (I-type) and Deprivation-type (D-type) curiosity. The specific data are as follows: the average score for I-type curiosity is 3.14, with a median of 0.77; for D-type curiosity, the average score is 2.94, with a median of 0.78. Interest-type (I-type) curiosity is slightly higher than Deprivation-type (D-type) curiosity. This indicates that college students generally possess a stronger intrinsic-driven curiosity, enjoying learning and thinking, and showing interest in new things and knowledge.

I-type curiosity involves the anticipated pleasure of new discoveries, whereas D-type curiosity involves reducing uncertainty and eliminating the state of unpleasant ignorance. Therefore, I-type EC and D-type EC are theorized to correspond to very different types of learning goals: I-type EC is related to acquiring knowledge for the intrinsic pleasure of learning itself (i.e., mastery-oriented learning), while D-type EC is conceptualized as "need to know," where the correctness, accuracy, and relevance of the needed information to a specific unknown are crucial (i.e., performance-oriented learning). Additionally, D-type EC is conceptualized as a state of unmet need and is hypothesized to be a stronger knowledge-seeking motivation than I-type EC: a higher score on I-type suggests a stronger intrinsic drive for learning and exploration, while a higher score on D-type indicates a more focused curiosity directed towards solving problems or achieving specific goals.

According to the results in Table 3, college students scored slightly higher on Interest-type (I-type) curiosity than Deprivation-type (D-type) curiosity, showing a stronger intrinsic motivation for new discoveries and learning. In the context of Chinese society and educational background, this higher score of I-type curiosity might reflect Chinese students' preference for mastery-oriented learning, that is, learning for the intrinsic pleasure of knowledge itself. This aligns with the lifelong learning and respect for knowledge emphasized in traditional Chinese education. Meanwhile, the lower score of D-type curiosity might indicate that students have relatively weaker curiosity when facing specific problems and goals, which could be related to the emphasis on exam scores and actual achievements in the modern Chinese educational system. These findings suggest that Chinese college students might focus more on the accumulation and understanding of intrinsic knowledge in the process of developing wisdom, rather than just coping with external exams and challenges. This intrinsic-driven curiosity might promote deeper levels of thinking and reflection, which are key elements in the development of wisdom.

Table 4 presents the respondents' self-assessed wisdom. This scale is a six-point scale, ranging from 1 ("strongly disagree") to 6 ("strongly agree"). The higher the score, the higher the level of perceived wisdom. This table includes a series of statements about wisdom, which participants score based on their degree of agreement.



For example, some statements involve not being emotionally disturbed during decision-making, enjoying various types of music, having experiences dealing with different types of people, encountering moral dilemmas, and being able to laugh at one's past mistakes.

**Table 4**  
*Respondent's Self-Assessed Wisdom (n= 1089)*

Indicators	Mean	Std.	Rank	Int.
7. This study am generally not distracted by emotions when making decisions.	3.95	1.16	35.5	-
10. In addition to the type of music that This study particularly like, This study also like other types of music.	4.51	1.09	2	-
11. This study have dealt with many different types of people so far.	4.49	1.07	3.5	-
16. This study have experienced many moral dilemmas	3.90	1.16	37	-
24. Now This study can laugh about the mistakes This study have made without holding myself back.	3.95	1.23	35.5	-
30. The more people around me have different opinions than mine, the happier This study am.	3.24	1.31	40	-
31. This study think it is inappropriate to "judge a book by its appearance".	4.74	1.15	1	-
32. This study can adjust my emotions according to the needs of the situation	4.49	0.98	3.5	-
35. This study am curious about some religious beliefs or philosophical systems.	3.65	1.42	38.5	-
37. This study seem to have a gift for reading other people's emotions	4.46	0.98	5	-
39. This study can comfort others by laughing at myself.	3.65	1.36	38.5	-
<b>Overall Self Assessed Wisdom</b>	<b>170.63</b>	<b>28.17</b>	<b>Moderate</b>	

Legend: 1.00 – 1.49 not true, 1.50 – 2.49 sometimes true, 2.50 – 3.49 often true, 3.50 – 4.00 almost always true; 100 - 150 Low, 151 – 200 Moderate, 201 – 250 High; Interpretation per item not included as the questionnaire's likert scale used was a continuum

In this table, the top five and bottom five options are ranked according to the self-assessed wisdom scores of the respondents, with each option listing the corresponding average score and standard deviation. For instance, the top-ranked item is Question 31 - "I think it is inappropriate to 'judge a book by its appearance'," with an average score of 4.74. The second-ranked item is Question 10 - "In addition to the type of music that I particularly like, I also enjoy other types of music," scoring 4.51; tied for third place are Question 11 - "I have dealt with many different types of people so far" and Question 32 - "I can adjust my emotions according to the needs of the situation," both with an average score of 4.49.

Analyzing the results of this table reveals some key points. First, as a vocational college student, cognitive curiosity plays an important role in learning and exploring new knowledge. The items in the table that reflect openness to new experiences and interest in various topics are closely related to cognitive curiosity. High scores in these items could indicate strong cognitive curiosity. Next, modesty is another important personal trait. It may be related to items in the table that reflect self-awareness, acknowledgment of one's limitations, and openness to learning from mistakes. Lower scores in these aspects might suggest higher levels of modesty. Modesty makes individuals more willing to accept different perspectives and experiences, thereby enhancing understanding and wisdom. Overall, combining the results of the table with our analysis of personal traits, cognitive curiosity and modesty significantly impact the development of wisdom among vocational college students. Cognitive curiosity encourages exploration and learning, while modesty helps maintain an open mindset. Both factors are crucial for the growth of wisdom.

**Table 5**  
*Differences on the Respondent's Modesty when compared according to Profile (n=1089)*

Profile	Value Modesty			Instrumental Modesty			Overall Modesty		
	t/F	p-value	Int.	t/F	p-value	Int.	t/F	p-value	Int.
Sex	2.433	.015	S	-.982	.327	NS	1.486	.138	NS
Only Child	1.616	.106	NS	-.287	.774	NS	1.177	.239	NS
No.of Siblings	.879	.494	NS	.242	.944	NS	.542	.744	NS
Place of Residence	-.495	.620	NS	-2.053	.040	S	-1.469	.142	NS

Legend: Difference is significant at 0.05 alpha level, S – Significant, NS – Not Significant

Table 5 compares the differences in modesty among the respondents based on different personal profiles (gender, whether an only child, number of siblings, and family location). Key findings include:

In terms of value modesty, there was a significant gender difference ( $p=0.015$ ), with male students showing

higher value modesty than female students. For instrumental modesty, the location of the family had a significant impact ( $p=0.040$ ), with participants from urban areas showing significantly higher levels of instrumental modesty than those from rural areas. These results suggest that men and women differ in their level of modesty regarding value concepts. Modesty, as a personality trait, exhibits differences across various demographic characteristics. These differences may be related to factors such as gender roles, family education, and socio-cultural background. For example, the significant difference in value modesty based on gender might reflect different understandings and emphases on values by different genders. The influence of family location on instrumental modesty may be related to different life experiences and social environments in different areas.

Value modesty refers to recognizing and adhering to a low-key way of doing things and gracefully accepting the sacrifices that modesty may require. People who value modesty consider it a virtue, emphasizing that modesty itself is valuable, and firmly regard modesty as the ultimate goal. My research shows that among vocational college students around the age of 18, male students have higher value modesty than female students. This is inconsistent with previous research. Existing studies have shown that women are often more sensitive to the interpersonal risks caused by a lack of modesty than men. Women are more likely to underpredict their own performance compared to men and are more averse to boastful behavior. When making attributions, women are more likely to attribute failure to themselves and less likely to take credit for success than men.

I believe the reasons for the inconsistency between my research and previous studies are as follows: This inconsistency may reflect the impact of social changes on gender concepts. Previous studies were focused in the 1980s and 1990s. With social changes, the social status and roles of women have changed significantly. Past studies have shown that early society's expectations for women emphasized more on modesty, gentleness, and avoiding self-aggrandizement. However, over time, as women's status in the workplace, education, and social participation has gradually increased, they have more opportunities to demonstrate their strengths and abilities. On the other hand, college students, transitioning from high school to university, are formally entering the stage of sexual maturity and beginning to engage in mate selection. College-aged men, whose social status and economic ability are not yet established, have relatively lower mate selection advantages compared to women of the most advantageous age group. Therefore, college-aged men may exhibit higher value modesty compared to women.

In terms of instrumental modesty, the location of the family had a significant impact ( $p=0.040$ ), with students from cities showing higher instrumental modesty than students from rural areas. There were no statistically significant differences in the scores of other dimensions of modesty among college students from different living environments ( $p>0.05$ ). Instrumental modesty emphasizes that the purpose of humble behavior is to achieve steadfast-restrained flexibility and advantage-overcoming weakness through modest self-presentation. Instrumental humblers emphasize the utilitarian value of modesty; their main purpose of humble behavior is to achieve other utilitarian goals. This difference may reflect the differences in education and values received by urban and rural students in their family environment and socio-cultural background.

In urban life, individuals are more likely to be exposed to diverse social resources, information, and opportunities, which may foster more confident and instrumental modesty attitudes. The diversity and competitive environment of the city might make students more focused on self-presentation in social and professional contexts, thereby emphasizing the importance of instrumental modesty. Conversely, in rural areas, due to the relatively closed social environment and more traditional values, students may pay more attention to the sense of identification with family and community, and their need for performance in social situations may be lower. This might lead to their lower scores in instrumental modesty, relatively more focused on the non-instrumental values of modesty. Overall, the differences in the level of modesty between urban and rural students may stem from the different social, cultural, and educational resources they are exposed to during their growth, thus affecting their cognition and performance of instrumental modesty.

**Table 6***Differences on the Respondent's Epistemic Curiosity when compared according to Profile (N=1089)*

Profile	I Type			D Type			Overall Curiosity		
	t/F	p-value	Int.	t/F	p-value	Int.	t/F	p-value	Int.
Sex	.726	.468	NS	.357	.721	NS	.568	.570	NS
Only Child	.842	.400	NS	.631	.528	NS	.775	.439	NS
No.of Siblings	.627	.679	NS	.269	.930	NS	.345	.886	NS
Place of Residence	-1.607	.108	NS	-1.400	.162	NS	-1.582	.114	NS

Legend: Difference is significant at 0.05 alpha level, S – Significant, NS – Not Significant

Table 6 analyzes the curiosity of 1,089 respondents and compares the effects of different demographic characteristics (gender, whether an only child, number of siblings, and family location) on Interest-type (I-type) and Deprivation-type (D-type) curiosity, as well as overall curiosity. A key finding is that all demographic characteristics do not significantly influence Interest-type and Deprivation-type curiosity, as well as overall curiosity ( $p > 0.05$ ). This indicates that regardless of gender, whether an only child, the number of siblings, or family location, there are no significant differences in the level of curiosity among respondents.

The lack of significant differences in Interest-type (I-type), Deprivation-type (D-type), and overall curiosity levels among vocational college students may be influenced by several factors. First, vocational college students generally have similar educational backgrounds and professional orientations, which might lead to relatively consistent expressions of Interest-type curiosity in specific areas. The lack of significant differences could be due to a certain commonality among students in terms of professional knowledge, leading to a relatively uniform level of Interest-type curiosity.

Second, vocational college students might come from similar social environments and be influenced by similar social and cultural backgrounds. This similarity could lead to consistent performances in Deprivation-type curiosity and overall curiosity, as they may have similar reactions when facing new things. Additionally, students entering vocational colleges may have similar career expectations and employment directions, which might result in a relatively consistent level of overall curiosity. Common career pursuits might lead to a generally uniform trend in various types of curiosity. Lastly, vocational college students choosing similar majors and schools might lead to a higher degree of homogeneity within this group, resulting in less significant differences in levels of curiosity. The interaction of these factors might lead to the lack of significant differences in both Interest-type and Deprivation-type curiosity among vocational college students, reflecting their similarities in education, social, and professional aspects.

**Table 7***Differences on the Respondent's Self Assessed Wisdom when grouped according to Profile (n=1089)*

Profile	t/F	p-value	Interpretation
Sex	1.932	.054	Not Significant
Only Child	1.075	.283	Not Significant
No.of Siblings	1.480	.193	Not Significant
Place of Residence	-.414	.679	Not Significant

Legend: Difference is significant at 0.05 alpha level,

Table 7 analyzes the self-assessed wisdom of 1,089 respondents, examining the impact of demographic characteristics such as gender, whether an only child, the number of siblings, and family location on wisdom scores. A key finding is that none of the demographic characteristics examined had a significant impact on self-assessed wisdom (all p-values greater than 0.05). This indicates that factors such as gender, being an only child, the number of siblings, or family location do not significantly influence the level of self-assessed wisdom among college students.

Considering various characteristics of vocational college students, including age, the following reasons might explain this finding: First, vocational college students are typically in a relatively similar age group, which might result in a high level of homogeneity. The lack of significant differences in demographic characteristics among students leads to a relatively consistent trend in the impact of these factors on self-assessed wisdom

across the entire group. Secondly, vocational college students might be more influenced by factors like college entrance exam scores, subjects, and majors, which could have a more direct impact on their wisdom scores than demographic characteristics. In this context, the influence of demographic characteristics might be relatively weak. Lastly, most students at Linyi Science and Technology Vocational College come from Shandong Province and share a common regional and cultural background. Therefore, the similarity in these cultural and social background characteristics leads to no significant differences in the self-assessed wisdom of vocational college students.

**Table 8**  
*Correlation Matrix of the Variables of the Study (N=1089)*

	Modesty			Epidemic uriousity			Wisdom		
	$r_{xy}$	p-value	Int.	$r_{xy}$	p-value	Int.	$r_{xy}$	p-value	Int.
Modesty	-	-	-	<b>.339</b>	<b>.000</b>	HS	<b>.271</b>	<b>.000</b>	HS
Curiosity	<b>.339</b>	<b>.000</b>	HS	-	-	-	<b>.397</b>	<b>.000</b>	HS
Wisdom	<b>.271</b>	<b>.000</b>	HS	.397	.000	HS	-	-	-

Legend: Difference is significant at 0.05 alpha level, S – Significant, NS – Not Significant, HS – Highly Significant

Table 8 analyzes the correlations among modesty, curiosity, and wisdom in 1,089 respondents. The main findings include: a significant correlation between modesty and epistemic curiosity ( $r=0.339$ ,  $p<0.001$ ); a significant positive correlation between modesty and wisdom ( $r=0.271$ ,  $p<0.001$ ); and the strongest correlation exists between epistemic curiosity and wisdom ( $r=0.397$ ,  $p<0.001$ ).

The relationships among modesty, cognitive curiosity, and wisdom show significant interactions. The positive correlation between modesty and cognitive curiosity suggests an inherent psychological mechanism: modesty may encourage individuals to remain open to different viewpoints and new information, thereby stimulating a desire to explore new things. This mindset provides fertile ground for nurturing cognitive curiosity. Meanwhile, the positive correlation between modesty and wisdom might reflect that humble individuals are more cautious and thorough in processing information and decision-making, contributing to the development of wisdom. Wisdom involves not only the accumulation of knowledge but also a deep understanding of information and critical thinking, and modesty provides the necessary psychological attitude for this process. Furthermore, the positive correlation between cognitive curiosity and wisdom emphasizes the importance of exploring new knowledge and experiences in the development of wisdom. Cognitive curiosity drives individuals to pursue new knowledge, continually expanding their cognitive boundaries, which is key to the growth of wisdom.

These findings are significant for understanding how individual personality traits influence cognitive and emotional processes. They suggest that fostering modesty and cognitive curiosity can promote the development of wisdom, which has important implications for educational practice and personal growth. Additionally, these results offer a new perspective for future research, namely exploring how personality traits influence individual wisdom development through psychological processes.

Considering that the subjects are vocational college students, these findings have important implications for their future development. Vocational college students are at a critical period of vocational and personality development, and their educational background and life experiences provide unique opportunities for cultivating modesty and cognitive curiosity. Modesty can help them better accept and utilize diverse information and perspectives, while cognitive curiosity stimulates their exploration of professional knowledge and skills. The cultivation of these traits not only promotes the development of wisdom but also helps them adapt to the rapidly changing professional environment, enhancing their career competitiveness. Therefore, educators and policymakers should emphasize fostering modesty and cognitive curiosity in vocational education to promote their comprehensive development.

Table 9 provides a regression analysis of the relationships among modesty, cognitive curiosity, and wisdom among 1,089 respondents. The main findings include: modesty has a significant predictive effect on wisdom (Beta=0.155,  $p<0.001$ ); cognitive curiosity also has a significant positive predictive effect on wisdom

(Beta=0.344,  $p < 0.001$ ).

**Table 9**  
*Significant Predictor of Wisdom (N=1089)*

Predictor	Dependent Variable	Std.error	Beta	Sig.	Interpretation
Modesty	Wisdom	1.520	.155	.000	Predictor
	Curiosity	.379	.249	.000	Predictor
Curiosity	Wisdom	.112	.344	.000	Predictor
	Modesty	.002	.274	.000	Predictor
Wisdom	Modesty	.001	.163	.000	Predictor
	Curiosity	.007	.329	.000	Predictor

From the psychological development characteristics of vocational college students, I believe that cognitive curiosity and modesty's positive prediction of wisdom is of significant importance: vocational students are at a critical stage of psychological development, transitioning from adolescence to adulthood. During this period, cognitive curiosity is particularly important as it drives students to explore their self-identity, vocational interests, and social roles. Cognitive curiosity prompts vocational students to actively seek knowledge, not only in their professional studies but also in understanding a wide range of social phenomena. This quest for knowledge helps them better understand themselves and the world around them, contributing to psychological health and personal growth. Modesty is an important social and psychological skill, especially crucial for vocational students. Learning modesty before entering society or the workplace can help them better adapt to diverse social environments. Modesty enables individuals to more easily accept new knowledge and different viewpoints, essential for developing critical thinking and social skills. From a psychological development perspective, modesty helps form a more mature and balanced personality. Cognitive curiosity and modesty not only aid in the development of wisdom but also positively impact the psychological health of vocational students. Curiosity leads them to explore new areas, alleviating stress and anxiety, while modesty helps establish positive interpersonal relationships and self-awareness, thereby enhancing psychological resilience and well-being. Overall, cognitive curiosity and modesty play a crucial role in the psychological development of vocational students. These traits not only facilitate the formation of wisdom but also promote their social adaptability, psychological health, and personal growth. Therefore, in vocational education, it is important to focus on cultivating these traits to provide students with opportunities for comprehensive development.

Cognitive curiosity and modesty both positively predict wisdom. This finding has important implications for educational practices and career development: in vocational education, fostering students' cognitive curiosity and modesty can promote the development of wisdom. For instance, educators can design courses and activities that stimulate students' desire to explore and their curiosity about new knowledge, while encouraging them to acknowledge their shortcomings and learn from mistakes. In this way, students can progress academically and grow in social and emotional intelligence. Businesses and organizations can value the traits of cognitive curiosity and modesty in their recruitment and training processes. These traits not only aid in individuals' innovation and problem-solving abilities but also foster team cooperation and a positive work environment. For example, companies can include programs that cultivate these traits in their employee development plans, such as team-building activities and leadership training. The importance of cognitive curiosity and modesty as predictors of wisdom can also be promoted on a broader societal level. In public policy making, community building, and cultural development, various public projects and activities can encourage the public to exhibit these traits. For instance, public libraries and community centers can organize lectures and seminars, encouraging people to explore new fields while learning to appreciate and learn from others' viewpoints.

In summary, as key factors in the development of wisdom, cognitive curiosity and modesty have wide-ranging applications in education, career development, and societal levels. Promoting the development of these traits in these areas can help individuals and society make wiser decisions, creating a more harmonious work and living environment.

**Table 10***Proposed Educational Intervention Program for Vocational College Students*

Key Concern Area	Objectives	Program/ Strategies	Activities	Persons Involved	Success Indicators
Average Modesty	<ul style="list-style-type: none"> <li>-To overcome self-centered thinking and cultivate a humble attitude and behavior.</li> <li>-To actively seek feedback and advice to continuously improve one's performance and skills.</li> <li>-To learn to acknowledge one's limitations and be willing to learn from others and accept assistance.</li> <li>-To foster a spirit of collaboration with peers and teachers to establish positive academic and social relationships.</li> </ul>	<p>Counseling This strategy will address specific concerns of the participants who have special cases.</p> <p>Lecture/Seminar- Workshop This strategy will help them to gather important information and improve their modesty</p> <p>seminar It helps them organize their modest body of knowledge</p>	<p>"Path of Self-Reflection" Questionnaires (Monthly)</p> <p>"Voice of Modesty" Debates (Bi-weekly)</p> <p>"Power of Stories" Sharing Sessions (Monthly)</p> <p>"Growing Together" Peer Mentoring Meetings (Bi-monthly)</p>	<p>College students</p> <p>Communication experts</p> <p>Sociologists</p> <p>peer mentors.</p>	<ul style="list-style-type: none"> <li>-Enhanced self-reflection skills.</li> <li>-Positive changes in interpersonal behavior.</li> <li>-Increased appreciation for diverse perspectives.</li> </ul>
Average Epistemic Curiosity	<ul style="list-style-type: none"> <li>-To cultivate the habit of asking questions and seeking answers proactively to continually explore the depth and breadth of knowledge.</li> <li>-To enhance the ability to search for and evaluate information effectively to acquire reliable knowledge.</li> <li>-To encourage exploration in various academic disciplines to promote interdisciplinary thinking and innovation.</li> <li>-To develop critical thinking skills, actively questioning and scrutinizing information for a more comprehensive understanding of complex issues.</li> </ul>	<p>Counseling This strategy will address specific concerns of the participants who have special cases.</p> <p>Lecture/Seminar- Workshop This strategy will help them to gather important information and improve their epistemic curiosity</p> <p>seminar It helps them organize their Epistemic Curiosity body of knowledge</p>	<p>"Creative Journey" Workshops (Monthly)</p> <p>"Window of Wisdom" Guest Lectures (Bi-monthly)</p> <p>"Interdisciplinary Thinking" Project Presentations (Semester-based)</p> <p>"Innovation Lab" Showcases (Quarterly)</p>	<p>College students</p> <p>Technology experts</p> <p>creative professionals</p> <p>academic researchers.</p>	<ul style="list-style-type: none"> <li>-Development of problem-solving skills.</li> <li>-Increased engagement in innovative activities.</li> <li>-Enhanced critical thinking abilities.</li> </ul>
Moderate Wisdom	<ul style="list-style-type: none"> <li>-To foster the ability to think comprehensively and make decisions that consider not only personal interests but also social and moral factors.</li> <li>-To learn from experiences and continuously improve and adapt to new situations.</li> <li>-To improve problem-solving and decision-making skills, employing systematic approaches to address complex issues.</li> <li>-To encourage students to engage in solving real-world problems, promoting the application and practicality of wisdom.</li> </ul>	<p>Counseling This strategy will address specific concerns of the participants who have special cases.</p> <p>Lecture/Seminar- Workshop This strategy will help them to gather important information and improve their wisdom.</p>	<p>"Ethical Deliberation" Group Discussions (Weekly)</p> <p>"Wise Leaders" Comparative Studies (Monthly)</p> <p>"Community Collaboration" Projects</p> <p>"Ethics and Literature" Workshops (Bi-monthly)</p>	<p>College students</p> <p>Historians</p> <p>Ethicists</p> <p>literature professors</p>	<ul style="list-style-type: none"> <li>-Ability to integrate multiple perspectives in decision-making.</li> <li>-Enhanced understanding of ethical considerations.</li> <li>-Improved critical analysis of current events.</li> </ul>

Table 10 describes interventions aimed at enhancing interpersonal skills, empathy, and social relationship quality among college students from single-parent families. The interventions are divided into three main areas: average modesty, average cognitive curiosity, and moderate wisdom, each with specific goals, strategies, activities, participants, and success indicators.

**Average Modesty:** Goals include overcoming self-centered thinking, fostering a humble attitude and behavior, seeking feedback and advice for personal improvement, recognizing one's limitations, and being open to learning from others. Strategies and activities involve counseling, lectures/seminars, workshops, self-assessment questionnaires, debates, and storytelling. Participants include students, communication experts, sociologists, and peer mentors. Success indicators are improved self-reflection, positive changes in interpersonal behavior, and increased appreciation for diverse perspectives.

**Average Cognitive Curiosity:** Goals include cultivating a habit of actively asking questions and seeking answers, enhancing information search and evaluation skills, encouraging exploration in various disciplines to promote interdisciplinary thinking and innovation, and actively developing critical thinking skills. Strategies and activities encompass counseling, lectures/seminars, one-on-one counseling, creative thinking workshops, and guest lectures. Participants include students, technology experts, creative professionals, and academic researchers. Success indicators are the development of problem-solving skills, increased participation in innovative activities, and enhanced critical thinking.

**Moderate Wisdom:** Goals involve developing comprehensive thinking and decision-making that considers personal interests along with societal and ethical factors, learning from experiences, and continuously improving and adapting to new situations, and enhancing skills in using systematic approaches to solve complex problems. Strategies and activities include counseling, lectures/seminars, group discussions, training, workshops, comparative studies of wise leaders, and collaborative projects. Participants comprise students, historians, ethicists, and literature professors. Success indicators are the ability to integrate multiple perspectives in decision-making, a deeper understanding of ethical considerations, and improved critical analysis of current events.

In summary, these interventions aim to assist college students from single-parent families in enhancing their interpersonal skills, empathy, and social relationship quality, thereby better adapting to society and improving personal growth.

#### **4. Conclusions and recommendations**

The majority of the respondents are female vocational students with siblings residing in a rural area. This high number of female respondents could suggest increased female participation in traditionally male-dominated fields. Vocational college students have average modesty and epistemic curiosity but moderate wisdom. The average scores across all three traits suggest potential to cultivate higher levels of these qualities, which could benefit students' personal and professional growth. This paper found significant differences in modesty based on gender and household location. Males showed higher value modesty ( $p=0.015$ ), and urban students exhibited greater instrumental modesty than rural ones ( $p=0.040$ ). These variations in modesty could relate to gender roles, family education, and socio-cultural factors, suggesting that different experiences and environments influence personal traits like modesty. This paper reveals significant relationships among modesty, cognitive curiosity, and wisdom. Modesty and curiosity show a notable correlation ( $r=0.339$ ,  $p<0.001$ ), modesty positively correlates with wisdom ( $r=0.271$ ,  $p<0.001$ ), and curiosity has the strongest link with wisdom ( $r=0.397$ ,  $p<0.001$ ). These findings suggest that modesty fosters openness to new perspectives, stimulating cognitive curiosity and aiding thorough information processing, which develops wisdom. Curiosity's role in expanding cognitive boundaries is key to nurturing wisdom. Regression analysis shows modesty ( $\text{Beta}=0.155$ ,  $p<0.001$ ) and cognitive curiosity ( $\text{Beta}=0.344$ ,  $p<0.001$ ) significantly predict wisdom. This indicates both traits are crucial in determining an individual's wisdom level. A proposed Educational Intervention Program was developed to cultivate wisdom, enhance epistemic curiosity, and address modesty.

Vocational college students may embrace their epistemic curiosity by seeking out diverse learning experiences and refining their wisdom by practicing critical thinking. This will help them develop into well-rounded, knowledgeable, and confident professionals in their chosen vocational fields. Teachers may actively encourage female students to participate in traditionally male-dominated fields, providing support and guidance to promote diversity and gender equality. Additionally, educators should focus on cultivating students' modesty, curiosity, and wisdom through innovative educational programs to facilitate their personal and professional growth. School officials may formulate policies and plans to encourage the participation of female students in various fields. They should also support educators in creating inclusive and supportive learning environments to meet the needs of students from diverse backgrounds. The Chinese Ministry of Education may establish policies and guidelines to encourage universities and vocational colleges to adopt proactive educational

approaches in cultivating modesty, curiosity, and wisdom. Additionally, they can support initiatives for gender equality and diversity to ensure equal opportunities for all. Future researchers may conduct similar studies by developing evidence-based practices to translate research findings into practical tools and resources that can be readily implemented by vocational educators and counselors to support their students' personal and professional growth. The proposed educational intervention program may be checked, reviewed, and validated by school officials before its consideration for further improvement.

## 5. References

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