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Investigation of the Relationship between the Patience Levels and Personality Traits of Nursing Students

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ABSTRACT

Objective: This study was conducted descriptively to examine the correlation between the patience levels and personality characteristics of nursing students. **Materials and Methods:** The study was carried out with 420 nursing students in the 2019 - 2020 academic year. The data was collected by using the 'Socio - demographic Data Collection Form', 'Patience Scale' and 'Adjective - Based Personality Test'. For statistical evaluation of the data; descriptive statistics, Shapiro - Wilk test, Kruskal Wallis test and Spearman's Correlation coefficient analysis were used. **Results:** The students' Patience Scale score average was 35.24 ± 6.11 . In the comparison of the Patience Scale subscales and total score according to grades, no statistically significant differences were found ($p > 0.05$). There was a significant difference between the Patience Scale and averages of Adjective - Based Personality Test score. It was determined that students with personality characteristics such as extroversion, openness to experience, tender - mindedness and responsibility would have higher interpersonal patience, patience in life difficulties and general patience, whereas students with neurotic personality characteristics would have lower patience in daily life, interpersonal patience, patience in life difficulties and general patience. **Conclusion:** It was seen that there was a significant differentiation between the Patience Scale and averages of Adjective - Based Personality Test score.

Keywords: Patience, Personality, Personality Characteristics, Nursing, Student.

Hemşirelik Öğrencilerinin Sabır Düzeyleri ve Kişilik Özellikleri Arasındaki İlişkinin İncelenmesi

ÖZ

Amaç: Bu araştırma hemşirelik öğrencilerinin sabır düzeyleri ve kişilik özellikleri arasındaki ilişkiyi incelemek amacıyla tanımlayıcı olarak yapılmıştır. **Gereç ve Yöntem:** Araştırma, Bursa Uludağ Üniversitesi Sağlık Bilimleri Fakültesi'nde 2019 - 2020 döneminde öğrenim gören 420 hemşirelik öğrencisi ile yapılmıştır. Araştırma verileri 'Sosyo - demografik Veri Toplama Formu', 'Sabır Ölçeği' ve 'Sıfatlara Dayalı Kişilik Testi' kullanılarak toplanmıştır. Verilerin değerlendirilmesinde; tanımlayıcı istatistikler, Shapiro - Wilk testi Kruskal Wallis testi ve Spearman Korelasyon katsayısı analizi yapılmıştır. **Bulgular:** Öğrencilerin Sabır Ölçeği puan ortalaması $35,24 \pm 6,11$ 'dir. Sabır Ölçeği'nin alt boyutlarının ve toplam puanının sınıflara göre karşılaştırılmasında istatistiksel olarak anlamlı farklılık bulunmamıştır ($p > ,05$). Sabır Ölçeği ile Sıfatlara Dayalı Kişilik Testi puan ortalamaları arasında anlamlı bir farklılaşma olduğu görülmüştür. Dışa dönüklük, deneyime açıklık, yumuşak başlılık, sorumluluk kişilik özelliklerine sahip öğrencilerde kişilerarası sabrın, yaşam zorluklarında sabrın ve genel sabrın artacağı; nevrotizm kişilik özelliğine sahip öğrencilerde ise gündelik yaşamda sabrın, kişilerarası sabrın, yaşam zorluklarında sabrın ve genel sabrın azalacağı saptanmıştır. **Sonuç:** Sabır Ölçeği ile Sıfatlara Dayalı Kişilik Testi puan ortalamaları arasında anlamlı bir farklılaşma olduğu görülmüştür.

Anahtar Kelimeler: Sabır, Kişilik, Kişilik Özellikleri, Hemşirelik, Öğrenci.

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INTRODUCTION

Certain prominent attitudes and properties in the healthcare professional and patient communication are as follows: “Being concerned, understanding feelings, showing empathy, collaborating, being patient, being smiling and kind, showing respect, being fair, increasing patient’s sense of trust, establishing a healthy communication, maintaining control, reducing tension, reducing prejudice, healthcare professional’s image”. Healthcare professionals with these properties indicate the quality-of-care services (Özkaplan, 2009; Topçuoğlu, 2013). As is evident here, patience and patient behaviors are crucial in the communication to be established due to sensitive mood of patients.

Nurses should not only have effective communication skills for patients, but also encourage them to control and direct their emotions. In addition, they need clear information on how to use communication effectively in working environments. Therefore, they should primarily realize their own feelings and deficiencies. In other words, they should recognize their personality traits (Radcliffe, 2009; Thompson, 2009; Wink, 2009; Özkan, 2011).

As in all occupational groups, knowing the impact of personality traits within nursing profession on the profession increases the performance displayed in patient care and the quality of care implemented. One cannot just ignore the impact of factors such as nurse’s emotions, thoughts, attitudes, behaviors, desires and needs on institutional performance (Doğanlı & Demirci, 2014; Gözel et al., 2017). Nurses’ personality traits are one of the important factors affecting their viewpoint of events in the face of a crisis or a problem and their perception related to solutions (McAllister, 2003; Hökelekli, 2013).

The correlation between patience and personality helps to evaluate patience and understand the importance of personal differences (Tangney et al., 2004). Also, conducted studies have determined that there is a correlation between various factors of patience and personality traits. For example, there is a moderately positive correlation between long-term patience, short-term patience and compatibility. There is a positive correlation between interpersonal patience and compatibility and a negative correlation between responsibility, neuroticism (emotional balance) and patience. There is a moderate correlation between interpersonal patience and openness to experience and a weak correlation between long-term patience, short-term patience and openness to experience (Schnitker, 2012). Another study found that people with type A personality traits have a lower level of patience and perseverance, while people with type B personality traits are more temperate and ready for sudden incidents and display patience behavior (Tarhan, 2011). Eliüşük and Arslan (2017) stated that the correlation between patience and various personality factors contributed to determining patience. Thus, patience level and personality traits are important factors affecting service delivery in nursing profession (Eliüşük & Arslan, 2017)

In the field of psychology, the studies on patience are not adequate in number. The concept of patience which is discussed in the limited number of studies is associated with properties such as well - being and learned potency which expresses the person’s sense of coping with life difficulties (Connor, 2006). Examining the national and international studies, there is a great deficiency in studies handling the concept of patience, except conceptual studies (Schnitker & Emmons, 2007). In this sector which has intense stress, sorrow and a compelling working environment to which healthcare professionals are exposed to patience and psychological resilience have an undeniable importance. There is a need for raising awareness on this noteworthy matter and making up the deficiencies with more studies. This study will make a contribution to the limited number of studies on patience in the literature.

Examining the studies conducted in the international literature and in Türkiye, the studies on patience and personality traits are not adequate (Khorraie et al., 2014; Aghababaei & Tabik, 2015; Eliüşük & Arslan, 2017; Ghorbani & Khorraie, 2019). In Türkiye, the studies carried out with nurses on patience have been conducted since 2020 (Süzen & Çevik, 2020). Although there are studies carried out with nurses on the correlation between patience and burnout, professionalism and compassion variables, there are no studies evaluating the correlation between personality traits and patience level. As a result of these studies, the correlation between patience and burnout levels indicated that nurses’ burnout level decreased as their patience level increased. Moreover correlation between professionalism, compassion, and patience revealed that nurses’ compassion and tendency to patience increased as their professionalism increased (Süzen & Çevik, 2020).

The study was conducted to evaluate the correlation between patience level and personality traits of the Faculty of Health Sciences students. The study will contribute to the relevant limited literature by evaluating the correlation between personality traits and patience level of students who are nurse candidates, and to reveal dominant personality traits and patience level of nursing student, and the correlation between these two variables. In addition, the study will contribute to studies aiming to reveal the importance of personality traits and patience level for nursing care and realizing and developing the positive aspects that already exist. Encouraging students who have higher patience level and appropriate personality traits for the profession to choose these departments and developing their patience level via the lectures to be given, will make positive contributions to nursing services.

MATERIALS AND METHODS

Study type

The study was conducted in a cross - sectional and descriptive style to examine the correlation between patience level and personality traits of students at the Faculty of Health Sciences. The data were collected

between 10.01.2020 - 28.02.2020 in Bursa Uludag University, Faculty of Health Sciences Department of Nursing.

Study group

The universe of the study comprised n=771 nursing students from grade one (n=172), grade two (n=194), grade three (n=168) and grade four (n=237) in Bursa Uludag University, Faculty of Health Sciences Department of Nursing. Without using any sampling methods, the sample of the study comprised 420 (54.47% 1:107, 2:110, 3:130, 4:73) nursing students from the target population, who agreed to take part in the study and completed the study forms after being informed about the study. Since twelve students (1.55%) who took part in the study did not answer some of the questions in the data forms, they were not included in the study.

In examining the correlation between patience level and personality traits of the nursing students, the effect size was 0.8, significance level $\alpha = .05$ and the sample size for 80% power was 411.

Inclusion Criterias

- Being enrolled in the school
- Volunteering to participate in the study
- Completed the study forms

After informing the students who agreed to take part in the study about the study and receiving their oral consent, the researcher distributed survey forms to them and asked them to answer the questions. A particular attention was paid to the time spent completing the survey forms not to affect the course hours of the students. The researcher informed the students that all of the data would be used for scientific research and their answers would never affect their course grades. It took mostly 15 minutes for the students to answer the questions. When the students were done with answering the questions in the survey forms, the forms were evaluated.

Dependent and independent variables

The independent variables of this research are personality traits and socio demographic characteristics. The dependent variable is patience level.

Procedures

In the study “The Socio - demographic Data Collection Form” was used as data collection tool; “the Patience Scale” was used to evaluate patience level of the students; and “the Adjective - Based Personality Test (ABPT)” was used to evaluate their personality traits.

The Socio - demographic Data Collection Form: This form has 14 open - ended and closed - ended questions evaluating participants’ gender, age, school of graduation, grade, socio - economic condition, accommodation, number of siblings, number of family members, state of choosing the department willingly, present employment, place lived longest and parents’ educational background and employment.

The Patience Scale: Developed by Schnitker & Emmons (2007), the Patience Scale was adapted into Turkish by Eliüşük and Arslan in 2016. The Patience Scale tests how much the person can be patient with

difficulties he/she may encounter via self - evaluation. The scale has eleven items and three subscales and likert type. There are three items in the “patience in daily life” subscale, five items in the “interpersonal patience” subscale and three items in the “patience in life difficulties” subscale. In the Patience Scale the lowest and highest possible scores to be obtained from the “patience in daily life” subscale are 3 and 15; the lowest and highest possible scores to be obtained from the “interpersonal patience” subscale are 5 and 25; and the lowest and highest possible scores to be obtained from the “patience in life difficulties” subscale are 3 and 15, respectively. The lowest and highest possible scores to be obtained from the total scale are 11 and 55, respectively. Higher score obtained from the Patience Scale indicates a higher tendency to patience. The Turkish adaptation study was performed on students receiving education in Department of English Teaching. For language validity of the scale reciprocal translations were applied to the students. Positive and significant correlations were found between the scores obtained from the English and Turkish forums (“ $r = 0.95, p < 0.001$; $r = 0.95, p < 0.001$ ”). A confirmatory factor analysis proved that the scale had three subscales. In the total item correlation, a correlation over 0.40 was found in all scale items. Item factor loads varied from 0.50 to 0.84. The Cronbach’s Alpha internal consistency coefficient for the Patience Scale was 0.82 (Süzen & Çevik, 2020). According to the result obtained from our study; the Cronbach’s Alpha internal consistency coefficient for the Patience Scale was 0.79.

The Adjective - Based Personality Test: The original version of “the Adjective - Based Personality Test”, which was developed by Bacanlı et al. (2009) in line with the Five - Factor Personality theory, has five subscales and a total of 40 items. There are; (i) seven items in the neuroticism subscale, (ii) nine items in the extroversion subscale, (iii) eight items in the openness to development subscale, (iv) nine items in the adaptation subscale and (v) seven items in the responsibility subscale. Çeliköz and Sır (2016) examined construct validity as the basic validity study for “the Adjective - Based Personality Test”. 13 items in the data collection tool which was originally prepared as 40 items were excluded from the review because their factor loads came out to be lower and latent variables were associated with error covariances as a result of the confirmatory factor analysis conducted and the scale was degraded to 27 items. Then a reliability study was conducted for the remaining items. Since the Cronbach’s Alpha reliability coefficient for the total scale was .85 and the test split half reliability value was 0.83, the scale was highly reliable. According to the reliability test performed on the subscales; the “neuroticism” subscale had the lowest internal consistency coefficient with 0.77 Cronbach’s Alpha coefficient and 0.70 split half value. General structure of the scale has 27 items and five factors. The “neuroticism” subscale has five items, “extroversion” subscale has six items, “openness to development”

subscale has five items, “adaptation” subscale has five items and “responsibility” subscale has six items. In the scale the adjectives in the two opposite poles are given reciprocally and participants mark the most appropriate adjective. The options are graded from 1 to 7. The lowest and highest possible scores to be obtained from the scale are 27 and 189, respectively. The lowest and highest possible scores to be obtained from the “neuroticism” subscale are 5 and 35; the lowest and highest possible scores to be obtained from the “extroversion” subscale are 6 and 42; the lowest and highest possible scores to be obtained from the “openness to development” subscale are 5 and 35; the lowest and highest possible scores to be obtained from the “adaptation” subscale are 5 and 35; and the lowest and highest possible scores to be obtained from the “responsibility” subscale are 6 and 42, respectively. Higher score obtained from the scale indicates that the traits of people in the relevant subscale are dominant (Çeliköz & Sr, 2016). According to the result obtained from the study; the Cronbach’s Alpha internal consistency coefficient for the Adjective - Based Personality Test was 0.82.

Statistical analysis

The statistical analysis of the data was conducted in the IBM SPSS 23.0 (IBM Corp. Released 2015. IBM SPSS Statistics for Windows, Version 23.0. Armonk, NY: IBM Corp.) statistics package program. For quantitative data the descriptive statistics were indicated as mean \pm standard deviation and median (minimum - maximum) and for qualitative data the descriptive statistics were indicated as frequency and percentage. Whether the data was normally distributed was examined via the Shapiro - Wilk test. For the data which was not normally distributed the Kruskal Wallis test was performed. Correlations between the variables were examined via the Spearman’s Rank Correlation Coefficient. The significance level was established to be $\alpha = 0.05$.

Ethical considerations

Approval for the study was received from University Health Sciences Research and Publication Ethics Committee (IRB number: 2019/13 - 03). Approval was given by the administration of the Health Science Faculty where the study was conducted. The students who were included in the study were informed that the data received from them before applying the survey forms would only be used for this study rather than any other purpose on condition that their names would not be used. Then, oral and written informed consent was received from the students, and they were made complete the survey forms. For the data collection process, written informed consents of the students were used.

RESULTS

The students who were included in the study were between the ages of 17 and 42, and their mean age was

20.69 \pm 2.33 years. Of the students, 30.9% were from grade three. 81.2% of the students in the study were female. Of the students who took part in the study, 68.4% were Anatolian - science high school graduate, and 68.9% had chosen the nursing department willingly (Table 1). The students who took part in the study had three siblings and five family members on average. Of the students 31.1% lived in a house with their family, 74.2% stated that they had middle income and 88.8% were unemployed at present. 54% of the students stated that the place they lived longest was a metropolis. Concerning parents’ employment, 73.8% of the students stated that only their father was employed (Table 1).

The Patience Scale total score average of the students who took part in the study was 35.24 \pm 6.11. Descriptive statistics of the Patience Scale subscales were 8.1 \pm 2.05 for the patience in daily life subscale, 16.21 \pm 3.26 for the interpersonal patience subscale and 10.87 \pm 2.51 for the patience in life difficulties subscale (Table 2).

The minimum and maximum scores to be obtained from the scale are given in a parenthesis. The comparison of the Patience Scale subscale scores and total score according to grades showed no statistically significant difference ($p=0.840$, $p=0.587$, $p=0.854$, $p=0.371$). The students from four different grades had similar scores of patience in daily life, interpersonal patience, patience in life difficulties and total scale score (Table 3).

Examining the correlation between the Patience Scale subscale scores and total score and the Adjective - Based Personality Test subscales, a reverse and weakly significant correlation was found between neuroticism and the Patience Scale total score ($r = - 0.42$; $p < 0.001$) and the patience in daily life ($r = - 0.20$; $p < 0.001$), interpersonal patience ($r = - 0.44$; $p < 0.001$) and patience in life difficulties ($r = - 0.32$; $p < 0.001$) subscales. No significant correlation was found outside patience in daily life and the neuroticism subscale of the Adjective - Based Personality Test ($p > 0.050$). A positive and weakly significant correlation was found between the interpersonal patience subscale and the extroversion ($r = 0.14$; $p = 0.006$), openness to experience ($r = 0.15$; $p = 0.003$), tender - mindedness ($r = 0.27$; $p < 0.001$) and responsibility subscales of the Adjective - Based Personality Test ($r = 0.18$; $p < 0.001$). A positive and weakly significant correlation was found between the patience in life difficulties subscale and the extroversion ($r = 0.19$; $p < 0.001$), openness to experience ($r = 0.18$; $p < 0.001$), tender - mindedness ($r = 0.28$; $p < 0.001$) and responsibility ($r = 0.30$; $p < 0.001$) subscales. A positive and weakly significant correlation was found between the Patience Scale total score and the extroversion ($r = 0.16$; $p = 0.002$), openness to experience ($r = 0.15$; $p = 0.003$), tender - mindedness ($r = 0.29$; $p < .001$) and responsibility ($r = 0.24$; $p < 0.001$) subscale scores (Table 4).

Table 1. Sociodemographic characteristics of the study group (n=420).

Variables		n (%)
Grade	1	107 (25.5)
	2	110 (26.2)
	3	130 (30.9)
	4	73 (17.4)
Age (Mean±SD)		20.69±2.33 (17-42)
Gender	Male	79 (18.8)
	Female	341 (81.2)
Number of Siblings (Mean±SD)		3.10±1.67
Number of Family Members (Mean±SD)		4.95±1.67
High School of Graduation	Regular high school	41 (9.8)
	Vocational high school	91 (21.8)
	Anatolian-science high school	286 (68.4)
State of Choosing the Department Willingly	Yes	288 (68.9)
	No	130 (31.1)
Current Accommodation	House with family	130 (31.1)
	House with friends	92 (22.01)
	State dormitory	103 (24.64)
	Private dormitory	93 (22.25)
Income Status	Bad	35 (8.4)
	Middle	311 (74.2)
	Good	73 (17.4)
Current Employment	Employed	35 (8.3)
	Unemployed	372 (88.8)
	Part-time employed	12 (2.9)
Place Lived Longest	Village	49 (11.7)
	District	144 (34.3)
	Metropolis	227 (54.0)
Father's Educational Background	Illiterate	10 (2.4)
	Primary school	120 (28.7)
	Secondary school	85 (20.3)
	High school	140 (33.5)
Mother's Educational Background	University	63 (15.1)
	Illiterate	33 (7.9)
	Primary school	211 (50.2)
	Secondary school	78 (18.6)
	High school	80 (19.0)
Parents' Employment	University	18 (4.3)
	Only father employed	298 (73.8)
	Only mother employed	24 (5.9)
	Both parents employed	82 (20.3)

Table 2. Descriptive statistics of the Patience Scale subscale scores and total score.

	Mean	SD	Minimum	Maximum
Patience in daily life	8.11	2.05	3.00	15.00
Interpersonal patience	16.21	3.26	5.00	25.00
Patience in life difficulties	10.87	2.51	3.00	15.00
Total	35.24	6.11	13.00	53.00

Results of the comparison of students' scores for the SCAS with regard to sociodemographic variables are given in Table 3. No significant difference was found between the mean scores for spiritual care awareness with respect to their year of study ($p=0.979$). Statistically, there was a significant difference between the mean scores for spiritual care awareness according to the students' ages ($p=0.002$). A significant difference was found between the spiritual care awareness levels of students in the 18-23 age group and the spiritual care awareness levels of students in the 24-29 age group. The spiritual care awareness of the 18-23 age group was higher. A significant difference was found between the mean scores for spiritual care awareness according to gender ($p < 0.001$). Levels of spiritual care awareness were lower for male students. A statistically significant difference was found between the mean spiritual care awareness scores according to the type of high school that students graduated from ($p=0.001$). Compared to other high school types, the spiritual care awareness levels of students who had graduated from a general high school was found to be lower. Statistically, there was no significant difference between the means scores for spiritual care awareness according to their voluntary selection of the department they were studying in

($p=0.397$). When the students' places of residence were examined, no significant difference was found between the mean scores for spiritual care awareness ($p=0.966$). Statistically, there was no significant difference between the means scores for spiritual care awareness with respect to students' income status ($p=0.352$). There was no significant difference between the mean scores for spiritual care awareness according to their current employment status ($p=0.487$). There was no significant difference between the mean scores for spiritual care awareness according to the longest place of residence ($p=0.314$). Statistically, there was no significant difference between the mean scores for spiritual care awareness according to the educational status of their fathers ($p=0.405$). Similarly, there was no significant difference between the mean scores for spiritual care awareness according to the educational status of their mothers ($p=0.051$). There was no significant difference between the mean scores for spiritual care awareness according to the employment status of their parents ($p=0.920$). Statistically, there was no significant difference between the mean scores for spiritual care awareness with respect to whether they had had training about spiritual care ($p=0.911$).

Table 3. Comparison of the Patience Scale subscale scores and total score according to grades.

	Grade				Test Value* (χ^2)	p value
	Grade One	Grade Two	Grade Three	Grade Four		
Patience in daily life (3-15)	7.98±1.72	8.14±2.21	8.18±2.18	8.15±2.06	0.84	0.840
Interpersonal patience (5-25)	15.95±3.22	16.52±3.15	16.28±3.12	16.04±3.73	1.93	0.587
Patience in life difficulties (3-15)	10.8±2.38	11.05±2.27	10.76±2.70	10.92±2.73	0.78	0.854
Total (11-55)	34.67±5.52	35.81±6.16	35.22±6.19	35.26±6.72	3.14	0.371

*The Kruskal Wallis test was used.

Table 4. Correlation between the Patience Scale subscale scores and total score and the Adjective-Based Personality Test subscales.

		Neuroticism	Extroversion	Openness to Experience	Tender-mindedness	Responsibility
Patience in daily life	r	-0.202	0.005	-0.030	0.038	0,056
	p	<0.001	0.923	0.552	0.443	0.263
Interpersonal patience	r	-0.436	0.138	0.147	0.274	0.176
	p	<0.001	0.006	0.003	<0.001	<0.001
Patience in life difficulties	r	-0.316	0.194	0.177	0.275	0.298
	p	<0.001	<0.001	<0.001	<0.001	<0.001
Total	r	-0.424	0.156	0.147	0.285	0.238
	p	<0.001	0.002	0.003	<0.001	<0.001

*The Spearman's Rank Correlation Coefficient was used.

DISCUSSION

This section discussed findings concerning the socio-demographic characteristics, patience traits and five-factor personality traits of the nursing students.

The Patience Scale total score and subscale score averages of the students were examined. According to these findings, their score average was 8.11 ± 2.05 for the "patience in daily life" subscale, 16.21 ± 3.26 for the "interpersonal patience" subscale, 10.87 ± 2.51 for the "patience in life difficulties" subscale and 35.24 ± 6.11 for the total Patience Scale. Examining the scores to be obtained from the Patience Scale, 3 - 15 points can be obtained from the "patience in daily life" subscale, 5 - 25 points from the "interpersonal patience" subscale, 3 - 15 points from the "patience in life difficulties" subscale and 11 - 55 points in total. The total score obtained from our study is above the total score average to be obtained from the Patience Scale. Examining the subscale scores and total score average of the Patience Scale, a study conducted by Suzen and Cevik (2020) with 156 nurses, found 8.99 ± 2.08 for the "patience in daily life" subscale, 17.89 ± 2.73 for the "interpersonal patience" subscale, 11.79 ± 1.97 for the "patience in life difficulties" subscale and 44.74 ± 7.35 for the total scale. A study conducted by Gokcen et al. (2020) with 522 undergraduate students, found the Patience Scale total score average to be 36.09 ± 6.02 . One of the necessary attitudes and behaviors to provide an effective communication between patients and healthcare professionals is to be patient, friendly, concerned, and thoughtful when listening to the problems of patients. Owing to these approaches nurses will be able to establish an effective communication with patients. Also, it is crucial to listen to patients seriously and patiently without interrupting them when they tell about their problems or complaints (Başol, 2018). A study conducted on sick people and nurses found that the most important concept that sick people need is patience and

tolerance (Rooeintan, 2019). Therefore, empathy skills, patience behaviors, positive personality traits and collaborative attitudes of healthcare professionals are among important factors increasing the quality-of-care service.

The comparison of the Patience Scale subscale scores and total score according to grades showed no statistically significant difference. In contradistinction to our findings in this current study, a study conducted by Gül & Çeliköz (2018) with 322 students in Suleyman Demirel University Faculty of Literature to examine patience level according to grades, found that grade two students had higher patience scores than grade three students. In our study the students from four different grades had similar scores of patience in daily life, interpersonal patience, patience in life difficulties and total scale score, which shows that the students had similar patience levels and their patience levels did not vary according to grades. In our study there was no difference between the Patience Scale and grade variable in the findings obtained, which may be associated with the fact that the students had close mean age ranges, received education under similar conditions, had similar cultural characteristics and the study had certain limitations. In addition, fact that there was no significant difference in any dimension of patience may make us think that there was no difference in patience levels according to grades because the students had taken basic classes and practiced compulsory lessons.

Examining the correlation between the Patience Scale subscale scores and total score and the Adjective - Based Personality Test subscales, a reverse and weakly significant correlation was found between neuroticism and the Patience Scale subscale scores and total score. No significant correlation was found outside patience in daily life and neuroticism. A positive and weakly significant correlation was found between interpersonal patience, patience in life difficulties and total score and

the extroversion, openness to experience, tender - mindedness and responsibility subscales of the Adjective - Based Personality Test. From this point of view, it was concluded that students with “neuroticism” personality trait would have less patience in daily life, interpersonal patience, patience in life difficulties and general patience, while students with “extroversion”, “openness to experience”, “tender - mindedness” and “responsibility” personality traits would have more interpersonal patience, patience in life difficulties and general patience. A study conducted by Eliusuk (2014) examining the correlation between patience level and five - factor personality traits of 1166 university students, found that there was a positively significant correlation between the patience subscales and tender - mindedness, openness to experience and responsibility and a negatively significant correlation with emotional imbalance (neuroticism). A study conducted by Schnitker & Emmons (2007) with 324 undergraduate psychology students on patience and five - factor personality theory, found that there was a positively high correlation between patience and adaptation, responsibility, extroversion, and openness to experience and a negatively low correlation with emotional imbalance (neuroticism). A study conducted by Aghababaei & Tabik (2015) with 252 students in Iran Tehran University, examined the correlation between patience level and personality traits of the students. As a result, the study found a positive correlation between patience and adaptation, responsibility, extroversion, and openness to experience and a negative correlation with neuroticism. A study conducted by Ghorbani and Khormaie in 2019 included a total of 440 students from Şiraz University departments of educational sciences and psychology, basic sciences, technic and engineering, literature, Islamic thoughts, and social sciences. The study examined the correlation between patience and personality traits. According to the study there is a positive correlation between the five big personality factors and patience. Also, the study concluded that personality traits and patience may develop wisdom in students.

Although these studies seem to support our findings, some studies have showed that there are differences in the correlations between patience and personality traits. In a study conducted by Schnitker (2012) with 389 undergraduate students in California University, according to the result of the correlation between patience and personality traits; there was a moderately positive correlation between long - short - term patience and adaptation and a strongly positive correlation between interpersonal patience and adaptation. Also, there was a negative correlation between responsibility, emotional imbalance and the three subscales of patience; a moderate correlation between interpersonal patience and openness to experience; and a weak correlation between long - short - term patience and openness to experience. In addition, the correlation between extroversion and patience types was not statistically significant.

According to the findings of our study, it is expected for people with extroversion personality trait to have a higher level of tolerance to people because they have an active relationship with the environment, think positively and have better human relations. Since people who are open to experience have an ability for multidimensional thinking and have no trouble with adapting to changing conditions, it is possible to say that they will be solution - oriented in the problems they may face and will not lose hope. People with higher adaptation levels have positive traits such as establishing effective communication and being kind and sensitive. It is expected for people with these traits to cope with the negativities and problems they may face with patience. Self - control trait of people who have responsibility trait will prevent them from being impatient or hasty and allow them to lead a more balanced life. Based on the traits, it is possible to state that people who are extrovert, open to experience and have higher responsibility and adaptation levels have higher patience level. People with higher neuroticism levels will likely have lower patience level due to having higher negative aspects such as aggression, selfishness, and hostility, because these people will display a rebellious and aggressive attitude toward the difficulties they may face. Thus, in this personality trait it does not seem possible to cope with problems. Based on our study we can evaluate people who are extrovert, open to experience, easy going and have responsibility as patient people.

Limitations and strengths of the research

There were limitations to this the study. First, it was performed only in one region of Türkiye, using convenience sample methods focused on adolescent self-reporting, and not using a longitudinal study method. Therefore, the results of this study can only be generalized to the studied sample.

CONCLUSION

As a consequence, the average of Patience Scale total score in the nursing students was 35.24 ± 6.11 . There was no statistically significant difference in the comparison of the Patience Scale subscale scores and total score according to grades. Furthermore, the students from four different grades had similar scores of patience in daily life, interpersonal patience, patience in life difficulties and total scale score.

There was a reverse correlation between the Patience Scale and subscale scores of the students and neuroticism. Also, there was a positive and weakly significant correlation between interpersonal patience, patience in life difficulties and total score and the extroversion, openness to experience, tender - mindedness and responsibility subscales of the Adjective - Based Personality Test.

In line with the results obtained from this current study the following recommendations could be made:

- A course with the title of Patience should be included in the curriculum for nursing students and this course

should stress the importance of patience for the profession and how to cope with occupational problems with patience via examples.

- Considering that personality traits affect the patience level, support programs aimed at increasing positive personality traits could be included in the educational process. Thus, the patience level will increase.
- It is important that the occupational guidance services of students who are about to choose a university, be conducted more attentively. Thus, students should be encouraged to choose an occupation according to their personality traits, necessary seminars should be organized for students to know nursing profession accurately and different members of profession should be invited to seminars to answer the questions of students and allow the students to reach all knowledge related to occupations.
- Patience and personality traits in nursing profession should be discussed in detail. The findings obtained could be used in further studies.
- Performing this study on a greater number of nursing students or nurses and conveying the generalization concerning the study results to a larger target population, will provide more information about the concept of patience.

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Conflict of Interest

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