THE RELATIONSHIP BETWEEN TIME MANAGEMENT, SELF-EFFICACY AND ACADEMIC SUCCESS LEVELS OF NURSING AND MIDWIFERY STUDENTS AND VARIOUS VARIABLES

Hemşirelik ve Ebelik Öğrencilerinin Zaman Yönetimi, Öz Etkililik ve Akademik Başarı Düzeylerinin Birbirleri İle ve Çeşitli Değişkenlerle İlişkisi

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ABSTRACT

Objective: This study was conducted to assess the relationship between time management skills, self-efficacy and average academic achievement levels of nursing and midwifery students and various variables.

Methods: A total of 459 nursing and midwifery students participated in this descriptive study. The "Student Information Form", "Time Management Questionnaire" and "Self-Efficacy Scale" were used to collect the data. Descriptive, t test, ANOVA and correlation analysis were used for the analysis of the data.

Results: While the mean score of students Time Management Questionnaire 90.45 ± 12.87, Self-Efficacy Scale mean score was 86.69 ± 11.73. There was a positive correlation between the scores of Time Management Questionnaire, Self-Efficacy Scale with average academic achievement and between the scores of Self-Efficacy Scale with average academic achievement. There was a positive correlation between time management skills, academic achievement averages and self-efficacy levels, and between self-efficacy levels and academic achievement average scores. Moreover, it was found that the students' status of having free time activities affected Time Management, Self-efficacy and average academic achievement scores.

Conclusion and Suggestions: It is necessary for nurses/midwives, who are professionals of the future, to be able to manage time well and to be confident candidates in order to provide better quality service. Therefore, it is necessary to evaluate these characteristics of nursing/midwifery students throughout their education period and to create necessary training programs in order to increase the service and quality they will offer in their professional lives.

Keywords: Academic achievement; Midwifery students; Nursing students; Self-efficacy; Time management.

ÖZET

Amaç: Bu çalışma, hemşirelik ve ebelik öğrencilerinin zaman yönetimi becerileri, öz-yeterlik ve akademik başarı ortalama düzeylerinin birbirleri ile ve çeşitli değişkenlerle arasındaki ilişkiyi değerlendirmek amacıyla yapılmıştır.

Yöntem: Tanımlayıcı tipteki bu çalışmaya 459 hemşirelik ve ebelik öğrencisi katılmıştır. Verilerin toplanmasında "Öğrenci Bilgi Formu", "Zaman Yönetimi Anketi" ve "Öz Etkililik Yeterlik Ölçeği" kullanılmıştır. Verilerin analizinde tanımlayıcı, t testi, ANOVA ve korelasyon analizi kullanılmıştır.

Bulgular: Öğrencilerin zaman yönetimi anketi puan ortalaması 90.45 ± 12.87 iken, öz etkililik yeterlik ölçeği ortalama puanı 86.69 ± 11.73 idi. Zaman yönetimi becerileri ile akademik başarı ortalamaları ve öz etkililik yeterlik düzeyleri arasında ve öz etkililik yeterlik düzeyleri ile akademik başarı ortalama puanları arasında pozitif korelasyon vardı. Ayrıca öğrencilerin boş zaman etkinliği yapma durumlarının zaman yönetimi anketi, öz etkililik yeterlik ve akademik başarı ortalama puanlarını etkilediği görülmüştür.

Sonular ve öneriler: Geleceğin profesyonelleri olan hemşire/ebelerin daha kaliteli hizmet verebilmek için zamanı iyi yönetebilmesi ve kendine güvenen adaylar olması gerekmektedir. Bu nedenle hemşirelik / ebelik öğrencilerinin bu özelliklerinin eğitim süresi boyunca değerlendirilmesi ve mesleki yaşamlarında sunacakları hizmet ve kalitenin artırılması için konu ile ilgili gerekli eğitim programlarının oluşturulmasına ihtiyaç duyulmaktadır.

Anahtar kelimeler: Akademik başarı; Ebelik öğrencileri; Hemşirelik öğrenciler; Öz etkililik; Zaman yönetimi.

1. INTRODUCTION

Time is a basic resource that everyone has equally, but cannot benefit from at the same level for a variety of reasons. Time management is actually self-management, to maintain control of the events we experience. In this sense, it is important to have and believe in self-efficacy so that good decisions can be made about how to use time (Nasrullah & Khan, 2015). In this management, knowing oneself and believing in self-sufficiency will enable the person to make the right decisions about using time.

Efficient and effective use of time is also very important in university education. University students have a limited time to engage in extracurricular activities and their social lives in addition to fulfilling their academic responsibilities (Nasrullah & Khan, 2015; Gajewska & Piskrzyńska, 2017).

Nursing/Midwifery students have great responsibilities as future healthcare providers. Since some nursing interventions may be neglected when time management behaviors are not adequate, problems such as the patient, organization, vocational professionalism and decrease reduced quality of care may arise (Hassankhani et al., 2015; Nayak, 2018). Future nurses and midwifes need to be well-prepared to meet the challenges of the increasingly complex and ever-changing health environment. Therefore, students should have good time management skills and high self-efficacy beliefs in order to better understand both the society they serve and themselves.

There is a correlation between the time management skills (TMS) and variables such as motivation, entrepreneurship, stress, anxiety, personality traits, life satisfaction and self-esteem (Kaya et al., 2012; Eid et al., 2015; Zarbakhsh et al., 2015). One of the variables related to time management skills is self-efficacy (SE) (Sevari & Kandy, 2011; Gajewska & Pıskrzyńska, 2017). SE is essentially conceptualized as situational belief and perception (Gözüm & Aksayan, 1999).

In the literature, it is mentioned that there is a significant relationship between students' SE beliefs, achievement motivations and academic performances. (Hassankhani et al., 2015; Alshammari et al., 2018; Tiyuri et al., 2018). Individuals a high SE belief are more willing to engage in learning activities compared to individuals a low SE belief, to expend more effort on their activities and to develop more effective strategies to cope with difficulties which they encounter. All these attributes are among the essential characteristics that should be found in a professional nurse/midwife who has completed vocational training. Therefore, high SE belief is very necessary and important for nursing/midwifery students, who are future nurse/midwife candidates, as well as for all health professionals today. Nurses and midwifes with a low SE belief cannot take the necessary measures required for patients and cannot initiate nursing/midwifery initiatives due to not wanting to make mistakes and being unsure about their skills. Bandura (1993) reported that students with a low SE tend to avoid situations that have led to failures in the past. This condition may cause those students to avoid negative experiences and fail in their education. These students have less clinical self-esteem and are more prone to leaving their profession (Masoudi Alavi, 2014). However, when students believe in their abilities, they can make a maximum effort in different situations. In this context, nursing and midwifery students need sufficient confidence to learn and perform the clinical activities in which they are not skilled. Nursing/midwifery educators and clinical nurses/midwives are responsible for informing, supporting and guiding the students to adapt to their jobs (Behnam et al., 2014; Masoudi Alavi, 2014).

The other variables related to TMS are average academic achievement (AAA) (Nasrullah & Khan, 2015; Gajewska & Piskrzyńska, 2017) and personal, social and cultural activities (Kaya et al., 2012; Uysal et al., 2017). Having these skills allow more time for hobby and leisure activities (Gajewska & Piskrzyńska, 2017).

Many studies have investigated the relationship between time management and academic performance, SE beliefs (Kader & Eissa, 2015; Ertuğ & Faydalı, 2018). However, in Turkey no study has found to determine the relationship between nursing/midwifery students' TMS, AAA and SE levels. This study was carried out to determine the relationship between TMS, SE and AAA levels of nursing/midwifery students and various variables.

Research Questions:
- Is there a relationship between students' TMS, SE, AAA levels?
- What are the factors affecting students' TMS, SE and AAA levels?

2. METHODS

2.1. The Study Population and Sample

The population of this descriptive study was consists of nursing and midwifery students in the Health School of a university in the 2013-2014 academic year (N = 630). However, since there were students who did not want to participate in the study and were absent during the data collection stage, the study was completed with 459 students. Inclusion criteria include being at the school that day and volunteering to participate in the study. The questionnaires were completed under direct observation by the participants and were collected immediately. It took an average of 10-15 minutes to complete each questionnaire.

2.2. Data Collection Tools

Student Information Form: This form included 20-item questions about variables such as gender, age, education year, participation in social activities, reading books, listening to music, future professional goals and course repetition. The AAA was collected as an indicator of academic effort. At the end of the academic calendar, an official letter regarding the student AAA's was requested from the student registration system. AAA results of the students were reached using the student numbers written by the students on the questionnaires.

Time Management Questionnaire (TMQ): This scale has three sub-dimensions and 27 items. It was developed by Britton & Tesser and adapted for Turkish society by Alay & Koçak. The scale consists of the "Time Planning", "Time Attitudes" and "Time Wasters" subscales, and is a Likert-type scale. The sum of the scores from these three sections gives the result of the TMQ. A minimum of 27 points and a maximum of 135 points can be obtained from TMQ. The mean scores are obtained by dividing the general and subscale total scores of the scale into the number of scale items. The possible answers are "always", "often", "sometimes", "infrequently" and "never". These statements are given scores between 1 and 5. The Cronbach's alpha internal consistency of the scale was .87. (Britton & Tesser, 1991; Alay & Koçak, 2002). In the current study, the Cronbach alpha internal consistency was found to be .84.

Self-efficacy Scale (SES): The SES was developed by Sherer et al. and adapted to Turkish society by Gözüm & Aksayan. It consists of four subscales and 23 items. The SES is a 5-score Likert type self-assessment scale based around the concepts of Initiating a Behavior, Continuing a Behavior, Completing a Behavior and Struggling with Difficulties. For each item, possible responses are: 1 = "Does not describe me at all", 2 = "Describes me a bit", 3 = "Neutral", 4 = "Describes me well" or 5 = "Describes me very well". The score given for each item is taken as the basis. Thus, the minimum score for the scale is 23 while the maximum score is 115. A high score on the scale indicates that the SE perception of the individual is at a good level. The Cronbach alpha's internal consistency coefficient of the scale was .81 (Sherer et al., 1982; Gözüm & Aksayan, 1999). In this study, Cronbach's alpha internal consistency was determined as .82.

2.3. Statistical Analysis

All analysis were carried out by using SPSS 17.0 package software. The normal distribution of the data was examined with the Kolmogorov-Smirnov test. Descriptive statistics, independent groups t-test, ANOVA and Pearson correlation analysis were used to evaluate the data. Significance limit was accepted as $p < 0.05$.

2.4. Ethical Approval

The current study was deemed appropriate by the G University Ethics Committee and the institution where the study was conducted (Number:13-KAEK-040). After the students were informed about the study, their written and verbal consents were obtained.

3. RESULTS

A total of 459 students participated in the current study. Female students(%82.4) were more than male students(17.6%). This rate was in parallel with the registered number of students. More than half of the students (54.0%) were under the age of 20, 36.4% were in the midwifery department and 63.9% were in the nursing department. When we look at the percentage of the classes in which students are educated, they have similar distributions. It was found that 22.7% of the students frequently participated in social activities, 91.9% of them had listening to music, 80% of them had reading books, 78.2% of them had goal for the future, 67.1% of them had not repeated the course and 9.8% of them were employed(Tablo 1).

Table 1. Some Introductory Characteristics of the Participants

Gender	n	%	Participation in Social Activities	n	%
Female	378	82.4	Frequently	104	22.7
Male	81	17.6	İnfrequently	211	46.0
Age			Never	144	31.4
20≥	248	54.0	**Book Reading**		
21	74	16.1	Read books	367	80.0
22≤	137	29.9	Do not read books	92	20.0
Department			**Listening to Music**		
Midwifery	167	36.4	Yes	407	88.7
Nursing	292	63.6	No	52	11.3
Year of Education			**Repeating the Course**		
1st Year	131	28.5	Yes	151	32.9
2nd Year	100	21.8	No	308	67.1
3rd Year	118	25.7	**Having a Future Goal**		
4th Year	110	24.0	Yes	359	78.2
Employment Status			No	100	21.8
Employed	45	9.8			
Unemployed	414	90.2			

When the TMQ average scores of the students are evaluated, the overall TMQ is 3.35 ± 0.47 (90.45 ± 12.87); The average of the Time Planning subscale is 3.25 ± 0.65 (52.00 ± 10.46); The average of the Time Attitudes subscale is 3.39 ± 0.53 (23.74 ± 3.73); The average of the Time Wasters subscale is 3.67 ± 0.59 (14.70 ± 2.38). It is observed that the TMQ general score average of the students is lower than the other subscale average scores except for the Time Planning subscale. Most of the students scored less than 3 from the Time Planning subscale.

When the SES average scores of the students are evaluated, It is seen that the total SES score is 86.69 ± 11.73; Average Behavior Initiation subscale is 31.08 ± 5.20; Average Behavior Continuation subscale is 27.04 ± 4.52; Average Behavior Completion subscale is 19.37 ± 3.21; Average Struggling with Difficulties subscale is 9.19 ± 2.15. In addition, the students' average AAA score is 69.29 ± 6.59 (Table 2).

Table 2. Students'Average Scores in TMQ, SES and AAA

Scales	Min	Max	Mean±SD
TMQ total scores	1.74	4.89	3.34±0.47
Time Planning scores	1.25	5.00	3.24±0.64
Time Attitude scores	1.57	4.86	3.39±0.53
Time Wasters scores	1.50	5.00	3.67±0.59
SES total scores	60	112	86.69±11.73
Initiating a Behavior Scores	17	40	31.08±5.20
Continuing a Behavior Scores	12	35	27.04±4.52
Completing a Behavior Scores	8	25	19.37±3.21
Struggling with Difficulties Scores	3	15	9.19±2.15
Average Academic Achievement Scores (AAA)	50	90	69.29±6.59

The comparison of students' TMQ, SES and AAA scores according to some variables is given in Table 3. The TMQ, SES and AAA scores of the students who are female, who frequently participate in social activities, who reading books and listening to music, who have goals for the future, and who do not repeat the course were determined to be higher. TMQ and AAA scores were higher for students who were not employed in their leisure time. SES and AAA scores of 3rd grade students were found to be higher than other years, and midwifery students' AAA scores were found to be higher than nursing students. It was found that there was no significant difference between the students' department, age and year of education and their TMQ scores, between the department and age and their SES scores, and between the age and their AAA (Table 3).

Table 3. Comparison of students' TMQ, SES and AAA scores according to some variables

	TMQ Scores	*p* value	AAA Scores	*p* value	SES Scores	*p value*
Gender						
Female	3.37±0.46	**p=0.002[b]**	70.36±6.25	**p=0.000[b]**	87.21±11.67	**p=0.042[b]**
Male	3.20±0.47		64.27±5.81		84.29±11.78	
Age						
20≥	3.36±0.49	p=0.660[a]	69.47±6.77	p=0.315[a]	86.08±12.04	p=0.423[a]
21	3.31±0.45		69.92±6.65		86.90±11.87	
22≤	3.33±0.44		68.61±6.20		87.70±11.07	
Department						
Midwifery	3.34±0.46	p=0.830[b]	72.27±6.45	**p=0.000[b]**	86.64±12.17	p=0.942[b]
Nursing	3.35±0.47		67.58±6.05		86.72±11.49	
Year of Education						
1st year	3.37±0.53	p=0.201[a]	68.84±7.37	**p=0.000[a]**	85.53±12.56	**p=0.011[a]**
2nd year	3.26±0.45		67.86±6.75		84.35±11.76	
3rd year	3.39±0.38		71.74±4.87*		89.11±10.44*	
4th year	3.33±0.48		68.48±6.44		87.63±11.54	
Participation in Social Activities						
Frequently	3.49±0.50*	**p=0.001[a]**	70.81±6.93*	**p=0.007[a]**	89.91±11.47*	**p=0.044[a]**
Sometimes	3.32±0.44		69.32±6.55		86.67±11.45	
Never	3.27±0.46		68.14±6.21*		85.13±12.12*	

Table 3 Cotinue

Reading Books						
Yes	3.42±0.44	*p*=**0.000**[b]	69.70±6.54	*p*=**0.007**[b]	87.80±11.57	*p*=**0.000**[b]
No	3.02±0.44		67.62±6.58		82.30±11.39	
Listening to Music						
Yes	3.36±0.45	*p*=**0.042**[b]	69.62±6.10	*p*=**0.030**[b]	87.61±11.49	*p*=**0.000**[b]
No	3.19±0.56		66.67±9.29		79.51±11.20	
Goals for the Future						
Yes	3.42±0.43	*p*=**0.000**[b]	69.83±6.59	*p*=**0.001**[b]	88.14±11.56	*p*=**0.000**[b]
No	3.08±0.50		67.35±6.26		81.51±10.89	
Repeating the Course						
Yes	3.22±0.46	*p*=**0.000**[b]	65.45±5.63	*p*=**0.000**[b]	84.60±11.64	*p*=**0.007**[b]
No	3.40±0.46		71.17±6.21		87.72±11.65	
Employment Status						
Employed	3.19±0.51	*p*=**0.026**[b]	65.88±6.20	*p*=**0.000**[b]	84.82±11.83	*p*=0.259[b]
Unemployed	3.36±0.46		69.66±6.53		86.90±11.71	

One-Way ANOVA [a] and Independent t test [b] were performed.
Significance variables; p<0.05

There was a significant positive correlation between the TMQ, Time Planning, Time Wasters subscale scores of the students and their AAA scores. (p <0.000). However, no significant correlation was found between the AAA and Time Attitudes subscale scores of the students(p> 0.05). It was found that there was a positive correlation between the TMQ total and subscale scores and the SES total and subscale scores of the students(p <0.000). Despite this, no correlation was found between the scores of the students on the Time Wasters and Struggling With Difficulties subscales(p> 0.05). In addition, a significant correlation was found between the students' AAA scores and their SES total and subscale scores(p <0.000) (Table 4).

Table 4. Correlation Between the Scores of Students TMQ, AAA and SES

TMQ scores	Overall SES scores	Initiating a Behavior	Continuing a Behavior	Completing a Behavior	Struggling with Difficulties	AAA Scores
Overall TMQ Scores	r=0.454*	r=0.372*	r=0.356*	r=0.373*	r=0.279*	r=0.184*
Time Planning	r=0.355*	r=0.272*	r=0.257*	r=0.311*	r=0.279*	r=0.155*
Time Attitudes	r=0.437*	r=0.368*	r=0.370*	r=0.347*	r=0.208*	r=0.050[a]
Time Wasters	r=0.210*	r=0.238*	r=0.212*	r=0.107**	=-0.037[a]	r=0.232*
AAA Scores	r=0.256*	r=0.189*	r=0.258*	r=0.175*	r=0.134*	

**Correlation is significant at the 0.05 level (2-tailed).
 *Correlation is significant at the 0.01 level (2-tailed).
  a≥0.05

4. DISCUSSION

Time management may be one of the best skills nursing and midwifery students can have. These students need to prioritize some activities in order to use their time efficiently. This study analyzed the positive correlation between TMQ, SE and AAA levels of the students. In addition, it was determined that various variables (leisure time activities etc.) affected the TMQ, SE and AAA levels of the students. The students' scores on the TMQ ranged from 47 to 132 while the mean score was 3.35 ± 0.47 (90.45 ± 12.87). These results showed that the students had moderate time management skills. Other studies have found similar results (Kim et al., 2011; Kaya et al.,2012; Ghiasvand et al.,2017). When the students' subscale scores were evaluated, they got the lowest score

from the time planning subscale, and the highest score from the time-wasting subscale. These findings are important in terms of showing that students are not effective in planning time, but are aware of time wasters and avoided. A similar study is consistent with these results of the present study (Sarıkaya Aydın & Koçak, 2016).

The students' scores on the SES ranged from 60 to 112; the mean score was 86.69±11.73. This result suggest that the students had a moderate level of SE. Similar findings were found in studies on students' SE levels (Dikmen et al., 2016; Çıtlık Sarıtaş et al., 2020). In this study, it was determined that the students who were female had higher scores on the TMQ, SES and for AAA. The results of a study showed that the female students had better time management skills than male students and that time management skill levels did not change according to age (Kaya et al., 2012). These results of the present study are similar to the literature. It was found that the students who preferred to participate in social activities, reading books, and listening to music as free time activities had higher scores on the TMQ, SES and for AAA. A similar study found that the students who participated in social activities had better time management skills (Uysal et al., 2017). Another study reported that listening to music, reading books and participating in social and cultural activities positively affected self-esteem, life satisfaction and motivation (Hansen et al., 2017). These results show us that participating in social and cultural activities will make positive contributions to students.

In this study, it was found that students who had goals for the future had higher scores on the TMQ, SES and for AAA. A belief of SE is closely related to self-confidence or its lack in how individuals cope with difficulties in the future (Bandura, 1993; Gözüm & Aksayan, 1999). Therefore, it is thought that students who can determine future goals and plan their time well will have high scores on the SES and TMQ. Nevertheless, that students had future goals and had not repeated any courses may suggest that they had acquired academic motivation. There are studies showing that academic achievement (Ghiasvand et al., 2017; Alshammari et al., 2018) and SE beliefs (Hassankhani et al., 2015; Tiyuri et al., 2018) were higher in the students who were academically motivated. These results make us think that students who have goals for the future may have good professional equipment in line with their academic success and self effectiveness.

The students who did not work were found to have higher scores on the TMQ and lower scores on the SES even though there was no statistically significant relationship. Similar studies found that the students working part-time increased their TMQ, AAA (Humayon et al., 2018) and SE beliefs (Gbadamosi et al., 2015). It is thought that while the academic performance of students who have to work due to economic problems decreases due to their busy schedule, their beliefs in their own SE increase as a result of their increased sense of themselves as individuals and their economic independence.

In current study, it was found that the SES and AAA scores of 3rd grade students in both departments were significantly higher, while midwifery students had higher AAA scores than nursing students. This difference can be explained by the fact that 3rd grade students' school related problems and anxieties have decreased, they adapt to university and they experienced lower stress about the Public Personnel Selection Examination compared to senior students. In a similar study, similar results were found for the 1rd grade students (Eid et al., 2015). It is thought that the difference in AAA scores between the departments is due to the presence of male students in the nursing department, because the male students' achievement was in general lower compared to the female students and the differences in the curriculum. A study found that the female students were more successful than the male students; the students' academic achievement level increased due to increasing age and year of education (Ayyıldız et al., 2014). On the contrary, in another study, it was observed that male students were more successful (Alshammari et al., 2018).

In this study, it was determined that there was a positive significant relationship between the TMQ and AAA scores of the students. This result suggests that good time management practices, good organization of study time and leisure time activities can improve academic performance. Similar results were found in the literature (Ertuğ & Faydalı, 2018; Khaliq et al., 2019). However, in another study, there was no significant difference between students' time management skills and academic achievement scores (Eid et al., 2015).

The research results also showed that SE levels were associated with AAA levels in addition to students' time management skills. This result suggested that the students with high scores on the SES may have high scores for AAA. However, the students with high scores for AAA might have increased SE beliefs because of their academic achievements. Similar studies found a significant relationship between the scores of the students on the SES and for AAA (Tiyuru et al., 2018; Çıtlık Sarıtaş et al., 2020). Another similar study emphasized that there was a significant relationship between SE level, academic motivation and academic achievement (Hassankhani et al., 2015). According to these results, the students with high SE levels are more entrepreneurial in their social communication and school studies, more successful and more interested in learning new things. On the other hand, it is thought that students with lower levels of self-esteem may have less self-confidence and have a greater fear of failure when they do something they have been asked to do.

In addition, there was a positive correlation between the scores of the students for the overall TMQ and its subscales and the overall SES and its subscales. This result shows that students' self-efficacy levels are associated with good time management skills. The results of a similar study on the subject mention that time management has an effect on the relationship between self-efficacy and academic engagement (Ersoy and Peker,

2020). In this direction, education programs are needed to increase the time management skills and self-efficacy levels of students. In the literature, a significant relationship was found between the students' TMQ and SE levels in those students who had received time management training (Kim et al.,2011; Sevari & Kandy, 2011; Behnam et al., 2014, Kader & Eissa,2015). In another study no significant relationship was found between TMQ and SE levels (Zarbakhsh et al., 2015).

CONCLUSION

With this study, a positive correlation was found between TMQ and SE and AAA levels of students. Accordingly, it can be said that the increase in TMQ levels causes an increase in SE and AAA levels. In this regard, it is recommended that training be planned to improve the time managements skills and self-efficacy of students. In addition, it was observed that the students' free time activities affected their TMQ, SE and AAA levels. Administrators and student unions could plan free time and social recreational activities to help students gain more knowledge and experience and encourage the learning of new skills in order to increase students' TMQ and SE levels.

Limitations

As the present study conducted at a single center in Turkey, the results may not be representative of all nursing and midwifery students. In addition, the results presume that participants self-reported in an honest manner on the questionnaire.

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CONFLICTS OF INTEREST

The author declared no conflict of interest.

AUTHOR CONTRIBUTIONS

Study design, Data collection, Data analysis, Drafting of the article and critical revisions of the article Ümran Çevik Güner.

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