

Ambition and Competence Perception Among Emerging Adults: An Analysis of Demographic and Predictive Factors

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The aim of this study is to examine the ambition levels of emerging adults in relation to different demographic characteristics and to determine the predictive relationship between ambition and perceived competence. In the study, a Personal Information Form, the Ambition Scale, and the General Self-Efficacy Belief Scale were administered to 445 emerging adults, comprising 340 females and 105 males. Data were analyzed using t-tests, one-way analysis of variance (ANOVA), and simple linear regression analysis. The findings reveal a notable disparity in ambition levels based on gender, with males exhibiting significantly higher ambition levels than females. Conversely, no substantial differences were found in the ambition levels of emerging adults in relation to perceived parental attitudes, family income levels, or the educational attainment of either parent. Furthermore, a significant positive correlation was observed between the ambition levels of emerging adults and their perceptions of competence.

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INTRODUCTION

The human development process is divided into various stages, one of which is emerging adulthood. According to Arnett (2000), individuals aged 18 to 25 are in this stage. Emerging adulthood is marked by an intensification and crystallization of thoughts, feelings, and actions, including identity formation, work, and romantic relationships that began in adolescence. Hope and optimism are prominent characteristics of emerging adults; they often have vivid dreams and aspirations (Arnett, 2001). Most emerging adults believe their lives will be fulfilling and that some of their dreams will come true (Arnett, 2004). This stage, which typically coincides with university years, is characterized by developmental features that elevate individuals' expectations and ambitions, influencing their behaviors in both quality and quantity (Al-Owaidah, 2009). Ambition, a critical variable affecting individual activities, is considered a behavioral phenomenon. Alongside other factors, ambition plays a significant role in the success of individuals and nations across various fields (Abd-Alfattah, 1990; cited in Mahmood & Alwan, 2022). In this dynamic stage of human development, ambition emerges as a key characteristic that shapes an individual's life trajectory.

Ambition is a personality construct that significantly impacts individual differences in educational and career success, as well as status attainment (Jones et al., 2017). Ambitious individuals tend to be competitive, assertive, achievement-oriented, self-confident, and focused on personal development (Hansson et al., 1983). Hogan and Schroeder (1981) argue that ambition can be a constructive personal trait, arising from an individual's internalization of goals and aspirations that promote both social progress and personal well-being (Hansson et al., 1983). As a motivational factor, ambition drives individuals to grow professionally and advance their careers. It directs human activity toward socially significant achievements (Barsukova, 2014) and serves as a crucial influence on a person's current and future behavior. Furthermore, ambition encompasses the strategies individuals develop to achieve specific goals; it represents more than just a wish to be fulfilled (Alshebami & Alamri, 2020). Ambition reflects a desire to achieve goals, enabling individuals to prepare, strive, and take on responsibility. Sociologists often view ambition as a product of parental influence and the social or economic environment, while psychologists consider it a personality trait (Mahmood & Alwan, 2022). In psychological research, ambition is traditionally defined in terms of goals or achievement plans, with almost all definitions emphasizing goal-setting or striving for achievement. It is characterized by persistent and generalized striving for success, which continues even after a certain level of achievement is reached. Thus, ambition relates more to the process of achievement rather than the achievement itself (Judge & Kammeyer-Mueller, 2012).

Abd-Alfattah (2007) posits that the level of ambition develops with maturity; as individuals grow, they gain the means to achieve their ambitions. A more mature individual can better contemplate the means and ends necessary for fulfilling their ambitions (cited in Mahmood & Alwan, 2022). Most ambitions tend to have a competitive nature, requiring self-discipline, commitment, and determination to achieve. The desire for commitment and ambition should manifest in actionable steps. Beyond merely contemplating one's desires, individuals must undertake actions that are seen as instrumental to achieving their goals. However, ambition

cannot be realized overnight. Its attainment is often a distant goal that requires careful planning and the execution of various intermediate steps (Pettigrove, 2007). In summary, ambition is not merely a dream or desire; it is a process that necessitates prerequisites such as physical maturity and involves strategic planning, decisive action, and perseverance in reaching the goal.

Ambition embodies both positive and negative traits. It can serve as a high virtue leading to significant personal and social gains, or as a vice that causes suffering to others in the pursuit of self-interest (Hirschi & Spurk, 2021a; Pettigrove, 2007). Ambition can be assessed in different ways: it can be seen as beneficial on one hand and detrimental on the other (Barsukova, 2014). Positive ambition can enhance an individual's life by providing direction and meaning, resulting in rewards and satisfaction. It can enrich moral life by offering a normative framework that encourages creativity, productivity, discipline, and perseverance. Conversely, negative ambition can hinder meaningful activities and distort moral perspectives (Pettigrove, 2007). Such ambition may lead to distorted personality development and strained interpersonal relationships, causing individuals to become dependent or aggressive and to experience negative emotions and disappointments (Barsukova, 2015). In evaluating ambition, simply categorizing it as "good" or "bad" is insufficient. A more nuanced approach that considers what ambition brings or detracts from individuals and society is essential. Pettigrove (2007) identifies six factors to consider when assessing whether ambition is "good" or "bad." The first factor is the value of the object of ambition. Specifically, (a) is the object worth desiring? and (b) does it generate intense emotions? The second factor concerns the adequacy of interpreting the value of the object of ambition. Does the object of ambition hold the importance that ambition attributes to it? The third factor to consider is the motive behind the ambition. Why and how does the individual pursue this goal? Is the motivation internal or external? The fourth factor pertains to the outcome of ambition: does it yield more good or less? The fifth factor involves the type of actions required in the pursuit of the goal, while the sixth examines the role of ambition in structuring one's life. Evaluating ambition through these factors can lead to more realistic conclusions.

Resta et al. (2023) note that ambition is linked to desires for power and dominance, narcissism, aggression, self-confidence, conscience, achievement, and importance-seeking. However, ambition differs from these constructs in significant ways. In the first theory to directly address levels of ambition, Kurt Lewin and his students argued that the procedural meaning of ambition depends on the nature of the task. Lewin described ambition as the anticipated level of performance on familiar tasks the individual has encountered. He posited that previous experiences, the predetermined purpose of an activity, group influence, and the connection of goals to reality all affect the level of ambition (Almomani & Theeb, 2016).

In other words, ambition is a multifaceted concept influenced by various structures. Previous experiences and social environmental factors that shape the level of ambition also play a crucial role in determining self-efficacy and competence perception, which significantly impacts an individual's life. The level of ambition can influence social behaviors that foster a perception of high competence by enhancing skills, practices, and thinking styles that promote confidence. An ambitious individual should possess qualities that enable them to act effectively, confront challenges in their environment, and set future goals aligned with their abilities (Almomani & Theeb, 2016). Similarly, the perception of competence is considered one of the most important mechanisms of personal power. It is a crucial process and tool for individuals to achieve their goals, representing a key factor in success across various areas of life (Ali & Assaheb, 2010). A study by Almomani and Theeb (2016) on university students in Jordan found a strong, significant, and positive relationship between ambition and the perception of competence, indicating that ambition is a vital predictor of competence perception. The perception of competence is also referred to as self-efficacy or competence expectancy (Bandura, 1978; Chlebowy & Garvin, 2006; Datu et al., 2022). In this study, the term "perception of competence" will be used. Bandura (1977) defined the perception of competence within his social learning theory as the individual's belief in their ability to successfully perform a specific task. This belief is one of the strongest motivational determinants of how well an individual will perform in their efforts to achieve a goal (Chlebowy & Garvin, 2006; Heslin & Klehe, 2006). According to Bandura, the perception of competence reflects an individual's ability to realize their full potential. Individuals with a high perception of competence are effective learners, mastering tasks and various skills with fewer limitations on their ability to succeed (Bussey & Bandura, 1999). This awareness enables individuals to recognize that they can make a difference, fostering a sense of well-being and initiative (Bandura, 1978; Chlebowy & Garvin, 2006). Additionally, the perception

of competence shapes expectations regarding the outcomes of behaviors, representing an individual's anticipation of the results of specific actions (Chlebowy & Garvin, 2006). Bandura (1986) emphasized that the perception of competence is closely linked to behavior. The author notes that the perception of competence influences how individuals feel, how they are motivated, and how they think and behave in various situations (Bandura, 1994). This perception is typically task-specific, meaning an individual may feel highly competent in some roles while feeling less competent in others simultaneously (Heslin & Klehe, 2006). The perception of competence serves as an inner strength, instilling confidence in individuals to achieve their goals. Those with a high perception of competence tend to maintain a positive outlook, believing they can overcome challenges and tackle difficult tasks (Charlevoix-Romine, 2008).

Individuals with a strong sense of competence are less likely to feel demoralized or discouraged by failure. When faced with setbacks, they can regroup and refocus on the task at hand (Bandura, 1994). In summary, the perception of competence is an individual's subjective assessment of their potential success in any given task. Those with a high perception of competence approach tasks with a positive mindset and are more likely to persist through difficulties rather than become stuck in failure. Various factors shape the perception of competence. Personal successful experiences play a crucial role in developing a strong sense of competence (Bandura, 1994). These successes reinforce belief in one's abilities (Cervone, 2000). Additionally, vicarious experiences—learning from the successes and failures of others—are important, though they may not be as effective as personal experiences (Pajares, 2002). By observing others, individuals can learn and enhance their own confidence (Heslin & Klehe, 2006). Another important factor in the perception of competence is social persuasion. Social persuasion strengthens individuals' belief that they possess the ability to succeed. The fourth factor shaping the perception of competence is one's physiological and psychological state. People often rely on their physiological and emotional states when evaluating their abilities (Bandura, 1995). In summary, an individual's successful experiences, the information obtained from observing others, the persuasion of those around them, and their emotional and physiological states can all influence their perception of competence.

Studies reveal that the perception of competence is related to various constructs. Artistic et al. (2003) found that young adults have higher competence beliefs regarding problem-solving skills compared to older adults. Hartman and Betz (2007) identified positive relationships between openness to experience in creative and intellectual pursuits and perceptions of competence. Beefink et al. (2012) established a positive relationship between perception of competence and professional success. Forrest-Bank and Jenson (2015) found a positive relationship between academic competence perception and school engagement. Van Vianen (1999) observed a positive relationship between ambition and perceptions of management competence, while Almomani and Theeb (2016) reported a positive relationship between ambition and perceptions of general competence. Similarly, Jabri et al. (2019) found a significant positive relationship between the ambition levels of university students and their perception of general competence. Currently, there is no research on the relationship between ambition and perception of competence in our culture. Therefore, this study aims to examine the relationship between ambition and perception of competence among emerging adults, contributing to the literature on related variables and potentially forming the basis for educational and vocational guidance practices focused on these areas. This study investigates the ambition levels of emerging adults in relation to their demographic characteristics and determines the predictive relationships between ambition and perception of competence. The following research questions were formulated:

1. Do the ambition levels of emerging adults significantly differ based on gender, perceived parental attitude, family income level, and the educational levels of their mothers and fathers?
2. Does the level of ambition among emerging adults significantly predict their perception of competence?

METHOD

Research Design

The research was conducted using the survey method, a quantitative research method. This design offers a quantitative description of views, attitudes, and tendencies within a population by studying a sample drawn from that population (Creswell, 2014). In the current study, the ambition levels of emerging adults were

examined based on their demographic characteristics using the relational survey model, and the predictive relationships between ambition and perceived competence were also analyzed

Participants

The study included 445 emerging adults aged between 18 and 25, of whom 340 were women and 105 were men. Participants were selected using the convenience sampling method. According to Şenol (2012), in cases where time, labor, and financial resources are limited, convenience sampling involves selecting the sample from easily accessible and applicable units. The majority of participants (76.40%) were women. It was found that the mothers of 50.1% and the fathers of 27% of the participants had an education level of primary school or below. Additionally, 29.9% of participants' families had an income between 17,003-25,505 ₺, just above the minimum wage. Furthermore, 66.1% of participants reported that their parents raised them with a democratic parenting style.

Data Collection and Ethical Processes

Data collection tools were administered online in this study. To ensure that emerging adults responded sincerely, the purpose and significance of the research were explained in writing, and participants were asked if they wished to participate. It was emphasized that participation was voluntary, that they could withdraw from the study at any time, and that they were not required to provide their names. This study was conducted with the approval of the Human Research Ethics Committee, dated 28.02.2024 and numbered 2024/01-08.

Data Collection Tools

The Ambition Scale (AS), General Competence Belief Scale (GCBS), and Personal Information Form (PIF) were used as data collection tools. These instruments are briefly introduced below.

Ambition Scale (AS)

Developed by Hirschi and Spurk (2021a), this five-item, unidimensional scale measures ambition. The internal consistency of the original version was tested, and Cronbach's Alpha coefficients were calculated from two different samples, yielding values of .84 and .90. The scale uses a five-point Likert scale (1 = Strongly Disagree, 5 = Totally Agree). Higher scores indicate higher levels of ambition (Hirschi & Spurk, 2021a). In the Turkish adaptation by Şahin and Ayvaz (2024), Confirmatory Factor Analysis indicated good model fit ($\chi^2(4) = 12.69$, $p < .05$, CFI = .98, TLI = .96, SRMR = .030, RMSEA = .076). Item factor loadings ranged between .54 and .87. Convergent validity was confirmed through AVE and CR values, and the scale's validity was supported by a significant correlation with the Persistence in Endeavor subdimension of the Perseverance Scale ($r = .59$, $p < .001$). The Turkish adaptation's internal consistency, measured by Cronbach's Alpha, was .78 (Şahin & Ayvaz, 2024), while the current study found a Cronbach's Alpha coefficient of .76.

General Competence Belief Scale (GCBS)

Originally developed by Jerusalem and Schwarzer (1992) and adapted to Turkish by Çelikkaleli and Çapri (2008), this scale measures general competence belief. The adaptation study involved 753 university students and found that the unidimensional structure explained 45.78% of the total variance. The scale correlated significantly with the Prospective Teacher's Self-Efficacy Belief Scale ($r = .46$). The internal consistency coefficient was .87, and the test-retest reliability was .92. The ten-item Likert scale is scored from 1 to 4, with total scores ranging from 10 to 40, where higher scores indicate stronger general competence beliefs (Çelikkaleli & Çapri, 2008). In the current study, the Cronbach's Alpha coefficient for the GCBS was .72.

Personal Information Form (PIF)

This form, prepared by the researchers, includes five questions designed to gather information on participants' gender, perceived parental attitudes, family income level, and parents' educational background.

Data Collection and Analysis

The data obtained from the study were analyzed using SPSS 25.0. To assess whether the data met the normality assumption, kurtosis and skewness values for the total scores of the AS and GCBS were calculated and presented in Table 1.

Table 1. Skewness and Kurtosis Values of the AS and GCBS

Scale	Skewness / Kurtosis	Statistic	Standard Error
AS	Skewness	-.201	.116
	Kurtosis	-.406	.231
GCBS	Skewness	.174	.116
	Kurtosis	-.202	.231

According to Tabachnick and Fidell (2013), when skewness and kurtosis values are between -1.5 and +1.5, the data can be considered normally distributed. As shown in Table 1, the skewness and kurtosis values for the AS and GCBS fall within this range. Thus, it can be concluded that the scores from these measurement tools are normally distributed. Consequently, parametric tests were used to analyze the research data. A t-test was employed to examine the differences between the means of two independent groups, while a One-Way Analysis of Variance (ANOVA) was used to compare the means of more than two groups. The homogeneity of variances was tested using Levene's Test. For cases where the groups were found to be homogeneous, Scheffe's Multiple Comparison Test was applied to identify which groups differed significantly based on F values. Additionally, the relationship between the independent variable, ambition, and the dependent variable, perception of competence, was analyzed using simple linear regression. Cohen's d was calculated as an effect size statistic to measure the strength of the relationship between the independent and dependent variables (Büyüköztürk, 2018). According to Cohen (1988), a d value less than .20 indicates a small effect, .50 indicates a medium effect, and greater than .80 indicates a large effect. The margin of error for the study was set at .05.

FINDINGS

In this section, the findings on the ambition levels of emerging adults with respect to their demographic characteristics are presented first. Then, the findings related to the predictive relationship between ambition and perceived competence are discussed. The results concerning the ambition levels of emerging adults according to gender and perceived parental attitude are presented in Table 2.

Table 2. Ambition Levels of Emerging Adults According to Gender and Perceived Parental Attitudes

Variable	n	\bar{X}	S	sd	t	p	Cohen d	
Gender	Female	340	17.85	3.32	443	2.68	.00	.30
	Male	105	18.86	3.50				
Perceived Parental Attitude	Democratic	294	18.03	3.42	443	.50	.62	
	Other	151	18.19	3.34				

Table 2 indicates a significant difference in the ambition levels of emerging adults based on gender ($t = 2.68, p < .01$). Specifically, the mean Ambition Scale score for men ($n = 105$) ($\bar{X} = 18.86$) is statistically higher than that for women ($n = 340$) ($\bar{X} = 17.85$). The calculated Cohen's d value, which measures the effect of gender on ambition, is .30, indicating a moderate effect. Thus, it can be concluded that male emerging adults are more ambitious than their female counterparts. On the other hand, Table 2 shows no significant difference in ambition levels with respect to perceived parental attitude ($t = .50, p > .01$). Therefore, it can be concluded that perceived parental attitude does not have a statistically significant impact on the ambition levels of emerging adults.

Descriptive statistics and ANOVA results regarding the ambition levels of emerging adults based on family income, mother’s education level, and father’s education level are presented in Table 3.

Table 3. Descriptive Statistics and ANOVA Results Regarding Ambitions of Emerging Adults According to Family Income Level, Mother and Father's Education Level

	Variable	n	\bar{X}	S	Source of Variance	Sum of Squares	sd	Mean Squares	F	p
Family Income Level	17.002 ₺ and less	132	18.51	3.31	Intergroup	36.96	4	9.23	.80	.52
	17003- 25.504 ₺	133	17.95	3.32	Within groups	5068.63	440	11.52		
	25.505- 34.006 ₺	73	18.01	3.59	Total	5105.58	444			
	34.007- 42.508 ₺	48	17.77	3.82						
	42.509 ₺ and more	59	17.78	3.12						
Mother's Education Level	Primary school and below	223	18.02	3.38	Intergroup	3.39	3	1.13	.10	.96
	Middle School	88	18.22	3.48	Within groups	5102.19	441	11.57		
	High School	76	18.18	3.59	Total	5105.58	444			
	University	58	18.02	3.12						
Father's Education Level	Primary school and below	123	18.37	3.35	Intergroup	15.50	3	5.17	.45	.72
	Middle School	100	17.89	3.21	Within groups	5090.08	441	11.54		
	High School	116	18.06	3.63	Total	5105.58	444			
	University	106	17.97	3.36						

As shown in Table 3, no statistically significant difference was found in the ambition levels of emerging adults based on family income level ($F = .80, p > .05$). Therefore, it can be concluded that family income level does not significantly affect the ambition levels of emerging adults. Similarly, no significant difference was found in ambition levels with respect to mothers' education levels ($F = .10, p > .05$), indicating that the mother's level of education does not significantly impact ambition. Additionally, as seen in Table 3, there was no significant difference in ambition levels in terms of fathers' education levels ($F = .45, p > .05$). Accordingly, it can be stated that fathers' education level does not have a statistically significant effect on the ambition levels of emerging adults.

The findings regarding the relationship between emerging adults' ambition and perception of competence are presented below. Table 4 shows the correlation between ambition and perception of competence, as well as the results of the simple linear regression analysis examining the predictive power of ambition on perception of competence.

Table 4. Predictive Relationship between Ambition and Perception of Competence in Emerging Adults

Correlation Results			Results of Simple Linear Regression Analysis						
	Ambition	Perception of Competence	Predictor	Predicted	B	SE	β	t	p
Ambition	-	.46*		Constant	17.12	.92		18.57	.00
Perception of Competence	.46*	-	Ambition	Perception of Competence	.54	.05	.46	10.88	.00
R= .46	R ² = .22	F= 118.44	p< .001						

As shown in Table 4, there is a significant, moderately positive relationship between emerging adults' mean scores on the Ambition Scale and their mean scores on the General Competence Belief Scale ($r = .46, p < .001$). Moreover, it was found that ambition is a significant predictor of perception of competence ($R^2 = .22, p < .001$), explaining 22% of the total variance in perception of competence.

DISCUSSION

In this section, the findings are discussed and interpreted in the context of existing literature. The study revealed that emerging adult males were more ambitious than females, a result consistent with Acker's (1977) research, which also found that men were more ambitious than women. However, this finding contrasts with the results of Almomani and Theeb (2016), who reported no significant difference in ambition levels between men and women. The variation in ambition levels among individuals can be influenced by factors such as culture, social class, and gender. In many cultures, women are less likely than men to express or fulfill personal ambitions (Yager & Kay, 2023). In the context of a patriarchal culture like Turkey's (Tekin & Değirmenci, 2022), it is not surprising that emerging adult males demonstrate higher levels of ambition compared to females at the same developmental stage. Men may have received stronger societal messages regarding the importance of striving for success, acquiring a profession, and achieving goals. These messages might have fostered higher ambition levels among men. Conversely, even if emerging adult women are ambitious, their levels of ambition might be lower due to cultural constraints that discourage them from expressing their ambitions. The study also found no significant difference in ambition levels based on perceived parental attitudes. This indicates that emerging adults' ambition levels are similar regardless of their perceptions of parental attitudes. Sociologists suggest that parental influence can impact the level of ambition (Mahmood & Alwan, 2022). Factors such as the parental role model, the messages given to the child, and the parent's occupation can shape a child's ambition. However, in this study, the parental attitude may not have had a significant effect on the child's level of ambition.

The study found no significant difference in the level of ambition among emerging adults based on family income level. This finding is consistent with Almomani and Theeb's (2016) research. However, it contrasts with Judge and Kammeyer-Mueller's (2012) findings, which identified a positive relationship between the prestige of the parent's occupation and ambition. It has been noted that family, social, and economic environments influence ambition (Mahmood & Alwan, 2022). Thus, one might expect family income to affect ambition. Nonetheless, the participants in this study are in the emerging adulthood stage. During this period, family influence tends to wane as individuals focus more on establishing their independence and identity. Emerging adults often experience heightened optimism and hope, believing that their dreams will come true (Arnett, 2001; 2004). Consequently, the impact of family income on ambition may diminish. As Almomani and Theeb (2016) suggest, emerging adults may be more focused on achieving their personal goals and overcoming obstacles, regardless of family income. They might believe that individual ambition, persistence, and perseverance are key to achieving a better future. Similarly, no significant difference was found in the ambition levels of emerging adults based on the educational levels of their mother and father. Judge and Kammeyer-Mueller (2012) identified a positive relationship between an individual's own education level and ambition. However, a study directly examining the relationship between parents' education levels and an individual's ambition was not found in the literature. Although ambition is considered a personality trait (Jones et al., 2017; Mahmood & Alwan, 2022), and environment can influence personality development, the educational level of

parents may not significantly impact this trait. Given that emerging adults are largely influenced by their own experiences and maturation rather than their parents' education, parental educational level might have a limited effect on their ambition.

The study found a significant, moderate, and positive relationship between ambition and perception of competence, with ambition serving as a predictor of perception of competence. This finding aligns with the results of studies by Van Vianen (1999), Almomani and Theeb (2016), Jabri et al. (2019), and Hirschi and Spurk (2021b). Ambition helps individuals set and strive toward goals, while a perception of competence can lead to the development of more realistic goals and planning behaviors. Therefore, the predictive relationship between ambition and perception of competence is not surprising.

LIMITATIONS AND RECOMMENDATIONS

This study has several limitations. The use of online data collection and the convenience sampling method may have limited the diversity of the sample. Future studies could employ different sampling methods to achieve greater diversity in the study group. Additionally, collecting data through face-to-face processes might better motivate participants and yield more comprehensive results. The study focused solely on emerging adults. Future research could explore ambition levels in adolescents and adults to provide a broader understanding. While this study examined the predictive relationship between ambition and general competence, future research could investigate the relationship between ambition and domain-specific competence. Regarding perceived parental attitudes, most participants identified their parents as having a "democratic" attitude, with few selecting "extremely liberal" or "extremely indifferent." To better assess the impact of perceived parental attitudes, future studies should consider using a more detailed Parental Attitude Scale.

The study found that men were more ambitious than women. To address this in guidance and psychological counseling, it is important to ensure that men's ambition does not develop into detrimental forms. Psychological support activities aimed at goal setting and achievement should consider the relationship between ambition and perception of competence. Future research could also examine the relationship between ambition and various outcomes such as school achievement, school adaptation, career choice, career adaptation, career commitment, job satisfaction, career decision-making, importance seeking, aggression, and relative deprivation.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

The formal ethics approval was granted by the Human Research Ethics Committee of Aksaray University. We conducted the study in accordance with the Helsinki Declaration in 1975.

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Research and Publication Ethics Statement

The study was approved by Human Research Ethics Committee of Aksaray University. (Approval Number/ID: 28/02/2024/01-08). Hereby, we as the authors consciously assure that for the manuscript the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

Authors' contribution to the study is equal.

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