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Effect of Digital Literacy, Perceived Risk, and Consumer Confidence on E-Commerce Purchasing Behavior



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Abstract

This study comprehensively examines the impact of digital literacy on online purchasing behavior. Today's society consists of individuals who can utilize digitalization in all aspects of their lives due to technological advancements. This digital society has high expectations regarding speed, time savings, and easy access. E-commerce has emerged as the fastest-growing sales channel alongside traditional sales channels, necessitating businesses to enhance their level of digital literacy to effectively compete in this new digital environment. However, consumer trust, privacy, and security have become critical challenges in e-commerce today.

The research was conducted with 405 participants engaged in online shopping in the Bandırma- Erdek region. The data indicate a strong positive relationship between digital literacy and online purchasing behavior. Each dimension of digital literacy, including attitude, technical, cognitive, and numerical literacy, positively influences online purchasing behavior. The findings reveal that each unit increase in digital literacy corresponds to a 76.9% increase in online purchasing behavior.

In conclusion, DL significantly affects online shopping behavior, and this situation is crucial for shaping businesses' digital marketing strategies. Furthermore, the study concludes that enhancing digital literacy will positively influence consumer behaviors and contribute to e-commerce development. This research demonstrates that digital literacy is of vital importance not only for individuals but also for businesses.

Keywords

Digital Literacy · Online Purchasing Behavior · E-Commerce · Security and Privacy · Consumer Decisions · Digital Marketing



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Introduction

Today's society is composed of individuals who can utilize digitalization in every aspect of life, thanks to technological advancements. Digital societies are among the most demanding generations in terms of saving time and speed. The ever-evolving technology that enters the lives of individuals in the digital society allows them to easily meet these demands. Thus, individuals can perform their desired transactions at the most convenient time and place without wasting time.

E-commerce businesses, which companies are trying to adapt to alongside traditional sales channels, have emerged as the fastest-growing sales channel option in this digitalization era. In the past, the most critical issues that companies had to resolve were production techniques and the logistics of the products produced. However, today, in the field of e-commerce, providing consumers with a sense of trust and addressing privacy and security issues have become the most important matters that must be resolved. In this context, success is increasingly shifting from businesses in the position of product producers to new-generation e-commerce companies that can effectively manage and use technology.

As a result of the internet and all the developments it provides, consumers, who are content creators and can easily access the information they want, are influenced by different factors when making online purchases from e-commerce sites. Therefore, examining the effects of digital marketing efforts, which are intensively carried out by institutions, on consumers' online purchasing behavior is important for institutions and for ensuring that the efforts made are effective.

Concepts Related to Digital Literacy

Advancements in technology and communication have allowed for the development of widespread and common solutions in education in the 21st century, leading to rapidly increasing expectations from individuals (Ayyalasomayajula et al., 2024). One of these expectations is literacy, defined as creating a lifelong learning awareness, developing this awareness, and enabling individuals to acquire new skills for more effective learning (Organization for Economic Cooperation and Development [OECD], 1995). Literacy refers to the ability to identify, understand, interpret, create, communicate, and compute information from various contexts using printed and written materials. As societies change, the skills to cope with life's complexities also evolve.

Types of Digital Literacy

Information Literacy

Individuals need to acquire basic skills to adapt to the constantly evolving social and cultural world. As people's need for information has increased to adapt to evolving technology and change, learning and development have been observed to continue throughout life, and the types of information have statistically increased (Özel, 2016). Businesses that adopt continuous development have increased learning and development activities by opening courses in this context.

Individuals must acquire basic skills to meet their needs in rapidly developing and changing social and cultural life (Kadyan et al., 2023). As the need for information has increased for individuals to adapt and develop, learning must continue throughout life, and there has been a numerical increase in the types and quantities of information (Özel, 2016). Institutions adopting the principle of lifelong learning have increased learning activities by opening courses for adults (Arslan, 2019).

In today's information society, individuals, in addition to their personal needs, add different characteristics as values to themselves with the contribution of the culture and economy they are part of (Önal, 2010). These values can be provided by continuously conducting learning activities. If information is used correctly and for its intended purpose, it becomes the most important tool that takes individuals and societies a step forward (Arslan, 2019).

Individuals who can access information correctly in every aspect of life, interpret the information they access correctly, understand, analyze it, and reach the results of their analyses are the sought-after and desired characteristics in the information society (Öztürk, et al., 2024).

Computer Literacy

Today, it is not considered normal for literacy to be unresponsive to technological developments. Digital developments showing various changes in every aspect of life have also shown their impact on literacy. The literacy affected by these changes and developments has brought new literacy concepts with it. Today, one of the types that individuals must effectively possess is computer literacy. Individuals engaging in activities such as accessing and sharing information in daily life, meeting personal needs, and communicating in a virtual world use computers (Öçal, 2017).

Horton (2008) examined computer literacy under the following three headings:

- “Hardware literacy, the ability to use external hardware units such as screens, keyboards, mice, printers, and scanners,
- Software literacy, the ability to use Office tools (Word, Excel, PowerPoint) and the Internet, send emails, and
- Application literacy, the ability to use applications to write stock and sales-marketing reports for companies to continue their activities.”

Shapiro and Hughes (1996) provided a broad definition of computer literacy that encompasses the following other literacies:

- “Tool literacy: understanding and using IT tools, including hardware, software, and multimedia
- Knowledge of resource literacy: understanding network-based information forms and access methods
- Research literacy: IT tools for research and learning
- Emerging technology literacy: understanding IT innovations and ability to make decisions about new technologies (Bawden, 2001).

Information Literacy

As technology develops and the amount of information increases daily, it is necessary to have basic competencies in information literacy to control the information heap. Gregorian (2002) expressed information communication technology literacy skills as identifying, accessing, managing, integrating, evaluating, creating, and sharing. These competencies demonstrate that technology is not just about usage. The important building blocks of ILP are being creative, sharing information or what is produced, and making evaluations within the scope of this information (Mir et al., 2023)

Screen Literacy

The digitalization of everything has caused changes in literacy concepts. Literacy has shifted from paper to digital media. With the "Gutenberg Project" initiated by Michael S. In 1971, a virtual library of 10,000 books was created by Hart, and in 1987, Michael Joyce's book "Afternoon" was published on diskette (Duran & Özkul, 2015). The increase in devices for reading books from digital screens and the rise in e-book, magazine, and newspaper readers on phones, tablets, and computers are examples of the literacy concept's transformation process in the past years.

The Need for and Importance of Digital Literacy

Digital literacy refers to the ability to use technology expertly, interpret and understand any technology used, conduct accurate research on a topic, and communicate through technological tools (Common Sense Media, 2009). Digitally literate individuals can comfortably perceive and use digital environments due to their skills. Digitally literate individuals should clearly describe where and how to find the information they need, know what accurate and accessible information is, which source provides this information, which technological devices will present this information, how to create outputs from the obtained information, and share what they have learned with others around them (Gowda et al., 2023). In today's digital age, communication literacy has become a skill that individuals must acquire to use and manage all virtual media.

Conceptual Online Shopping Framework

Internet and Marketing

Henrich defines the Internet as an electronic communication network that connects computer systems, providing instant access to a vast worldwide information repository. The Internet offers consumers not only the transfer of information but also the opportunity to shop from home (Forsythe & Shi, 2003). Since it began being actively used, the Internet has significantly impacted all marketing mix factors (Ventura, 2003). The Internet has become a serious marketing tool for businesses to sustain their marketing activities. With the Internet, customers' needs are better analyzed, facilitating the fulfillment of these needs. Establishing communication between the customer and the business via the Internet, analyzing and learning customer needs and wants more quickly, providing active customer service, reducing costs, and offering lower-priced products to customers are advantages that increase customer satisfaction (İnan, 2002).

A benefit of the Internet is the ability to easily access information about customers and gather necessary data. Customer databases created with the obtained information make it possible to reach new target audience customers and establish long-term, interactive relationships with existing customers, thereby gaining loyal customers for the business (Çoban, 2005). Developing, managing, and sustaining loyalty programs and membership systems within the scope of database marketing becomes much easier, especially for retail system managers over the Internet. Managers in such businesses can track customer movements on websites, record these actions in databases, and provide customers with information and opportunities (Alba, et al., 1997).

Research Methodology

The study population consists of consumers residing within the boundaries of Bandırma-Erdek district who engage in online shopping. Owing to the impossibility of accurately determining the total population

and time constraints, it was decided to collect data online through convenience sampling. Convenience sampling is a non-probability sampling method. In this data collection method, anyone meeting the research criteria can be included in the sample due to reasons such as ease of accessibility, geographical proximity, and time constraints (Etikan & Alkassim, 2016, p. 1).

The prepared questionnaire was distributed digitally using the online survey method, resulting in 500 responses. Upon examination, 95 individuals answered "no" to the first question, indicating that they do not online shop. Therefore, the remaining 405 individuals constitute the study sample.

Purpose of the study

With advancing technology, an information society is emerging. In this information society, companies can attract users and ensure that they choose them by offering different experiences on their websites or any digital platform.

The following hypotheses are formulated within the scope of the research:

H1: A significant and positive relationship exists between the level of digital literacy and online purchasing behavior.

H1a: A significant and positive relationship exists between the attitude factor of digital literacy level and online purchasing behavior.

H1b: A significant and positive relationship exists between the technical factor of digital literacy level and online purchasing behavior.

H1c: A significant and positive relationship exists between the cognitive factor of digital literacy level and online purchasing behavior.

H1d: A significant and positive relationship exists between the numerical factor of digital literacy level and online purchasing behavior.

H2: Digital literacy level has a significant impact on online purchasing behavior.

Scale Reliability and Normality Values of the Data

Reliability

The Cronbach's alpha model will be used for reliability analysis. Cronbach's alpha is the consistency value based on the correlation between 0.70 and above, the scale is considered reliable. However, this threshold is accepted as 0.60 and above when the number of questions is low (Durmuş et al., 2011).

Table 1

Scale of Reliability Values

Scale	Number of Items	Alpha Coefficient
Digital Literacy	17	93.4
Attitude	7	83.3
Technical	6	94.5
Cognitive	2	75.0
Numerical	2	84.6

Cronbach's alpha values were used to examine the reliability of the survey scales. As shown in the table, the reliability of all scales resulted in values of 73.6 and above.

Table 2
Normality Values of Data

Scale	Skewness	Kurtosis
Digital Literacy	-.758	.027
Attitude	-1.269	1.825
Technical	-.834	-.543
Cognitive	-1.308	1.588
Numerical	-.677	-.663

As a result of the analysis, the data conform to a normal distribution because the skewness and kurtosis values are between -2 and $+2$ (George & Mallery, 2010).

Kaiser-Meyer-Olkin (KMO) and Bartlett's Sphericity Test

The Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity assess whether the variables are suitable for factor analysis. The KMO test was used to determine the suitability of the data structure of the variables for factor analysis. Bartlett's test of sphericity indicates whether the relationships in the correlation matrix are suitable for factor analysis. Table 3 shows the results of the KMO Test and Bartlett's Test of Sphericity for the scales.

Table 3
KMO value test

	Digital Literacy
Kaiser-Meyer-Olkin (KMO) Value	.949
Approximate Chi-Square Value (χ^2)	6450.681
Degrees of Freedom	136
Significance (Sig.)	.000

Gürbüz and Şahin (2015) explained that the KMO value should be 0.60 or above for the sample to be suitable for factor analysis. In this context, as seen in Table 3, the Kaiser-Meyer-Olkin sample adequacy value for the Digital Literacy scale was calculated as 0.949, indicating that the sample is suitable for factor analysis. Whether the matrix formed by the relationships between variables is suitable for factor analysis depends on the significance of Bartlett's test of sphericity results ($p < .05$) (Gürbüz & Şahin, 2015). As shown in Table 3, the Bartlett's test of sphericity results for the digital literacy scale were calculated as Sig. = 0.0000 (Bartlett's Test of Sphericity: $\chi^2=6450.681$), indicating that the matrix formed by the relationships between variables is significant and suitable for factor analysis.

Factor Analysis Findings Related to the Digital Literacy Scale

As seen in Table 4, because of the factor analysis of the digital literacy scale, the scale items are grouped under 4 factors as expected. The attitude factor, a sub-dimension of digital literacy, explains 52.48% of the characteristic being measured; the technical factor explains 19.78%; the cognitive factor explains 4.2%; and the numerical factor explains 3.4%. In other words, the attitude factor of the digital literacy level scale accounts for 52.48% of the total variance, the technical factor for 19.7%, the cognitive factor for 4.2%, and the numerical factor for 3.4%.

Table 4*Digital literacy factor analysis*

	Attitude	Technical	Cognitive	Numerical
Digital literacy 1	.806			
Digital literacy 2	.822			
Digital Literacy Level 3	.870			
Digital literacy 4	.827			
Digital literacy Level 5	.903			
Digital literacy 6	.744			
Digital Literacy 7	.845			
Digital Literacy Level 8		.885		
Digital Literacy Level 9		.895		
Digital Literacy Level 10		.884		
Digital Literacy (n = 11)		.895		
Digital Literacy Level 12		.897		
Digital Literacy Level 13		.441		
Digital Literacy Level 14			.644	
Digital Literacy Level 15			.666	
Digital literacy 16				.873
Digital literacy 17				.84.4
Explained Variance (%)	52,488	19,782	4,265	3,401
Cumulative Variance	52,488	72,270	76,535	79,936

Factor Analysis Findings Related to the Online Purchasing Behavior Scale

As seen in Table 5, the factor analysis of the online purchasing behavior scale grouped the scale items under a single factor.

Table 5*Analysis of Online Purchasing Behavior Factors*

Items	Online Purchasing Behavior
Purchasing Behavior 1	.793
Purchasing Behavior 2	.793
Purchasing Behavior 3	.872
Purchasing Behavior 4	.900
Purchasing Behavior 5	.827
Purchasing Behavior 6	.777
Purchasing Behavior 7	.695
Explained Variance (%)	65,671
Cumulative Variance	65,671



Descriptive Statistics Related to the Study Participants

As shown in Table 6, 55.8% (226 participants) of the participants are female, and 44.2% (179 participants) are male. Of the participants, 42.7% (173 participants) are married, and 57.3% (232 participants) are single. Participants with a bachelor's degree make up 36.5% (148 participants), having the highest proportion. Participants with an associate degree accounted for 26.4% (107 participants). The group with the lowest number of participants, at 1.5% (6 participants), consisted of those with primary education and those with a doctorate or higher. When examining the participants' total monthly net income, it is seen that those with a monthly net income of 3000-5000 TL make up 35.6% (144 participants) of the sample. Participants with a monthly net income of 2001-3000 TL account for 28.4% (115 participants). Participants aged 25-34 make up 44.4% (180 participants) of the sample. Following them, participants aged 35-44 constitute 19.5% (79 participants) of the sample. Those aged 55 and above make up 2% (8 participants) of the sample, with the lowest proportion.

Table 6
Descriptive Statistics

Gender	Number	Percentage	Marital Status	Number	Percentage
Female	226	55.8	Married	173	42.7
Male	179	44.2	Single	232	57.3
Total	405	100.0	Total	405	100.0
Educational Status	Number	Percentage	Monthly Income The (Turkish Lira)	Number	Percentage
Primary School	6	1.5	500-1000	10	2.5
Middle School	25	6.2	1001-2000	25	6.2
High School	71	17.5	2001-3000	115	28.4
Associate Degree	107	26.4	3001-5000	144	35.6
Bachelor's Degree	148	36.5	5001-7000	72	17.8
Master's Degree	42	10.4	7001-8000	18	4.4
Doctorate and above	6	1.5	8000 and above	21	5.2
Total	405	100.0	Total	405	100.0
Years	Number	Percentage			
18-24	76	18.8			
25-34	180	44.4			
35-44	79	19.5			
45-54	62	15.3			
55 and above	8	2.0			
Total	405	100			

Findings of Correlation Analysis

In the social sciences, the relationship between two or more variables is expressed as a correlation. The relationship between variables is indicated by the correlation coefficient. This coefficient is represented by the letter "r." When this coefficient is close to -1, it indicates a negative relationship between the variables; when it is close to +1, it indicates a positive relationship (Gürbüz & Şahin, 2015). Multiple correlation analysis is used to examine the relationships between more than two variables (Gürbüz & Şahin, 2015). This analysis

aims to determine the degree and direction of the relationships between the variables in the research. In this context, multiple correlation analysis was used to test the proposed H1 and sub-factor hypotheses.

Table 7 shows the findings of the multiple correlation analysis regarding the relationship between the sub-dimensions of digital literacy—attitude, technical, cognitive, and numerical literacy—and online purchasing behavior.

Table 7
Findings of the Correlation Analysis Between Variables

		1	2	3	4	5	6
Online Purchase Behavior	Cor. Coefficient Sig. (2-tailed) N	1-405					
Digital literacy (2)	Cor. Coefficient Sig. (2-tailed) N	.769** .000 405	1 - 405				
Attitude (3)	Cor. Coefficient Sig. (2-tailed) N	.517** .000 405	.812** .000 405	1 - 405			
Technical (4)	Cor. Coefficient Sig. (2-tailed) N	.781** .000 405	.913** .000 405	.523** .000 405	1 - 405		
Cognitive (5)	Cor. Coefficient Sig. (2-tailed) N	.462** .000 405	.725** .000 405	.764** .000 405	.473** .000 405	1 - 405	
Numerical (6)	Cor. Coefficient Sig. (2-tailed) N	.730** .000 405	.855** .000 405	.454** .000 405	.913** .000 405	.436** .000 405	1 - 405

Sig.(2-tailed)*<0.05, Sig.(2-tailed)**<0.01 N:405

According to the findings of the Pearson correlation analysis, a significant and positive relationship of 76.9% exists between the level of digital literacy and online purchasing behavior (Sig.(2-tailed), 000<0.05). There was a significant and positive relationship of 51.7% between the attitude factor, a sub-dimension of digital literacy, and OPB (Sig.(2-tailed), 000<0.05); a significant and positive relationship of 78.1% between the technical factor, another dimension, and OPB (Sig.(2-tailed), 000<0.05); a significant and positive relationship of 46.2% between the cognitive factor, another dimension, and OPB (Sig.(2-tailed), 000<0.05); and a significant and positive relationship of 73.0% between the numerical factor, the final dimension of digital literacy, and OPB (Sig.(2-tailed), 000<0.05). In this context, it has been determined that as consumers’ digital literacy levels increase, so does their online purchasing behavior.

In conclusion:

H1: A significant and positive relationship exists between the level of digital literacy and online purchasing behavior. The hypothesis is accepted.

H1a: A significant and positive relationship exists between the attitude factor of digital literacy level and online purchasing behavior. The hypothesis is accepted.

H1b: A significant and positive relationship exists between the technical factor of digital literacy level and online purchasing behavior. The hypothesis is accepted.



H1c: A significant and positive relationship exists between the cognitive factor of digital literacy level and online purchasing behavior. The hypothesis is accepted.

H1d: A significant and positive relationship exists between the numerical factor of digital literacy level and online purchasing behavior. The hypothesis is accepted.

Results of Regression Analysis

Regression analysis was used to explain the effect of an independent variable on a dependent variable. The cause-and-effect relationship between variables is explained using regression analysis. Simple linear regression is used when a single independent variable is thought to affect the dependent variable (Gürbüz and Şahin, 2016: 271). In this context, simple linear regression analysis was used to test the proposed H2 hypothesis.

Table 8, Table 9, and Table 10 present the findings related to digital literacy level and online purchasing behavior.

Table 8

Digital literacy regression analysis

Model	R	R ²	Adjusted R ²	Standard Error of the Estimated Value	Durbin-Watson
1	.769 ^a	.591	.590	.62307	1,966

a. Independent Variable: Average Digital Literacy

b. Dependent variable: Average purchasing behavior

Table 9

Digital Literacy ANOVA^a

Model	Sum of the Squares	Degree of Freedom	Mean Square	F	Sig.	
1	Regression	225,974	1	225,974	582,091	.000 ^b
	Residual	156,449	403	,388		
	Total	382,423	404			

a. Independent Variable: Average Purchasing Behavior

b. Dependent Variable: Average Digital Literacy

Table 10

Digital literacy coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.294	.148		1,987	.048
	Average Digital Literacy	.895	.037	.769	24,127	.000

a. Dependent variable: Average purchasing behavior

b. Independent Variable: Average Digital Literacy

The analysis results in the tables are examined, it is seen that the level of digital literacy has a significant and positive effect on online purchasing behavior (Sig(,000)<0.05). Additionally, when the Durbin-Watson value is examined, no autocorrelation was found for the model. This means that the error relationship in

the model is at an acceptable level ($1.5 < 1.96 < 2.5$). A one-unit increase in the level of digital literacy will result in a 76.9% increase in the standard deviation of online purchasing behavior. The adjusted R² value of 0.59 indicates that 59% of the variance in online purchasing behavior is dependent on digital literacy.

A regression analysis was conducted to examine the extent to which participants' digital literacy levels affect their online purchasing behavior. When the beta coefficient is examined ($\beta=0.769$), a one-unit increase in the digital literacy levels of the participants forming the sample, with other independent variables remaining constant, leads to a 0.76-unit increase in online purchasing behavior. The analysis results are statistically significant, and this ratio is relatively good. It is understood from this that there can be many reasons affecting online purchasing behavior, but the findings have determined that the level of digital literacy also has a very significant effect.

H2: Digital literacy level has a significant effect on online purchasing behavior. The hypothesis is accepted.

Conclusion

The results of this study clearly demonstrate the critical impact of DL levels on online purchasing behaviors. The findings indicate a 76.9% significant and positive relationship between digital literacy and online purchasing behavior. This relationship underscores that DL should be viewed not only as a set of knowledge but also as a series of skills and attitudes that shape consumers' online shopping experiences. The sub-dimensions of digital literacy—attitudinal, technical, cognitive, and numerical literacy—exhibit strong correlations with online purchasing behavior. Notably, as the level of digital literacy increases, so does the tendency of consumers to engage in online purchases, reflecting an improvement in the quality and security of their interactions within digital environments.

Correlation analysis has clearly highlighted the positive relationship between digital literacy and online purchasing behavior, demonstrating that consumers' competencies in digital environments positively influence their purchasing decisions. High levels of technical literacy enable consumers to make more informed and secure choices during online shopping. This situation not only enhances consumers' abilities to access, evaluate, and use information but also increases their awareness of online platform security and privacy issues. The results of the regression analysis reveal that the level of digital literacy accounts for 59% of the variance in online purchasing behavior. This finding supports the notion that DL is a significant factor influencing online shopping behaviors.

Digital literacy encompasses the ability to use technology and the capacity to effectively leverage these technologies to acquire, analyze, and apply information. In this context, an increase in digital literacy allows consumers to make more informed decisions, leading to more satisfying shopping experiences. The higher the level of digital literacy among consumers, the better equipped they are to understand and manage the risks encountered during online shopping. Consequently, e-commerce businesses must develop strategies aimed at enhancing digital literacy.

E-commerce companies should organize training programs to elevate consumers' digital literacy levels. These training initiatives should help consumers understand and managing the risks associated with online shopping effectively. Furthermore, e-commerce platforms should implement additional security measures to enhance user safety and inform users about these precautions. Providing a secure shopping environment will increase consumer trust and contribute to e-commerce sustainability. Additionally, developing more user-friendly interfaces to improve the user experience is recommended. This will facilitate online shopping even for individuals with low digital literacy and enable e-commerce sites to reach a broader audience.

The enhancement of digital literacy will not only improve individual online shopping experiences but also contribute to the e-commerce sector's growth and development. Consumers' levels of digital literacy directly affect their ability to overcome challenges encountered during online shopping. Therefore, initiatives aimed at increasing digital literacy will empower consumers to shop online safely and knowledgeably, positively impacting the e-commerce industry's overall health.

Moreover, the advancement of digital literacy has significant implications not only for consumers' purchasing behaviors but also for their overall quality of life. Educational and awareness-raising efforts will assist individuals in overcoming various challenges in the digital world, thereby enabling them to engage more actively and effectively in this realm. This development will raise the overall level of digital literacy in society and, consequently, reduce digital inequality.

In conclusion, promoting digital literacy emerges as a critical factor for the successful operation of e-commerce. Increasing the level of digital literacy will benefit both businesses and consumers, making significant contributions to the digital economy's sustainability. In the future, implementing strategies aimed at enhancing digital literacy will enable individuals and businesses to thrive in the digital landscape. Therefore, the importance of digital literacy extends beyond the individual level, creating a substantial impact at both the societal and economic levels. Thus, enhancing digital literacy is not only a requirement for commercial success but also an indispensable necessity for society's overall welfare.



Ethics Committee Approval	Ethics committee approval was received for this study from the ethics committee of Bandırma Onyedi Eylül University (Date: 12.12.2023, Number: 2023-10).
Informed Consent	Written informed consent was obtained from patients who participated in this study.
Peer Review	Externally peer-reviewed.
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