



## EXAMINING THE RELATIONSHIP BETWEEN PATIENCE, EMOTION REGULATION DIFFICULTY AND COGNITIVE FLEXIBILITY

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### Abstract:

In this study, it was aimed to investigate the relationship between patience, emotion regulation difficulty, and cognitive flexibility among university students, and to determine the predictability of patience in cognitive flexibility and emotion regulation difficulty. The study group of the study consisted of 342 (65.5%) females, 180 (34.5%) males, 522 university students whose age range varies between 18-25 and with an average age of 21.30. In the study, as data collection tools; Patience Scale, Emotion Regulation Difficulty Scale Short Form and Cognitive Flexibility Inventory were used. The data were analyzed by Pearson Correlation Analysis and Multiple Regression Analysis techniques. According to the findings of the research; negative between patience and difficulty in regulating emotions ( $r = -.25, p < .01$ ); Cognitive flexibility with positive ( $r = -.28, p < .01$ ) direction were found significant. According to multiple regression analysis, emotion regulation difficulty and cognitive flexibility were found to explain 18% of patience variance, and cognitive flexibility was found to be the strongest predictive variable. Findings are discussed according to the literature.

**Keywords:** patience, emotional regulation difficulty, cognitive flexibility

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## 1. Introduction

Patience: it can be defined as the ability to withstand difficult living conditions, cope with problems and survive (Okçu & Platin, 2018). Although this skill is not an inherent ability, it affects a long process such as a strong will (Temizkan, 2012), a balanced life (Gözütok, 2017) and general self- knowledge (Sayın, 2012). According to Doğan (2016), It reinforces the path of positive emotional experiences such as happiness and success in the individual, removes a passive life and offers transformation opportunities in life. Seyhan (2015), explained active patience by showing resistance to problems encountered in the control of cognitive processes and acting combatant; willingness or unwillingness to tolerate problems and silence by throwing inwards as passive patience. There are also emotion and behavior oriented definitions in the literature on patience (Eliüşük & Arslan, 2014). Emotion-oriented definitions emphasize the ability of people to control their wishes and desires, and the tendency to calmly wait in times of frustration, distress or sadness (Schnitker, 2012). Behavioral definitions emphasize that the concept of patience such as taking action against difficulties in time (Karakaş, 2016), working to achieve a goal, waiting and keeping calm when needed (Çeliköz & Gül, 2018) can be learned later (Blount & Janicik, 2000). Seyhan (2015), on the other hand, discussed patience with examples. Waiting in line for something in daily life is short-term; he addressed the patience that would affect most of human life such as material and moral losses and chronic diseases for a long time. Patience is also explained by its personality structure (Baltaş & Baltaş, 2004; Tarhan, 2013). In his research, Durna (2008) stated that people who are in a hurry, who experience intense stress and who are away from enjoyable work, have a lower level of patience while talking or working. The religious aspect of patience is also addressed. Sharify, Mehrabizadeh Honarmand & Shokrkon (2005) stated that there is a significant positive relationship between religious attitude and patience. It is seen that the way patience is handled with various dimensions makes it difficult to evaluate both superficially and to define. (Schnitker & Emmons 2012). Researches have been made of happiness (Traş, Öztemel, & Koçak, 2020), perceived social support (Koç & Arslan, 2019), quality of life (Karakaş, 2018), self-perception (Eliüşük & Arslan, 2016); psychological well- being (Doğan, 2017), life satisfaction (Aghababaei & Tabik, 2015) positively correlated with patience; showed that depression (Mahdiyar, Taghavi, & Goudarzi, 2017) is negatively related. In some studies, the contribution of moderate patience to success (Baumann, 2010) and stability in economic developments (David, Robert, Crenian, & Matthew, 2010) were mentioned. Bülbül & Izgar (2017) stated that a patience-based education program had a significant and positive effect on university students' patience levels in their experimental studies. When the stated explanations and researches are examined; shows that the concept of patience has an important effect on the emotion, thought and behavior process of human (Doğan & Gülmez, 2014). In this context, it is thought that diversification of researches about the concept of patience will contribute to a more accurate evaluation of this process.

Emotion regulation can be defined as the process by which individuals manage the flow of their own emotions under their control (Koole, 2010). In this process, individuals take active initiatives such as understanding the mood under their condition and intervening in their positive or negative emotional state (Joorman & Stanton, 2016). These interventions occur more often when emotions focus on a particular situation in a negative type, intensity and time (Gross, 2013). According to Williams, Bargh, Nocera, and Gray (2009), emotions help people to realize progress in their goals and focus their attention on a particular subject; They pointed out that people need to regulate intense, sad and disturbing emotional states in general. Some views also highlight their roles such as facilitating the decision-making process of emotions, learning activities (Gross, 1999), organizing both the inner world and interpersonal relationships of individuals (Denollet, Nykliček, & Vingerhoets, 2008). Thompson (2011) discussed emotion regulation in a developmental model. In this model, the existence of external and internal processes related to monitoring the intensive and temporary aspects of emotional goals, changing emotions and evaluating them is mentioned. In theoretical models, emotional difficulties are explained by psychological disorders such as depressive disorder, bipolar disorder, common anxiety and eating disorders (Aldao, Nolen-Hoeksema, & Schweizer, 2010). Gratz and Roemer (2004), on the other hand, stated that people who cannot regulate emotions cannot define certain abilities such as understanding emotions, accepting emotions, controlling impulsive behaviors. Similarly, in a study examining the effects of different emotion regulation strategies on anger experience and expression in university students; reassessment; has shown to be more effective at reducing anger than trying to suppress or accept (Szasz, Szentagotai, & Hofmann, 2011). Considering the explanations, emotion regulation; It shows that responses have functions to determine the balance, duration, intensity and time of emotional, behavioral and physiological dimensions (Vatan, 2014). When the researches related to emotion regulation difficulty and patience are examined; It has been observed that there are few studies related to patience, and it has been observed that emotional difficulties are mostly focused on personality traits and negative emotions that make it difficult for individuals to adapt to themselves and their environment (Di Pierro, Di Sarno, & Madeddu, 2017). For example, in their study on adolescents in Vois and Damian (2020), they found that the increase in social perfectionist personality traits had difficulties in emotion regulation. In his studies in Neacsiu, Rompogren, Eberle and McMahan (2018), adults who experience depression and anxiety disorders; They stated that the dialectical behavioral therapy methods they use to change and regulate negative emotions such as anger, hatred and shyness may have positive functions. In addition, it has been found that the difficulties in emotion regulation in post-traumatic stress disorder (Cloitre, 1998), depression (Berking, Wirtz, Svaldi, & Hofmann, 2014), alexithymia, pathological gambling (Elmas, Cesur, & Oral, 2017) self-harming behavior (Gratz & Chapman, 2007) suicide, substance use (Ehring & Quack, 2010), anxiety disorders (Turk, Heimberg, Luterek, Mennin, & Fresco, 2005; Bardeen & Fergus, 2014) have been reported to cause mood disorders (Joormann & Gotlib, 2010). The fact that emotion regulation difficulty is a risk factor for such psychological disorders

(Arabacı, Dağlı, & Taş, 2018; Masters, Zimmer-Gembeck, & Farrell, 2019; Weinberg & Klonsky, 2009) also reduces the resistance of individuals' psychological health (Atalar & Atalay, 2018). In addition to this, effective emotional regulation reduces depressive tendencies (Çöllü, 2017; Pektaş, 2015), anxiety (Karcı, 2017) and somatization symptoms (Telef & Karaca, 2011); There are also studies stating that it has an important role as a mechanism to protect mental health in general (Gross & Munoz, 1995; Hofmann, Heering, Sawyer, & Asnaani, 2009; Levitt, Brown, Orsillo, & Barlow, 2004; Memedovic, Grisham, Denson & Molds, 2010). At this point, Schnitker, Houlberg, Dyrness and Redmond (2017) stated that patience is an important emotion regulation strategy. Similarly, Lavelock, Worthington, Griffin, Cairo and Schnitker (2019) stated that patience improves communication competence and social support skills and reduces the symptoms of major depression that may have emotional difficulties. In addition, Khosravani, Bastan, Ghorbani, and Kamali (2017) explained that learning effective emotion regulation strategies can be an important predictor of reducing craving for alcohol in alcoholic patients. In another study conducted with selected students from university students, patience has been reported to reduce emotional dysfunction (Khormaei, Dehbidi, & Haghju, 2016). From this point of view, it can be mentioned that negative emotions will be felt less, and individuals can prefer more functional ways when there is no difficulty in emotion regulation (Narlı, 2019).

One of the concepts thought to explain the concept of patience is the concept of cognitive flexibility. Looking at the definition of cognition in general before explaining cognitive flexibility; is the ability of the individual to make sense of who he is, what he is doing, how he feels and attitudes, and to direct this perception process and establish it with other people in the outside world (Cormier & Hackney, 2008). Cognitive flexibility is the ability of the individual to see alternatives, to be self-confident in their choices, to be willing to adapt to different situations (Anderson, 1998; Jacobson & Spiro, 1995) and to build new thoughts (Cox, 1980). Canas, Quesada, Antolí and Fajardo (2003) stated that cognitive flexibility is a learnable feature. In other definitions, cognitive flexibility; When the individual enters new environments, interacts with new people, it is handled with aspects such as confronting unexpected conditions and responding to intense requests successfully (Murray, Sujana, Hirt, & Sujana, 1990; Kehagia, Murray, & Robbins, 2010; Çelikaleli, 2014; Zmigrod, Rentfrow, Zmigrod, & Robbins, 2019) Dennis & Vande Wall (2010) collected this structure in three titles, with different explanations for cognitive flexibility. These include (1) the ability to perceive difficult situations controllable, (2) the ability to perceive that there may be different alternatives to situations and behaviors occurring in life, and (3) the ability to produce various solutions to cope with difficult situations. Cognitive flexibility has also been the subject of several theoretical approaches. Cognitive therapies: they discussed the concept of schema as eliminating, coding and evaluating stimuli that affect people and emphasized that having more flexibility of schemes is very important in terms of psychological health (Beck, 2008; Corey, 2008). In their study in Johnco, Wuthrich, and Rapee (2013), they noted that the use of cognitive flexibility in cognitive-behavioral therapies is an important ability to

apply cognitive restructuring skills. Rational emotional-behavioral therapies have explained that individuals with irrational thinking have developed rigid and inflexible problem-solving methods, which are the reason why they have difficulty in regulating, controlling and generally experiencing emotional distress (Ellis, 1998). In their study, Davis and Nolen-Hoeksema (2000) explained that depressed mood feeds negative and inflexible thoughts. The higher the level of cognitive flexibility in young adults research findings; self-sufficiency and to cope with stress (Laçın & Yalçın, 2018), self-sufficiency and success (Esen, Özcan, & Sezgin, 2017) posttraumatic growth and future expectations (Keith, Velezmore, & O'brien, 2015) a state of psychological well-being (Malkoç & Kesen Mutlu, 2019; Fu & Chow, 2017), happiness (Asıcı & İkiz, 2015), social problem-solving skills (Buğa, Özkamalı, Altunkol, & Çekiç, 2018) constructive problem solving (Sarıkaya, 2019) extroverted, more open to the developments being, self-control skills (Bilgin, 2017), self-control (Kaymaz & Sakiroglu, 2020), critical thinking (Çuhadaroğlu, 2011), of mindfulness (Moore, 2013) increase; on the other hand, depression, anxiety, the impulsive (Yu, Yu, & Lin, 2020), shyness, emotion regulation difficulty, neurotic tendencies (Zarei, Momeni, & Mohammadkhani, 2018), stress (Goldfarb, Frobose, Cools, & Phelps, 2017) negative self (Laughs, 2015; Stars (2018), verbal aggression (Anderson, 1998) and perfectionism (Nazarzadeh, Fazeli, Aval, & Shourch, 2015) is that it reduces. In addition, studies in the field summer where the relationships between cognitive flexibility and patience are directly addressed are quite limited. For example, in Zare, Alipour, Khormaei, & Farmani (2020) quasi-experimental research, patience-based cognitive behavioral therapies have been found to increase cognitive flexibility, psychosocial compliance, and have a role in improving mental health. Cognitive behavioural approaches see cognitive flexibility as a protective factor for people's mental health (Garety, Fowler, & Kuipers, 2000; Dennis & Vande Wall, 2010), while positive psychology approaches treat the concept of patience as a combination of determination, self-regulation and open-mindedness (Peterson & Seligman, 2004). It is also seen that studies on patience focus on mindfulness, which forms the basis of cognitive flexibility (Blount & Janicik 2000; Schnitker & Emmons, 2007; Azizi Ziabari, Valikhani, Abouata Amlashi, & Ireland, 2019). Recent research suggests that cognitive-structured approaches are not only linked to negative variables in psychology; it proposes testing with positive psychology variables (Artıran & Şeker, 2020; Bannick, 2013). Based on the above article, it is thought that the study of the effect of cognitive flexibility on patience will contribute to the literature.

The aim of this study was to examine the relationship between patience, difficulty in regulating emotion, and cognitive flexibility in college students. For this purpose, the research sought answers to the following basic questions:

- 1) Is there a meaningful relationship between college students' patience levels, emotion regulation difficulties, and cognitive flexibility?
- 2) Do university students' emotional regulation difficulties and cognitive flexibility significantly predict their patience?

## 2. Method

### 2.1 Research Model

This study, which aims to examine the relationship between university students' patience, emotion regulation difficulty and cognitive flexibility, is designed according to the quantitative method. This research, which examines the relationships between variables, was conducted according to the correlation survey model. Correlation survey model is defined as a research model that aims to determine the degree and / or degree of co-variation between two or more variables (Karasar, 2009) The dependent variable of the research is patience; its independent variables are emotion regulate difficulty and cognitive flexibility.

### 2.2. Study Group

The study group consists of 522 students attending different universities in Turkey. 342 female students (65.5%) and 180 male students (34.5%) with an average age of 21.3 (SS = 1.55), aged between 18-25, were included in the measurement tools applied through the form created online in the 2019-2020 academic year. 16 of the students (3.1%) are in the preparatory class, 55 (10.5%) are in the 1st grade, 121 (23.2%) are in the 2nd grade, 157 (30.1%) are in the 3rd grade, 139 (26.6%) continuing to 4th grade, 8 (1.5%) to 5th grade and 26 (5%) to 6th grade. The incidental sampling method was used in the selection of the research group. The incidental sampling method is for the researcher to works on the most accessible sample (Cohen, Manion, & Morrison, 2013).

### 2.3. Materials

#### 2.3.1. Patience Scale

Adaptation work was carried out by Eliüşük & Arslan (2016) developed by Schnitker and Emmons (2007). Patience scale is used for self-evaluation of individuals' beliefs about the importance of patience and patience behavior. The scale consists of 11 items in 5-point Likert type. It has three sub-dimensions: interpersonal patience, long-term patience and short-term patience. The internal consistency coefficient of the scale is 0.80. The internal consistency coefficient for this study is 0.70.

#### 2.3.2. Emotion Regulation Difficulty Scale-Short Form

The scale developed by Bjureberg and others (2016) measures individuals' levels of difficulty in emotion regulation. The scale consists of 5-point Likert type 6 items. The scale, which has a five-factor structure, has openness, goals, impulse, strategies and non-acceptance sub-dimensions. The scale was adapted to Turkish by Yiğit & Yiğit, 2019. While the internal consistency coefficient was found to be 0.92 in the original study, this value was found to be 0.92 in the adaptation study. The internal consistency coefficient for this study is 0.92.

### 2.3.3. Cognitive Flexibility Inventory-BEE (Cognitive Flexibility Inventory-CFI)

Developed by Dennis, & Vander Wal (2010), adaptation to Turkish was done by Gülüm & Dağ (2012). BEE is a likert type scale prepared to measure the ability of people to produce alternative, compatible, appropriate thoughts in difficult situations. The scale, consisting of 20 items, consists of 2 sub-scales: “alternatives” and “control”. There are 6 reverse coded items in the scale. While the “alternatives” subscale measures the ability to perceive alternatives to life events and human behavior, and the ability to produce a large number of solutions to solve difficult situations; “control” subscale measures the tendency to perceive difficult situations as controllable. The scores obtained from the scale vary between 20-100 points and it is thought that cognitive flexibility increases as the score increases. BEE subscales have high internal consistency as in the original scale. The internal consistency coefficient for this study is 0.90.

### 2.4. Data Analysis

Research data was analyzed using the SPSS (24) program. Descriptive statistics, Pearson correlation coefficient and multiple regression analysis were used in the analysis of the data. Mahalanobis distance values ( $\chi^2$ ) were calculated to determine if there are end values that would damage the “linearity” and “normality” values of the data and 6 data that would be evaluated as observation end values were excluded from the analysis. In determining the normal distributions of continuous variables, skewness and kurtosis coefficients were checked as the Shapiro-Wilk test could produce incorrect results in large samples (Huck, Cormier & Bounds, 2012). Skewness multiple numbers of data collected in the scope of research ( With  $-.369$   $.084$ ) and the kurtosis coefficients ( With  $.319$   $-.589$ ) is in the range. It has been accepted that the normal distribution conjecture is provided if it is between  $-1.5$  and  $+1.5$  (Tabachnick & Fidell, 2013).

## 3. Results

Pearson correlation analysis was performed to determine the relationships between the variables of the study. Descriptive statistics and correlation analyses on patience, emotion regulation difficulties and cognitive flexibility are presented in Table 1 and Table 2, respectively.

### 3.1. Descriptive statistics and relations of variables

**Table 1: Descriptive Statistics of Variables (N = 522)**

| Scales                        | N   | Min | Max | $\bar{X}$ | S        | Skewness | Kurtosis |
|-------------------------------|-----|-----|-----|-----------|----------|----------|----------|
| Patience                      | 522 | 17  | 51  | 36.09     | 6.02630  | -.369    | -.124    |
| Emotion Regulation Difficulty | 522 | 16  | 80  | 44.87     | 13.64055 | .084     | -.589    |
| Cognitive Flexibility         | 522 | 42  | 97  | 71.69     | 7.75461  | -.193    | .319     |

$\bar{X}$ : Arithmetic Mean, S: Standard Deviation

Table 1 shows that the average score of patience is 36.09; the average score of difficulty regulating emotion is 44.87; and the average score of cognitive flexibility is 71.69.

**Table 2:** Correlation Analysis Results Regarding Variables

| Variables                        | 1      | 2 | 3     |
|----------------------------------|--------|---|-------|
| 1. Patience                      |        |   | .28** |
| 2. Emotion Regulation Difficulty | -.25** |   |       |
| 3. Cognitive Flexibility         |        |   |       |

Note: \*\* p <.01

According to the results of the research in Table 2, there was a negative relationship between patience and emotion regulation difficulty ( $r = -.25$ ;  $p <.01$ ) and a positive correlation with cognitive flexibility ( $r = .28$ ;  $p <.01$ ).

### 3.2. Emotion Regulation Difficulty and Cognitive Flexibility Predict Patience

In the research, multiple regression analysis was performed to determine the difficulty of emotion regulation and cognitive flexibility in patience. The findings obtained from the analysis are presented in Table 3, respectively.

**Table 3:** Multiple Regression Analysis Results on the Predictor of Patience

| Variables                     | B      | SH <sub>B</sub> | β     | T        | Tolerance | VIF   |
|-------------------------------|--------|-----------------|-------|----------|-----------|-------|
| Stable                        | 23.701 | 2.276           |       | 10.413   |           |       |
| Emotion Regulation Difficulty | -.138  | .018            | -.313 | -7.729** | .973      | 1.028 |
| Cognitive Flexibility         | .259   | .031            | .334  | 8.249**  | .973      | 1.028 |

$R=.41$  ,  $R^2 =.18$ ,  $\Delta R^2=.17$ ,  $F_{(2-521)}= 54.863$ ,  $DW= 1.932$  \*\*  $p<.001$

Before performing regression analysis, assumptions required for analysis were examined. One of the assumptions is that there is no autocorrelation between error terms. For this purpose, the Durbin-Watson coefficient was examined. Coefficient between 1-3 is indicative of no autocorrelation (Field, 2017). In this study, Durbin-Watson coefficient was found to be 1,932. Another assumption is that there is no multiple connection problem between the variables. For this, the tolerance value is expected to be greater than .10, and the VIF value is less than 5 (Daoud, 2017). As seen in Table 3, it is seen that there is no multiple connection problem between independent variables (emotion regulation difficulty and cognitive flexibility). The relevant values show that the research data provides the assumptions of multiple linear regression analysis.

Regression analysis results for predicting patience according to the emotional regulation difficulty and cognitive flexibility variables of university students are given in Table 3. According to Table 3, the variables of emotion regulation difficulty and cognitive flexibility predict university students' patience significantly ( $R^2 = .18$ ,  $F_{(2-521)}= 54.863$ ,  $p <.001$ ). According to the standardized regression coefficient ( $\beta$ ), the strongest predictor variable is cognitive flexibility ( $p <.001$ ,  $\beta = .33$ ). In addition, emotional regulation



difficulties predict patience ( $p < .001$ ,  $\beta = -.31$ ). The variables of emotional regulation and cognitive flexibility explain 18% of the total variance related to patience.

#### 4. Discussion

In the research, a moderately significant negative relationship was found between patience and emotional difficulties. When the relevant literature is examined, there are few studies that directly examine the relationship between patience and difficulty in regulating emotion (Khormaei et al., 2016). When current studies are examined, patience is more encouraging to use emotion regulation strategies (Comer & Sekerka, 2014), helping to control emotions (Schnitker & Emmons, 2007), protecting against negative emotions (Kahn, 2006) and fighting against harsh living conditions (Curry, Price, & Price, 2008; Morinis, 2007). In a similar study, Kırıl (2019) stated that patience at the academy has implications for important areas of life such as psychological, physical, familial and social life. It also helps to stay calm in the face of patience, distress and disappointments (Kaster, 2002). Similar to this view, it has been found that high level of patience has positive effects on depression, (Schnitker et al., 2019) self-confidence (Mutluer, 2006) on spiritual well-being (Türkgeldi, 2019). In addition, in his study in Khormaei (2015), he emphasized the importance of patience components (Transcendence, Tolerance, Consent, Persistence, Delay) for the treatment of depression and anxiety disorder patients. However, in their study in Shupp, Loveridge, Skidmore, Lim, & Rogers (2017), they stated that individuals with negative life experiences such as disasters have lower patience and confidence than those who do not. While Ifcher & Zarghamee (2011) stated that fear and anger may have different effects on patience, Lerner, Li, & Weber (2013) stated that patience increases happiness when emotions arise. Related research has also shown that studies on emotions and patience are quite limited in positive and negative mood dilemma. (Haushofer & Fehr, 2014) In addition to these studies, the fact that patience is an important strategy in emotion regulation (Schnitker et al., 2017) has made a negative result between patience and emotion difficulties.

In the research, a moderately significant positive relationship was found between patience and cognitive flexibility. Findings are similar to literature. (Zare et al., 2020). Patience is also a concept included in the self-control personality traits of the five-factor personality theory (Burger, 2006). Self-control, along with its functions that provide the individual's internal control (Kopp, 1982), control the cognitive processes (Vohs & Baumeister, 2016); It also includes features such as perseverance, responsibility, order, self-discipline, programminess and hardworking (McCrae & Costa, 1987). According to the research findings on the subject, there are studies in which cognitive flexibility (Bilgin, 2017; Çekici, 2019), patience (Khormaie, Farmani, & Soltani, 2014; Farmani, 2015) positively significantly correlated with self-control personality trait. and there are also explanations where patient individuals show common features. For example, it is stated that individuals with high cognitive flexibility (Eskin, 2014) and patience (Semerci, 2000; Schnitker, 2012; Doğan & Gülmez, 2014; Seyhan, 2015) are resistant people against

challenging life events. Similarly, cognitively flexible (Martin & Rubin, 1994; Diril, 2011; Lin, Tsai, Lin, & Chen, 2014) patient (Doğan, 2017) individuals can view their environment, their lives and themselves more positively. The results of the research explain why university students' patience level is higher as cognitive flexibility increases. Another finding revealed in the study shows that the variables of emotion regulation and cognitive flexibility explain 18% of the total variance of patience. According to the findings, the strongest predictor variable was found to be cognitive flexibility. Patience is the ability of individuals to act resistant to challenging life events (Schnitker, 2012; Seyhan, 2015) and the ability to cope (Mehrabian, 1999). Studies have indicated that there is a significant positive relationship between patience and cognitive flexibility (Zare et al., 2020), but studies have focused on mindfulness, which is the basis of cognitive flexibility (Blount & Janicik, 2000; Schnitker & Emmons, 2007; Azizi Ziabari et al., 2019). Similarly, there are explanations that mindfulness improves patience (Gardner & Moore, 2007; Collard & Walsh, 2008). Mindfulness is one of the basic components of the concept of self-compassion. (Gilbert & Procter, 2006) Self-compassion is that individuals are generally open and sensitive to themselves, their troubles and worries (Neff, 2003). Mindfulness helps to identify these difficulties with consciousness (Baer, 2010), without judgment, and by reducing criticism (Stahl & Goldstein, 2019). Researches suggest that individuals with high self-understanding develop a more accepting attitude towards negative life events (Leary, Tate, Adams, Batts Allen, & Hancock, 2007), maintain their psychological well-being (Sbarra, Smith, & Mehl, 2012), depression, anxiety and stress. (Deniz, Cutter, & Sumer, 2010) showed that they are more resistant. In addition, Eliüşük & Arslan (2017) stated that self-compassion is an important predictor of patience. In a similar study, Blount & Janicik (2000) found a significant positive relationship between patience self-compassion and mindfulness. Patience is needed in recognizing negative habits and replacing them with new ones in mindfulness therapies and applying various meditation techniques (Kabat-Zinn, 1982). In the light of these studies, when evaluated for the current research, it is seen that cognitive flexibility is a significant and powerful predictor.

## 5. Limitations

The working group of this research consists of young adult individuals who continue their university education. This can be considered to be a limitation in terms of the generalizability of the research group. This research is limited to information from measurement instruments.

## 6. Conclusions and Recommendations

Within the scope of the results obtained from this research, the following suggestions can be made to researchers and educators: It is noticed that studies in the psychology literature of patience are quite limited, and the effect of cognitive, emotional and

behavioral based therapies on the application dimension can be examined. It has been found that university students with high patience tend to experience less emotional difficulties and are more cognitively flexible individuals. Based on this result, it may be recommended to prepare and implement psycho-education programs in the fields of patience, emotion regulation and cognitive flexibility for specialists working in the field of mental health. In addition, longitudinal studies can be conducted to see how patience changes in the individual's development processes.

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