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A critical analysis of the Role of Social Media in Shaping National Well-Being

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ABSTRACT

Through its impact on a variety of societal factors, such as personal psychological health (PH), community involvement, political debate, and social connection, social media significantly shapes national well-being. Evaluating social media's influence on molding national well-being is essential for resolving its impacts and optimizing its advantages, despite the fact that it may have both good and bad consequences. This research investigates the relationship between adolescents' psychological health (PH) and social media utilization. The information was collected over the course of several years as part of a research project known as "The Korean Youth Panel Survey (KYPS)." It is anticipated that hierarchical linear models (HL) will be used to investigate the psychological effects of using the Internet. The analysis demonstrates that social media usage on the internet has a negative correlation with students' mental well-being as indicated by self-expressed psychological health issues and thoughts of suicide (TOS) while retaining steady "a variety of time-lagged control factors at the individual (student) and contextual (school) levels." Since much prior research on the benefits and drawbacks of using digital social media relies on cross-sectional information, causal inference is not possible. This study provides more convincing proof of the direction of causality by employing longitudinal information.

INTRODUCTION

The precise effects of media use and access are still hotly debated in the empirical literature, despite a profusion of studies. In recent decades, a growing number of academics have debated and investigated the benefits and drawbacks of utilizing online social media, such as if using social networking sites (SN) and others will have beneficial or harmful effects. However, even a brief review of the current literature reveals that earlier attempts have generated more inquiries than they have actual solutions (Büchi, M. and Hargittai, E., 2022). According to a systematic analysis of research into the connection between SN interaction and teenagers' psychological well-being (PWB), there is "a wealth of contradictory evidence demonstrating both harmful and beneficial aspects" of social media. A large percentage (94%) of American teenagers (13-18) go online on a regular basis, and of those, 73% are active users of SN, as reported by "the Pew Research Center's 2010 survey". They are the first cohort to have online interaction tied to it as a major component of their growing up, spending more time online than others their age (Zhong, B., Huang, Y. and Liu, Q., 2021).

The American Psychiatric Association decided to add "Internet use disorder" to the section of the Diagnostic and Statistics Manual of Psychiatric Disorders, fifth edition, in response to the pervasive dependence or addiction to the internet. Particularly for kids and teens, phrases like

"Facebook Depression" have also emerged as serious medical issues. It is crucial to comprehend the negative effects of online social networking on PH, given the significant and increasing popularity of Bluetooth technology and media sites in young people's life today (PrakashYadav, G. and Rai, J., 2017). Students are influenced by media through copying and modification, which shapes their behavior and beliefs. The general aggressiveness hypothesis proposes that continuous exposure to violent video game content results in long and short-term physiological responses as well as aggressive mindsets and behaviors. Researchers have truly demonstrated that violent media and online interactions can considerably foster violent and antisocial behaviors in Students; however, this perspective has been disputed. Poor self-perception, problems with eating, and using drugs are all related to exposure to media. The rise of new forms of antisocial behavior in the digital age has coincided with the proliferation of media and interactive platforms. There is evidence that using the internet to communicate makes one more likely to bully others. On the other hand, there is evidence to suggest that increasing one's time spent online may increase one's chance of being a victim of cyberbullying (Park, S.Y. and Baek, Y.M., 2018).

While some research has found that video games are harmful to Students, various studies have cast doubt on these conclusions. According to research, some media outlets can really help Students develop positive, prosocial mindsets, and under the right circumstances, online socializing can even be good for them. Video games may actually develop desirable traits like teamwork and problem-solving abilities rather than causing problems with development. Recent research suggests that gamers may benefit from engaging in more healthful physical activity as a result of engaging active video games. Since online social media have been related to dangers as well as advantages for Students, their usage and implications have been the subject of much debate. Some of the advantages include better chances for education and better access to health-related resources online. Several researches show that SN can have a good effect on PWB by improving their sense of self-worth of belonging. It's possible that people who spend a lot of time on the internet have larger social circles, closer friendships, and better access to social support systems (Brynjolfsson, E., Collis, A. and Eggers, F., 2019). Student's PWB can be improved by engaging in online socialization since it reduces feelings of isolation. The study participants' lack of social skills can also be mitigated by the fact that social media platforms might help them meet their needs for socialization, friendship formation, and discovering their identities. Since online social media have been related to dangers as well as advantages for Students, their usage and implications have been the subject of much debate. It has many advantages, such as a higher potential for social interaction, more accessible educational resources, and easier access to health-enhancing materials (Munasinghe, S., Sperandei, S., Freebairn, L., Conroy, E., Jani, H., Marjanovic, S. and Page, A., 2020). Multiple studies show that PWB can benefit indirectly from SN because of its potential to improve their sense of self-worth of belonging. It's possible that people who spend a lot of time on the internet have larger social circles, closer friendships, and better access to social support systems. Student's PWB may be aided by their reduced isolation due to internet socializing. Furthermore, SN can serve to compensate for the users' limited skills by satisfying their needs for social connection, friend development, and identity investigation (Krendl, A.C. and Perry, B.L., 2021).

The "American Academy of Pediatrics" found that utilizing SN is a frequent entertainment for today's Students. Despite this widely known fact, studies investigating the negative impacts of SN on health are scarce. Previous research has also primarily focused on student's populations, rather than kids or teenagers. Due to contradictory scientific findings, there is "much debate and polarization" among academics from different fields about the effects of young social media users on their PWB. Most studies in the past have relied on cross-sectional data, which makes it nearly impossible to draw causal inferences from the results. A Korean probability sample of adolescents will be used to investigate connections between online social media and PWB. This research aims to add to the existing body of knowledge. The new study improves upon previous efforts by analyzing two waves of longitudinal information, which provides a more precise chronological sequence between the outcome and the key predictor. Finally, this study, in contrast to the majority of those that came before it, employs a multilevel modeling technique to address the research question at hand. Specifically, this is accomplished

by simultaneously conceptualizing and operationalizing covariates at the individual and environmental levels at the same time.
The remainder of this paper is arranged as follows: Part 2-related work, part 3- metrology, Part 4- results, and Part 5- conclusion.

Related works

Study Djundeva, M., Dykstra, P.A. and Fokkema, T., (2019) examined social networks of older persons living individually in 16 European countries across four macro-regions. We evaluated social networks and PWB in older persons who live alone to determine if they fare better or worse than those who live with others. A study Bekalu, M.A., McCloud, R.F. and Viswanath, K., (2019) used a two-dimensional scale to map where social media use, a common social behavior, may become beneficial or damaging. Routine use was associated with beneficial health results, whereas emotional attachment was associated with bad effects across all three health outcomes. Youth are particularly vulnerable to the psychological risks associated with Internet use because of the prevalence of cyberbullying and other types of online assault, which in turn can lead to a variety of additional negative outcomes, including but not limited to feelings of sadness, anxiety, isolation, and substance misuse. The hazards involved are of particular concern because of the limited ability of the individuals engaged to self-regulate, their vulnerability to the influence of peers, and their lack of privacy (Kim, H.H.S., 2017). The development of several social networking platforms is possible to interact with strangers while also maintaining one's own identity. There is a growing trend of teen participation in social media, but the long-term repercussions of this behavior on PH are not completely understood. Interacting on social media may help lessen feelings of social isolation, according to the findings of certain studies; however, other research has reached the opposite conclusion (Booker, C.L., Kelly, Y.J. and Sacker, A., 2018). Study Tran, B.X., Nguyen, H.T., Le, H.T., Latkin, C.A., Pham, H.Q., Vu, L.G., Le, X.T.T., Nguyen, T.T., Pham, Q.T., Ta, N.T.K. and Nguyen, Q.T., (2020) provides a rating system that agrees with preliminary studies of the positive effects of social media on the wellness of Students. The four most important aspects of social media for LGBTQ+ Students provide a more detailed knowledge of the function that new technology plays in the PWD of this community, thanks to a broad and varied sample. Study Werner-Seidler, A., Afzali, M.H., Chapman, C., Sunderland, M. and Slade, T., (2017) provides evidence for the correlation between online social variables and depressive disorders, and they have also extended our knowledge of this relationship by concentrating on "the quality, source, and type" of social relationships in different age groups. There is growing empirical evidence indicating that using SNs may be detrimental to people's PWB, but the precise conditions under which this occurs remain obscure. This research explores how customers utilize social networking sites (SNs) to share information about products, marketing campaigns, and their shopping experiences. The current study demonstrates that "consumption-oriented engagement (COE)" reduces personal PWB and elevates overspending among younger users under the context of this specific SN use (Ho, H. and Ito, K., 2019). A study Van Rooij, A.J., Ferguson, C.J., Van de Mheen, D. and Schoen makers, T.M., (2017) developed a method for measuring "Internet addiction," sometimes known as a measure of unsafe online behavior. This method took a divergent, application-level approach and included questions regarding problematic gaming and use of SNs.

METHOD

The National Youth Policy Institute conducted a long-term study, known as "KYPS," supported by the Korean government, involving two cohorts selected through a possible panel's poll. In 2004, 3502 eighth graders and 2912 fourth graders were interviewed, with the study incorporating data from the second cohort. Participants were chosen using mixed multi-stage cluster sampling, with students and parents completing surveys either in person or via phone interviews. This research focuses on the second cohort's latest two phases, Phase 4 and Phase 5, involving respondents aged 13–16 in 2008. Outcome measures include P5 PH and P5 TOS, reflecting students' well-being and suicidal tendencies, respectively. Social media usage serves as the main predictor, and control variables encompass various factors such as family and local-level social capital, relationship, age, gender, family income, computer use, sleep, and academic stress. Additionally, four major risk factors, including cyberbullying and physical bullying, are considered.

The study employs multilevel analysis to account for nested responses and uses suggested weights for differential subject selection across school groups. The analysis includes both Hierarchical Linear Models (HLM) for continuous outcomes and Hierarchical Generalized Linear Models for dichotomous outcomes, providing a robust statistical approach to investigate the connection between online social media behaviors and psychological well-being conservatively. The detailed descriptions of factors and the coding model are presented in Tables 1 and 2, respectively.

Table 1
Descriptions for factors

Variable names	Mean±SD /proportion	Min-max.
Level I (N = 2206)		
P5 PH	1.47±.23	0-1.61
family income	5.71±.62	0-8.61
P5 TOS	8%	0-1
P4 TOS	1.88±0.27	1-5
Social media	2.28±0.88	1-5
D-Peers	.83±1.11	0-5.22
Sleep	7.68±1.27	1-15
Cyberbullied	15%	0-1
Female	47%	0-1
Computer	2.50±1.09	1.00-5
Cohort 95	15%	0-1
N-efficacy	19.2±5.15	6-12
Relationship	14.21±3.56	4-5
A-stress	2.06±1.54	1-26
Phys-bullied	4%	0-01
P4 PH	2.42±1.12	1-12
Level II (N = 198)		
Stress	2.93±0.57	1-5
Income	5.71±0.32	4.62-6.73
Criminal activity	.77±0.54	0-3.18

Table 2
Descriptions and coding model for factors framework

Factors	Definition
P5 PH	Based on the self-reported statement, "I have psychological or mental problems," the respondent's PH was assessed. For original responses due to the right-tail skewed distribution, the data was first "reverse-coded" and then log-transformed.
P5 TOS	Sometimes I feel TOS for no obvious reason' estimated beginning with Phase 5. rewritten in such a way that "always" and "often"
Level I' Independent factors	
Social media	"How frequently do you "(a) communicate on the internet or make use of instant messaging assistance? (b) Make use of email? (c) Take part in a

	web-based group or club. (d) Make use of an online message board?" The responses are classified on a scale from one to five.
P4 TOS	"Sometimes I feel TOS for no obvious reason," measured from phase 4
Computer	"On an average day, how frequently do you log on to your computer?" Reorganized according to a scale with five points
Sleep	"On a daily basis, approximately how many hours do you sleep?"
Female	Positive=1
Cohort 95	If the person was born in 1995, then their code is 1, and if not, it is 0.
D-Peers	The entire number of friends who participated in any of the following antisocial behaviors was recorded, "collectively bullying others, severely teasing or bantering others, threatening other friends; beating other people; and/or watching obscene materials or adult contents, smoking, drinking, robbing, stealing, and running away from home".
N-efficacy	"My neighbors have close relationships with each other," "My neighbors trust each other," "Elderly neighbors will scold me if I smoke or drink in the neighborhood," "My neighbors will intervene or report to the police if I am assaulted by other kids in the neighborhood," "I will let elderly neighbors (teachers) know if my friends smoke or drink in the neighborhood" and "I will intervene or report to the police (teachers) if my friends are assaulted in the neighborhood." Responses to each inquiry are color-coded on a scale from one to five points
P4 PH	An index factor is constructed using respondents' responses to the following three questionnaire items: "I sometimes feel extremely anxious with no apparent reason," "I sometimes feel extremely lonely with no apparent reason," and "I sometimes feel extremely sad and gloomy with no apparent reason."
Phys-bullied	"In the past year, have you ever been collectively bullied?"
Relationship	"My parents and I spend a lot of time together," "My parents show me unconditional love and affection at all times," "My parents and I have a good relationship with each other," and "My parents and I are able to have open and honest conversations about everything." On a scale from one to five, each item was assigned a code.
Cyber-bullied	Whether or not the responder believed that they had been bullied online within the last year
A-stress	"I get stressed out by my poor school grades." The responses are classified on a scale from one to five.
Family income	Monthly family income
	Level II
Criminal activity	Criminal activity
Income	Income per family, on average, across all schools
Stress	The percentage of students who reported feeling anxious because of their grades in school

Analytic tactics

KYPS information has individual responses nested in higher-level components, violating the self-independence and making OLS regression difficult. Thus, HL models are calculated to correct clustered sampling's associated errors. Online networking and PWB are estimated using two-level random intercept Models. Model for former outcome variable:

$$Z_{ji} = \beta_{0i} + \sum_{R=1}^{O} \beta_{ri} W_{rji} + q_{ji} \quad (1)$$

Where $Z_{ji}$the anticipated PWB is value; $\beta_{0i}$is the intercept; $\beta_{ri}(R = 0, 1, \dots, O)$are level1 coefficients (CE); and $W_{rji}$is covariate (CO)R connected with children's j in school i.$q_{ji}$is the level I random effect with σ^2. The slope for the primary predictor factors can change among schools while other covariates are fixed.

$$\beta_{ri} = \gamma_{r0} + \sum_{r=1}^{t_r} \gamma_{rt} X_{ti} + v_{bi} \quad (2)$$

$\gamma_{rt}(R = 0, 1, \dots, t_r)$are level II CE, X_{ti}an indicator, and v_{bi}a random impact. Hierarchical Generalized Linear Models assess dichotomous suicidality. Model specs are as follows:

$$\log\left(\frac{\Phi_{ji}}{1-\Phi_{ji}}\right) = \beta_{0i} + \sum_{r=1}^{R} \beta_{ri} W_{rji} \quad (3)$$

Where $\beta_{0i}$is the intercept, $W_{rji}$is the value of CO q related to Student j in school I, and β_r is a covariate that influences the log-likelihood of suicide in a fixed, partial way. The level II model is:

$$\beta_{0i} = \gamma_{00} + \sum_{t=1}^{t} \gamma_t X_{ti} + v_{0i} v_{0i} \sim M(0, \tau_{00}) \quad (4)$$

To calculate the log odds of TOS, we use the following equation: where $\gamma_{00}$is the intercept and $\gamma_t$are the level II CE for the effects of the variables$M$. School-level error term v_{0i}has an average distribution with variation ofτ_{00}. Both analyses utilize suggested weights to account for differential Student subject selection across school groups. Level II CO and non-dichotomous level-1 factors are grand-mean centered. HLM 7 models statistically.

RESULT

Tables 3 (P5 PH) and 4 (P5 TOS) show multiple model findings. First, Table 3 shows that model 1 contains only time-lagged control factors from the previous phase, a few of which are important. In upcoming years, computer use significantly impacts PH. Another risk element is physical bullying without cyberbullying. Academic stress is also important: people who worry more about achievement-related requirements report more PH issues. However, sleeping boosts WB.Family cohesion and neighborhood collective efficacy are also major social capital characteristics. Better parent-student relationships improve PH. Positive attitudes and ideas about one's home community are also healthy.Model 2 introduces a major classifier. This variable does not affect the outcome measure-control variable connections, except for computer use. Online SN negatively affects Korean students' self-reported PWB, even controlling for "socio-demographic, social capital, and other characteristics". This association varies among schools because Social media was permitted to change randomly.

Table 3
Connections between social media and PH

level of Student (N =2,206)	**level of School (N = 198)**	**β**				**(SE)**			
		Model-I	**Model-II**	**Model-III**	**Model-IV**	**Model-I**	**Model-II**	**Model-III**	**Model-IV**
Intercept,β_0	**γ_{00}**	**1.479**	**1.474**	**1.469**	**1.47**	**(.008)****	**(.008)****	**(.008)****	**(.008)****
				Level I					
Computer, β_1	γ_{10}	-0.12	-.008	-.009	-.009	(.005)*	(.006)#	(.005)#	(.005)#
Sleep, β_2	γ_{20}	0.009	.009	.009	.009	(.004)*	(.004)*	(.004)*	(.004)*
Female,β_3	γ_{30}	-0.13	-.011	.000	.001	(.01)#	(.01)	(.01)	(.01)
Cohort 95, β_4	γ_{40}	.025	.27	.026	.026	(.015)#	(.014)#	(.014)#	(.014)#
Family income, β_5	γ_{50}	0.10	.009	.008	.008	(.009)	(.009)	(.009)	(.009)
Relationship, β_6	γ_{60}	0.006	.007	.005	.005	(.002)**	(.002)**	(.002)**	(.002)**
N-efficacy, β_7	γ_{70}	0.003	.003	.002	.002	(.001)*	(.001)**	(.001)*	(.001)*
Phys-bullied,β_8	γ_{80}	-0.158	-.155	-.144	-.137	(.061)**	(.061)*	(.058)*	(.058)*

Cyberbullied, β_9	γ_{90}	-0.18	-.012	-.011	-.010	(.014)	(.014)	(.014)	(.014)
D-Peers,β_{10}	γ_{100}	-0.007	-.005	-.002	-.001	(.005)	(.005)	(.005)	(.005)
A-stress, β_{11}	γ_{110}	-.025	-.022	-.012	-.012	(.005)***	(.005)***	(.005)***	(.005)***
P5 PH,β_{12}	γ_{120}	-		-.045	-.045	-	-	(.005)***	(.005)***
Social media, β_{13}	γ_{130}	-	-.019	-.015	-.016	-	(.007)**	(.006)*	(.006)*
Level II									
Stress, γ_{01}	-	-	-		-0.045	-	-	-	(.018)*
Criminal activity, γ_{02}	-	-	-	-	-.000	-	-	-	(.017)
Family Income γ_{03}	-	-	-	-	0.010	-	-	-	(.221)
Within-school (σ^2)	-	.048	.047	.046	.046	-	-	-	-
Between-school	-	.01*	.1***	.01***	.01***	-	-	-	-
Deviance (-2 LL)	-	- 381.69	- 389.66	- 469.41	- 474.60	-	-	-	-

Table 4
Connections between online SN and youngster's TOS

Student Level (N =2,206)	**School level (N = 198)**	OR				**(95%CI)**			
		Model-I	Model-II	Model-III	Model-IV	Model-I	Model-II	Model-III	Model-IV
Intercept, β_0	γ_{00}	.04	.04	.04	.04	(.03–0.06)***	(.03–.06)***	(.03–.05)***	(.03–.05)***
Level I									
Computer, β_1	γ_{10}	1.02	.97	.94	.94	(.85–1.22	(.81–1.15)	(.79–1.12)	(.79–1.11)
Sleep, β_2	γ_{20}	1.02	1.02	1.04	1.04	(.89–1.16)	(.90–1.16)	(.91–1.19)	(.92–1.19)
Female, β_3	γ_{30}	2.58	2.28	2.02	1.96	(1.78–3.74)***	(1.57–3.32)***	2 (1.38–2.96)***	(1.35–2.83)***
Cohort 95, β_4	γ_{40}	.77	.77	.74	.71	(.48–1.26)	(.48–1.24)	(.42–1.22	(.42–1.19)
Family income, β_5	γ_{50}	.98	.99	1.01	1.00	(.78–1.23)	(.79–1.24	(.80–1.28)	(.79–1.27)
Relationship, β_6	γ_{60}	.88	.88	.91	.91	(.83–.94)***	(.83–.94)***	(.85–.97)**	(.85–.97)**

N-efficacy, β_7	γ_{70}	1.00	.99	.99	.99	(.96–1.04)	(.96–1.03)	(.96–1.03)	(.96–1.03)
Phys-bullied, β_8	γ_{80}	3.38	3.41	3.03	2.67	(1.41–8.09)**	(1.36–8.55)**	(1.25–7.39)*	(1.09–6.54)*
Cyber-bullied, β_9	γ_{90}	1.92	1.86	1.79	1.77	(1.34–2.72)**	(1.31–2.64)**	(1.23–2.61)**	(1.22–2.59)*
D-Peers, β_{10}	γ_{100}	1.09	1.08	1.01	1.00	(.92–1.29	(.92–1.27)	(.85–1.19)	(.85–1.19)
A-stress, β_{11}	γ_{110}	1.41	1.37	1.21	1.22	(1.20–1.66)***	(1.16–1.62)***	(1.02–1.43)*	(1.02–1.45)*
P4 PH, β_{12}	γ_{120}	-	-	1.76	1.76	-	-	(1.50–2.07)***	(1.51–2.06)***
Social media, β_{13}	γ_{130}		1.38	1.35	1.36	-	(1.13–1.69)**	(1.10–1.66)**	(1.10–1.67)**
Level II									
Stress, γ_{01}	-	-	-	-	-	-	-	-	-
Criminal activity, γ_{02}	-	-	-	-	2.26	-	-	-	(1.12–4.54)*
Income, γ_{03}	-	-	-	-	.83	-	-	-	(.49–1.55)
Within-school (σ^2)	-	-	-	-	.72	-	-	-	(.34–1.55)
Between-school	-	.10*	.09	.13	.12	-	-	-	-
ICC (%)	-	3.1	2.9	3.9	3.6	-	-	-	-

In making conclusions about the direction of causality, it is plausible that the respondents who have psychological health problems are more inclined to participate in activities involving online media rather than the other way around. In order to account for this and prevent endogeneity, the P4 PH variable was incorporated into the regression equation. Model 3 shows that online activities and PH stay connected after control for these baseline measurements; however, the impact magnitude and significance are marginally reduced. The final model (model 4) includes school-level factors, but only academic stress is meaningful. Attending a school with higher-achieving stressed students is associated with lower PWB at the student level, net of all personal level variables. Online SN and the three school-level factors interacted in systems not presented. The results were insignificant.

Table 4 estimates the relationships between social media usage and TOS, controlling for similar student and school background factors as above. A student-level restriction varies. First, girls think about suicide more than boys. Having physically bullied increases risk, as did self-rated PH. Cyberbullying also raises suicidality, according to recent studies. Academic stress remains, but good parental interactions prevent TOS. The main predictor is again significant in system 2.Model 3 shows that adding P4 TOS from the last year does not reduce its influence. In the final system, school-level academic stress is strongly associated with TOS. According to Table 3, with every one-unit rise in online SN, the probabilities of TOS ascend by over a third.

CONCLUSION

Students are increasingly at risk for PWB due to their Internet use. Long and excessive use increases their vulnerability to cyberbullying and other kinds of online assault, which in turn can lead to emotional and behavioral problems like depression, stress, isolation, and addiction to drugs. The fact that they have a limited ability to self-regulate, are easily influenced by their peers, and do not have any privacy makes the risks associated a particular cause for concern. A new form of PH has emerged among teenagers all over the world as a direct result of an alarming increase in the growth of highly advanced technology for communication and information. The issue of Internet addiction disorder (IAD) is currently recognized all over the world, despite the fact that there is no consensus among academics regarding its definition or method of assessment. Users of technologies exhibit self-perpetuating behaviors because they receive "multiple layers of reward" from staying online. According to the findings of this research, an excessive dependence on activities involving online media might impose considerable PH and psychological costs, regardless of the sources of inspiration.

Although research on this topic is increasing, the exact relationship between teenage online interaction and their physical and psychological health is still uncertain. In point of fact, the relationship between SN usage and PH to this day remains contentious'. This study adds to the literature by elucidating the link between youth social media use and PWB among Koreans in greater depth than has been done previously. Only 14% of the publications in a recent systematic review used longitudinal data. Cross-sectional data were used in the vast majority of the published studies. Using time-lagged covariates, the authors of this study conducted a secondary analysis of a "population-level panel survey" to establish a more precise causal hierarchy. These covariates included basic measurements for the two findings factors that were taken during an earlier phase of data collection. The goal of this research was to reduce the problem of endogeneity to some degree. The significance of online media's health consequences on kids and teenagers cannot be emphasized. Despite the difficulties, future research with higher-quality data and measurements is certainly necessary.

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