



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

Gülden Gökçen¹,

Coşkun Arslan²,

Zeliha Traş³ⁱ

¹MEB, Ibrahim Bedrettin Elmalı Fen Lisesi,

Elmalı, Antalya, Turkey

orcid.org/0000-003-1783-9446

²Education Faculty,

Necmettin Erbakan University,

Konya, Turkey

³Education Faculty,

Necmettin Erbakan University,

Konya, Turkey

orcid.org/0000-003-2670-0868

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

ⁱ Correspondence: email zztras@gmail.com

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 (χ^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 _B	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 (β), 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.

References

- Aghababaei, N., & Tabik, M. T. (2015). Patience and mental health in Iranian students. *Iranian journal of psychiatry and behavioral sciences*, 9(3). <https://doi.org/10.17795/ijpbs-1252>
- Aldao, A., Nolen-Hoeksema, S., & Schweizer, S. (2010). Emotion regulation strategies across psychopathology: A meta-analytic review. *Clinical Psychology Review*, 30, 217-237. <https://doi.org/10.1016/j.cpr.2009.11.004>
- Anderson, C. M. (1998). Aggressive communication traits and their relationships with the cognitive flexibility scale and the communication flexibility scale. *Journal of Social Behavior and Personality*, 13(3), 531-540.
- Arabacı, L. B., Dağlı, D. A., & Taş, G. (2018). Madde Kullanım Bozukluklarında Duygu Düzenleme Güçlüğü ve Hemşirelerin Rol ve Sorumlulukları. *Bağımlılık Dergisi*, 19(1), 10-16.
- Arıran, M., & Şeker, A. (2020). Otomatik Düşüncelerin Yordayıcılığı: Umut ve Umutsuzluk Farkı. *Elektronik Sosyal Bilimler Dergisi*, 19(73), 36-47. <https://doi.org/10.17755/esosder.488733>
- Asıcı, E., & İkiz, F. (2015). Mutluluğa giden bir yol: Bilişsel esneklik. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 1(35), 191-211.
- Atalar, D. S., & Atalay, A. A. (2018). Ergenlik Döneminde Duygu Düzenleme ve Ruh Sağlığı: Ana-Babanın ve Mizacın Rolü. *Bildik, T., editör. Ergenlik Dönemi ve Ruhsal Bozukluklar. Ankara: Türkiye Klinikleri*, 84-90.
- Azizi Ziabari, L. S., Valikhani, A., Abouata Amlashi, M., & Ireland, M. (2019). Patience mediates the relationship between mindfulness and pain in patients with cardiovascular diseases. *Mental Health, Religion & Culture*, 22(3), 319-329. <https://doi.org/10.1080/13674676.2019.1622518>
- Baer, R. A. (2010). Self-compassion as a mechanism of change in mindfulness-and acceptance-based treatments. *Assessing mindfulness and acceptance processes in clients: Illuminating the theory and practice of change*, 135-153.
- Baltaş, Z., & Baltas, A. (2004). *Stres ve başa çıkma yolları (21-26)*. İstanbul: Remzi Kitabevi.
- Bannick, F. P. (2013). Are you ready for positive cognitive behavioral therapy. *The Journal of Happiness & Well-Being*, 1(2), 61-69.

- Bardeen, J. R., & Fergus, T. A. (2014). An examination of the incremental contribution of emotion regulation difficulties to health anxiety beyond specific emotion regulation strategies. *Journal of anxiety disorders*, 28(4), 394-401. <https://doi.org/10.1016/j.janxdis.2014.03.002>
- Baumann, O. (2010). Search, failure, and the value of moderate patience. *Schmalenbach Business Review*, 62(3), 234-259. <https://doi.org/10.1007/BF03396806>
- Beck, A. T. (2008). *Bilisel Terapi ve Duygusal Bozukluklar* (Çev.: A. Türkcan, V. Öztürk), İstanbul: Litera Yayıncılık.
- Berking, M., Wirtz, C. M., Svaldi, J., & Hofmann, S. G. (2014). Emotion regulation predicts symptoms of depression over five years. *Behaviour research and therapy*, 57, 13-20. <https://doi.org/10.1016/j.brat.2014.03.003>
- Bilgin, M. (2017). Ergenlerin beş faktör kişilik özelliği ile bilişsel esneklik ilişkisi. *Elektronik Sosyal Bilimler Dergisi*, 16(62), 945-954. <https://doi.org/10.17755/esosder.285296>
- Bjureberg, J., Ljótsson, B., Tull, M. T., Hedman, E., Sahlin, H., Lundh, L. G., & Gratz, K. L. (2016). Development and validation of a brief version of the difficulties in emotion regulation scale: the DERS-16. *Journal of psychopathology and behavioral assessment*, 38(2), 284-296. <https://doi.org/10.1007/s10862-015-9514-x>
- Blount, S., & Janicik, G. A. (2000). *What makes us patient? The role of emotion in sociotemporal evaluation*. Unpublished manuscript University of Chicago.
- Buğa, A., Özkamalı, E., Altunkol, F., & Çekiç, A. (2018). Üniversite öğrencilerinin bilişsel esneklik düzeylerine göre sosyal problem çözme tarzlarının incelenmesi. *Gaziantep Üniversitesi Eğitim Bilimleri Dergisi*, 2(1), 48-58.
- Burger, J. M. (2006). *Kişilik*. Kaknüs Yayınları.
- Bülbül, A. E., & Izgar, G. (2017). Effects of the Patience Training Program on Patience and Well-Being Levels of University Students. *Journal of Education and Training Studies*, 6(1), 159-168. <https://doi.org/10.11114/jets.v6i1.2900>
- Canas, J., Quesada, J., Antolí, A., & Fajardo, I. (2003). Cognitive flexibility and adaptability to environmental changes in dynamic complex problem-solving tasks. *Ergonomics*, 46(5), 482-501. <https://doi.org/10.1080/0014013031000061640>
- Cloitre, M. (1998). Sexual revictimization: Risk factors and prevention. In V. M. Follette, J. I., *Cognitive-behavioral therapies for trauma*, s. 278-304.
- Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education*. Routledge. <https://doi.org/10.4324/9780203720967>
- Collard, P., & Walsh, J. (2008). Sensory awareness mindfulness training in coaching: Accepting life's challenges. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 26(1), 30-37. <https://doi.org/10.1007/s10942-007-0071-4>
- Comer, D. R., & Sekerka, L. E. (2014). Taking time for patience in organizations. *The Journal of Management Development*, 33(1), 6-23. <https://doi.org/10.1108/JMD-11-2013-0132>
- Corey, G. (2008). *Psikolojik Danışma, Psikoterapi Kuram ve Uygulamaları*, (Çev. T. Ergene). Mentis Yayıncılık.

- Cormier, S., & Hackney, H. (2008). *Psikolojik danışma ilke ve teknikleri: Psikolojik yardım Süreci elkitabı*.
- Cox, K. S. (1980). *The effects of second-language study on the cognitive flexibility of freshman university students*. (Doctoral dissertation, The Ohio State University).
- Curry, O. S., Price, M. E., & Price, J. G. (2008). Patience is a virtue: Cooperative people have lower discount rates. *Personality and individual differences*, 44(3), 780-785. <https://doi.org/10.1108/JMD-11-2013-0132>
- Çekici, F. (2019). The relationships between the big five personality traits and attitudes towards seeking professional psychological help in mental health counselor candidates: Mediating effect of cognitive flexibility. *Educational Research and Reviews*, 14(14), 501-511.
- Çelikaleli, Ö. (2014). Ergenlerde bilişsel esneklik ile akademik, sosyal ve duygusal yetkinlik inançları arasındaki ilişki. *Eğitim ve Bilim*, , 39(176).
- Çeliköz, N., & Gül, Y. E. (2018). Üniversite Öğrencilerinin Sabır Eğilim Düzeylerinin İncelenmesi. *MANAS Sosyal Araştırmalar Dergisi*, 7(3).
- Çöllü, B. (2017). Ergenlerde Duygu Durum Düzenleme Becerileri, Benlik Saygısı, Depresyon, Anksiyete Ve Çocukluk Çağı Travmaları Arasındaki İlişkinin İncelenmesi. Yüksek Lisans Tezi. İstanbul Üsküdar Üniversitesi Sosyal Bilimler Enstitüsü.
- Çuhadroğlu, A. (2011). *Bilişsel Esnekliğin Yordayıcıları (Yayınlanmamış Doktora Tezi)*. Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü.
- Daoud, J. I. (2017). Multicollinearity and regression analysis. In *Journal of Physics: Conference Series (Vol. 949, No. 1, p. 012009)*. IOP Publishing. <https://doi.org/10.1088/1742-6596/949/1/012009>
- Donoho, D. L., Crenian, R. A., & Scanlan, M. H. (2010). Is patience a virtue? The unsentimental case for the long view in evaluating returns. *The Journal of Portfolio Management*, 37(1), 105-120. <https://doi.org/10.3905/jpm.2010.37.1.105>
- Davis, R. N., & Nolen-Hoeksema, S. (2000). Cognitive inflexibility among ruminators and nonruminators. *Cognitive therapy and research*, 24(6), 699-711. <https://doi.org/10.1023/A:1005591412406>
- Deniz, M., Kesici, Ş., & Sümer, A. S. (2010). The validity and reliability of the Turkish version of the Self-Compassion Scale. *Social Behavior and Personality: an international journal*, 36(9), 1151-1160. <https://doi.org/10.2224/sbp.2008.36.9.1151>
- Dennis, J. P., & Vander Wal, J. S. (2010). The cognitive flexibility inventory: Instrument development and estimates of reliability and validity. *Cognitive therapy and research*, , 34(3), 241-253. <https://doi.org/10.1007/s10608-009-9276-4>
- Denollet, J., Nykliček, I., & Vingerhoets, A. J. (2008). Introduction: Emotions, emotion regulation, and health. In *Emotion regulation*. Springer, Boston, MA., (pp. 3-11). https://doi.org/10.1007/978-0-387-29986-0_1
- Di Pierro, R., Di Sarno, M., & Madeddu, F. (2017). Investigating the relationship between narcissism and emotion regulation difficulties: The role of grandiose and vulnerable traits. *Clinical Neuropsychiatry*, 14(3).

- Diril, A. (2011). *Lise öğrencilerinin bilişsel esneklik düzeylerinin sosyo-demografik değişkenler ve öfke düzeyi ile öfke ifade tarzları arasındaki ilişki açısından incelenmesi*. Adana: Yayınlanmamış yüksek lisans tezi, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü.
- Doğan, M. (2016). *Sabır psikolojisi-Pozitif psikoloji bağlamında bir araştırma*. İstanbul: Çamlıca Yayınları.
- Doğan, M. (2017). Karakter gücü olarak sabır ve psikolojik iyi oluş ilişkisi. *The Journal of Happiness & Well-Being*, 5(1), 134-153.
- Doğan, M., & Gülmez, Ç. (2014). Sabır ölçeğinin Türkçeye uyarlanması: Geçerlik ve güvenilirlik çalışması. *Atatürk Üniversitesi İlahiyat Fakültesi Dergisi*, 42, 263-279.
- Durna, U. (2008). Stres, A ve B tipi kişilik yapısı ve bunlar arasındaki ilişki üzerine bir araştırma. *Yönetim ve Ekonomi: Celal Bayar Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 11(1), 191-206.
- Ehring, T., & Quack, D. (2010). Emotion regulation difficulties in trauma survivors: The role of trauma type and PTSD symptom severity. *Behavior therapy*, 41(4), 587-598. <https://doi.org/10.1016/j.beth.2010.04.004>
- Eliüşük, A., & Arslan, C. (2016). Sabır ölçeğinin türkçe'ye uyarlanması: geçerlilik ve güvenilirlik çalışmaları. *Değerler Eğitimi Dergisi*, 14(31), 67-86.
- Eliüşük Bülbül A., Arslan C. (2017) Investigation of patience tendency levels in terms of self-determination, self-compassion and personality features, *Universal Journal of Educational Research*, 5(9), 1632-1645, 2017, DOI: 10.13189/ujer.2017.050921.
- Ellis, H. D. (1998). Cognitive neuropsychiatry and delusional misidentification syndromes: an exemplary vindication of the new discipline. *Cognitive Neuropsychiatry*, 3(2), 81-89. <https://doi.org/10.1080/135468098396170>
- Elmas, H. G., Cesur, G., & Oral, E. T. (2017). Aleksitimi ve patolojik kumar: Duygu düzenleme güçlüğünün aracı rolü. *Türk Psikiyatri Dergisi*. 28(1):17-24
- Esen, B. K., Özcan, H. D., & Sezgin, M. (2017). High School Students' Cognitive Flexibility Is Predicted Self-Efficacy And Achievement. *European Journal of Education Studies*. 3(2), 143-151
- Eskin, M. (2014). *Sorun çözme terapisi (3. Baskı)*. Ankara : HYB Basım Yayın.
- Farmani, A. (2015). Surveying the role of big five personality factors in prediction of patience and its components in students. *Scientific Journal of Clinical Psychology & Personality*, 2(11), 11-24.
- Field, A. (2017). *Discovering statistics using IBM SPSS statistics: North American edition*. Sage.
- Fu, F., & Chow, A. (2017). Traumatic exposure and psychological well-being: The moderating role of cognitive flexibility. *Journal of Loss and Trauma*, 22(1), 24-35. <https://doi.org/10.1080/15325024.2016.1161428>
- Gardner, F. L., & Moore, Z. E. (2007). *The psychology of enhancing human performance: The mindfulness-acceptance-commitment (MAC) approach*. Springer Publishing Company. <https://doi.org/10.1891/9780826103369>

- Garety, P. A., Fowler, D., & Kuipers, E. (2000). Cognitive-behavioral therapy for medication-resistant symptoms. *Schizophrenia bulletin*, 26(1), 73-86.
- Gilbert, P., & Procter, S. (2006). Compassionate mind training for people with high shame and self-criticism: Overview and pilot study of a group therapy approach. *Clinical Psychology & Psychotherapy: An International Journal of Theory & Practice*, 13(6), 353-379. <https://doi.org/10.1002/cpp.507>
- Goldfarb, E. V., Froböse, M. I., Cools, R., & Phelps, E. A. (2017). Stress and cognitive flexibility: cortisol increases are associated with enhanced updating but impaired switching. *Journal of Cognitive Neuroscience*, , 29(1), 14-24. <https://doi.org/10.1162/jocn.a.01029>
- Gözütok, Ş. (2017). Özdenetimde din eğitiminin etkisi. . *Cumhuriyet İlahiyat Dergisi*, 21(2), 1035-1060. <https://doi.org/10.18505/cuid.338632>
- Gratz, K. L., & Chapman, A. L. (2007). The role of emotional responding and childhood maltreatment in the development and maintenance of deliberate self-harm among male. *Psychology of Men and Masculinity*,, 8(1), 1. <https://doi.org/10.1037/1524-9220.8.1.1>
- Gratz, K. L., & Roemer, L. (2004). Multidimensional assessment of emotion regulation and dysregulation: Development, factor structure, and initial validation of the difficulties in emotion regulation scale. *Journal of psychopathology and behavioral assessment*, 26(1), 41-54. <https://doi.org/10.1023/B:JOBA.0000007455.08539.94>
- Gross, J. (2013). *Handbook of emotion regulation*. Guilford publications.
- Gross, J. J. (1999). Emotion regulation: Past, present, future. *Cognition & emotion*, 13(5), 551-573. <https://doi.org/10.1080/026999399379186>
- Gross, J. J., & Munoz, R. F. (1995). Emotion Regulation and Mental Health. *Clin Psychol Sci Prac*, 2, 151-164. <https://doi.org/10.1111/j.1468-2850.1995.tb00036.x>
- Güler, B. (2015). *The measurement of cognitive flexibility in adolescents and its relation to depression symptoms (Yüksek lisans tezi)*. İstanbul: Bahçeşehir Üniversitesi.
- Gülüm, I. V., & Dağ, I. (2012). Tekrarlayıcı Düşünme Ölçeği ve Bilişsel Esneklik Envanterinin Türkçeye uyarlanması, geçerliliği ve güvenilirliği. *Anatolian Journal of Psychiatry/Anadolu Psikiyatri Dergisi*, , 13(3).
- Haushofer, J., & Fehr, E. (2014). On the psychology of poverty. . *Science*, 344(6186), 862-867. <https://doi.org/10.1126/science.1232491>
- Hofmann, S. G., Heering, S., Sawyer, A. T., & Asnaani, A. (2009). How to handle anxiety: The effects of reappraisal, acceptance, and suppression strategies on anxious arousal. *Behaviour research and therapy*, 47(5), 389-394. <https://doi.org/10.1016/j.brat.2009.02.010>
- Huck, S. W., Cormier, W. H., & Bounds, W. G. (2012). *Reading statistics and research (Vol. 566)*. Boston: Pearson.
- Ifcher, J., & Zarghamee, H. (2011). Happiness and time preference: The effect of positive affect in a random-assignment experiment. *American Economic Review*, 101(7), 3109-29. <https://doi.org/10.1257/aer.101.7.3109>

- Jacobson, M. J., & Spiro, R. J. (1995). Hypertext learning environments, cognitive flexibility, and the transfer of complex knowledge: An empirical investigation. *Journal of educational computing research*, 12(4), 301-333. <https://doi.org/10.2190/4T1B-HBP0-3F7E-J4PN>
- Johnco, C., Wuthrich, V. M., & Rapee, R. M. (2013). The role of cognitive flexibility in cognitive restructuring skill acquisition among older adults. *Journal of anxiety disorders*, 27(6), 576-584. <https://doi.org/10.1016/j.janxdis.2012.10.004>
- Joorman, J., & Stanton, C. H. (2016). Examining emotion regulation in depression: A review and future directions. *Behaviour Research and Therapy*, 86, 35-49. <https://doi.org/10.1016/j.brat.2016.07.007>
- Joormann, J., & Gotlib, I. H. (2010). Emotion regulation in depression: Relation to cognitive inhibition. *Cognition and Emotion*, 24(2), 281-298. <https://doi.org/10.1080/02699930903407948>
- Kabat-Zinn, J. (1982). An outpatient program in behavioral medicine for chronic pain patients based on the practice of mindfulness meditation: Theoretical considerations and preliminary results. *General hospital psychiatry*, 4(1), 33-47. [https://doi.org/10.1016/0163-8343\(82\)90026-3](https://doi.org/10.1016/0163-8343(82)90026-3)
- Kahn, A. P. (2006). *The encyclopedia of stress and stress-related diseases*. Infobase Publishing.
- Karakaş, A. (2016). Belediye çalışanlarında sabır tutumunun yaşam kalitesi üzerine etkisi (Sakarya İli Örneği). *İnsan ve Toplum Bilim Araştırmaları Dergisi*, 5(8), 2742-2757. <https://doi.org/10.15869/itobiad.266016>
- Karakaş, A. (2018). Sabır Tutumunun Sürekli Öfke İfade Tarzlarına ve Öfke Kontrolüne Etkisi. *Türkiye İlahiyat Araştırmaları Dergisi*, 2(1), 93-111. <https://doi.org/10.32711/tiad.431250>
- Karasar, N. (2009). *Bilimsel araştırma yöntemi: kavramlar-ilkeler-teknikler*. Nobel Yayın Dağıtım.
- Karcı, S. (2017). Yaygın kaygı semptomlarının duygu düzenleme, zaman yönelimi ve kontrol odağı açısından yordanması. *Yüksek lisans tezi*. Bahşehir Üniversitesi Sosyal Bilimler Enstitüsü. İstanbul.
- Kaster, R. A. (2002). The Taxonomy of Patience, or When Is "Patientia" Not a Virtue? *Classical Philology*, 97(2), 133-144. <https://doi.org/10.1086/449576>
- Kaymaz, E., & Şakiroğlu, M. (2020). Bilinçli Farkındalık ve Bilişsel Esnekliğin Problemlili Akıllı Telefon Kullanımı Üzerindeki Etkisi: Öz-Kontrolün Aracı Rolü. *Uludağ Üniversitesi Fen-Edebiyat Fakültesi Sosyal Bilimler Dergisi*, 21(38), 79-108. <https://doi.org/10.21550/sosbilder.600325>
- Kehagia, A. A., Murray, G. K., & Robbins, T. W. (2010). Learning and cognitive flexibility: frontostriatal function and monoaminergic modulation. *Current opinion in neurobiology*, 20(2), 199-204. <https://doi.org/10.1016/j.conb.2010.01.007>
- Keith, J., Velezmore, R., & O'Brien, C. (2015). Correlates of cognitive flexibility in veterans seeking treatment for posttraumatic stress disorder. *The Journal of nervous and mental disease*, 203(4), 287-293. <https://doi.org/10.1097/NMD.0000000000000280>

- Khormaei, F. (2015). The comparison of patience components among patients with major depression, generalized anxiety disorder and normal individuals. *International Journal of Behavioral Sciences*, 9(1), 77-84.
- Khormaei, F., Dehbidi, F., & Haghju, S. (2016). The structural model of relationship between moral virtue of patience and difficulty in emotion regulation among university students. .
- Khormaie, F., Farmani, A., & Soltani, E. (2014). Investigating the prediction role of patience as a moral construct and personality characteristics in the hopelessness of university students. *Medical Ethics Journal*, 8(28), 167-199.
- Khosravani, V., Bastan, F. S., Ghorbani, F., & Kamali, Z. (2017). Difficulties in emotion regulation mediate negative and positive effects and craving in alcoholic patients. *Addictive Behaviors*, 71, 75-81. <https://doi.org/10.1016/j.addbeh.2017.02.029>
- Kıral, B. (2019). Akademik Hayatta Sabır Üzerine Nitel Bir Çalışma. *Journal of Computer and Education Research*, 7(14), 250-283. <https://doi.org/10.18009/jcer.570871>
- Koç, H., & Arslan, C. (2019). Üniversite Öğrencilerinde Algılanan Sosyal Destek, Benlik Saygısı ve Sabır Arasındaki İlişkiler. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 9(54), 821-840.
- Koole, S. (2010). The psychology of emotion regulation: An integrative review. *In Cognition and emotion Psychology Press*, (pp. 138-177).
- Kopp, C. B. (1982). Antecedents of self-regulation: a developmental perspective. *Developmental psychology*, 18(2), 199. <https://doi.org/10.1037/0012-1649.18.2.199>
- Laçın, B. G., & Yalçın, İ. (2018). Üniversite öğrencilerinde öz-yeterlilik ve stresle başa çıkma stratejilerinin bilişsel esnekliği yordama düzeyleri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 34(2), 358-371.
- Lavelock, C. R., Worthington, E. L., Griffin, B. J., Cairo, A. H., & Schnitker, S. A. (2019). Good things come to those who (peacefully) wait. *England Journal Of Medicine*, Manuscript submitted for publication.
- Leary, M. R., Tate, E. B., Adams, C. E., Batts Allen, A., & Hancock, J. (2007). Self-compassion and reactions to unpleasant self-relevant events: the implications of treating oneself kindly. *Journal of personality and social psychology*, 92(5), 887. <https://doi.org/10.1037/0022-3514.92.5.887>
- Lerner, J. S., Li, Y., & Weber, E. U. (2013). The financial costs of sadness. *Psychological science*, 24(1), 72-79. <https://doi.org/10.1177/0956797612450302>
- Levitt, J. T., Brown, T. A., Orsillo, S. M., & Barlow, D. H. (2004). The effects of acceptance versus suppression of emotion on subjective and psychophysiological response to carbon dioxide challenge in patients with panic disorder. *Behavior therapy*, 35(4), 747-766. [https://doi.org/10.1016/S0005-7894\(04\)80018-2](https://doi.org/10.1016/S0005-7894(04)80018-2)
- Lin, W. L., Tsai, P. H., Lin, H. Y., & Chen, H. C. (2014). How does emotion influence different creative performances? The mediating role of cognitive flexibility. *Cognition & emotion*, 28(5),834-844. <https://doi.org/10.1080/02699931.2013.854195>

- Mahdiyar, M., Taghavi, S. M., & Goudarzi, M. A. (2017). Predicting Depression among Shiraz University Students Based on Patience and its Components. *Journal of Research on Religion & Health*, 3(4), 21-31.
- Malkoç, A., & Kesen Mutlu, A. (2019). Mediating the effect of cognitive flexibility in the relationship between psychological well-being and self-confidence: A study on Turkish university students. <https://doi.org/10.5430/ijhe.v8n6p278>
- Martin, M. M., & Rubin, R. B. (1994). Development of a communication flexibility measure. *Southern Journal of Communication*, 59(2), 171-178. <https://doi.org/10.1080/10417949409372934>
- Masters, M. R., Zimmer-Gembeck, M. C., & Farrell, L. J. (2019). Transactional associations between adolescents' emotion dysregulation and symptoms of social anxiety and depression: A longitudinal study. *The Journal of Early Adolescence*, 39(8), 1085-1109. <https://doi.org/10.1177/0272431618806053>
- McCrae, R. R., & Costa, P. T. (1987). Validation of the five-factor model of personality across instruments and observers. *Journal of personality and social psychology*, 52(1), 81. <https://doi.org/10.1037/0022-3514.52.1.81>
- Mehrabian, A. (1999). *Manual for the Revised Achieving Tendency (MACH) and Disciplined Goal Orientation (CGO) Scales*. Monterey California: Alta Mesa.
- Memedovic, S., Grisham, J. R., Denson, T. F., & Moulds, M. L. (2010). The effects of trait reappraisal and suppression on anger and blood pressure in response to provocation. *Journal of Research in Personality*, 44(4), 540-543. <https://doi.org/10.1016/j.jrp.2010.05.002>
- Moore, B. A. (2013). Propensity for experiencing flow: The roles of cognitive flexibility and mindfulness. *The Humanistic Psychologist*, 41(4), 319-332. <https://doi.org/10.1080/08873267.2013.820954>
- Morinis, A. (2007). *Everyday Holiness*. Trumpeter Press. Boston.
- Murray, N., Sujana, H., Hirt, E. R., & Sujana, M. (1990). The influence of mood on categorization: A cognitive flexibility interpretation. *Journal of Personality and Social Psychology*, 59(3), 411. <https://doi.org/10.1037/0022-3514.59.3.411>
- Mutluer, S. (2006). *Özgüven Oluşmasında Manevî Değerlerin Rolü*. Ankara: Yayınlanmamış Yüksek Lisans Tezi, Ankara Üniversitesi.
- Narlı, M. (2019). *Duyu düzenleme güçlüğü ile sınav kaygısı arasındaki ilişkide mükemmeliyetçilik ve obsesif kompulsif belirtilerin aracı rolü*. Ankara: Master's thesis, Başkent Üniversitesi Sosyal Bilimleri Enstitüsü.
- Nazarzadeh, R. S., Fazeli, M., Aval, M. M., & Shourch, R. M. (2015). Effectiveness of cognitive-behavior therapy on cognitive flexibility in perfectionist. *Psychology*, 6(14), 1780. <https://doi.org/10.4236/psych.2015.614174>
- Neacsiu, A. D., Rompogren, J., Eberle, J. W., & McMahon, K. (2018). Changes in problematic anger, shame, and disgust in anxious and depressed adults undergoing treatment for emotion dysregulation. *Behavior therapy*, 49(3), 344-359. <https://doi.org/10.1016/j.beth.2017.10.004>

- Neff, K. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and identity*, 2(2), 85-101. <https://doi.org/10.1080/15298860309032>
- Okçu, D., & Platin, U. (2018). Ortaokul Öğrencilerinin Sabır Değeri İle İlgili Algılarının Resim Yoluyla Değerlendirilmesi. *Batman Üniversitesi İslami İlimler Hakemli Dergisi*, 2(1), 102-113.
- Pektaş, E. (2015). *Üniversite öğrencilerinin algıladıkları ebeveyn kabul-reddi ile depresyon ve sürekli kaygı düzeyleri arasındaki ilişkinin incelenmesi: duygu düzenleme güçlüklerinin aracı rolü*. Ankara: Master's thesis, Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü.
- Peterson, C., & Seligman, M. E. (2004). *Character strengths and virtues: A handbook and classification (Vol. 1)*. Oxford University Press.
- Sarıkaya, N. (2019). *Ergenlerde kişilerarası problem çözmenin bilişsel esneklik ve öz anlayış açısından incelenmesi*. Konya: Yüksek Lisans Tezi, Necmettin Erbakan Üniversitesi.
- Sayın, E. (2012). Tasavvuf Kültüründeki "Sabır" Kavramının Psikolojik Etkileri. *Batman Üniversitesi Yaşam Bilimleri Dergisi*, 1(1), 413-422.
- Sbarra, D. A., Smith, H. L., & Mehl, M. R. (2012). When leaving your ex, love yourself: Observational ratings of self-compassion predict the course of emotional recovery following marital separation. *Psychological science*, 23(3), 261-269. <https://doi.org/10.1177/0956797611429466>
- Schnitker, S. A. (2012). An examination of patience and well-being. *The Journal of Positive Psychology*, 7(4), 263-280. <https://doi.org/10.1080/17439760.2012.697185>
- Schnitker, S. A., & Emmons, R. A. (2007). Patience as a virtue: Religious and psychological perspectives. *In Research in the Social Scientific Study of Religion*, Volume 18 (pp. 177-207). Brill. <https://doi.org/10.1163/ej.9789004158511.i-301.69>
- Schnitker, S. A., Houlberg, B., Dyrness, W., & Redmond, N. (2017). The virtue of patience, spirituality, and suffering: Integrating lessons from positive psychology, psychology of religion, and Christian theology. *Psychology of Religion and Spirituality*, 9(3), 264. <https://doi.org/10.1037/rel0000099>
- Schnitker, S. A., Ro, D. B., Foster, J. D., Abernethy, A. D., Currier, J. M., van Oyen Witvliet, C., & Carter, J. (2019). Patient patients: Increased patience associated with decreased depressive symptoms in psychiatric treatment. *The Journal of Positive Psychology*, 1-14. <https://doi.org/10.1080/17439760.2019.1610482>
- Semerci, N. (2000). Kritik düşünme ölçeği. *Eğitim ve Bilim*, 25(116).
- Seyhan, B. Y. (2015). Başa Çıkma Değeri Açısından sabır Üzerine Nitel Bir Çalışma. *Akademik Bakış Uluslararası Hakemli Sosyal Bilimler Dergisi*, (49), 127-146.
- Sharify, T., Mehrabizadeh Honarmand, M., & Shokrkon, H. (2005). Religious attitude and general health and patience in students of Ahvaz Islamic Azad University. *Iranian Journal of psychiatry and clinical psychology*, 11(1), 89-99.
- Shupp, R., Loveridge, S., Skidmore, M., Lim, J., & Rogers, C. (2017). Trust and Patience after a Tornado. *Weather, climate, and society*, 9(4), 659-668. <https://doi.org/10.1175/WCAS-D-16-0135.1>

- Stahl, B., & Goldstein, E. (2019). *A mindfulness-based stress reduction workbook*. New Harbinger Publications.
- Szasz, P. L., Szentagotai, A., & Hofmann, S. G. (2011). The effect of emotion regulation strategies on anger. *Behaviour research and therapy*, 49(2), 114-119. <https://doi.org/10.1016/j.brat.2010.11.011>
- Tabachnick, B., & Fidell, L. (2013). *BG Tabachnick. LS fidell using multivariate statistics (sixth ed.)*. Pearson, Boston.
- Tarhan, N. (2013). *Mutluluk Psikolojisi- Stresi Mutluluğa Dönüştürmek*. Timaş Yay.
- Telef, B. B., & Karaca, R. (2011). Ergenlerin öz-yeterliklerinin ve psikolojik semptomlarının İncelenmesi. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi.*, 8 (16), 499-518.
- Temizkan, A. (2012). *Kur'an'da sabır (Hz. Nuh örneği)*. Erzurum: Yüksek Lisans Tezi, Atatürk Üniversitesi Sosyal Bilimler Enstitüsü.
- Thompson, R. A. (2011). Emotion and emotion regulation: Two sides of the developing coin. *Emotion Review*, 3(1), 53-61. <https://doi.org/10.1177/1754073910380969>
- Traş, Z., Öztemel, K., & Koçak, M. (2020). Üniversite Öğrencilerinin Mutluluk, Yalnızlık ve Sabır Düzeyleri Arasındaki İlişkinin İncelenmesi. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 15(22), 1-1. <https://doi.org/10.26466/opus.575329>
- Turk, C. L., Heimberg, R. G., Luterek, J. A., Mennin, D. S., & Fresco, D. M. (2005). Emotion dysregulation in generalized anxiety disorder: A comparison with social anxiety disorder. *Cognitive Therapy and Research*, 29(1), 89-106. <https://doi.org/10.1007/s10608-005-1651-1>
- Türkgeldi, E. (2019). *Öğretmen adaylarının sahip olduğu değerler manevi iyi oluş ve sabır arasındaki yordayıcı ilişkiler*. İstanbul: Master's thesis, İstanbul Sabahattin Zaim Üniversitesi, Sosyal Bilimler Enstitüsü.
- Vatan, S. (2014). *Duyguların, duygu düzenlemenin, obsesif inançların, düşünce kontrolünün ve bağlanmanın, obsesif kompulsif bozukluktaki farklı belirtilerdeki rollerinin incelenmesi*. Ankara: Doktora Tezi, Ankara Üniversitesi Edebiyat Fakültesi Psikoloji Bölümü.
- Vohs, K. D., & Baumeister, R. F. (2016). *Handbook of self-regulation. Research, theory, and applications*. Guilford Publication.
- Vois, D., & Damian, L. E. (2020). Perfectionism and emotion regulation in adolescents: A two-wave longitudinal study. *Personality and Individual Differences*, 156, 109756. <https://doi.org/10.1016/j.paid.2019.109756>
- Weinberg, A., & Klonsky, E. D. (2009). Measurement of emotion dysregulation in adolescents. *Psychological Assessment*, 21(4), 616. <https://doi.org/10.1037/a0016669>
- Williams, L. E., Bargh, J. A., Nocera, C. C., & Gray, J. R. (2009). The unconscious regulation of emotion/ Nonconscious reappraisal goals modulate emotional reactivity. *Emotion*, 9(6), 847-854. <https://doi.org/10.1037/a0017745>
- Yiğit, İ., & Yiğit, M. G. (2019). Psychometric properties of Turkish version of difficulties in emotion regulation scale-brief form (DERS-16). *Current Psychology*, , 38(6), 1503-1511.

- Yıldız, F. (2018). *Ergenlerde bilisel esneklik ile psikolojik belirtiler arasındaki ilikide duygu dzenleme glğnn aracı rolnn incelenmesi*. Mersin: Yksek Lisans Tezi, Mersin niversitesi, Eđitim Bilimleri Enstits.
- Yu, Y., Yu, Y., & Lin, Y. (2020). Anxiety and depression aggravate impulsiveness: the mediating and moderating role of cognitive flexibility. *Psychology, Health & Medicine*, 25(1), 25-36. <https://doi.org/10.1080/13548506.2019.1601748>
- Zare, H., Alipour, A., Khormaei, F., & Farmani, A. (2020). Compare the Effectiveness of Patience-Based Treatment Plan with Cognitive-Behavior Therapy (CBT) on Type 2 Diabetic Patients. *Medical Ethics Journal*, 13(44), 1-18.
- Zarei, M., Momeni, F., & Mohammadkhani, P. (2018). The Mediating Role of Cognitive Flexibility, Shame and Emotion Dysregulation Between Neuroticism and Depression. *Iranian Rehabilitation Journal*, 16(1), 61-68. <https://doi.org/10.29252/nrip.irj.16.1.61>
- Zmigrod, L., Rentfrow, P. J., Zmigrod, S., & Robbins, T. W. (2019). Cognitive flexibility and religious disbelief. *Psychological research*, 83(8), 1749-1759. <https://doi.org/10.1007/s00426-018-1034-3>

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).