

**Full Length Research**

# **Effect of Subjective Well-being on Behavioural Intention to Use Electronic Information Resources by Master of Business Administration Students in Federal Universities in Nigeria**

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Accepted 15 December 2020

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The focus of this research work was to investigate the effect of subjective well-being on behavioural intention to use electronic information resources by MBA students in Nigeria federal universities. Cluster sampling technique was adopted for the study and systematic sampling technique was used to select 60% of the total population of the MBA students across the ten federal universities offering the programme based on probability and proportionate size. Data were collected using questionnaire designed to elicit response from respondents and analysed using Pearson Product Moment Correlation Analysis, Multiple Regression Analysis using Partial Least Square Estimate Method (PLSEM), Mean, Standard Deviation and Percentages. However, out of one thousand two hundred and seventy (1,270) copies of questionnaire administered to the respondents, one thousand and fifteen copies (1,015) were returned which represents 79.9% response rate for the study. Findings revealed that the level subjective well-being of MBA students towards use of electronic information resources in Nigeria federal universities was high. However, the study concluded that university managements and librarians should ensure rapid adoption and diffusion of ICTs and be proactive by developing relevant ICT policies and strategies toward effective and sustainable electronic information resources development in Nigerian universities, as well as promoting the use of relevant electronic information resources by MBA students to improve their quality of research and global competitiveness.

**Keywords:** Subjective Well-being, behavioural intention, electronic information resources, MBA students, Nigeria universities.

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**Cite this article as:** Bamidele, O. (2020). Effect of Subjective Well-being on Behavioural Intention to Use Electronic Information Resources by Master of Business Administration Students in Federal Universities in Nigeria. *Inter. J. Acad. Lib. Info. Sci.* 8(10): 333-340

## INTRODUCTION

Electronic information resources (EIRs) are information stored digitally in computer or computer related facilities such as CD-ROMs, flash drives, digital repositories or the Internet. Thus, Haridasan and Khan (2009) defined electronic information resources as resources in which information is stored digitally which are accessible through electronic systems and networks. Shuling (2007) opined that electronic information resources (EIRs) are gradually becoming the major resources in every university library. The emergence of electronic information resources transformed information handling and management in the academic environment and in university libraries.

Electronic information resources have the potential to increase the learning opportunities offered to Master of Business Administration (MBA) students, by providing access to a variety of exercises and making learning more lively and interactive. Electronic information resources promote efficiency in disseminating information for learning and research purposes in the universities, through the use of EIRs, MBA students can have access to global electronic information resources to enhance their academic performance (Thanuskodi, 2012). Furthermore EIRs are more easily updated than the print resources. Electronic information resource is more of a tool to assist in conducting research and offers an advantage of searching for materials quickly. As the role of libraries continues to change, librarians are intensifying efforts to make more electronic information resources available for use of students particularly MBA students (Deng, 2010).

Master of Business Administration (MBA) students are specifically trained to be world class managers capable of turning around the management of their various organisations and invariably contributing positively to the economic growth of the nation. The academic work for the MBA students is no doubt very cumbersome as they have to keep abreast of information pertinent to their course work both on past and current issues in the field of management and economic issues. They are expected to be able to forecast, analyse and speculate possible outcomes over a range of policy issues, strategic planning and decision making within their industry, country and international boundaries. Thus, they require much information and mix of resources to enhance their intellectual capacity to cope with the challenges they face in the course of their studentship. EIRs are therefore a very crucial tool for MBA students, and how they acquire and use the information are key determinants of their academic performance. (Emmanuel and Jegede, 2011).

To cope effectively with the challenges of the MBA programme, students should use electronically stored information in computers and other related computer facilities for better academic performance (Dilek-

Kayaoglu, 2008). In view of the potential advantages of EIRs (such as ease of access and currency of information) over print resources in modern electronic information environment, use of electronic information resources is fast becoming a norm in research in the universities around the world and MBA students should not be left behind. Different types of EIRs include: e-journals, e-books, online databases, e-theses/e-dissertations, electronic conference proceedings, electronic technical reports, electronic reference documents, CD-ROM databases and Internet resources (Swain, 2010). Appleton (2006) classified Internet resources into freely available web-based resources and scholarly web-based resources such as electronic journals. The scholarly web-based resources such as electronic journals, electronic books and online databases are invaluable EIRs that brought great innovations in research process in universities.

Tan, Sim, Ooi and Phusavat (2012) argued that the most important factor that determines MBA students' acceptance and use of EIRs is their behavioural intention. Intentions are defined as plans or goals. People sometimes fall short of achieving their goals, which raises the question of whether respondents take this into account when stating their intentions. Therefore, behavioural intention to use EIRs reflects how hard a person is willing to try and how motivated he or she is to use EIRs. In theory, it serves as the most proximate predictor of behaviour (Ajzen, 1991). In this case, it describes MBA students' perceived likelihood to make use of EIRs.

Behavioural intention has been used as dependent variable in many studies perhaps because of its robust ability to predict behaviour which is the central goal of behavioural intention models (Ibrahim and Najjar, 2008). Behavioural intention of students' use of EIRs can be either favourable or unfavourable. Favourable behavioural intention often results into bonding with the e-library services provided, increased frequency of use, and a willingness to pay for the cost of access. On the contrary, unfavourable behavioural intention lead users to display higher probability of low use, engage in negative word of mouth to discourage other users, and display unwillingness to pay for access cost (Ladhari, 2009).

However, from literature point of view, subjective well-being has been conceptualised as the scientific term for happiness. While "happiness" is subject to many different interpretations, subjective well-being in this study, refers to the "global experience of positive reactions to MBA student's life (Diener, 1994). This higher-order construct can be broken down into correlated, yet separate components including affective and cognitive judgements. Namely, subjective well-being is thought to be comprised of cognitive appraisals of MBA student's life as a whole (i.e., he/she has a good life), as well as a ratio of (ideally high) level of positive effect to (ideally low)

level of negative effect (Diener, 1994). The combination of these units appears not only to predict positive development, but also serves as a factor that enhances and maintains optimal use of EIRs (Park, 2004). More importantly, cognitive appraisals of MBA student's satisfaction with life i.e "life satisfaction" can be measured in terms of global judgements of his/her life as a whole, as an average of ratings of satisfaction in the domains of life salient to them (e.g., family, friends, school, living environment, and self), or as a unique domain i.e satisfaction with school. (Huebner & Gilman, 2002).

High life satisfaction has been found to correlate negatively with depression, anxiety, social stress, neuroticism, loneliness (Gilman & Huebner), and violent behaviours of MBA students (Valois, Zullig, Huebner, & Drane, 2001) Meanwhile, it has been found to correlate positively with physical health (Frisch, 2000), an internal locus of control, self-esteem, extraversion, positive attitudes towards EIRs and interpersonal relationships (Diener & Seligman, 2002; Gilman & Huebner, 2006), and social interaction (Gilman, 2001). Although composite measures of subjective well-being are typically comprised of the three aforementioned components (life satisfaction, positive effect and negative effect), life satisfaction is sometimes examined in isolation due to findings that indicate it is able to transcend beyond evaluations of the current moment experienced by MBA students which influence behavioural intention to use EIRs (Lewinsohn, Redner, & Seeley, 1991), and remain relatively free of social desirability bias (Diener, 1994). Cafasso (1998) found that MBA students classified as resilient (i.e., scored high on measure of stress and at least one measure of competence, and did not score low on any measures of competence) reported higher behavioural intention to use EIRs.

Findings from McKnight et al. (2002) indicate that MBA students' life satisfaction may serve a mediating function between behavioural intention to use EIRs and usage behaviours. Taken together, these findings suggest that behavioural intention to use EIRs and use of EIRs may function as both mediators and moderators in electronic information usage. As such, it is important to consider what factors contribute to the development of these constructs that appear highly relevant to behavioural intention. Park (2004) suggested that subjective well-being along with supportive parenting, engagement in challenging tasks, and the experience of positive events may contribute to their behavioural intention to use EIRs.

### Objective of the Study

The specific objectives of this study are as follows:

1. to ascertain the behavioural intention of MBA students towards use of electronic information resources in Nigeria universities;

2. to find out the level of subjective well-being of MBA students towards use of electronic information resources in Nigeria universities;

### Research Questions

1. What is the behavioural intention of MBA students to use electronic information resources in Nigeria universities?
2. What is the level of subjective well-being of MBA students towards use of electronic information resources in Nigeria universities?

### Hypothesis

The following null hypothesis was tested in the study at 0.05 level of significance:

1. There is no significant relationship between subjective well-being of MBA and behavioural intention to use EIRs by MBA students in Nigeria universities.

### METHODOLOGY

The research design adopted for the study was survey method with the use of questionnaire to collect data for the study. The population size of the study consisted of 1,015 MBA students in ten federal universities in Nigeria. Cluster sampling technique was used for the study and systematic sampling technique was used to select 60% of the total population of the MBA students across the 10 federal universities offering the programme based on probability and proportionate size. The 60% sample was on the basis of the large population of MBA students in Nigeria federal universities. The choice of 60% sampling fraction was in line with Hammed and Popoola (2006) that the sampling fraction for samples selected in a survey research must be, at least, up to sixty per cent before generalisation could be made on the population of study. The data were collated and analysed using Pearson Product Moment Correlation Analysis, Multiple Regression Analysis using Partial Least Square Estimate Method (PLSEM), Mean, Standard Deviation and Percentages. Cronbach Alpha method was used to establish the reliability coefficients of the scales. The measurement scale established the psychometric properties of Subjective well-being (0.93) and Behavioural intention to Use Electronic Information Resources (0.95).

**Research question one:** What is the behavioural intention of MBA students to use electronic information resources in Nigeria Universities?

**Table 1.** Behavioral intention of MBA students to use EIRs in Nigerian Universities

S/N	Items	NT	ST	T	VT	$\bar{x}$	S.D
1	I intend to use electronic information resources for my class work and assignment	41 4.0%	101 10.0%	403 39.7%	470 46.3%	3.28	0.80
2	I intend to continue using electronic resources to for my academic work	116 11.4%	86 8.5%	328 32.3%	485 47.8%	3.16	1.00
3	I intend to continue using electronic resources to meet my information needs even after the completion of my programme	117 11.5%	114 11.2%	300 29.6%	484 47.7%	3.13	1.02
4	I can predict that I would use electronic information resources in the text one month	87 8.6%	143 14.1%	359 35.4%	426 42.0%	3.11	0.94
5	I would also recommend electronic information resources to my colleagues for their academic work	122 12.0%	107 10.5%	324 31.9%	462 45.5%	3.11	1.02
6	If my library provides use electronic information resources I expect that I will use them	121 11.9%	105 10.3%	334 32.9%	455 44.8%	3.11	1.01
7	I will try to use electronic information resources as often as possible	112 11.0%	122 12.0%	323 31.8%	458 45.1%	3.11	1.00
8	I intend to frequently use electronic information resources for my academic work	138 13.6%	113 11.1%	281 27.7%	483 47.6%	3.09	1.06
9	Whenever possible, I intend to use electronic information resources as often as needed	125 12.3%	109 10.7%	327 32.2%	454 44.7%	3.09	1.02
10	I plan to use electronic information resources in the next one month	153 15.1%	104 10.2%	285 28.1%	473 46.6%	3.06	1.08
<b>Weighted mean = 3.13</b>							

**Key:** NT = Not True, ST= Sometimes True, T= True, VT= Very True

Table1 shows the behavioural intention of MBA students to use electronic information resources in Nigeria Universities. "I intend to use electronic information resources for my class work and assignment" ( $\bar{x} = 3.28$ ) was ranked highest as the main behavioural intention and was followed in succession by "I intend to continue using electronic resources to for my academic work" ( $\bar{x} = 3.16$ ), "I intend to continue using electronic resources to meet my information needs even after the completion of my programme" ( $\bar{x} = 3.13$ ), "I can predict that I would use electronic information resources in the text one month" ( $\bar{x} = 3.11$ ), "I would also recommend electronic information resources to my colleagues for their academic work" ( $\bar{x} = 3.11$ ), "If my library provides use electronic information resources I expect that I will use them" ( $\bar{x} = 3.11$ ), "I will try to use electronic information resources as often as possible" ( $\bar{x} = 3.11$ ), "I intend to frequently use electronic information resources for my academic work" ( $\bar{x} = 3.09$ ), "Whenever possible, I intend to use electronic information resources as often as needed" ( $\bar{x} = 3.09$ ) and lastly by "I plan to use electronic information resources in the next one month" ( $\bar{x} = 3.06$ ) respectively

Hence, the major behavioural intentions to use of EIRs of MBA students are; class work and assignment, academic work, and information needs even after the completion of programme.

**Research Question two:** What is the level of subjective well-being of MBA students towards use of electronic information resources in Nigeria universities?

**Table 2.** Subjective well-being of MBA students towards use of EIRs in Nigeria universities

s/n	Subjective well-being	NT	ST	T	VT	$\bar{x}$	S.D
1	I consider it a source of inner strength that I belong to a bigger group of people with whom I share common values	100 9.9%	71 7.0%	381 37.5%	463 45.6%	3.19	0.94
2	I have someone whom I can talk freely when I feel like it	116 11.4%	130 12.8%	310 30.5%	459 45.2%	3.10	1.01
3	I belong to a group of people who are mutually friendly and supportive	125 12.3%	122 12.0%	313 30.8%	455 44.8%	3.08	1.03
4	I feel confident that in the case of crisis I will be able to cope with it or face it boldly	141 13.9%	153 15.1%	309 30.4%	412 40.6%	2.98	1.05
5	I consider my family a source of help in finding solutions to most of the problems I have	202 19.9%	193 19.0%	272 26.8%	348 34.3%	2.75	1.13
6	I am worried over the lack of confidence in what I am doing	362 35.7%	248 24.4%	219 21.6%	186 18.3%	2.23	1.12
7	I easily get upset if things do not turn out as expected	402 39.6%	270 26.6%	217 21.4%	126 12.4%	2.07	1.05
8	I am disturbed by the fact that my mind gets easily distracted when I want to do something	416 41.0%	272 26.8%	175 17.2%	152 15.0%	2.06	1.09
9	I consider it a problem that I sometimes lose my temper over minor things	409 40.3%	282 27.8%	192 18.9%	132 13.0%	2.05	1.05
10	I get easily upset if criticized	401 39.5%	302 29.8%	212 20.9%	100 9.9%	2.01	1.00
<b>Weighted mean = 2.55</b>							

**Key:** NT = Not True, ST= Sometimes True, T= True, VT= Very True

Table 2 shows the subjective well-being of MBA students towards use of electronic information resources. It shows that "I consider it a source of inner strength that I belong to a bigger group of people with whom I share common values" ( $\bar{x} = 3.19$ ) was ranked highest by the mean score rating and was followed in succession by "I have someone whom I can talk freely when I feel like it" ( $\bar{x} = 3.10$ ), "I belong to a group of people who are mutually friendly and supportive" ( $\bar{x} = 3.08$ ), "I feel confident that in the case of crisis I will be able to cope with it or face it boldly" ( $\bar{x} = 2.98$ ), "I consider my family a source of help in finding solutions to most of the problems I have" ( $\bar{x} = 2.75$ ), "I am worried over the lack of confidence in what I am doing" ( $\bar{x} = 2.23$ ), "I easily get upset if things do not turn out as expected" ( $\bar{x} = 2.07$ ), "I am disturbed by the fact that my mind gets easily distracted when I want to do something" ( $\bar{x} = 2.06$ ), "I consider it a problem that I sometimes lose my temper over minor things" ( $\bar{x} = 2.05$ ) and lastly by "I get easily upset if criticized" ( $\bar{x} = 2.01$ ) respectively.

**Table 3.** Test of norm showing the level of subjective Well-being of MBA Students towards Use of Electronic Information Resources in Nigeria

Interval	Mean index	Level of Computer Self-efficacy	Frequency	Percentage
High		Good	414	40.8
Moderate	<b>25.5094</b>	Moderate	566	55.8
Low		Poor	35	3.4

Table 3 shows the level of subjective well-being of MBA students towards use of electronic information resources in Nigeria. 35(3.4%) students had low subjective well-being, 566(55.8%) students had moderate level of subjective well-being and 414(40.8%) had high level of subjective well-being. Therefore, the level of subjective well-being of MBA students towards use of electronic information resources in Nigeria is moderate.

**Table 4.** Pearson Product Moment Correlation (PPMC) showing the relationship between subjective well-being of EIRs and behavioural intention to use of electronic information resources by MBA students

Variable	Mean	Std. Dev.	N	r	Sig. P	Remark
Subjective well-being	98.39	20.91		.247	.000	
Behavioural intention to use EIRs	27.32	6.95	1015	.183	.000	Sig.

\* Sig. at 0.05 level

It is shown in table 4.29 that there is significant relationship between subjective well-being ( $r = .247$ ,  $n = 1015$ ,  $p(.000) < 0.05$ ) of EIRs and behavioural intention to use of electronic information resources  $.183$ ,  $n = 1015$ ,  $p(.000) < 0.05$ )

Hence, it could be deduced that subjective well-being of electronic information resources positively influenced behavioural intention to use of EIRs in the study.

The hypothesis is rejected.

## DISCUSSION OF THE FINDINGS

### Behavioural Intention of MBA Students towards the Use of Electronic Information Resources

The analysis of the data on behavioural intention of MBA students towards the use of electronic information resources revealed that only three (major contributors) of the 10 variables in the behavioural intention scale were above the mean score of 3.13. These were 'I intend to use electronic information resources for my class work and assignment' with mean score of 3.28, 'I intend to continue using electronic resources for my academic work' with mean score of 3.16 and 'I intend to continue using electronic resources to meet my information needs even after the completion of my programme' which has

3.13 as mean score. The data on the behavioural intention of MBA students to use EIRs has revealed a high level of usage intentions with the overall mean of 3.13. The findings is in line with Erasmus, Rothmann, and Eeden (2015) who used structural model with a cross-sectional survey design to test technology acceptance among South African teachers. They confirmed that there are significant paths from perceived usefulness of the information system to behavioural intentions to use it. Furthermore, they submitted that behavioural intention to use a system predicted actual use thereof. In the same vein, Sinh and Nhung (2012) argued that users' behavioural intention will influence the use of EIRs. Thus, in a survey on searching behaviour of users of six online databases subscribed to by the Central Vietnam National University in 2012 reported that 87.5% requested for full-text articles as compared with 12.5% who requested for abstracts.

### Relationship between Subjective Well-being of EIRs and Behavioural Intention to Use EIRs in Nigeria Universities

The findings of the study revealed a positive relationship between subjective well-being of electronic information resources and MBA students' behavioural intention to

use electronic information resources in Nigerian Universities ( $r = .247, n = 1015, p(.000) < 0.05$ ) With this result, the hypothesis which states that “there is no significant relationship between subjective well-being and behavioural intention to use electronic information resources among MBA students” was thus rejected.

The findings of the study is in line with McKnight et al. (2002) who indicated that MBA students' life satisfaction may serve a mediating function between behavioural intention to use EIRs and usage behaviours. Taken together, these findings suggest that behavioural intention to use EIRs and use of EIRs may function as both mediators and moderators in electronic information usage. As such, it is important to consider what factors contribute to the development of these constructs that appear highly relevant to behavioural intention. Park (2004) suggested that subjective well-being along with supportive parenting, engagement in challenging tasks, and the experience of positive events may contribute to their behavioural intention to use EIRs.

However, high life satisfaction has been found to correlate negatively with depression, anxiety, social stress, neuroticism, loneliness (Gilman & Huebner), and violent problem behaviours of MBA students (Valois, Zullig, Huebner, & Drane, 2001) Meanwhile, it has been found to correlate positively with physical health (Frisch, 2000), an internal locus of control, self-esteem, extraversion, positive attitudes towards EIRs and interpersonal relationships (Diener & Seligman, 2002; Gilman & Huebner, 2006), and social interaction (Gilman, 2001). Although composite measures of subjective well-being are typically comprised of the three aforementioned components (life satisfaction, positive affect, negative affect), life satisfaction is sometimes examined in isolation due to findings that indicate it is able to transcend beyond evaluations of the current moment (Diener & Diener, 1996), influence behavioural intention to use EIRs (Lewinsohn, Redner, & Seeley, 1991), and remain relatively free of social desirability bias (Diener, 1994). Cafasso (1998) found that MBA students classified as resilient (i.e., scored high on measure of stress and at least one measure of competence, and did not score low on any measures of competence) reported higher behavioural intention to use EIRs.

### Conclusion and Recommendations

The results of the study was an indication that electronic information resources use plays a vital role in MBA students academic and research endeavours. The quality and advantages of EIRs in terms of access to information resources round the clock, research output availability and globally access through the use of electronic information resources, access to current and up-to-date information, access to quality literature, cheap cost of

access and lastly, unhindered access to electronic information resources have necessitated the high level of use of EIRs by MBA students in Nigerian Universities. Since the results of this study indicated that subjective well-being of MBA students towards use of electronic information resources had significant effect on their behavioural intention to use EIRs, university managements and librarians should ensure rapid adoption and diffusion of ICTs and be proactive by developing relevant ICT policies and strategies toward effective and sustainable electronic information resources development in Nigerian universities, as well as promoting enabling environment that encourages subjective well-being to impact positively on the use of electronic information resources by MBA students to improve their quality of research and be globally competitive.

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