

Relations among Social Support, Internal Assets, and Life Satisfaction

Sukkyung You

Abstract— Social support is widely acknowledged as having the power to exert a considerable impact on life satisfaction. This study investigated relationships among social supports, psychological factors, and satisfaction with life in a sample of 1,133 Korean adolescents. Moreover, we compared these relationships between genders. Results indicated that support from family members, teachers, or even peers did not have a direct impact on life satisfaction for male adolescents. However, these forms of social support were found to have a significant, indirect relationship with life satisfaction for male adolescents by mediating psychological factors. In contrast, family support, peer support, and teacher support had a direct relationship with life satisfaction in female adolescents. Additionally, among psychological factors, self-efficacy was found to have mediating effects on the relationship between adult social support and life satisfaction. The results and implications of the study are discussed.

Keywords— life satisfaction; social support; self-efficacy; emotion regulation

Introduction

Social support is widely acknowledged as having the power to exert a considerable impact on life satisfaction. This study investigated relationships among social supports, psychological factors, and satisfaction with life in a sample of 1,133 Korean adolescents. Moreover, we compared these relationships between genders. Results indicated that support from family members, teachers, or even peers did not have a direct impact on life satisfaction for male adolescents. However, these forms of social support were found to have a significant, indirect relationship with life satisfaction for male adolescents by mediating psychological factors. In contrast, family support, peer support, and teacher support had a direct relationship with life satisfaction in female adolescents. Additionally, among psychological factors, self-efficacy was found to have mediating effects on the relationship between adult social support and life satisfaction. The results and implications of the study are discussed.

Methods

Structural equation modeling (SEM) was used to assess the hypothesized structural relationships among latent variables. SEM was selected because it represents an appropriate analytic approach for dealing with issues of specifying directionality among variables of interest and generating flexibility with which to test causal relationships. Specifically, this study conducted an evaluation of the hypothesized model of the relationship between social support factors and life satisfaction. The current study sample includes middle school students aged 14 to 16 and age was controlled in all of the analyses to prevent possible confounding due to this factor.

The model fit was assessed based on several criteria: non-normed fit index (NNFI; Bentler & Bonett, 1980), comparative fit index (CFI; Bentler, 1990), and root mean square error of approximation (RMSEA; Steiger & Lind, 1980). The CFI provides a measure of fit, which assesses the improvement in fit of the hypothesized model relative to a null model. The NNFI, an incremental fit index, is relatively independent of sample size (Marsh, Balla, & McDonald, 1988). Although it is generally accepted that CFI and NNFI values equal to or greater than .90 represents a well-fitting model (McDonald & Ho, 2002), a revised cutoff value close to .95 has been recommended (Hu & Bentler, 1999). The RMSEA was also included because it is relatively independent of sample size and takes into account model complexity, which is an important property for comparing several alternative models with different degrees of complexity. On the basis of a simulation study, Hu and Bentler (1999) defined a RMSEA value that is less than .05 as good fit and a value less than .08 as acceptable fit.

Procedure

The entire survey was reviewed and approved by a professional panel of school counselors before administration. In addition, due to the sensitive nature of the study, we obtained written parental consent and emphasized the importance of student assent. Students were informed that they could choose not to take the survey or stop participating at any time. Only student surveys with parental consent and student assent were included in the study. Students were given paper and pencil surveys to be completed in homeroom classrooms under homeroom teacher supervision. Teachers read instructions, provided by the researchers, to the students. Teachers assisted with the survey completion only when students had questions relating to understanding the survey items. Answers to the

questions were shared with the whole class to provide the same instructions to every student. Students were informed that they could choose not to take the survey if they did not want to, or to stop participating at any time. Students were told not to put their names on the survey in order to protect their anonymity. The survey took approximately 20-30 minutes to complete.

Measures

1 Social support

Social support was based on nine items from the Social and Emotional Health Survey (SEHS) to measure three dimensions of perceived social support. Specifically, there were three items each for family support (e.g., my family members really help and support one another), teacher support (e.g., at my school, there is a teacher or some other adult who always wants me to do my best), and peer support (e.g., I have a friend my age who really cares about me). This scale was rated on a four-point Likert scale (1 = *not at all true of me* to 4 = *very much true of me*). Items were coded so that higher scores indicated a higher sense of social support. The validity and reliability of the SEHS with the Korean adolescent sample was examined and well supported in a recent study (see Lee, You, and Furlong, 2015 for more information). Specifically, using a Korean adolescent sample (686 students from Grades 7-12), Lee et al. (2015) found that results of the series of CFAs supported the theoretical structure of the SEHS, confirming 12 core positive-psychological subscales. Furthermore, the results supported the full factorial invariance for the theoretical model across two gender groups. For the current study, the reliability coefficient using Cronbach's alpha coefficients for family, teacher, and peer support were .93 (.92 for male; .93 for female), .93 (.91 for male; .93 for female), and .89 (.90 for male; .89 for female), respectively.

2 Self-efficacy

General self-efficacy was measured using three items (i.e., "I can work out my problems," "I can do most things if I try," and "There are many things that I do well") from the SEHS. This scale was rated on a four-point Likert scale (1 = *strongly agree* to 4 = *strongly disagree*). Items were coded so that higher scores indicated a higher sense of self-efficacy. The reliability coefficient using Cronbach's alpha coefficient for this scale was .80 (.82 for male; .78 for female).

3 Emotion regulation

Emotion regulation was measured through three items from the SEHS. Three items were, "I can deal with being told no," "When I make a mistake, I admit it," and "I can deal with being told no." The scale was rated on a four-point Likert scale (1 = *very false* to 4 = *very true*). Higher scores indicated more emotional regulation. For the overall sample, the Cronbach's alpha was .78 (.79 for male; .76 for female).

4 Life satisfaction

Life satisfaction was measured using the Student Life Satisfaction Survey (SLSS; Huebner, 1991). The SLSS is a seven-item self-report measure for assessing a student's global life satisfaction by asking him/her to respond to

various appraisal statements (e.g., "My life is going well") using a six-point response scale (1 = *strongly disagree* to 6 = *strongly agree*). The validity and reliability of the SLSS with the Korean adolescent sample was examined and well supported in a recent study, which showed acceptable psychometric properties with 716 Korean youths (Lee, You, and Furlong, 2015). For the overall sample, the Cronbach's alpha was .82 (.86 for male; .74 for female).

Conclusion/ Contribution

The results of the study were as follows. All three types of social support (i.e., family, peer, and teacher support) are positively associated with male adolescents' self-efficacy. These results suggest that male students who perceived higher levels of support from their family, peers, and teachers were more likely to report feeling confident to produce and achieve designated levels of performance/outcomes. On the other hand, among female students, family support and teacher support was significantly associated with self-efficacy, whereas peer support had no significant relationship. Gorrese and Ruggieri (2012) reported that female students typically try to have interdependent relationships with peers compared to those of males. Therefore, it can be argued that, in contrast with those of male students, female students' interdependent relationships with peers are not positively associated with their self-efficacy. Overall, results showing that higher perceived support from parents, teachers, and peers is associated with higher self-efficacy are consistent with previous research findings.

Acknowledgment

This work was supported by the Hankuk University of Foreign Studies Research Fund granted to Sukkyung You.

References

- [1] Addis, M. E., & Mahalik, J. R. (2003). Men, masculinity, and the contexts of help seeking. *American Psychologist*, 58(1), 5-14. doi:10.1037/0003-066X.58.1.5
- [2] Adler, M. G., & Fagley, N. S. (2005). Appreciation: Individual differences in finding value and meaning as a unique predictor of subjective well-being. *Journal of Personality*, 73(1), 79-114.
- [3] Al Nima, A., Archer, T., & Garcia, D. (2012). Adolescents' happiness-increasing strategies, temperament, and character: mediation models on subjective well-being. *Health*, 4, 802.
- [4] An, S. Y., & Lee, H. S. (2009). The effects of individual psychology and family variable on adolescents' peer relationships. *Journal of Korean Home Economics Education*, 21(3), 164-176.
- [5] Antaramian, S., Kamble, S. V., & Huebner, E. S. (2015). Life satisfaction and coping in hindu adolescents in india. *Journal of Happiness Studies*, doi: 10.1007/s10902-015-9666-0
- [6] Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- [7] Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72, 187-206. doi:10.1111/1467-8624.00273
- [8] Bentler, P. M. (1990). Comparative fit indexes in structural models. *Psychological Bulletin*, 107(2), 238-246.

- [9] Bentler, P.M., & Bonett, D. G. (1980). Significance tests and goodness of fit in the analysis of covariance structures. *Psychological Bulletin*, 88(3), 588-606
- [10] Bisegger, C., Cloetta, B., von Rueden, U., Abel, T., & Ravens-Sieberer, U. (2005). Health-related quality of life: gender differences in childhood and adolescence. *Soz Präventivmed*, 50, 281-291. doi:10.1007/s00038-005-4094-2
- [11] Bonanno, G. A. (2001). Emotion self-regulation. In J. J. Mayne, & G. A. Bonanno (Eds.), *Emotions: Current issues and future directions* (pp. 251-286). New York: The Guilford Press.
- [12] Bronfenbrenner, U. (1979). The ecology of human development: Experiments in nature
- [13] *and design*. Cambridge, MA: Harvard University Press.
- [14] Chaplin, L. N. (2009). Please may I have a bike? Better yet, may I have a hug? An examination of children's and adolescents' happiness. *Journal of Happiness studies*, 10(5), 541-562.
- [15] Chen, C., Lee, S., & Stevenson, H. W. (1995). Response style and cross-cultural comparisons of rating scales among east asian and north american students. *Psychological Science*, 6(3), 170-175.
- [16] Chen, X., & Shi, K. (2008). Mediating effect of social support on loneliness and mental health of college students. *Chinese Journal of Clinical Psychology*, 16(5), 534-536.
- [17] Cho, S. Y., Kim, H. W., & Kim, M. (2011). Adolescent' life satisfaction in the ecological context. *Journal of the Korean Home Economics*, 49(3), 87-98.
- [18] Cikrikci, Ö., & Odaci, H. (2015). The determinants of life satisfaction among adolescents: The role of metacognitive awareness and self-efficacy. *Social Indicators Research*, doi:http://dx.doi.org/10.1007/s11205-015-0861-5
- [19] Cole, P. M., & Martin, S. E., & Dennis, T. A. (2004). Emotion regulation as a scientific construct: Methodological challenges and directions for child development research. *Child Development*, 75(2), 317-333.
- [20] Cole, P. M., Teti, L. O., & Zahn-Waxler, C. (2003). Mutual emotion regulation and the stability of conduct problems between preschool and early school age. *Development and Psychopathology*, 15, 1-18.
- [21] Contreras, J. M., Kerns, K. A., Weimer, B. L., Gentzler, A. L., & Tomich, P. L. (2000). Emotion regulation as a mediator of associations between mother-child attachment and peer relationships in middle childhood. *Journal of Family Psychology*, 14, 111-124.
- [22] Curran, P. J, West, S. G., & Finch, F. G. (1996). The robustness of test statistics to nonnormality and specification error in confirmatory factor analysis. *Psychological Methods*, 1(1), 16-29.
- [23] Danielsen, A. G., Samdal, O., Hetland, J., & Wold, B. (2009). School-related social support and students' perceived life satisfaction. *The Journal of Educational Research*, 102(4), 303-318. doi:http://dx.doi.org/10.3200/JOER.102.4.303-320
- [24] Deci, E., La Guardia, J., Moller, A., Scheiner, M., & Ryan, R. (2006). On the benefits of giving as well as receiving autonomy support: Mutuality in close friendships. *Personality and Social Psychology Bulletin*, 32(3), 313.
- [25] Demaray, M. K., & Malecki, C. R. M. (2002). Critical levels of perceived social support associated with student adjustment. *School Psychology Quarterly*, 17, 213 – 241. doi:10.1521/scpq.17.3.213.20883
- [26] Diener, E., & Diener, C. (1995). Cross-cultural correlates of life satisfaction and self-esteem. *Journal of Personality and Social Psychology*, 68, 653-663.
- [27] Diener, E., Lucas, R. E., & Oishi, S. (2002). *Subjective well-being: The science of happiness and life satisfaction*. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of Positive Psychology* (pp. 63-73). New York: Oxford University.
- [28] Eisenberg, N., Pidada, S. & Liew, J. (2001). The relations of regulation and negative emotionality to Indonesian children's social functioning. *Child Development*, 72, 1747-1763.
- [29] Epstein, M., Mooney, P., Ryser, G., & Pierce, C. (2004). Validity and reliability of the Behavioral and Emotional Rating Scale (2nd Edition): Youth Rating Scale. *Research on Social Work Practice*, 14(5), 353-367.
- [30] Fife, J., Adegoke, A., McCoy, J., & Brewer, T. (2011). Religious commitment, social support and life satisfaction among college students. *College Student Journal*, 45(2), 393-400. Retrieved from http://search.proquest.com/docview/885702142?accountid=14522
- [31] Gilman, R., & Huebner, S. (2003). A review of life satisfaction research with children and adolescents. *School Psychology Quarterly*, 18(2), 192-205. doi: 10.1521/scpq.18.2.192.21858
- [32] Goldbeck, L., Schmitz, T. G., Besier, T., Herschbach, P., & Henrich, G. (2007). Life satisfaction decreases during adolescence. *Quality of Life Research: An International Journal of Quality of Life Aspects of Treatment, Care & Rehabilitation*, 16(6), 969-979. doi: 10.1007/s11136-007-9205-5
- [33] Gorrese, A., & Ruggieri, R. (2012). Peer attachment: A meta-analytic review of gender
- [34] and age differences and associations with parent attachment. *Journal of Youth and*
- [35] *Adolescence*, 41, 650-672.
- [36] Gudjonsson, G. H., Sigurdsson, J. F., Eyjolfsson, G. A., Smari, J., & Young, S. (2009). The relationship between satisfaction with life, ADHD symptoms, and associated problems among university students. *Journal of Attention Disorders*, 12(6), 507-515. doi: 10.1177/1087054708323018
- [37] Herpertz, S. C., Werth, U., Lukas, G., Qunaibi, M., Schuerkens, A., Junert, H., Freese, R., Flesch, M., Mueller-Lsberner, R., Osterheider, M., & Sass, H. (2001). Emotion in criminal offenders with psychopathy and borderline personality disorder. *Archive of General Psychiatry*, 58, 737-745.
- [38] Hoseinzadeh, A., Azizi, M., & Tavakoli, H. (2014). Social support and life satisfaction in adolescents: The mediating role of self-efficacy and self-esteem. *Journal of Iranian Psychologists*, 11(41), 103-114.
- [39] Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6, 1-55.
- [40] Huebner, E. S. (1994). Preliminary development and validation of a multidimensional life satisfaction scale for children. *Psychological Assessment*, 6(2), 149-158. doi:http://dx.doi.org/10.1037/1040-3590.6.2.149
- [41] Huebner, E. S. (1991). Correlates of life satisfaction in children. *School Psychology Quarterly*, 6(2), 103-111.
- [42] Huebner, E. S., & McCullough, G. (2000). Correlates of school satisfaction among adolescents. *Journal of Educational Research*, 93, 331-335.
- [43] Jenkins, S. R., Goodness, K., & Buhrmester, D. (2002). Gender differences in early adolescents' relationship qualities, self-efficacy, and depression symptoms. *The Journal of Early Adolescence*, 22(3), 277-309. doi:http://dx.doi.org/10.1177/02731602022003003
- [44] John, O. P. & Gross, J. J. (2004). Health and unhealthy emotion regulation: Personality process, individual differences, and life span development. *Journal of Personality*, 72(6), 1301-1333.
- [45] Kil, K. S. (2006). A study on the effect of parent's rearing attitudes, social support on the children's emotional intelligence. *Journal of Korean Child Care and Education*, 2(2), 147-164.
- [46] Kim, J. Y., & Chung, H. J. (2008). A study on factors influencing the quality of life for adolescents. *Social Welfare Review*, 13, 171-190.
- [47] Kim, M., Kim, H., Han, Y., & Lim, J. (2003). Explorations on the happy life on Koreans on the bases of their social structural variables. *The Korean Journal of Psychology*, 22(2), 1-33.
- [48] Kim, G. D., & Park, M. S. (2009). Study on the factors affecting the school adaptations of children from multi-cultural families. *Social Science Research*, 48(1), 97-121.
- [49] Kim, U. C., & Park, Y. S. (2006). Analysis of factors influencing quality of life in Korean society. *Korean Journal of Psychological and Social Issues*, 12(5), 1-28.
- [50] Kong, F., Ding, K., & Zhao, J. (2015). The relationships among gratitude, self-esteem, social support and life satisfaction among undergraduate students. *Journal of Happiness Studies*, 16(2), 477-489. doi:10.1007/s10902-014-9519-2
- [51] Kong, F., & You, X. (2013). Loneliness and self-esteem as mediators between social support and life satisfaction in late adolescence. *Social Indicators Research*, 110(1), 271-279. doi:http://dx.doi.org/10.1007/s11205-011-9930-6
- [52] Korean Ministry of Health and Welfare (2013). A Report on the Status of Korean Children.

- [53] Kumar, R., & Lal, R. (2006). The role of self-efficacy and gender difference among the adolescents. *Journal of the Indian Academy of Applied Psychology*, 32(3), 345-350.
- [54] Kwon, H., Yoon, K. L., Joormann, J., & Kwon, J. (2013). Cultural and gender differences in emotion regulation: Relation to depression. *Cognition and Emotion*, 27(5), 769-782. doi:http://dx.doi.org/10.1080/02699931.2013.792244
- [55] Camfield, L., Choudhury, K., & Devine, J. (2009). Well-being, happiness and why relationships matter: Evidence from bangladesh. *Journal of Happiness Studies*, 10(1), 71-91. doi:http://10.1007/s10902-007-9062-5
- [56] Lee, J. W., Jones, P. S., Mineyama, Y., & Zhang, X. E. (2002). Cultural differences in responses to a likert scale. *Research in Nursing & Health*, 25(4), 295-306. doi: 10.1002/nur.10041
- [57] Lee, J., Puig, A., Lea, E., & Lee, S. M. (2013). Age-related differences in academic burnout of Korean adolescents. *Psychology in the Schools*, 50(10), 1015-1031. doi: 10.1002/pits.21723
- [58] Lee, H. E., & Kwak, Y. J. (2011). A Study on factors affecting life satisfaction and school life satisfaction in the early youth. *Korean Journal of Youth Studies*, 18(7), 59-83.
- [59] Lee, S., You, S., & Furlong, M. J. (2015). Validation of the Social Emotional Health Survey for Korean school students. *Child Indicators Research*. Published online, 24 January 2015. doi:10.1007/s12187-014-9294-y
- [60] Li, X., Wang, Q., Lu, F., & Sun, X. (2014). Ethnic identity, social support and life satisfaction in minority preparatory undergraduates. *Chinese Mental Health Journal*, 28(1), 75-79. Retrieved from http://search.proquest.com/docview/1531962705?accountid=14522
- [61] Liu, Q., & Li, F. (2007). Mediating role of cognitive emotion regulation on the relation between college students' life events and life satisfaction. *Chinese Journal of Clinical Psychology*, 15(4), 397-398.
- [62] Ma, Z., Zeng, W., & Ye, K. (2015). Gender differences in chinese adolescents' subjective well-being: The mediating role of self-efficacy. *Psychological Reports*, 116(1), 311-321. doi: 10.2466/17.07.PR0.116k15w2
- [63] Marsh, H. W., Balla, J. R., & McDonald, R. P. (1988). Goodness-of-fit-indexes in confirmatory factor analysis: The effect of sample size. *Psychological Bulletin*, 103, 391-410. doi:10.1037/0033-2909.103.3.391
- [64] Maxwell, S. E., & Cole, D. A. (2007). Bias in cross-sectional analyses of longitudinal mediation. *Psychological Methods*, 12, 23-44.
- [65] McCarthy, C. J., Lambert, R. G., & Moller, N. P. (2006). Preventive resources and emotion regulation expectancies as mediators between attachment and college students' stress outcomes. *International Journal of Stress Management*, 13, 1-22.
- [66] McDonald, R. P., & Ho, M-H. (2002). Principles and practice in reporting structural equation analyses. *Psychological Methods* 7, 64-82.
- [67] Moksnes, U. K., & Espnes, G. A. (2013). Self-esteem and life satisfaction in adolescents—Gender and age as potential moderators. *Quality of Life Research: An International Journal of Quality of Life Aspects of Treatment, Care & Rehabilitation*, 22(10), 2921-2928. doi: 10.1007/s11136-013-0427-4
- [68] Ndika, N. A., Olagbaiye, F., & Agiobu-Kemmer, I. (2008). Gender differences in irrational beliefs, self-efficacy and self-confidence of some nigerian adolescents. *Psychology and Education: An Interdisciplinary Journal*, 45(1), 24-33.
- [69] Noh, H., & Shin, H. (2008). The mediating effect of perceived social support in the relation between gratitude and psychological well-being among adolescents. *Korean Journal of Youth Studies*, 15(2), 147-168.
- [70] Nolen-Hoeksema, S., & Aldao, A. (2011). Gender and age differences in emotion regulation strategies and their relationship to depressive symptoms. *Personality and Individual Differences*, 51(6), 704-708. doi:http://dx.doi.org/10.1016/j.paid.2011.06.012
- [71] Park, D. G., Cho, H. J., & Choi, D. J. (2004). The effectiveness of regulation strategies for specific negative emotions on job performance and psychological well-being. *The Korean journal of Health Psychology*, 9(4), 831-852.
- [72] Park, N., Huebner, E. S., Laughlin, J. E., Valois, R. F., & Gilman, R. (2004). A cross-cultural comparison of the dimensions of child and adolescent life satisfaction reports. *Social Indicators Research*, 66(1-2), 61-79. doi:http://dx.doi.org/10.1023/B:SOCI.0000007494.48207.dd
- [73] Park, Y. S., Kim, U. C., & Min, B. K. (2002). A longitudinal analysis of Korean adolescents: The influence of parental social support on self-efficacy and life-satisfaction. *The Korean Journal of Education Psychology*, 16(2), 63-92.
- [74] Peterson, C. (2006). A primer in positive psychology. New York: Oxford University Press.
- [75] Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40, 879-891.
- [76] Roehrle, B., & Strouse, J. (2008). Influence of social support on success of therapeutic interventions: A meta-analytic review. *Psychotherapy Theory, Research, Practice, Training*, 45, 464-476.
- [77] Rask, K., Astedt-Kurki, P., Paavilainen, E., & Laippala, P. (2003). Adolescent subjective well-being and family dynamics. *Scandinavian Journal of Caring Sciences*, 17, 129-138.
- [78] Ryu, J., & Min, K. H. (2005). The effects of emotion coping style and emotion awareness on the subjective well-being later life. *The Korean Journal of Social and Personality Psychology*, 19(4), 1-18.
- [79] Siddall, J., Huebner, E. S., & Jiang, X. (2013). A prospective study of differential sources of school-related social support and adolescent global life satisfaction. *American Journal of Orthopsychiatry*, 83(1), 107-114. doi:http://dx.doi.org/10.1111/ajop.12006
- [80] Song, G., Kong, F., & Jin, W. (2013). Mediating effects of core self-evaluations on the relationship between social support and life satisfaction. *Social Indicators Research*, 114(3), 1161-1169. doi:http://dx.doi.org/10.1007/s11205-012-0195-5
- [81] Steiger, J. H., & Lind, J. C. (1980). Statistically based tests for the number of common factors. Paper presented at the annual meeting of the Psychometric Society, Iowa, USA.
- [82] Suldo, S. M., & Huebner, E. S. (2006). Is extremely high life satisfaction during adolescence advantageous? *Social Indicators Research*, 78, 179-203.
- [83] Suldo, S. M., & Huebner, E. S. (2004). Does life satisfaction moderate the effects of stressful life events on psychopathological behavior during adolescence? *School Psychology Quarterly*, 19, 93-105.
- [84] Tinajero, C., Martínez-López, Z., Rodríguez, M. S., Guisande, M. A., & Páramo, M. F. (2015). Gender and socioeconomic status differences in university students' perception of social support. *European Journal of Psychology of Education*, 30(2), 227-244. doi:10.1007/s10212-014-0234-5
- [85] Triandis, H.C., Carnevale, P., Gelfand, M., Robert, C., Wasti, S. A., Probst, E.S., ... Schmitz, P. (2001). Culture and deception in business negotiations: a multilevel analysis. *International Journal of Cross Cultural Management*, 4(1), 73-90.
- [86] Vecchio, G. M., Gerbino, M., Pastorelli, C., Del Bove, G., & Caprara, G. V. (2007). Multi-faceted self-efficacy beliefs as predictors of life satisfaction in late adolescence. *Personality and Individual Differences*, 43, 1807-1818. doi: 10.1016/j.paid.2007.05.018.
- [87] Vera, E., Thakral, C., Gonzales, R., Morgan, M., Conner, W., Caskey, E., Bauer, A., Mattera, L. A., Clark, S., Kim, B., & Dick, L. (2008). Subjective well-being in urban adolescents of color. *Cultural Diversity and Ethnic Minority Psychology*, 14(3), 224-233.
- [88] Vieno, A., Santinello, M., Pastore, M., & Perkins, D. D. (2007). Social support, sense of community in school, and self-efficacy as resources during early adolescence: An integrative model. *American Journal of Community Psychology*, 39(1-2), 177-190. doi: 10.1007/s10464-007-9095-2
- [89] J. Clerk Maxwell, A Treatise on Electricity and Magnetism, 3rd ed., vol. 2. Oxford: Clarendon, 1892, pp.68-73.
- [90] I. S. Jacobs and C. P. Bean, "Fine particles, thin films and exchange anisotropy," in Magnetism, vol. III, G. T. Rado and H. Suhl, Eds. New York: Academic, 1963, pp. 271-350.
- [91] K. Elissa, "Title of paper if known," unpublished.
- [92] R. Nicole, "Title of paper with only first word capitalized," J. Name Stand. Abbrev., in press.
- [93] Y. Yorozu, M. Hirano, K. Oka, and Y. Tagawa, "Electron spectroscopy studies on magneto-optical media and plastic substrate interface," IEEE Transl. J. Magn. Japan, vol. 2, pp. 740-741, August 1987 [Digests 9th Annual Conf. Magnetics Japan, p. 301, 1982].
- [94] M. Young, The Technical Writer's Handbook. Mill Valley, CA: University Science, 1989.