Child Indicators Research (2025) 18:955–1000
https://doi.org/10.1007/s12187-025-10231-z

Instruments for Measuring Hedonic and Eudaimonic Well-Being of Adolescents in the Latin American School Contexts: a Systematic Review

Mónica Bravo-Sanzana[1] · Ferran Casas[2] · Matías E. Rodríguez-Rivas[3] · Xavier Oriol[4] · Jorge J. Varela[5] · Rafael Miranda[4] · Oscar Terán-Mendoza[6]

Accepted: 23 February 2025 / Published online: 10 March 2025

Abstract
Well-being is crucial for understanding adolescent health and quality of life and is related to positive physical, emotional, and social indicators. This systematic review developed from PRISMA criteria sought to identify and evaluate instruments in Latin America to measure hedonic and eudaimonic well-being in adolescents. A total of 1737 articles were identified in the Web of Science (WOS), Scopus, ScieLO, and PsycINFO databases, with the search limited to scientific articles published after 2010. Of these, 45 met the inclusion criteria and were synthesized in this review. Most of the studies focused on hedonic well-being, especially life satisfaction, while eudaimonic well-being was less explored; in addition, some studies were identified that do not have a clear theoretical approach, and only two studies considered a multidimensional perspective of well-being. By way of conclusion, the diversity of instruments to assess well-being in Latin America is highlighted, and it is proposed that future research should incorporate solid theoretical models and a comprehensive understanding of adolescent well-being in the region; in this way, the present study provides a basis for future research that includes the application, design or validation of instruments with a comprehensive theoretical model of adolescent well-being in the Latin American context.

Trial Registration: PROSPERO International Prospective Register of Systematic Reviews CRD42022364516; https://www.crd.york.ac.uk/prospero/display_record.php?ID=CRD42022364516

Keywords Well-being · Psychometrics · Hedonic · Eudaimonic · Measurement · Latin America

Extended author information available on the last page of the article

1 Introduction

Research on well-being has been advancing for decades across various disciplines, stemming from broader studies on quality of life (Veenhoven, 1994). However, the pursuit of human well-being and happiness has been a central theme since the era of Western Philosophy, exemplified by Aristotelian eudaimonia or "the good life" (Romero, 2015). In the 1970s, psychology shifted focus towards exploring the reasons behind people's happiness. By the 1980s, empirical studies had begun to provide systematic evidence on happiness, satisfaction, and well-being, primarily within the adult population (Castro-Solano, 2009). Towards the late 1990s, Seligman (1999) formally initiated Positive Psychology as an organized discipline to augment the traditional medical model -which emphasized prevention and treatment of illness- focusing on promoting well-being and positive aspects of mental health (Lupano & Castro, 2010).

Today, health is understood more holistically as not merely the absence of disease but as a state of physical, mental, and social well-being. In this context, mental health is seen as a state where individuals recognize their abilities, manage the everyday stresses of life, work productively, and contribute to their communities (Organización Mundial de la Salud, 2014). For several decades, mental health has been defined, measured, and explored through studies on subjective well-being (SWB), which encompasses an individual's assessment of their life satisfaction, positive emotions, and overall sense of happiness and fulfillment (Headey et al., 1993; Keyes, 2002; Keyes et al., 2002).

The concept of SWB is nowadays related to one tradition (hedonic), while psychological well-being (PWB)—defined as an individual's positive mental state, including aspects such as self-acceptance, personal growth, purpose in life, autonomy, environmental mastery, and positive relationships—is used to refer to another outstanding tradition (eudaimonic) of well-being research (Deci & Ryan, 2008). While both traditions are sometimes collectively referred to as "personal well-being" or simply "well-being," it's important to note that some authors, particularly in the health sciences, conceptualize "well-being" as comprising both objective and subjective indicators (Voukelatou et al., 2021). In this review, we adopt the term "personal well-being" to encompass the combined aspects of hedonic and eudaimonic well-being, measured primarily through subjective indicators.

During the pandemic and post-pandemic periods, considering the increased risk factors for well-being (UNICEF, 2021), studies on well-being and its psychosocial components have been conducted worldwide among adolescents (Bravo-Sanzana et al., 2022, 2023; UNICEF, 2021, 2022; Oriol & Miranda, 2024). Adolescence is characterized by significant biological, psychological, and ecological changes and represents a period of developmental discontinuity (Seidman, 1991). Furthermore, "Adolescence is a period of transition through which youth incrementally develop adaptive and functional skills and competencies and establish self-identities that prepare them to comply with adult societal roles and expectations" (Chulani & Gordon, 2014, p. 481). From a positive youth development perspective, this stage highlights the potential of all young people to learn and flourish in various contexts (Damon, 2004; Lerner & Lerner, 2011).

In this context, adolescence is seen as an optimal phase for preventive interventions (Seidman, 1991) and the enhancement of personal resources, as these can reduce risk behaviors in young people (which have adverse effects on their adult lives) and enable the development of empathy and subjective well-being (Chan et al., 2021). Therefore, to support the health and well-being of adolescents, it is crucial to possess valid and reliable instruments that enable the precise measurement of constructs for the subsequent development of interventions and programs (Tennant et al., 2007).

Although numerous publications exist on adults' SWB and PWB in Latin American countries, such studies are scarce for adolescents. Moreover, adolescent data collection requires specifically adapted instruments, which must be adjusted for age and socio-cultural context. Thus, it is vital to understand which instruments are available to measure adolescents' SWB and PWB in Latin American countries and their cross-cultural comparability.

In recent years, the Children's Worlds international project (www.isciweb.org) has provided access to its various datasets, thereby enhancing the volume of cross-cultural comparative research publications on children's and adolescents' SWB, including studies from some Latin American countries (see Casas & González-Carrasco, 2021).

1.1 Hedonic Well-Being: Relevance during Adolescence

The hedonic tradition conceives SWB through the pursuit of pleasure and the avoidance of pain (Joshanloo, 2016, 2019; Ryan & Deci, 2001), and it is understood as how people evaluate and perceive their lives through positive and negative affect, along with their cognitive evaluations of life satisfaction (Diener et al., 2018). In this regard, Diener (2009) conceptualized these components as fitting within a 'tripartite' hierarchical structure, with conceptually alit is vital to understand which instruments are available to measure adolescents' SWB and PWB in Latin American countries and their cross-cultural comparabilityit is vital to understand which instruments are available to measure adolescents' SWB and PWB in Latin American countries and their cross-cultural comparabilityigned and moderately correlated components, each contributing uniquely to SWB. The so-called Tripartite Theory is probably the most widely accepted general theory on SWB (Arthaud-Day et al., 2005).

Research conducted worldwide has shown the association between different measures of SWB in children and adolescents and better scores for physical and mental health indicators (Park, 2004), lower drug and alcohol consumption (Casas et al., 2012), higher academic performance and positive relationships at school (Alfaro et al., 2016a; Bedin & Sarriera, 2015; Varela et al., 2021), in addition to having a protective role against stressors and socio-economic vulnerability (Casas et al., 2012; Proctor et al., 2009). In contrast, low levels of well-being in the adolescent and child population are associated with adverse psychological and social outcomes, such as an increase in violent and aggressive behavior, higher levels of perceived stress, the risk of suicide and depressive symptoms, low self-esteem, and conflictive social relationships (Rodríguez-Rivas et al., 2023; Suldo & Huebner, 2004; Valois et al., 2009; Varela et al., 2018). The research on SWB has been instrumental in better understanding both quality of life and health determinants (Gilman & Huebner, 2006; Jose et al.,

2012), including personal, community, and structural factors, and has also enhanced understanding of both healthy and risky behaviors (Park, 2004; Rees, 2021). Such knowledge is critical to designing and implementing prevention, promotion, and physical, mental, and psychosocial rehabilitative interventions (Oberle et al., 2011; Oyanedel et al., 2015; Schütz et al., 2019).

Thus, available research examining international differences in the levels of subjective well-being between different cultures and countries reveals important similarities and differences in the levels of well-being and its associated variables according to each country's diverse cultural realities and characteristics (Casas et al., 2012; Guzmán et al., 2017).

Regarding instruments to measure well-being, a literature review by Cook et al. (2016) identified 12 instruments used to measure hedonic well-being. These instruments focused on measuring happiness, life satisfaction, or positive/negative affect. Specifically, five of them employed single-item measurement, while the instruments consisting of more than one item included the Satisfaction with Life Scale- SWLS (Diener et al., 1985), The Australian Unity Wellbeing Index (Cummins et al., 2003), Delighted-Terrible Scale (Andrews & Withey, 1976), Life Satisfaction Research Questionnaire (Hagedorn, 1996), and Subjective Happiness Scale (Lyubomirsky & Lepper, 1999). PANAS (Positive and Negative Affect Schedule) is the most common instrument for measuring positive and negative affect (Watson et al., 1988). In addition, the review revealed that although the instruments measuring life satisfaction assessed global satisfaction, only some assessed satisfaction in specific life domains.

Some authors (Savahl et al., 2021) have pointed out that two kinds of multi-item measures are used to assess subjective well-being: the context-free instruments, using general items referred to overall life satisfaction, and the domain-based instruments, using specific items on satisfaction with life-domains—although there is no broad consensus about which life domains should be included in these instruments (Casas et al., 2015a, 2015b) observed that when administering different kinds of instruments to the same sample of adolescents, results were slightly different depending on the sociocultural context and consequently recommended the use of more than one instrument in any comparative research. More recently, following Galinha and Pais-Ribeiro (2009), Savahl et al. (2021) demonstrated that when including the two kinds of instruments in the same model with a second-order variable, the model fits well and proposed a quadripartite theory to measure SWB.

1.2 Eudaimonic Well-Being: Relevance during Adolescence

Eudaimonia is crucial for understanding well-being and human flourishing (Seligman, 2011). Eudaimonic well-being significantly overlaps with subjective well-being (hedonic perspective), but notable differences exist (Deci & Ryan, 2008). Although both traditions are conceptually related, they are empirically distinct, and their combinations relate differently to sociodemographics and personality (Keyes et al., 2002).

The eudaimonic approach prioritizes meaning and self-actualization, defining PWB as the degree to which a person functions optimally (Waterman et al., 2008). This approach emphasizes various indicators and dimensions (Kashdan et al., 2008; Ryff & Singer, 2008). Consequently, Ryff (1989), interested in what constitutes posi-

tive psychological functioning, proposed a multidimensional model of psychological well-being comprising six dimensions: self-acceptance, environmental mastery, positive relationships with others, autonomy, purpose in life, and personal growth. His theory highlights flourishing and meaning in life (PWB, eudaimonic tradition), which is associated with living a life rich in purpose and meaning, continued growth, and quality ties to others. Moreover, Ryff and Singer (2008) identified biological correlates (cardiovascular, neuroendocrine, immune) of psychological well-being, suggesting potential health benefits.

Conversely, Deci and Ryan (2000) introduced their self-determination theory (SDT), centering on motivation and the satisfaction of innate psychological needs. From a motivation standpoint, they distinguish between intrinsic motivation (driven by internal interests) and extrinsic motivation (driven by external factors). They emphasize that understanding the innate psychological needs of competence, autonomy, and relationships is essential for comprehending human motivation. These needs are fundamental for psychological growth, integrity, and well-being. In summary, while both theories address psychological well-being, Ryff's model focuses more on flourishing and meaning in life. In contrast, the Self-Determination Theory emphasizes motivation and meeting basic psychological needs in various contexts.

Keyes (2002) introduced an operationalization of mental health through the Short Form Questionnaire of the Mental Health Continuum, noting that mental health is a syndrome of symptoms of positive feelings and positive functioning. He interprets the presence of mental health as flourishing, while its absence is seen as languishing. His research uncovered fourteen facets of hedonic (Emotional Well-Being, three items) and eudaimonic happiness (Positive Functioning, eleven items), representing measures of good mental health (Keyes, 2016).

Specifically, eudaimonic well-being focuses on developing human potential, personal growth, and the pursuit of a meaningful life purpose, as well as fostering strengths and talents, establishing healthy relationships, and promoting positive emotions and resilience, all vital for the well-being of children and adolescents (Deci & Ryan, 2000; Keyes, 2002; Ryff & Singer, 2008; Seligman, 2010; Seligman, 2011; Waterman et al., 2008). During adolescence, eudaimonic well-being is especially relevant due to the significant changes and challenges experienced, such as identity construction, exploration of different roles, and establishing future life goals and objectives (Waigel & Lemos, 2023). Studies indicate that adolescents experiencing greater eudaimonic well-being tend to have higher self-esteem and self-acceptance and are more engaged in meaningful activities (Ryff & Singer, 2008; Waterman et al., 2008). However, research on adolescents' PWB is scarce, particularly compared to studies in adult populations, likely because PWB involves complex cognitive aspects, requiring long-term objective setting and an abstract understanding of a sense of meaning in life – posing challenges in validating instruments with very young populations (Casas & González-Carrasco, 2021; Moreta et al., 2023).

According to a review of well-being instruments by Cooke et al. (2016), five instruments were identified as based on a eudaimonic conceptualization of well-being: Flourishing Scale (Diener et al., 2010), Questionnaire for Eudaimonic Well-Being (Waterman et al., 2010), Scales of Psychological Well-Being (Ryff, 1989), and Social Well-Being Scale (Keyes, 1998, 2002). Some of these have been used with

adolescents (Diener et al., 2010; Keyes, 1998, 2002). Furthermore, another review (Waigel & Lemos, 2023) highlights the Adolescent Wellbeing Measure (EPOCH) (Kern et al., 2016) to evaluate the PERMA multidimensional well-being model (Seligman, 2011).

1.3 The Present Study

Although there are theoretical approaches to measuring adolescent well-being, this review focuses on both hedonic and eudaimonic well-being (SWB and PWB) due to the deep theoretical and empirical work in this field. Studies of both forms of well-being are still scarce, especially eudaimonic well-being in adolescents, compared to existing studies on the adult population. This makes systematic reviews necessary to thoroughly analyze the theoretical conceptualization of these constructs and their measurement at these ages. Therefore, the present study aims to contribute to this advancement, specifically focusing on a geographical area such as Latin America, where scientific literature is even rarer than in other regions.

So far, one review of well-being instruments for adolescents is that of Orth et al. (2022), which primarily focused on instruments related to measurements of mental well-being, and most of the included studies did not provide a clear definition of the measurement construct. Additionally, a review of instruments to measure adolescent well-being was carried out in the Latin American context by Cáceres et al. (2022), which was exploratory and only included one country (Chile). Consequently, to date, no systematic review with PRISMA methodology evaluates the instruments for measuring adolescent well-being and their psychometric qualities in the context of the various Latin American countries.

Due to the above, systematic reviews are necessary to comprehensively analyze the theoretical conceptualization of these constructs and their measurement in adolescents. Specifically, they also need to account for the cross-cultural differences between countries. Therefore, the research objective of the present study is to identify and evaluate the existing instruments in Latin America for measuring both hedonic and eudaimonic well-being in adolescents.

The research questions guiding the present review are: What are the existing instruments to measure adolescents' hedonic and eudaimonic well-being in Latin America? What are their psychometric properties?

2 Methodology

2.1 Design and Search Strategy

The protocol for this study was registered in the PROSPERO platform under ID CRD42022364516 and was executed taking as a guide the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-analyses) guidelines and recommendations (Moher et al., 2015; Page et al., 2021). The search for articles was conducted between September and December 2022 in the Web of Science (WOS), Scopus, ScieLO, and PsycINFO databases, restricting the search range year to those

scientific articles published from 2010 onwards. A new search was performed in January 2024 to capture articles published between 2023 and 2024.

For the search, the Boolean operators were correctly combined with the terms of interest referring to the construct (well-being), approach (psychometric), geographic delimitation (Latin America), and scope (school), resulting in the following strategy:

> [Wellbeing OR "Well-being" OR "Life Satisfaction" OR Happiness OR Wellness OR Flourishing OR Eudaimonic OR Hedonic] AND [Scale OR Measure* OR Survey OR Questionnaire OR Inventory OR Index OR Evaluation OR Assess* OR Instrument OR detection OR diagnos* OR checklist OR psychometr* OR reliability OR validity] AND [Argentin* OR Bolivia* OR Brazil* OR Brasil* OR Chile* OR Colombia* OR "Costa Rica" OR "Costa Ricans" OR Cuba* OR "Dominican Republic" OR Dominicans OR Ecuador* OR "El Salvador" OR Salvadorans OR Guatemala* OR Hondura* OR Mexic* OR Nicaragua* OR Panama* OR Paraguay* OR Peru* OR "Puerto Rico" OR "Puerto Ricans" OR Uruguay* OR Venezuela* OR "Hispanic America" OR Caribbean OR "Central America" OR "South America" OR "Latin America" OR "Spanish-speaking population"] AND [School* OR student].

2.2 Inclusion and Exclusion Criteria

We included quantitative psychometric articles published in English and Spanish that featured all or part of a Latin American sample, were developed in the school context, included a measure of well-being, and had a sample composed of adolescents between 10 and 19 years of age, according to the definition provided by the World Health Organization. We excluded studies not conducted in Latin American countries, those with samples composed of preschool, kindergarten, or university students, and those that were entirely qualitative, in which the analysis of psychometric properties is impossible.

2.3 Article Selection

Initially, duplicate articles were removed using Endnote v.9 bibliographic referencing software (The EndNote Team, 2013). Then, two independent researchers (MER-R and OET-M) selected articles for inclusion using the online version of the Rayyan tool (Ouzzani et al., 2016). A third investigator (MBS) screened all articles included in this selection and resolved any discrepancies in the decision criteria of the independent reviewers by rigorously and critically reviewing them. The eligibility assessment of the reports was carried out in two stages: first, based on the title, abstract, and keywords, and then upon full-text reading. The reasons for exclusion of each discarded manuscript were recorded using the preset labels available in the Rayyan platform to provide greater specificity of the reasons for exclusion (e.g., "wrong population" when the studies did not include a sample from Latin American countries).

In addition, to test the degree of agreement in the study selection and coding phases, inter-coder reliability was calculated using Cohen's κ coefficient, which scored 0.78, indicating substantial inter-coder agreement.

2.4 Data Extraction and Evaluation of Methodological Quality

For the first phase of selection (by title, abstract, and keywords), both reviewers used an analysis guideline based on the inclusion and exclusion criteria and the keywords to ensure precision in the selection. Data were then extracted independently through an extraction form specifying relevant aspects of the publications, including country, instrument name, sample size and demographic specifications (mean, standard deviation, and age range, as well as the percentage of women), theoretical tradition, paradigm, or approach (hedonic/eudaimonic) (Ryan & Deci, 2001).

Additionally, to assess the methodological quality of each instrument and its psychometric properties, both researchers used a checklist based on COnsensus-based Standards for the selection of health Measurement INstruments (COSMIN) (Terwee et al., 2012), through which various quality criteria were evaluated on a four-point scale (very good, adequate, questionable, inadequate; see Supplementary Material). For the present systematic review, the following sections of the COSMIN Risk of Bias checklist (Mokkink et al., 2018) were included in the evaluation: (i) PROM development, (ii) content validity, (iii) structural validity, (iv) internal consistency, (v) cross-cultural/invariance validity, (vi) test–retest and (vii) construct validity.

3 Results

3.1 Search Results

As shown in Fig. 1, the database search strategy resulted in 3430 articles, which was reduced to 1737 after eliminating duplicates. Of these, after analysis based on title, abstract, and keywords, 1693 studies were eliminated, with 654 due to the wrong population (not conducted in the adolescent population), 499 due to the wrong outcome (not related to the well-being construct), and 521 because they were not psychometric. Of the remaining 63 studies, eighteen were eliminated for various reasons (for example, they were only descriptive studies), and 45 articles were included in the systematic review and analyzed.

3.2 Bibliometric Data

Of the 45 articles, most of them were conducted in Chile (33.33%, $n=15$), eight in Brazil (17.77%), five studies in Mexico (11.11%), two in Colombia (4.44%), two in Uruguay (4.44%), in addition to one study in Argentina (2.22%), Peru (2.22%) and Ecuador (2.22%). Ten studies were carried out with samples from more than one country (22.22%); most of them ($n=7$) involved the participation of Brazil and Chile with other countries, while three studies included the participation of Mexico, Panamá, or Peru together with other countries.

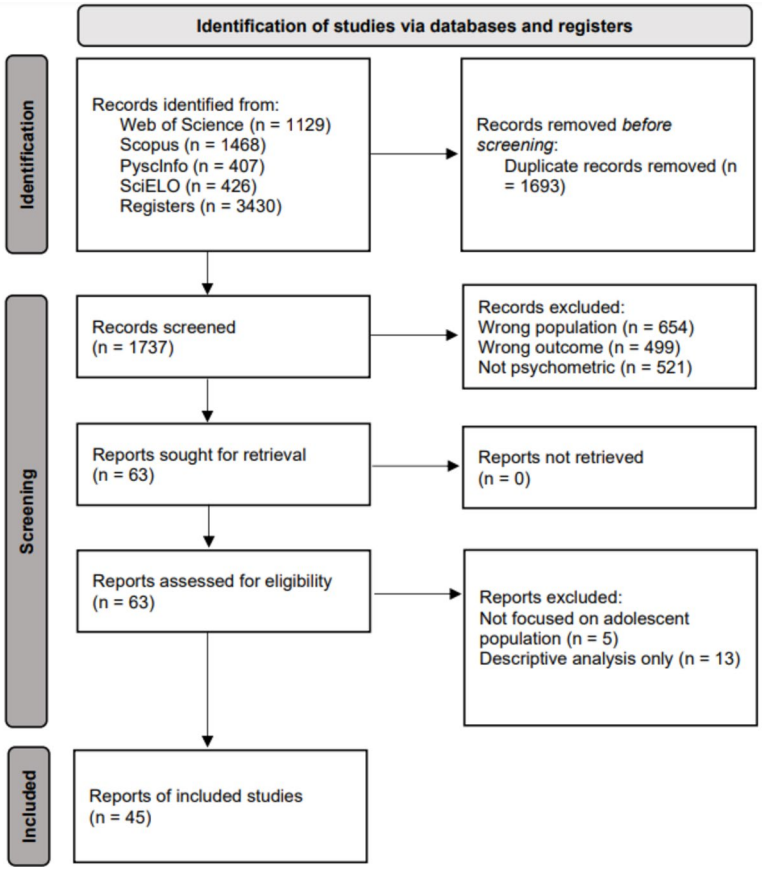

Fig. 1 PRISMA 2020 flow diagram for systematic reviews

3.3 Analysis by Paradigm and Well-Being Construct

As shown in Table 1, in the analysis of the 45 included studies, according to the type of paradigm or theoretical approach used, this was mainly associated with the hedonic well-being paradigm (73.33%, $n=33$), 13.33% with eudaimonic well-being ($n=6$), where only two studies (4.44%) included both paradigms in its measurement (Strelhow et al., 2020; Toribio-Pérez et al., 2012). In the same sense, in 4 studies (8.88%), there was no clarity in the theoretical approach or paradigm used (Campo-Arias et al., 2015; Caqueo-Urizar et al., 2014; Góngora & Castro-Solano, 2015; Villalobos-Galvis & Ortiz-Delgado, 2012).

Below is described the analysis according to the theoretical models of well-being and the characteristics of the instruments used in the studies.

Table 1 Summary of the main characteristics of each study

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
Alfaro et al. (2016b)	Chile	Personal Well-being Index for School Children (PWI-SC)	• 1096 students • Age range 10–12 • M = 11.03 (SD = 0.89) • 51% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 7 Likert-type items from 0 to 10 points. Unifactorial. It evaluates life satisfaction through the following 7 domains: • Standard of Living • Personal Relationships • Personal Health • Personal Safety • Achievement in Life • Feeling Part of the Community • Future Security
Alfaro et al. (2014)	Chile	Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS)	• 1096 students • Age range 10–12 • M = 11 (SD = 0.89) • 45.4% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 6 Likert-type items from 0 to 10 points. Unifactorial. It evaluates life satisfaction through the following 6 domains: • Satisfaction with family • Satisfaction with friends • Satisfaction with the neighborhood where you live • Satisfaction with school • Satisfaction with yourself • Satisfaction with your life in general
Alfaro et al. (2016c)	Chile	Student Life Satisfaction Scale (SLSS)	• 1096 students • Age range 10–12 • M = 11 (SD = 0.89) • 45.4% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 5 Likert-type items from 0 to 4 points. Unifactorial. Evaluates satisfaction with life globally

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
Alfaro et al. (2013)	Chile	Personal Well-Being Index (PWI)	• 1621 students • Age range 14–18 • M = 15.9 (SD = 1.2) • 53% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 9 Likert-type items from 0 to 10 points. Unifactorial. It evaluates life satisfaction through the following nine domains: • Health • Standard of living • Life achievements • Felt security • Groups of which they are part • Future security • Relationship with people • Spirituality • Religion
Benavente et al. (2019)	Chile	Student Life Satisfaction Scale (SLSS)	• 1332 students • Age range 13–19 • M = 15.3 (SD = 1.01) • 57.1% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 7 Likert-type items from 1 to 6 points. Bifactor. It evaluates satisfaction with life in the following dimensions: • Global satisfaction with life (5 items) • Change (2 items)
Benavente et al. (2018)	Chile	Brief Adolescents' Subjective Well—Being in School Scale (BASWBSS)	• 1332 students • Age range 13–19 • M = 15.3 (SD = 1.01) • 57.1% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life) • Affective (Positive and negative affect)	Scale of 9 Likert-type items from 1 to 6 points. Bifactor. It evaluates subjective well-being at school in the following dimensions: • Satisfaction with school (7 items) • Affections at school (2 items)
Campo-Arias et al. (2015)	Colombia	General Well-Being Index (WHO-5 WBI)	• 157 students • Age range 13—17 • M = 15.1 (SD = 1.1) • 43.9% woman	Not clear	Not clear	Not clear	Scale of 5 Likert-type items from 0 to 3 points. Unifactorial. Evaluates mental well-being, understood as the absence of depressive symptoms

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
Caqueo-Urizar et al. (2014)	Chile	Stress in Children Questionnaire (SiC)	• 1678 students • Age range 8—18 • M = 11.9 (SD = 2.75) • 54.4% woman	Not clear	Not clear	Not clear	Scale of 12 Likert-type items from 0 to 3 points. Bifactor. It evaluates emotional well-being and stress in the following dimensions: • Sources of distress (6 items) • Emotional well-being (6 items)
Caqueo-Urizar et al. (2021)	Chile	Satisfaction with Life Scale-Child (SWLS-C)	• 968 students • Age range 11—18 • M = 14.6 (SD = 1.8) • 47.4% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	3-item Likert-type scale of 1 to 5 points. Unifactorial. Evaluates satisfaction with life in a global way
Carmona-Halty and Villegas-Robertson (2018)	Chile	Positive and negative experience scale	• 498 students • Age range 14—18 • M = 15.71 (SD = 1.15) • 55% woman	Hedonic	Subjective well-being	• Affective (Positive and negative affect)	Scale of 12 Likert-type items from 1 to 5 points. Bifactor. It evaluates the affective component of subjective well-being through the following dimensions: • Positive experiences (6 items) • Negative experiences (6 items)
Carmona-Halty et al. (2022)	Chile	The Flourishing Scale	• 1348 students • Age range 13—18 • M = 15.4 (SD = 1.43) • 52% woman	Eudaimonic	Flourishing	• Flourishing	Scale of 8 Likert-type items from 1 to 7 points. It evaluates flourishing through a unifactorial dimension
Casas et al. (2015a)	Brazil Chile Spain Portugal Rumania	Student Life Satisfaction Scale (SLSS)	• 8709 students • M = 12.13 (SD = .68) • 50% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 4 items, 5-point Likert type. Unifactorial. Evaluates satisfaction with life globally

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
		Brief Multidimensional Student Life Satisfaction Scale (BMSLSS)					5-item Likert-type scale from 0 to 10 points. Unifactorial. It evaluates satisfaction with life in the following dimensions: • Satisfaction with family • Satisfaction with friends • Satisfaction with school • Satisfaction with oneself • Satisfaction with the environment
		Modified version of Personal Well-Being Index (PWI-SC5)					5-item Likert-type scale from 0 to 10 points. Unifactorial. It evaluates satisfaction with life in the following dimensions: • Satisfaction with the things I have • Satisfaction with health • Satisfaction with relationships with other people • Satisfaction with how adults listen to me • Satisfaction with how I use my time

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
Casas et al. (2015b)	Chile Brazil Spain	Not reported	• 5316 students • 55.8% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 14 Likert-type items from 0 to 10 points. Unifactorial. It evaluates life satisfaction through 14 dimensions: • Health • Standard of living • Achievements in life • Personal safety • Own body • Classmates • Preparation for future • Love life • Family • Time use • How enjoy yourself • Spirituality • Place you live in • Religion
Casas et al. (2014)	Chile Brazil Spain	Personal wellbeing index (PWI-7)	• 5290 students • 50.86% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 7 Likert-type items from 0 to 10 points. Unifactorial. It evaluates life satisfaction in the following dimensions: • Satisfaction with health • Satisfaction with the standard of living • Satisfaction with achievements • Satisfaction with security • Satisfaction with the group to which he/she belongs • Satisfaction with future security • Satisfaction with relationships

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
		Personal wellbeing index (PWI-10)					Scale of 10 Likert-type items from 0 to 10 points. Unifactorial. Assesses life satisfaction in the following dimensions: • Satisfaction with health • Satisfaction with standard of living • Satisfaction with achievements • Satisfaction with security • Satisfaction with the group to which he/she belongs • Satisfaction with future security • Satisfaction with relationships • Satisfaction with use of time • Satisfaction with family • Satisfaction with one's own body
		Satisfaction with school lifes					10-item scale. Unifactorial. Assesses satisfaction with school life in the following dimensions • Satisfaction with school results • Satisfaction with learning • Satisfaction with classmates • Satisfaction with teachers • Satisfaction with school in general • Satisfaction with student life

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
Cassoni et al. (2017)	Brazil	Multidimensional Life Satisfaction Scale for Children (MLSS-C)	• 379 students • Age range 9—14 • M = 10.5 • 55.9% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 36 Likert-type items from 1 to 5 points. It has 6 factors. It evaluates life satisfaction through the following factors: • Self (4 items) • Compared-self (7 items) • Family (9 items) • Friendship (8 items) • School (6 items) • Non-violence (2 items)
Caycho-Rodríguez et al. (2018)	Peru	Satisfaction with Family Life Scale (SWFLS)	• 804 students • Age range 11—18 • M = 13.5 (SD = 1.6) • 46.6% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	5-item Likert-type scale from 1 to 7 points. Unifactorial. Evaluate satisfaction with family life
Damásio et al. (2013)	Brazil	Positive and Negative Affect Scale for Children—PANAS-C8	• 340 students • Age range 7–16 • M = 11.04 (SD = 1.91) • 49.1% woman	Hedonic	Subjective well-being	• Affective (Positive and negative affect)	Scale of 10 Likert-type items from 1 to 5 points. Bifactor. It evaluates the affective component of subjective well-being through the following dimensions: • Positive affects (5 items) • Negative affects (5 items)
Denegri et al. (2022)	Chile	Satisfaction with Life Scale for Students (SLSS)	• 1325 students • Age range 15—16 • M = 15.4 (SD = 0.8) • 54% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	5-item Likert-type scale from 1 to 7 points. Unifactorial. Evaluates life satisfaction through 5 domains: • Family • Friendships • School • Satisfaction with "self" • Satisfaction with place of residence

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
Dias-Viana and Porto Noronha (2022)	Brazil	School Subjective Well-being Scale (EBESE)	• 434 students • Age range 12—19 • M = 14.88 (SD = 1.7) • 55.3% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life) • Affective (Positive and negative affect)	Likert-type scale of 27 items from 1 to 5 points. Trifactorial. It evaluates subjective school well-being in its cognitive and affective components through 2 subscales: Satisfaction with school (7 items) Evaluates the affective component of subjective well-being at school through the following dimensions: • Positive affects (10 items) • Negative affects (10 items)
		Global Life Satisfaction Scale for Adolescents				• Cognitive (Satisfaction with life)	Scale of 10 Likert-type items from 1 to 5 points. Unifactorial. It evaluates life satisfaction through the following domain: • Overall satisfaction with life
Dias-Viana and Porto Noronha (2021)	Brazil	School Subjective Well-being Scale (EBESE)	• 434 students • Age range 12—19 • M = 14.88 (SD = 1.7) • 55.3% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life) • Affective (Positive and negative affect)	Likert-type scale of 27 items from 1 to 5 points. Trifactorial. It evaluates subjective school well-being in its cognitive and affective components through 2 subscales: Satisfaction with school (7 items) Evaluates the affective component of subjective well-being at school through the following dimensions: • Positive affects (10 items) • Negative affects (10 items)
Ditzel et al. (2022a)	Chile	Children's Worlds Subjective Well-Being Scale (CW-SWBS) Children's Worlds Domain	• 1033 students • Age mean = 11.02 (SD = 1.18) • 49.1% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	5-item Likert-type scale from 0 to 10 points. Unifactorial. Evaluates satisfaction with life globally

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
		Children's Worlds Domain Based Subjective Well-being Scale (CW-DBSWBS)					5-item Likert-type scale from 0 to 10 points. Unifactorial. It evaluates satisfaction with life in the following dimensions: • Satisfaction with family • Satisfaction with friends • Satisfaction with the neighborhood • Satisfaction with school life • Satisfaction with physical appearance
		Overall Life Satisfaction Global Scale (OLS)*					1-item Likert-type scale from 0 to 10 points. Unifactorial. Evaluates satisfaction with life in a global way
		Children's Worlds Positive and Negative Affect Scale (CW-PNAS)				• Affective (Positive and negative affect)	6-item Likert-type scale from 0 to 10 points. Bifactor. It evaluates the affective component of subjective well-being through the following dimensions: • Positive affects (3 items) • Negative affect (3 items)
Ditzel et al. (2022b)	Chile	Children's Worlds Positive and Negative Affect Scale (CW-PNAS)	• 1033 students • Age M = 11.02 (SD = 1.18) • 49.1% woman	Hedonic	Subjective well-being	• Affective (Positive and negative affect)	6-item Likert-type scale from 0 to 10 points. Bifactor. It evaluates the affective component of subjective well-being through the following dimensions: • Positive affects (3 items) • Negative affect (3 items)
		Children's Worlds Subjective Well-Being Scale (CW-SWBS) Children's Worlds Domain				• Cognitive (Satisfaction with life)	4-item Likert-type scale from 0 to 10 points. Unifactorial. Evaluates satisfaction with life globally

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
		Children's Worlds Domain Based Subjective Well-being Scale (CW-DBSWBsS)					5-item Likert-type scale from 0 to 10 points. Unifactorial. It evaluates satisfaction with life in the following dimensions: • Satisfaction with family • Satisfaction with friends • Satisfaction with the neighborhood • Satisfaction with school life • Satisfaction with physical appearance
		Overall Life Satisfaction Global Scale (OLS)*					1-item Likert-type scale from 0 to 10 points. Unifactorial. Evaluates satisfaction with life in a global way
Engel de Abreu et al. (2021)	Luxembourg, Germany, and Brazil	Subjective Well-Being	• 1515 students • Age range 10 to 16 • M = 12.8 (SD = 1.93) • 58% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life) • Affective (Positive and negative affect)	5-item Likert-type scale of 1 to 4 points. Bifactorial. It evaluates the affective and cognitive components of subjective well-being through the following dimensions: • Satisfaction with life (3 items) • Emotional well-being (2 items)
Esnaola et al. (2017)	Spain and Mexico	Satisfaction With Life Scale (SWLS)	• 701 students • M = 14.93 (SD = 1.83) • 52.9% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	5-item Likert-type scale from 1 to 7 points. Unifactorial. It evaluates life satisfaction through the following domain: • Overall satisfaction with life

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
García Álvarez et al. (2020)	Uruguay	Psychological Well-Being Scale for Young people (BIEPS-J)	2 samples for logistical reasons: Sample 1 (total for factor analysis): • 473 students • M = 13.76 (SD = 1.54) • Age range 11 to 19 • 45.45% woman Sample 2 (convergent validity): • 188 students • Age range 11 to 19 • M = 13.04 (SD = .95) • 50% woman	Eudaimonic	Psychological well-being	• Positive relationships • Self-acceptance • Environment mastery • Life purpose	Scale of 13 items, 3-point Likert type. Tetrafactorial. It evaluates psychological well-being through the following domains: Control (sense of mastery of the environment and self-competence) (4 items) Bonds (ability to establish adequate social relationships) (3 items) Projects (presence of goals and objectives in life) (3 items) • Acceptance (conformity with good and bad aspects of oneself) (3 items)
Gonçalves Câmara and Bedin Tomasi (2015)	Brazil	Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS)	• 3396 students • Age range 12—19 • M = 14.38 (SD = 1.09) • 52.8% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	6-item Likert-type scale from 0 to 10 points. Unifactorial. Assesses life satisfaction through the following 6 domains: • Satisfaction with family • Satisfaction with friends • Satisfaction with the neighborhood where you live • Satisfaction with school • Satisfaction with yourself • Satisfaction with your life in general

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
		Positive and negative affect scale				• Affective (Positive and negative affect)	Scale of 12 Likert-type items from 1 to 5 points. Bifactor. It evaluates the affective component of subjective well-being through the following dimensions: • Positive experiences (6 items) • Negative experiences (6 items)
Góngora and Castro Solano (2015)	Argentina	Spanish versions of the Three Pathways to Well-being scale (TPWB)	• 255 students • Age range 13—18 • M = 15.5 (SD = 1.6) • 56.9% woman	Not clear	Not clear	Not clear	Likert-type scale of 23 items from 1 to 5 points. Trifactorial. Evaluates well-being through 3 subscales: • Pleasant life (8 items) • Engaged life (7 items) • Meaningful life (8 items)
González-Fuentes and Andrade Palos (2016)	Mexico	Psychological Well-Being Scale for Adolescents (BP-A)	• 1064 students • Age range 15—20 • M = 16.1 (SD = .94) 54.6% woman	Eudaimonic	Psychological well-being	• Personal growth • Positive relationships • Life purpose • Self-acceptance	A 4-point Likert-type scale of 29 items. Tetrafactorial. It evaluates psychological well-being through the following domains: • Personal growth (6 items) • Positive relationships with others (5 items) • Life purpose (4 items) • Self-acceptance (4 items) • Future plans (4 items) • Personal rejection (3 items) • Personal Control (3 items)

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
Liberman et al. (2012)	Chile	How I feel about things	• 729 students • Age range 8—14 • 48.2% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 10 3-point Likert-type items for the relevance of the domain and 6 points for happiness with respect to the domain. Bifactor. Assesses life satisfaction through the following factors: • Satisfaction with the most immediate areas of their life (parents, siblings, home, health, and self-respect) (5 items) • Satisfaction with more external areas of their life (cousins, school, teachers, friends, and playtime) (5 items)
Luna et al. (2020)	Mexico	Psychological Well-Being Scale for Young People (BIEPS-J)	• 271 students • Age range 16—18 • M = 16.52 (SD = .69) • 56.45% woman	Eudaimonic	Psychological well-being	• Positive relationships • Self-acceptance • Mastery of the environment • Life purpose	Scale of 13 3-point Likert-type items. Bifactorial. It evaluates psychological well-being through the following factors and dimensions: • Factor 1: Bonds/acceptance, in its dimensions: Relationship with self and others, satisfaction with one's social relationships, and self-acceptance (5 items) • Factor 2: Control/projects, in its dimensions: Personal control plans and resources, feeling of mastery of one's environment and self-competence, presence of goals in one's life (8 items)
Moreira et al. (2022)	Brazil	Children's Worlds Subjective Well-Being Scale (CW-SWBS)	• 1787 students • Age range SD 10 to 12 • Mean and SD of the age of the total unreported sample • 54.05% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 6 Likert-type items from 0 to 10 points. Unifactorial. Evaluates satisfaction with life globally

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
		Children's Worlds Domain-Based Subjective Well-Being Scale (CW-DBSWBS)					Scale of 5 Likert-type items from 0 to 10 points. Unifactorial. It evaluates satisfaction with life in the following dimensions: • Satisfaction with family • Satisfaction with friends • Satisfaction with the neighborhood • Satisfaction with school life • Satisfaction with physical appearance
		Overall Life Satisfaction (OLS)*					1-item Likert-type scale from 0 to 10 points. Unifactorial. Evaluates satisfaction with life in a global form
Moreira et al. (2023)	Brazil	Children's Worlds Subjective Well-Being Scale (CW-SWBS)	• 325 students(• Age range 10 −12 • M = 10.72 (SD = .75) • 52.9% woman	Hedonic	Subjective well-being	Cognitive (Satisfaction with life)	Scale of 6 Likert-type items. Unifactorial. Evaluates satisfaction with life in a global way
		Friendship Satisfaction Scale					Scale of 3 Likert-type items. Unifactorial. Evaluates satisfaction with friendships
		Neighborhood Satisfaction Scale					Scale of 6 Likert-type items. Unifactorial. Assesses satisfaction with neighborhood
		School Satisfaction Scale					Scale of 5 Likert-type items. Unifactorial. Evaluates satisfaction with school
Orejudo et al. (2022)	Spain, Mexico and Peru	Not reported	• 2867 students • 53.3% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Instrument of 4 Likert-type items. Unifactorial. Evaluates life satisfaction (cognitive component of subjective well-being)

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
Oyarzún-Gómez et al. (2019)	Chile	Student Life Satisfaction Scale (SLSS) General Domain Satisfaction Index	• 1392 students • M = 11.5 (SD = 1.5) • 45.76% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 5 Likert-type items from 0 to 4 points. Unifactorial. Evaluates satisfaction with life in a global way Scale of 4 Likert-type items of 11 points. Unifactorial. Evaluates satisfaction with family
Padros-Blazquez et al. (2023)	Mexico	Positive and Negative Affect Scales for Children (PANAS-C)	• 1047 students • Age range 9—21 • M = 14.09 (SD = 2.29) • 55.2% woman	Hedonic	Subjective well-being	• Affective (Positive and negative affect)	Scale of 20 3-point Likert-type items. Bifactorial. It evaluates the affective component of subjective well-being through the following dimensions: • Positive affects (10 items) • Negative affects (10 items)
Portela (2021)	Uruguay	Positive Psychological Functioning Scale	• 183 students • M = 15 • 54.6% woman	Eudaimonic	Psychological well-being	• Autonomy • Life Purpose • Environment Mastery	Scale of 33 Likert-type items from 1 to 5 points. It has 7 factors. It evaluates psychological well-being through the following dimensions: • Self-esteem (4 items) • Autonomy (3 items) • Life Purpose (7 items) • Optimism/Enjoyment (7 items) • • Curiosity (6 items) • Humor (3 items) • Environment Mastery (3 items)

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
Quiñonez-Tapia et al. (2023)	Bulgaria, Georgia, Hong Kong, Ireland, Mexico, Panama, Serbia, Spain and United Arab Emirates	Subjective Well-Being Scale	• 67503 students (5051 from Mexico and 2795 to Panama) • Age range 15 −16 • M = 15.81 (SD = .29) • 51.8% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life) • Affective (Positive and negative affect)	Scale of 12 items, with a Bifactor model with a general factor called Subjective Well-being and three specific factors: • Satisfaction with Life (5 items) • Positive Emotions (4 items) • Negative Emotions (3 items)
Sanmartín et al. (2020)	Ecuador	Positive and Negative Affect Schedule for Children Short Form (PANAS-C-SF)	• 1786 students • M = 16.31 (SD = 1.01) • 49% woman	Hedonic	Subjective well-being	• Affective (Positive and negative affect)	Scale of 10 items, 5-point Likert-type. Bifactor. It evaluates the affective component of subjective well-being through the following dimensions: • Positive affects (5 items) • Negative affect (5 items)
Sarriera et al. (2015)	Brazil, Spain, Algeria, England, Israel, South Africa, South Kore, and Uganda	Student's Life Satisfaction Scale (SLSS)	• 13953 students • Age range 10—14 • M = 12.05 (SD = 0.59) • 57% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 4 items, 5-point Likert-type. Unifactorial. It assesses satisfaction with life through the following domain: • Overall satisfaction with life

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
Sarriera et al. (2014)	Brazil and Spain	Personal wellbeing index (PWI)	• 2868 students • Age range 12—16 • 59.8% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 7 items, Likert type from 0 to 10 points. Unifactorial. It evaluates life satisfaction through the following 7 domains: • Standard of Living • Personal Relationships • Personal Health • Personal Safety • Achievement in Life • Feeling Part of the Community • Future Security
Sarriera et al. (2018)	Brazil and Spain	Student Life Satisfaction Scale (SLSS)	• 6747 students • Age range 11 −14 • M = 12.07 (SD = 0.73) • 50.7% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 4 Likert-type items from 0 to 4 points. Unifactorial. Evaluates satisfaction with life in a global form
Strelhow et al. (2020)	Brazil	Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS)	• 1248 students • Age range 12—18 • M = 15.09 (SD = 1.77) • 57.2% woman	Hedonic	Subjective well-being	• Cognitive (Satisfaction with life)	Scale of 5 Likert-type items from 0 to 10 points. Unifactorial. It evaluates satisfaction with life in the following dimensions: • Satisfaction with family • Satisfaction with friends • Satisfaction with school • Satisfaction with oneself • Satisfaction with the environment
		Core Affects Scale (CAS)				• Affective (Positive and negative affect)	Likert-type 10-item scale of 5 options. Bifactor. It evaluates the affective component of subjective well-being through the following dimensions: • Positive affects (5 items) • Negative affect (5 items)

Table 1 (continued)

Authors (Year)	Countries	Name of instrument	Sample characteristics	Paradigm or theoretical approach	Theoretical model of well-being	Theoretical model components	Scale characteristics
		Psychological Well-Being Scale (PWBS)		Eudaimonic	Psychological well-being	• Self-acceptance • Purpose in life • Environmental mastery • Positive relationships • Personal growth	Scale of 18 items, 6-point Likert-type. It evaluates psychological well-being through the following factors: • Self-acceptance • Purpose in life • Environmental mastery • Positive relationships • Personal growth
Tapia-Fonllem et al. (2020)	Mexico	Psychological Well-being Scale (PWBS)	• 405 students	Eudaimonic	Psychological well-being	• Self-acceptance • Personal growth • Life purpose	13-item Likert-type scale. Bifactorial. It evaluates psychological well-being through the following dimensions: • Self-acceptance • Personal growth • Purpose with life
Toribio-Pérez et al. (2012)	Mexico	Lima Happiness Scale	• 405 students • M = 15.82 (SD = 1.18) • 49.38% woman	Hedonic and Eudaimonic	Subjective well-being and psychological well-being	• Positive sense of life • Satisfaction with life • Personal fulfillment • Joy of living	26-item scale, Likert-type 5-point. Tetrafactorial. It evaluates happiness through the following factors or dimensions: • Positive sense of life (10 items) • Satisfaction with life (6 items) • Personal fulfillment (5 items) • Joy of living (5 items)
Villalobos-Galvis and Ortiz-Delgado (2012)	Colombia	Center for Epidemiologic Studies Depression Scale (CES-D)	• 790 students • M = 13.8 (SD = 1.58) • 46.11% woman	Not clear	Not clear	Not clear	Scale of 19 items, 5-point Likert-type items. Bifactorial. It evaluates depressive symptomatology and affect in the following factors: • Depression (15 items) • Well-being (4 items)

*Although the authors report Overall Life Satisfaction (OLS) as a scale, in methodological terms it is an indicator, given its 1-item nature

3.3.1 Hedonic Well-Being

Regarding the hedonic paradigm of well-being, 33 studies focus on the theoretical model of subjective well-being. Of these, 58.82% ($n=21$) focused on measuring only the cognitive component (life satisfaction), 14.7% ($n=4$) only the affective component (positive and/or negative affect), and 26.47% included the measurement of both approaches ($n=8$).

Regarding the scales to assess the cognitive component of subjective well-being, the *Student's Life Satisfaction Scale* (SLSS) (Huebner, 1991) was the context-free scale more frequently used, together with the CW-SWBS (Children's Worlds Subjective Well-Being Scale; Casas & González-Carrasco, 2021) – which was developed based on the SLSS, but modified and improved by consultations to children from several countries. Moreover, three studies (Ditzel et al., 2022a, 2022b; Moreira et al., 2022) used Overall Life Satisfaction (OLS), a single-item indicator, to assess the cognitive component of SWB.

In the case of the SLSS, its various factor structures across countries varied between 4 items (Casas et al., 2015a; Sarriera et al., 2015, 2018), five items (Alfaro et al., 2016c; Denegri et al., 2022; Oyarzún-Gómez et al., 2019) and seven items (Benavente et al., 2019). The SLSS generally showed a unifactorial structure, whereas only the study of Benavente et al. (2019) evidenced a bifactorial structure. For CW-SWBS, the unidimensional structure confirmed in Brazil by Moreira et al. (2022, 2023) included all six items from the original proposal. In contrast, the version used in Chile consists of five items, as it achieves a better fit when excluding the item "I have a good life" (Ditzel et al., 2022a, 2022b).

Other context-free measures of the cognitive component of subjective well-being include a unidimensional scale with four items derived from the *Yourlife project*, which was used by Orejudo et al. (2022) in samples from Mexico and Peru. The Satisfaction with Life Scale (SWLS; Diener et al., 1985), applied by Esnaola et al. (2017) in Mexico, consists of five items and follows a unidimensional structure. The adapted version for children (SWLS-C; Gadermann et al., 2010) was administered by Caqueo-Urizar et al. (2021) to a sample of Chilean adolescents, confirming a unidimensional structure with five items. Similarly, the adapted version for assessing overall family satisfaction (Satisfaction with Family Life Scale – SWFLS; Zabriskie & McCormick, 2003) was used by Caycho-Rodríguez et al. (2018) in a sample of Peruvian students, also demonstrating a unidimensional structure with five items.

The most widely used domain-based measures are the Personal Well-Being Index (PWI) (Cummins et al., 2003; International Wellbeing Group, 2013), the Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS; Seligson et al., 2003), and the Children's Worlds Domain-Based Subjective Well-Being Scale (CW-DBSWBS; Casas & González-Carrasco, 2021). In Latin America, different versions of the PWI have exhibited unidimensional structures, varying in the number of items: ten (Casas et al., 2014), nine (Alfaro et al., 2013), and seven (Casas et al., 2014). Additionally, versions specifically adapted to the school context (PWI-SC) have been used, consisting of five items (Casas et al., 2015a) and seven items (Alfaro et al., 2016b).

The unidimensional structure of the Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS; Seligson et al., 2003) varied between a five-item version (Casas et al., 2015a; Strelhow et al., 2020) and a six-item version (Alfaro et al., 2014; Gonçalves Câmara & Bedin Tomasi, 2015). Regarding its dimensions, the five-item version assesses satisfaction with family, friends, school, self, and neighborhood, while the six-item version also includes general satisfaction with life. For the Children's Worlds Domain-Based Subjective Well-Being Scale (CW-DBSWBS), a consistent unidimensional structure of five items measuring satisfaction with family, friends, neighborhood, school life, and physical appearance was observed in samples from Chile and Brazil (Ditzel et al., 2022a, 2022b; Moreira et al., 2022).

On the other hand, two of the instruments exhibited multifactorial structures. The Multidimensional Life Satisfaction Scale for Children (MLSS-C) was used in a study with a sample of Brazilian students by Cassoni et al. (2017), featuring a structure of 36 items and six factors. Similarly, in the study by Liberman et al. (2012), the How I Feel About Things scale was used to assess satisfaction domains related to both the immediate environment (e.g., family) and external context (e.g., teachers).

Additionally, other studies developed specific measures tailored to their research, constructing indices from pre-existing instruments and subsequently confirming unidimensional structures through factor analysis (Casas et al., 2015b; Moreira et al., 2023; Oyarzún-Gómez et al., 2019).

To assess the emotional domain (positive and negative affect), the most frequently used scales were the Positive and Negative Affect Schedule (PANAS; Damásio et al., 2013; Padros-Blázquez et al., 2023; Sanmartín et al., 2020) and the Children's Worlds Positive and Negative Affect Scale (CW-PNAS; Ditzel et al., 2022a, 2022b). Both instruments have a bifactorial structure (positive and negative affect), varying the number of items. In the case of PANAS, structures with either five items per factor (Damásio et al., 2013; Sanmartín et al., 2020) or ten items per factor (Padros-Blázquez et al., 2023) have been identified. Additionally, CW-PNAS consists of three ítems by factor.

Other instruments used to measure the affective component of subjective well-being (SWB) include the Positive and Negative Affect Scale by Mroczek and Kolarz, which was applied by Gonçalves Câmara and Bedin Tomasi (2016) in a Brazilian sample, demonstrating a two-dimensional structure with six items per dimension. Additionally, the Scale of Positive and Negative Experiences (SPANE) was used by Carmona-Halty and Villegas-Robertson (2018) in a Chilean sample, also featuring a two-factor structure with six items per factor.

Regarding instruments that assess both the cognitive and affective components of subjective well-being, five studies were identified. In Chile, Benavente et al. (2018) used the Brief Adolescents' Subjective Well-Being in School Scale (BASWBSS), which comprises two dimensions: the first measuring school satisfaction and the second assessing emotional well-being, with one item for positive affect and one for negative affect. Meanwhile, studies by Dias-Viana and Porto Noronha (2021, 2022) in Brazil implemented the School Subjective Well-being Scale (EBESE), which includes three dimensions: the first measures satisfaction with seven items, while the second and third assess the frequency of positive and negative affect, respectively.

Engel de Abreu et al. (2021) developed a specific measure for their study, consisting of three satisfaction indicators and two emotion indicators, specifically the frequency of negative affect and concerns. Finally, Quiñonez-Tapia et al. (2023) used indicators from the instruments applied in the *Programme for International Student Assessment* (PISA) during 2018, confirming a measure composed of five indicators for life satisfaction, four for positive affect, and three for negative affect.

3.3.2 Eudaimonic Well-Being

About the eudaimonic paradigm of well-being, five of the six studies included (83.33%) focus on the theoretical model of psychological well-being (García Alvarez et al., 2020; González-Fuentes & Andrade Palos, 2016; Luna et al., 2020; Portela, 2021; Tapia-Fonllem et al., 2020) and only one study uses the theoretical model of flourishing (Carmona-Halty et al., 2022). The latter study conducted in Chile assesses flourishing, a construct understood as feeling good and functioning effectively in one's own life, through the Flourishing Scale instrument, which has a unifactorial characteristic of 8 items and is invariant according to gender.

Specifically, of the five studies under the theoretical model of psychological well-being, the most used was the Psychological Well-Being Scale for Youth BIEPS-J (García Alvarez et al., 2020; Luna et al., 2020), a 13-item instrument, which evaluates the following dimensions of Ryff's (1989) theoretical model: positive relationships, self-acceptance, mastery of the environment and life purpose, through a factorial structure of 2 and 4 factors. Another study conducted in Mexico by González-Fuentes and Andrade Palos (2016) used the Psychological Well-Being Scale for Adolescents BP-A, an instrument of 29 items and four factors, which assess the following theoretical dimensions of psychological well-being: personal growth, positive relationships, life purpose, and self-acceptance.

In addition, the Portela (2021) study conducted in Uruguay used the *Positive Psychological Functioning Scale*, an instrument with 33 items and seven factors. It included the evaluation of the following theoretical dimensions proposed by Ryff (1989): autonomy, life purpose, and mastery of the environment. Tapia-Fonlem et al. (2020) in Mexico used the *Psychological Well-being Scale* (PWBS) instrument, which consists of 13 items and two factors, to evaluate the theoretical dimensions of psychological well-being of self-acceptance, personal growth, and life purpose. It should be noted that none of these studies included the original 6-dimensional structure of psychological well-being proposed by Ryff (1989).

Finally, none of the included studies used the self-determination theory approach to eudaimonic well-being.

3.3.3 Integrated Model of Hedonic and Eudaimonic Well-Being

The studies by Strelhow et al. (2020) conducted in Brazil and the study of Toribio-Pérez et al. (2012) conducted in México were the only two that used an integrated model of well-being from the hedonic and eudaimonic paradigms. Thus, in the Strelhow et al. (2020) study, the hedonic paradigm included the *Brief Multidimensional Students' Life Satisfaction Scale* (BMSLSS) instrument to evaluate the cogni-

tive component of subjective well-being, which consists of 5 items in a unifactorial structure. In the same sense, the *Core Affects Scale* (CAS) instrument was included to measure the affective component of subjective well-being; it is bifactorial and consists of 5 items for each of its factors (positive and negative affects). Regarding the eudaimonic paradigm, the instrument used in this study was the Psychological Well-Being Scale (PWBS), which consists of 18 items and five factors, evaluating the following theoretical dimensions of psychological well-being: self-acceptance, purpose in life, environmental mastery, positive relationships, and personal growth.

On the other hand, in the study by Toribio-Pérez et al. (2012), the hedonic and eudaimonic paradigms are included in a single instrument called the *Escala de Felicidad de Lima (EFL)*. This scale, composed of 26 items, assesses the theoretical models of subjective and psychological well-being, covering four factors: Positive sense of life (10 items), Satisfaction with life (6 items), Personal realization (5 items), and Joy of living (5 items).

4 Articles with Conceptualization Problems

Of the included studies, four articles needed to present a clear theoretical development of the well-being construct from the hedonic or eudaimonic paradigms. Thus, the study by Campo-Arias et al. (2015), conducted in Colombia through the *General Well-Being Index* (WHO-5 WBI), originally created by the World Health Organization (1998) and validated in adolescents with type 1 diabetes (de Wit et al., 2007). Evaluates mental well-being through a 5-item unifactorial scale, understanding it as the absence of depressive symptoms. A similar situation occurs in the study by Villalobos-Galvis and Ortiz-Delgado (2012) conducted in Colombia using the *Depression Scale of the Center for Epidemiological Studies* (CES-D) (Radloff, 1977) of bifactorial character and 15 items. Its focus is the evaluation of depressive symptomatology, and they conceptualize well-being as the factor that loads negatively with this construct.

Similarly, the study by Caqueo-Urizar (2014) conducted in Chile uses the *Stress in Children Questionnaire* (SiC) (Osika et al., 2007), which, although the bifactor structure includes the name of the Emotional well-being factor, its paradigm and theoretical model need to be clarified. This same situation regarding the lack of clarity occurs in the study of Góngora & Castro-Solano (2015) using Spanish versions of the *Three Pathways to Well-being scale* (TPWB) (Castro-Solano, 2011), an instrument of 23 items and three subscales (Pleasant life, Engaged life, and Meaningful life).

4.1 Psychometric Quality of the Instruments

The psychometric quality of the instruments included in the study is shown in Table 2. In this sense, most of the systematized studies provided evidence of structural validity, mainly through confirmatory factor analysis, and a smaller number (seven studies) implemented only exploratory factor analysis or principal component analysis. One study retained a factor structure with an insufficient indicator (factor loadings below the cut-off point 0.300) for the BASWBSS scale and just two indicators for

Table 2 Evaluation of the psychometric properties adapted from COSMIN criteria

Study	PROM development	Content validity	Structural validity	Construct validity	Cross-cultural/ invariance validity	Internal Consistency	Test–retest
Alfaro et al. (2016b)	n/a	n/a	Very good	n/a	n/a	Very good	n/a
Alfaro et al. (2014)	n/a	n/a	Very good	n/a	n/a	Very good	n/a
Alfaro et al. (2016c)	n/a	n/a	Very good	Very good	n/a	Very good	n/a
Alfaro et al. (2013)	n/a	n/a	Very good	Very good	n/a	Very good	n/a
Benavente et al. (2019)	n/a	n/a	Very good	Adequate	Adequate	Very good	n/a
Benavente et al. (2018)	n/a	Doubtful	Inadequate	Very good	n/a	Very good	n/a
Campo-Arias et al. (2015)	n/a	n/a	n/a	n/a	n/a	Very good	Doubtful
Caqueo-Urízar et al. (2014)	n/a	n/a	Doubtful	n/a	n/a	Very good	n/a
Caqueo-Urizar et al. (2021)	n/a	n/a	Very good	n/a	Adequate	Very good	n/a
Carmona-Halty and Villegas-Rovertson (2018)	n/a	n/a	Very good	Adequate	n/a	Very good	n/a
Carmona-Halty et al. (2022)	n/a	n/a	Very good	Very good	Adequate	Very good	n/a
Casas et al. (2014)	n/a	n/a	Very good	Very good	Very good	Very good	n/a
Casas et al. (2015a)	n/a	n/a	Very good	Very good	Adequate	Very good	n/a
Casas et al. (2015b)	n/a	n/a	Very good	Very good	Adequate	Doubtful	n/a
Caycho-Rodríguez et al. (2018)	n/a	n/a	Very good	Very good	Adequate	Very good	n/a
Cassoni et al. (2017)	n/a	n/a	Very good	Very good	Very good	Very good	n/a
Damásio et al. (2013)	n/a	n/a	Very good	Very good	Very good	Very good	n/a
Denegri et al. (2022)	n/a	n/a	Very good	n/a	n/a	Very good	n/a
Dias-Viana and Porto Noronha (2022)	n/a	n/a	n/a	Very good	n/a	n/a	n/a

Table 2 (continued)

Study	PROM development	Content validity	Structural validity	Construct validity	Cross-cultural/ invariance validity	Internal Consistency	Test–retest
Dias-Viana and Porto Noronha (2021)	n/a	Very good	Very good	n/a	n/a	Very good	n/a
Ditzel et al. (2022a)	n/a	n/a	Very good	n/a	Adequate	Very good	n/a
Ditzel et al. (2022b)	n/a	n/a	Very good	n/a	Adequate	Very good	n/a
Engel de Abreu et al. (2021)	n/a	n/a	Very good	n/a	Inadequate	Very good	n/a
Esnaola et al. (2017)	n/a	n/a	Very good	n/a	Very good	Very good	n/a
García Alvarez et al. (2020)	n/a	n/a	Adequate	n/a	n/a	Very good	n/a
Gonçalves Câmara and Bedin Tomasi (2015)	n/a	n/a	Very good	n/a	n/a	n/a	n/a
Góngora and Castro Solano (2015)	n/a	n/a	Very good	Very good	n/a	Very good	n/a
González-Fuentes and Andrade Palos (2016)	Doubtful	n/a	Adequate	n/a	n/a	Very good	n/a
Liberman et al. (2012)	n/a	n/a	Very good	Doubtful	n/a	Very good	n/a
Luna et al. (2020)	n/a	Adequate	Adequate	Very good	n/a	Very good	n/a
Moreira et al. (2022)	n/a	n/a	Very good	Very good	Very good	Very good	n/a
Moreira et al. (2023)	n/a	n/a	Very good	Very good	n/a	Very good	n/a
Orejudo et al. (2022)	n/a	n/a	Very good	Very good	n/a	Very good	n/a
Oyarzún-Gómez et al. (2019)	n/a	n/a	Very good	Very good	Adequate	Very good	n/a
Padros-Blazquez (2023)	n/a	n/a	Very good	Very good	n/a	Very good	n/a
Portela (2021)	n/a	Adequate	Adequate	n/a	n/a	Very good	n/a

Table 2 (continued)

Study	PROM development	Content validity	Structural validity	Construct validity	Cross-cultural/ invariance validity	Internal Consistency	Test–retest
Quiñonez-Tapia et al. (2023)	n/a	n/a	Very good	n/a	Adequate	Very good	n/a
Sanmartín et al. (2020)	n/a	n/a	Very good	Very good	Very good	Very good	n/a
Sarriera et al. (2015)	n/a	n/a	Very good	Very good	Very good	Very good	n/a
Sarriera et al. (2014)	n/a	n/a	Very good	Very good	n/a	Very good	n/a
Sarriera et al. (2018)	n/a	n/a	Doubtful	n/a	n/a	Very good	n/a
Strelhow et al. (2020)	n/a	n/a	Very good	n/a	Doubtful	Adequate	n/a
Tapia-Fonllem et al. (2020)	n/a	n/a	n/a	n/a	n/a	Doubtful	n/a
Toribio Pérez et al. (2012)	n/a	n/a	Adequate	Very good	n/a	Very good	n/a
Villalobos-Galvis and Ortiz-Delgado (2012)	n/a	n/a	Adequate	Adequate	n/a	Very good	n/a

Evaluation options: Very good, adequate, questionable, inadequate, inappropriate

a dimension (Benavente et al., 2018), while two studies retained factor structures with insufficient fit index (Caqueo-Urizar et al., 2014; García Alvarez et al., 2020). Regarding construct validity, the predominant approach was the relationship with other relevant variables and most studies provided strong evidence. In cases where evidence was considered only adequate or doubtful, it was because the instruments correlated with the measures lacked previous validations for the specific context of analysis (Carmona-Halty & Villegas-Robertson, 2018), or group contrasts were used without ensuring metric invariance between them (Engel de Abreu et al., 2021; Liberman et al., 2012).

The invariance analyses were adjusted to current guidelines, except that in most cases, the equivalence of the groups in variables other than the grouping variables was not guaranteed. Regarding reliability, it was reported in a high percentage of the records, and in all cases, at least one indicator was reported, either Cronbach's Alpha or McDonald's Omega.

Other less explored sources of validity within the studies incorporated in this review included test–retest reliability, which was used in only two studies. One is questionable, given that the period between one application and another was four weeks (Campo-Arias et al., 2015). Finally, only one study reported the development of items for the scale (PROM development) (Gonzáles-Fuentes & Andrade-Palos, 2016). The evaluation of the content was mainly performed by expert judges. Nev-

ertheless, a common aspect among these studies is the lack of detailed information about these judges.

5 Discussion

This study aimed to identify the instruments available in the Latin American context to measure hedonic and eudaimonic well-being in adolescents. This objective was achieved through an exhaustive and systematic analysis of the available articles and instruments, contributing to reducing the knowledge gap in this field.

Specifically, the evidence obtained shows a wide diversity of instruments used, where the focus has been predominantly centered on the study of hedonic well-being, specifically on its cognitive component (life satisfaction), over the affective component of subjective well-being. This result, which shows a preponderant focus on measuring the cognitive component of well-being to the detriment of the affective component, suggests a possible gap in the comprehensive understanding of subjective well-being in adolescents (Ross et al., 2020). This is particularly relevant because, both from a theoretical and empirical point of view within the hedonic paradigm, positive and negative affect are recognized as fundamental elements of well-being, acknowledging the importance of affective experiences in the lives of adolescents and the need to measure these aspects in a manner using relevant instruments (Russell, 1980, 2003).

Regarding the use of single-item measures of life satisfaction, the Overall Life Satisfaction (OLS) indicator was used in three studies, but it is necessary to point out that this has several methodological limitations, especially those associated with measurement error and the impossibility of calculating its reliability, in addition to the conceptual error that some authors suggest when considering this indicator as a scale (Allen et al., 2022).

Most authors use a multi-item instrument to measure the cognitive component, either a context-free or a domain-based one, but few authors use the two kinds of instruments, despite it has been recommended by several authors in the Latin-American context (Casas et al., 2015a). Likewise, concerning the BMSLSS, some versions of this instrument add a question that explores general satisfaction, which is questionable considering that the scale aims to be multidimensional and explore satisfaction with different facets of life, which in turn would contribute to general satisfaction, therefore including a question aimed at knowing what general life satisfaction is, would overlap the content of the other items, overestimating the variance of the latent factor and the adjustment of the measurement model.

In relation to country-level differences, it is possible to observe that Chile and Brazil predominantly use satisfaction-with-life scales such as SLSS and PWI, which suggests a focus on assessing life satisfaction as a central indicator of well-being in these contexts. On the other hand, Mexico and Uruguay show a higher prevalence of affect-based instruments like PANAS and the Positive and Negative Experience Scale, highlighting a greater emphasis on measuring emotional aspects of well-being. In Argentina and Spain, research integrates both cognitive and affective well-being

measures, reflecting a broader approach to well-being assessment that incorporates multiple dimensions.

Another finding of the present study showed that most of the studies focused on eudaimonic well-being are centered on the psychological well-being model. None of these maintained the original theoretical structure proposed by Ryff, composed of six dimensions to measure psychological well-being, which could affect the understanding and interpretation of the construct in Latin American adolescents. This would also suggest that there may be psychometric and/or cultural aspects specific to the adaptation of this instrument to the Latin American context that need to be addressed in future studies to increase the understanding of this construct in the Latin American adolescent population and its link with other variables that are relevant to life trajectories (Gjersing et al., 2010; Mieres-Chacaltana et al., 2019).

In this regard, about the instruments focused on the eudaimonic paradigm, only one study focused on the flourishing model (Carmona-Halty et al., 2022). This lack of studies focused on this model could imply a limitation in the comprehensive understanding of eudaimonic well-being in Latin American adolescents, given that this model includes key elements for their functioning, such as personal growth, fulfillment, and effective functionality in everyday life (Diener et al., 2010; Keyes, 2016; Waigel & Lemos, 2023).

In addition, it is relevant to note that none of the studies included in the present review adhered to Deci and Ryan's (2000) self-determination theory, which suggests a knowledge gap in the Latin American adolescent context, given that self-determination theory offers a comprehensive framework for understanding intrinsic motivation and self-regulation as fundamental components of adolescent psychological well-being (Sheldon, 2012; Stephens et al., 2021).

Another finding of the present review shows that only two of the systematized studies perform an integrated analysis of the hedonic and eudaimonic approaches. Specifically, Strelhow et al. (2020) suggest that a second-order factor encompasses the complexity of the well-being construct through different dimensions while offering an integrative perspective of them. In that sense, it is important to highlight that this is done from an analytical approach that involves the incorporation of different instruments, not an instrument per se.

On the other hand, Toribio-Pérez et al. (2012) incorporates both approaches in the same instrument, which includes hedonic (life satisfaction and joy of living) and eudaimonic (positive sense of life and personal fulfillment) theoretical models. These two studies, by including both paradigms, agree with the theoretical and empirical evidence of adolescent well-being (Disabato et al., 2016; Waigel & Lemos, 2023), who have considered that although both approaches would represent empirically different aspects of well-being, they would be conceptually related and complementary, so that the incorporation of a single global construct of well-being would more accurately reflect hedonia and eudaimonia.

A striking aspect in some of the studies included in this review is the theoretical inconsistency in defining well-being, especially when in measures in which well-being is called a set of items whose content explores psychological discomfort (stress and anxiety) and are interpreted from the position that low scores in these dimensions denote well-being. In another case, such as that of Orejudo et al. (2022), there is an

error in the conceptualization of subjective well-being, specifically when considering life satisfaction as an emotional component when this is considered the cognitive component. These findings are consistent with the results of a recent systematic review of instruments to measure well-being conducted by Cooke et al. (2016), where their results also suggest a lack of agreement and consistency in the literature on how well-being is understood and measured. These aspects are relevant, given that conceptual clarity is essential to ensure the validity and accurate interpretation of the results (Roberts & Priest, 2006; Strauss & Smith, 2009).

At the psychometric level, the extraction methods were mainly by the nature of the measures; however, there were reports in which maximum likelihood estimators were used even though they are not the most recommended for factor analysis of ordinal variables. Although the bias assessment tool does not specify specific estimators for reliability analyses, it is recommended that in those studies in which structures with multiple factors are established, both incremental and residual indices with updated decision criteria that guarantee the choice of a correct cut-off point according to the number of indicators and sample sizes should be incorporated as criteria for assessing the fit to the data; it is also recommended that internal consistency be reported through McDonald's Omega, considering that it has a lower overestimation bias when the assumption of unidimensionality is not met.

Although the strengths of the present article include the systematic nature of the review through the PRISMA methodology and the evaluation of the psychometric quality of the instruments through the COSMIN criteria, it is possible to point out some limitations. First, the articles in the present review did not include records not published in peer-reviewed journals. Although this approach aims to guarantee the quality of the results from peer review, it also increases the probability of publication bias. In the same sense, the review did not include gray literature, which could increase the risk of publication bias.

6 Conclusions

The present systematic review reported the diversity of studies that included measuring hedonic and eudaimonic well-being in the Latin American adolescent population, identifying its implications and future challenges. Through a rigorous and systematic approach, the psychometric quality of these instruments was analyzed and examined, contributing significantly to reducing the existing literature gap in this field of study.

In this way, the present study provides a basis for future research incorporating instruments' application, design, or validation with a solid and comprehensive theoretical model of adolescent well-being in the Latin American context.

Acknowledgements We appreciate the support of the UNESCO Chair: Childhood, Youth, Education and Society.

Author's Contribution Mónica Bravo-Sanzana: Conceptualization, Funding acquisition, Project administration, Resources, Supervision, Writing—original draft, and Writing—review and editing.
Matías E. Rodríguez-Rivas: Formal analysis, Methodology, Software, Writing—original draft, and Writing—review and editing.

Xavier Oriol: Supervision, Writing—review and editing.
Jorge J. Varela: Supervision, Writing—review and editing.
Rafael Miranda: Writing—review and editing.
Ferrán Casas: Writing—review and editing.
Oscar Terán-Mendoza: Methodology, Software, and Review.

Funding This work was funded by the ANID, FONDECYT REGULAR 1220166.

Data Availability Data is available on request due to privacy/ethical restrictions.

Declarations

Competing Interests The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

References

Alfaro, J., Guzmán, J., Reyes, F., García, C., Varela, J., & Sirlopú, D. (2016a). Satisfacción Global con la Vida y Satisfacción Escolar en Estudiantes Chilenos. *Psykhe, 25*(2), 1–14. https://doi.org/10.7764/psykhe.25.2.842

Alfaro, J., Guzmán, J., García, C., Sirlopú, D., Reyes, F., & Varela, J. (2016b). Psychometric properties of the Spanish version of the personal wellbeing index-school children (PWI-SC) in chilean school children. *Child Indicators Research, 9*(3), 731–742. https://doi.org/10.1007/s12187-015-9342-2

Alfaro, J., Guzman, J., Sirlopu, D., Garcia, C., Reyes, F., & Gaudlitz, L. (2016c). Propiedades psicométricas de la Escala de Satisfacción con la Vida en los Estudiantes (SLSS) de Huebner en niños y niñas de 10 a 12 años de Chile. *Anales De Psicología, 32*(2), 383. https://doi.org/10.6018/analesps.32.2.217441

Alfaro Inzunza, J., Valdenegro Egozcue, B., & Oyarzún Gómez, D. (2013). Análisis de propiedades psicométricas del Índice de Bienestar Personal en una muestra de adolescentes chilenos. *Diversitas, 9*(1), 13. https://doi.org/10.15332/s1794-9998.2013.0001.01

Alfaro Inzunza, J., Guzmán Piña, J., García Gómez, C., Sirlopú Díaz, D., Oyanedel Sepúlveda, J. C., & Gaudlitz Ruiz, L. (2014). Propiedades psicométricas de la escala Breve Multidimensional de Satisfacción con la Vida para Estudiantes (BMSLSS) en población infantil chilena (10– 12 años). *Universitas Psychologica, 14*(1). https://doi.org/10.11144/Javeriana.upsy14-1.ppeb

Allen, M. S., Iliescu, D., & Greiff, S. (2022). Single item measures in psychological science. *European Journal of Psychological Assessment, 38*(1), 1–5. https://doi.org/10.1027/1015-5759/a000699

Andrews, F. M., & Withey, S. B. (1976). *Social indicators of well-being: Americans' perceptions of life quality*. Plenum Press.

Arthaud-Day, M. L., Rode, J. C., Mooney, C. H., & Near, J. P. (2005). The subjective well-being construct: A test of its convergent, discriminant, and factorial validity. *Social Indicators Research, 74*(3), 445–476. https://doi.org/10.1007/s11205-004-8209-6

Bedin, L. M., & Sarriera, J. C. (2015). A comparative study of the subjective well-being of parents and adolescents considering gender, age and social class. *Social Indicators Research, 120*(1), 79–95. https://doi.org/10.1007/s11205-014-0589-7

Benavente, M., Cova, F., Pérez- Salas, C., Varela, J., Alfaro, J., & Chuecas, J. (2018). Propiedades psicométricas de la escala breve de bienestar subjetivo en la escuela para sdolescentes (BASWBSS) en una muestra de adolescentes chilenos. *Revista Iberoamericana de Diagnóstico y Evaluación – e Avaliação Psicológica, 48*(3). https://doi.org/10.21865/RIDEP48.3.05

Benavente, M., Cova, F., Alfaro, J., & Varela, J. (2019). Propiedades psicométricas de la escala de satisfacción con la vida de los estudiantes (SLSS) de Huebner en una muestra de adolescentes chilenos. *Revista Iberoamericana de Diagnóstico y Evaluación – e Avaliação Psicológica, 50*(1). https://doi.org/10.21865/RIDEP50.1.05

Bravo-Sanzana, M., Oriol, X., & Miranda, R. (2022). Characterization of wellbeing and its relationship with exposure to violence in mexican and chilean early and late adolescents during the COVID-19 pandemic. *Child Indicators Research, 15*(2), 553–578. https://doi.org/10.1007/s12187-021-09905-1

Bravo-Sanzana, M., Miranda, R., & Oriol, X. (2023). Adolescent victimization during COVID-19 lockdowns and its influence on mental health problems in seven countries: The mediation effect of resilience. *International Journal of Environmental Research and Public Health, 20*(3), 1958. https://doi.org/10.3390/ijerph20031958

Cáceres, C., Altamirano, J., Benitez, V., Concha, M., Mac-Ginty, S., & Langer, A. (2022). Instrumentos para evaluar bienestar en adolescentes en Chile: Una revisión exploratoria. *Summa Psicológica, 19*(1), 36–44. https://summapsicologica.cl/index.php/summa/article/view/510

Campo-Arias, A., Miranda Tapia, G. A., Cogollo, Z., & Herazo, E. (2015). Reproducibility of the well-being index (WHO-5 WBI) among adolescent students. *Salud Uninorte, 31*(1), 18–24. https://doi.org/10.14482/sun.31.1.5493

Caqueo-Urízar, A., Urzúa, A., & Osika, W. (2014). Psychometric properties of the spanish language version of the stress in children questionnaire (SiC). *Psicologia: Reflexão e Crítica, 27*(1), 81–89. https://doi.org/10.1590/S0102-79722014000100010

Caqueo-Urízar, A., Flores, J., Mena-Chamorro, P., Urzúa, A., & Irarrázaval, M. (2021). Ethnic identity and life satisfaction in indigenous adolescents: The mediating role of resilience. *Children and Youth Services Review, 120*, 105812. https://doi.org/10.1016/j.childyouth.2020.105812

Carmona-Halty, M., & Villegas-Robertson, J. M. (2018). Escala de experiencias positivas y negativas (SPANE): adaptación y validación en un contexto escolar chileno. *Interciencia, 43*(5), 317–321. https://www.redalyc.org/articulo.oa?id=33957311004

Carmona-Halty, M., Marín-Gutierrez, M., Mena-Chamorro, P., Sepulveda-Páez, G., & Ferrer-Urbina, R. (2022). Flourishing Scale: Adaptation and Evidence of Validity in a Chilean High School Context. *Frontiers in Psychology, 13*. https://doi.org/10.3389/fpsyg.2022.795452

Casas, F., & González-Carrasco, M. (2021). Analysing comparability of four multi-item well-being psychometric scales among 35 countries using children's worlds 3rd wave 10 and 12-year-olds samples. *Child Indicators Research, 14*, 1829–1861. https://doi.org/10.1007/s12187-021-09825-0

Casas, F., Alfaro, J., Sarriera, J. C., Bedin, L., Grigoras, B., Bălţătescu, S., Malo, S., & Sirlopú, D. (2015a). El bienestar subjetivo en la infancia: Estudio de la comparabilidad de 3 escalas psicométricas en 4 países de habla latina. *Psicoperspectivas. Individuo y Sociedad, 14*(1). https://doi.org/10.5027/psicoperspectivas-Vol14-Issue1-fulltext-522

Casas, F., Sarriera, J. C., Abs, D., Coenders, G., Alfaro, J., Saforcada, E., & Tonon, G. (2012). Subjective indicators of personal well-being among adolescents. Performance and results for different scales in latin-language speaking countries: A contribution to the international debate. *Child Indicators Research, 5*(1), 1–28. https://doi.org/10.1007/s12187-011-9119-1

Casas, F., Sarriera, J. C., Alfaro, J., González, M., Figuer, C., da Cruz, D. A., Bedin, L., Valdenegro, B., & Oyarzún, D. (2014). Satisfacción escolar y bienestar subjetivo en la adolescencia: Poniendo a prueba indicadores para su medición comparativa en Brasil, Chile y España. *Suma Psicológica, 21*(2), 70–80. https://doi.org/10.1016/S0121-4381(14)70009-8

Casas, F., Sarriera, J. C., Alfaro, J., González, M., Bedin, L., Abs, D., Figuer, C., & Valdenegro, B. (2015b). Reconsidering life domains that contribute to subjective well-being among adolescents with data from three countries. *Journal of Happiness Studies, 16*(2), 491–513. https://doi.org/10.1007/s10902-014-9520-9

Cassoni, C., Marturano, E. M., Coimbra, S., & Fontaine, A. M. (2017). A validation study of the multidimensional life satisfaction scale for children. *Psicologia: Reflexão e Crítica, 30*(1), 14. https://doi.org/10.1186/s41155-017-0068-6

Castro-Solano, A. (2009). El bienestar psicológico: cuatro décadas de progreso. *Revista Interuniversitaria de Formación del Profesorado, 23*(3), 43–72. http://www.redalyc.org/articulo.oa?id=27419066004

Castro-Solano, A. (2011). Las rutas de acceso al bienestar. Relaciones entre bienestar hedónico y eudamónico: un estudio en población argentina [The routes to access well-being. relations between hedonic and eudaemonic well-being: a study in Argentine population]. *Revista Iberoamericana de Diagnóstico y Evaluación Psicológica, 31*, 37–57. http://www.redalyc.org/articulo.oa?id=459645439003

Caycho-Rodríguez, T., Ventura-León, J., Barboza-Palomino, M., Reyes-Bossio, M., Arias Gallegos, W. L., García Cadena, C. H., Cabrera-Orosco, I., Ayala, J., Morgado-Gallardo, K., & Huamani Cahua, J. C. (2018). Validez e invarianza factorial de una medida breve de Satisfacción con la Vida Familiar. *Universitas Psychologica, 17*(5), 1–17. https://doi.org/10.11144/Javeriana.upsy17-5.vifm

Chan, H.H.-K., Kwong, H. Y. C., Shu, G. L. F., Ting, C. Y., & Lai, F.H.-Y. (2021). Effects of experiential learning programmes on adolescent prosocial behaviour, empathy, and subjective well-being: A systematic review and meta-analysis. *Frontiers in Psychology, 12*, 709699. https://doi.org/10.3389/fpsyg.2021.709699

Chulani, V. L., & Gordon, L. P. (2014). Adolescent Growth and development. *Primary Care: Clinics in Office Practice, 41*(3), 465–487. https://doi.org/10.1016/j.pop.2014.05.002

Cooke, P. J., Melchert, T. P., & Connor, K. (2016). Measuring well-being: A review of instruments. *The Counseling Psychologist, 44*(5), 730–757. https://doi.org/10.1177/0011000016633507

Cummins, R. A., Eckersley, R., Pallant, J., et al. (2003). Developing a National Index of Subjective Well-being: The Australian Unity Wellbeing Index. *Social Indicators Research, 64*, 159–190. https://doi.org/10.1023/A:1024704320683

Damásio, B. F., Pacico, J. C., Poletto, M., & Koller, S. H. (2013). Refinement and psychometric properties of the eight-item brazilian positive and negative affective schedule for children (PANAS-C8). *Journal of Happiness Studies, 14*(4), 1363–1378. https://doi.org/10.1007/s10902-012-9383-x

Damon, W. (2004). What is positive youth development? *The Annals of the American Academy of Political and Social Science, 59*, 13–24. https://doi.org/10.1177/0002716203260092

de Wit, M., Pouwer, F., Gemke, R. J., Delemarre-van de Waal, H. A., & Snoek, F. J. (2007). Validation of the WHO-5 Well-Being Index in adolescents with type 1 diabetes. *Diabetes Care, 30*(8), 2003–2006. https://doi.org/10.2337/dc07-0447

Deci, E. L., & Ryan, R. M. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry, 11*(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01

Deci, E. L., & Ryan, R. M. (2008). Hedonia, eudaimonia, and well-being: An introduction. *Journal of Happiness Studies, 9*(1), 1–11. https://doi.org/10.1007/s10902-006-9018-1

Denegri Coria, M., Peñaloza, V., Sepúlveda, J., & Riquelme, L. (2022). Relationship among materialism, attitudes regarding money, peer influence and satisfaction with life in chilean adolescents. *CES Psicología, 15*(1), 68–95. https://doi.org/10.21615/cesp.5703

Dias-Viana, J. L., & Porto Noronha, A. P. (2021). Escala de bem-estar subjetivo escolar (EBESE): elaboração e validação de uma medida para avaliação educacional. *Ciencias Psicológicas*. https://doi.org/10.22235/cp.v15i1.2349

Dias-Viana, J. L., & Porto Noronha, A. P. (2022). Validity evidence for the School Subjective Well-Being Scale. *Estudos de Psicologia (Campinas), 39*. https://doi.org/10.1590/1982-0275202239e200220

Diener, E. (Ed.). (2009). *The Science of Well-Being* (Vol. 37). Springer Netherlands. https://doi.org/10.1007/978-90-481-2350-6

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment, 49*(1), 71–75. https://doi.org/10.1207/s15327752jpa4901_13

Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. *Nature Human Behaviour, 2*(4), 253–260. https://doi.org/10.1038/s41562-018-0307-6

Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2010). New well-being measures: Short scales to assess flourishing and positive and negative feelings. *Social Indicators Research, 97*(2), 143–156. https://doi.org/10.1007/s11205-009-9493-y

Disabato, D. J., Goodman, F. R., Kashdan, T. B., Short, J. L., & Jarden, A. (2016). Different types of well-being? A cross-cultural examination of hedonic and eudaimonic well-being. *Psychological Assessment, 28*(5), 471–482. https://doi.org/10.1037/pas0000209

Ditzel, L., Casas, F., Torres-Vallejos, J., Reyes, F., & Alfaro, J. (2022a). Children participating in after-school programs in Chile: Subjective well-being, satisfaction with free time use and satisfaction with the program. *Children and Youth Services Review, 132*, 106338. https://doi.org/10.1016/j.childyouth.2021.106338

Ditzel, L., Casas, F., Torres-Vallejos, J., & Villarroel, A. (2022b). The subjective well-being of chilean children living in conditions of high social vulnerability. *Applied Research in Quality of Life, 17*(3), 1639–1660. https://doi.org/10.1007/s11482-021-09979-7

Engel de Abreu, P. M. J., Neumann, S., Wealer, C., Abreu, N., Coutinho Macedo, E., & Kirsch, C. (2021). Subjective well-being of adolescents in Luxembourg, Germany, and Brazil during the COVID-19 pandemic. *Journal of Adolescent Health, 69*(2), 211–218. https://doi.org/10.1016/j.jadohealth.2021.04.028

Esnaola, I., Benito, M., Antonio-Agirre, I., Freeman, J., & Sarasa, M. (2017). Measurement invariance of the Satisfaction With Life Scale (SWLS)by country, gender and age. *Psicothema, 29*(4), 596–601. https://doi.org/10.7334/psicothema2016.394

Gadermann, A. M., Schonert-Reichl, K. A., & Zumbo, B. D. (2010). Investigating validity evidence of the Satisfaction with Life Scale adapted for children. *Social Indicators Research, 96*(2), 229–247. https://doi.org/10.1007/s11205-009-9474-1

Galinha, I. C., & Pais-Ribeiro, J. L. (2009). The structure and stability of subjective well-being: A structure equation modelling analysis. *Applied Research on Quality of Life, 3*, 293–314. https://doi.org/10.1007/s11482-009-9063-0

García Álvarez, D., Hernández-Lalinde, J., Espinosa-Castro, J., & Soler, M. (2020). Validación de la escala de bienestar psicológico para jóvenes de Casullo en adolescentes montevideanos. *Revista Latinoamericana De Hipertensión, 15*(5), 1–12. https://doi.org/10.5281/zenodo.4487296

Gilman, R., & Huebner, E. S. (2006). Characteristics of adolescents who report very high life satisfaction. *Journal of Youth and Adolescence, 35*(3), 293–301. https://doi.org/10.1007/s10964-006-9036-7

Gjersing, L., Caplehorn, J. R., & Clausen, T. (2010). Cross-cultural adaptation of research instruments: Language, setting, time and statistical considerations. *BMC Medical Research Methodology, 10*, 13. https://doi.org/10.1186/1471-2288-10-13

Gonçalves Câmara, S., & Bedin Tomasi, L. M. (2015). Bienestar, salud e imagen corporal de adolescentes brasileiros: La importancia de los contextos familiar, de amistad y escolar. *Universitas Psychologica, 14*(4), 1399. https://doi.org/10.11144/Javeriana.up14-4.bsic

Góngora, V. C., & Castro Solano, A. (2015). Psychometric properties of the three pathways to well-being scale in a large sample of Argentinean adolescents. *Psychological Reports, 117*(1), 167–179. https://doi.org/10.2466/08.02.PR0.117c17z3

González-Fuentes, M. B., & Andrade Palos, P. (2016). Escala de bienestar psicologico para adolescentes. *Revista Iberoamericana de Diagnóstico y Evaluación - e Avaliação Psicológica, 42*(2), 69–83. https://doi.org/10.21865/RIDEP42_69

Guzmán, J., Varela, J. J., Benavente, M., & Sirlopú, D. (2017). *Sociodemographic profile of children's well-being in Chile* (pp. 109–128). https://doi.org/10.1007/978-3-319-55601-7_6

Hagedorn, L. S. (1996). Conceptualizing faculty job satisfaction: Components, theories, and outcomes. *New Directions for Institutional Research, 1996*(105), 5–20. https://doi.org/10.1002/ir.10501

Headey, B., Kelley, J., & Wearing, A. (1993). Dimensions of mental health: Life satisfaction, positive affect, anxiety and depression. *Social Indicators Research, 29*(1), 63–82. https://doi.org/10.1007/BF01136197

Huebner, E. S. (1991). Initial Development of the Student's Life Satisfaction Scale. *School Psychology International, 12*(3), 231–240. https://doi.org/10.1177/0143034391123010

International Wellbeing Group (2013). Personal Wellbeing Index (5th Edition). Melbourne: Australian Centre on Quality of Life, Deakin University. https://www.acqol.com.au/instruments#measures

Jose, P. E., Ryan, N., & Pryor, J. (2012). Does social connectedness promote a greater sense of well-being in adolescence over time? *Journal of Research on Adolescence, 22*(2), 235–251. https://doi.org/10.1111/j.1532-7795.2012.00783.x

Joshanloo, M. (2016). Revisiting the empirical distinction between hedonic and eudaimonic aspects of well-being using exploratory structural equation modeling. *Journal of Happiness Studies, 17*(5), 2023–2036. https://doi.org/10.1007/s10902-015-9683-z

Joshanloo, M. (2019). Investigating the relationships between subjective well-being and psychological well-being over two decades. *Emotion, 19*(1), 183. https://doi.org/10.1037/emo0000414

Kashdan, T. B., Biswas-Diener, R., & King, L. A. (2008). Reconsidering happiness: The costs of distinguishing between hedonics and eudaimonia. *The Journal of Positive Psychology, 3*(4), 219–233. https://doi.org/10.1080/17439760802303044

Kern, M. L., Benson, L., Steinberg, E. A., & Steinberg, L. (2016). The EPOCH measure of adolescent well-being. *Psychological Assessment, 28*(5), 586–597. https://doi.org/10.1037/pas0000201

Keyes, C. L. M. (1998). Social well-being. *Social Psychology Quarterly, 61*(2), 121. https://doi.org/10.2307/2787065

Keyes, C. L. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior, 43*(2), 207–222. https://doi.org/10.2307/3090197

Keyes, C. (2016). Why Flourishing? In D. W. Harward (Ed.), *Well-Being and Higher Education: A Strategy* for *Change and the Realization of Education's Greater Purposes* (99–107). Association of American Colleges and Universities.

Keyes, C. L. M., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: The empirical encounter of two traditions. *Journal of Personality and Social Psychology, 82*(6), 1007–1022. https://doi.org/10.1037/0022-3514.82.6.1007

Lerner, R. & Lerner, J. (2011). The positive development of youth report of the findings from the first seven years of the 4-H study of positive youth development. Tuff University. http://ase.tufts.edu/iaryd/documents/4HPYDStudyWave7.pdf

Liberman, L. C., Altuzarra, M. P., Öst, L.-G., & Ollendick, T. (2012). How i feel about things: Psychometric data from a sample of Spanish-speaking children. *International Journal of Clinical and Health Psychology, 12*(3), 419–433. https://www.redalyc.org/pdf/337/33723713004.pdf

Luna, D., Figuerola-Escoto, R. P., Contreras-Ramírez, J., Sienra-Monge, J. J. L., Navarrete-Rodríguez, E. M., Serret Montoya, J., Castañeda Peña, P., & Meneses-González, F. (2020). Propiedades psicométricas de la escala de bienestar psicológico para adolescentes (BIEPS-J) en una muestra mexicana. *Psicodebate, 20*(1), 43–55. https://doi.org/10.18682/pd.v20i1.957

Lupano, M., & Castro, A. (2010). Psicología Positiva: Análisis desde su surgimiento. *Ciencias Psicológicas, 4*(1), 43–56. https://doi.org/10.22235/cp.v4i1.110

Lyubomirsky, S., & Lepper, H. S. (1999). A measure of subjective happiness: Preliminary reliability and construct validation. *Social Indicators Research, 46*(2), 137–155. https://doi.org/10.1023/A:1006824100041

Mieres-Chacaltana, M., Salvo-Garrido, S., Denegri, M., & Riquelme-Zavalla, R. (2019). Prosocialidad y bienestar subjetivo en estudiantes de pedagogía en educación física. *Journal of Sport and Health Research, 11*(Supl 2), 63–74.

Moher, D., Shamseer, L., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., Shekelle, P., & Stewart, L. A. (2015). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement. *Systematic Reviews, 4*(1), 1. https://doi.org/10.1186/2046-4053-4-1

Mokkink, L. B., de Vet, H. C. W., Prinsen, C. A. C., Patrick, D. L., Alonso, J., Bouter, L. M., & Terwee, C. B. (2018). COSMIN risk of bias checklist for systematic reviews of patient-reported outcome measures. *Quality of Life Research, 27*(5), 1171–1179. https://doi.org/10.1007/s11136-017-1765-4

Moreira, A. L., Sarriera, J. C., Martins, L. F., Bedin, L. M., Yunes, M. A. M., Perez, L. C., & Zibetti, M. R. (2022). Psychometric properties of children's subjective well-being scales: A multigroup study investigating school type, gender, age and region of children in the South and Southeast regions of Brazil. *Child Indicators Research, 15*(2), 657–679. https://doi.org/10.1007/s12187-021-09909-x

Moreira, A. L., Yunes, M. A. M., & Martins, L. F. (2023). Children's subjective well-being and the protective role of friendships, school satisfaction and neighborhood in the face of peer victimization. *Children and Youth Services Review, 155*, 107177. https://doi.org/10.1016/j.childyouth.2023.107177

Moreta-Herrera, R., Oriol-Granado, X., González-Carrasco, M., & Vaca-Quintana, D. (2023). Examining the relationship between subjective well-being and psychological well-being among 12-year-old-children from 30 countries. *Child Indicators Research*, 1–20. https://doi.org/10.1007/s12187-023-10042-0

Oberle, E., Schonert-Reichl, K. A., & Zumbo, B. D. (2011). Life satisfaction in early adolescence: Personal, neighborhood, school, family, and peer influences. *Journal of Youth and Adolescence, 40*(7), 889–901. https://doi.org/10.1007/s10964-010-9599-1

Orejudo, S., Balaguer, Á., Osorio, A., de la Rosa, P. A., & Lopez-del Burgo, C. (2022). Activities and relationships with parents as key ecological assets that encourage personal positive youth development. *Journal of Community Psychology, 50*(2), 896–915. https://doi.org/10.1002/jcop.22689

Organización Mundial de la Salud. (2014). Constitución y estatutos. Organización Mundial de la Salud. https://apps.who.int/gb/bd/PDF/bd48/basic-documents-48th-edition-sp.pdf

Oriol, X., & Miranda, R. (2024). The prospective relationships between dispositional optimism and subjective and psychological well-being in children and adolescents. *Applied Research in Quality of Life, 19*, 195–214. https://doi.org/10.1007/s11482-023-10237-1

Orth, Z., Moosajee, F., & Van Wyk, B. (2022). Measuring mental wellness of adolescents: A systematic review of instruments. *Frontiers in Psychology, 13*. https://doi.org/10.3389/fpsyg.2022.835601

Osika, W., Friberg, P., & Wahrborg, P. (2007). A new short self-rating questionnaire to assess stress in children. *International Journal of Behavioral Medicine, 14*(2), 108–117. https://doi.org/10.1007/BF03004176

Ouzzani, M., Hammady, H., Fedorowicz, Z., & Elmagarmid, A. (2016). Rayyan—a web and mobile app for systematic reviews. *Systematic Reviews, 5*(1), 210. https://doi.org/10.1186/s13643-016-0384-4

Oyanedel, J. C., Alfaro, J., & Mella, C. (2015). Subjective well-being and children's quality of life in Chile. *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud, 13*(1), 313–327. https://doi.org/10.11600/1692715x.13118040414

Oyarzún-Gómez, D., Casas Aznar, F., & Alfaro Inzunza, J. (2019). Family, school, and neighbourhood microsystems influence on children's life satisfaction in Chile. *Child Indicators Research, 12*(6), 1915–1933. https://doi.org/10.1007/s12187-018-9617-5

Padros-Blazquez, F., Reynoso González, O. U., & Martínez-Medina, M. P. (2023). Estudio psicométrico de la escala de Afecto Positivo y Negativo para niños y adolescentes (PANAS-N) en población mexicana. *CES Psicología, 16*(3), 84–96. https://doi.org/10.21615/cesp.6974

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S.,… Alonso-Fernández, S. (2021). Declaración PRISMA 2020: una guía actualizada para la publicación de revisiones sistemáticas. *Revista Española de Cardiología, 74*(9), 790–799. https://doi.org/10.1016/j.recesp.2021.06.016

Park, N. (2004). Character strengths and positive youth development. *The ANNALS of the American Academy of Political and Social Science, 591*(1), 40–54. https://doi.org/10.1177/0002716203260079

Portela, M. (2021). Estudio preliminar de las propiedades psicométricas de la escala de funcionamiento psicológico positivo para una muestra de adolescentes uruguayos. *Ciencias Psicológicas*. https://doi.org/10.22235/cp.v15i1.2396

Proctor, C. L., Linley, P. A., & Maltby, J. (2009). Youth life satisfaction: A review of the literature. *Journal of Happiness Studies, 10*(5), 583–630. https://doi.org/10.1007/s10902-008-9110-9

Quiñonez-Tapia, F., & de Vargas Garduño, M. L. (2023). Propiedades psicométricas de una escala de bienestar subjetivo para estudiantes adolescentes de Bulgaria, Georgia, Hong Kong, Irlanda, México, Panamá, Serbia, España y Emiratos Árabes Unidos. *Revista de Psicología, 41*(2), 1067–1098. https://doi.org/10.18800/psico.202302.015

Radloff, L. (1977). The CES-D scale, a self-report depression scale for research in the general population. *Journal of Applied Psychological Measurement, 1*, 385–401. https://doi.org/10.1177/014662167701010030

Rees, G. (2021). Comparación del bienestar subjetivo de los niños en todo el mundo. *Sociedad e Infancias, 5*, 35–47. https://doi.org/10.5209/soci.72096

Roberts, P., & Priest, H. (2006). Reliability and validity in research. *Nursing standard (Royal* College *of Nursing (Great Britain): 1987)*, *20*(44), 41–45. https://doi.org/10.7748/ns2006.07.20.44.41.c6560

Rodríguez-Rivas, M. E., Alfaro, J., Benavente, M., Varela, J. J., Melipillán, R., & Reyes, F. (2023). The negative association of perceived stress with adolescents' life satisfaction during the pandemic period: The moderating role of school community support. *Heliyon, 9*(4), e15001. https://doi.org/10.1016/j.heliyon.2023.e15001

Romero, A. (2015). La concepción aristotélica de la eudaimonía en Ética a Nicómaco: Relación entre vida activa y vida teorética. *Revista de Investigación, 39*(85), 13–30. http://ve.scielo.org/scielo.php?script=sci_arttext&pid=S1010-29142015000200002&lng=es&tlng=es

Ross, D. A., Hinton, R., Melles-Brewer, M., Engel, D., Zeck, W., Fagan, L., Herat, J., Phaladi, G., Imbago-Jácome, D., Anyona, P., Sanchez, A., Damji, N., Terki, F., Baltag, V., Patton, G., Silverman, A., Fogstad, H., Banerjee, A., & Mohan, A. (2020). Adolescent well-being: A definition and conceptual framework. *Journal of Adolescent Health, 67*(4), 472–476. https://doi.org/10.1016/j.jadohealth.2020.06.042

Russell, J. A. (1980). A circumplex model of affect. *Journal of Personality and Social Psychology, 39*(6), 1161. https://doi.org/10.1037/h0077714

Russell, J. A. (2003). Core affect and the psychological construction of emotion. *Psychological Review, 110*, 145–172. https://doi.org/10.1037/0033-295x.110.1.145

Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology, 52*(1), 141–166. https://doi.org/10.1146/annurev.psych.52.1.141

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1069–1081. https://doi.org/10.1037/0022-3514.57.6.1069

Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies, 9*(1), 13–39. https://doi.org/10.1007/s10902-006-9019-0

Sanmartín, R., Vicent, M., Gonzálvez, C., Inglés, C. J., Reinoso-Pacheco, R., & García-Fernández, J. M. (2020). Factorial invariance, latent mean differences of the panas and affective profiles and its relation to social anxiety in ecuadorian Sample. *Sustainability, 12*(7), 2976. https://doi.org/10.3390/su12072976

Sarriera, J. C., Casas, F., Bedin, L., Paradiso, Â. C., Abs, D., & González, M. (2014). Aspects of leisure on adolescent's well-being in two countries. *Child Indicators Research, 7*(2), 245–265. https://doi.org/10.1007/s12187-013-9220-8

Sarriera, J. C., Casas, F., Bedin, L., Abs, D., Strelhow, M. R., Gross-Manos, D., & Giger, J. (2015). Material resources and children's subjective well-being in eight countries. *Child Indicators Research, 8*(1), 199–209. https://doi.org/10.1007/s12187-014-9284-0

Sarriera, J. C., Casas, F., dos Santos, B. R., Bedin, L. M., & Gonzàlez, M. (2018). Subjective well-being and personal relationships in childhood: Comparison of Brazilian and Spanish children. *Interpersona: An International Journal on Personal Relationships, 12*(1), 91–106. https://doi.org/10.5964/ijpr.v12i1.284

Savahl, S., Casas, F., & Adams, S. (2021). The structure of children's subjective well-being. *Frontiers in Psychology, 12*, 650691. https://doi.org/10.3389/fpsyg.2021.650691

Schütz, F. F., Bedin, L. M., & Sarriera, J. C. (2019). Subjective well-being of brazilian children from different family settings. *Applied Research in Quality of Life, 14*(3), 737–750. https://doi.org/10.1007/s11482-018-9609-0

Seidman, E. (1991). Growing up the hard way: Pathways of urban adolescents. *American Journal of Community Psychology, 19*(2), 173–205. https://doi.org/10.1007/BF00937927

Seligman, M. E. P. (1999). The president's address. *American Psychologist, 54*, 559–562. https://www.apa.org/about/governance/president/address

Seligman, M. (2010). *Flourish: Positive psychology and positive interventions. The Tanner Lectures on Human Values*. University of Michigan

Seligman, M. (2011). Flourish: A visionary new understanding of happiness and well-being (1.a ed.). Free Press.

Seligson, J. L., Huebner, E. S., & Valois, R. F. (2003). Preliminary validation of the brief multidimensional students' life satisfaction scale (BMSLSS). *Social Indicators Research, 61*, 121–145. https://doi.org/10.1023/A:1021326822957

Sheldon, K. M. (2012). The self-determination theory perspective on positive mental health across cultures. *World Psychiatry: Official Journal of the World Psychiatric Association (WPA), 11*(2), 101–102. https://doi.org/10.1016/j.wpsyc.2012.05.017

Stephens, S. B., Raphael, J. L., Zimmerman, C. T., Garland, B. H., de Guzman, M. M., Walsh, S. M., Hergenroeder, A. C., & Wiemann, C. M. (2021). The utility of self-determination theory in predicting transition readiness in adolescents with special healthcare needs. *The Journal of Adolescent Health: Official Publication of the Society for Adolescent Medicine, 69*(4), 653–659. https://doi.org/10.1016/j.jadohealth.2021.04.004

Strauss, M. E., & Smith, G. T. (2009). Construct validity: Advances in theory and methodology. *Annual Review of Clinical Psychology, 5*, 1–25. https://doi.org/10.1146/annurev.clinpsy.032408.153639

Strelhow, M. R. W., Sarriera, J. C., & Casas, F. (2020). Evaluation of well-being in adolescence: Proposal of an integrative model with hedonic and eudemonic aspects. *Child Indicators Research, 13*(4), 1439–1452. https://doi.org/10.1007/s12187-019-09708-5

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*(2), 93–105. https://doi.org/10.1521/scpq.19.2.93.33313

Tapia-Fonllem, C., Fraijo-Sing, B., Corral-Verdugo, V., Garza-Terán, G., & Moreno-Barahona, M. (2020). School environments and elementary school children's well-being in Northwestern Mexico. *Frontiers in Psychology, 11*. https://doi.org/10.3389/fpsyg.2020.00510

Tennant, R., Goens, C., Barlow, J., Day, C., & Stewart-Brown, S. (2007). A systematic review of reviews of interventions to promote mental health and prevent mental health problems in children and young people. *Journal of Public Mental Health, 6*(1), 25–32. https://doi.org/10.1108/17465729200700005

Terwee, C. B., Mokkink, L. B., Knol, D. L., Ostelo, R. W. J. G., Bouter, L. M., & de Vet, H. C. W. (2012). Rating the methodological quality in systematic reviews of studies on measurement properties: A scoring system for the COSMIN checklist. *Quality of Life Research, 21*(4), 651–657. https://doi.org/10.1007/s11136-011-9960-1

The EndNote Team. (2013). *EndNote (EndNote X9)*. Clarivate.

Toribio-Pérez, L., González Arratia López Fuentes, N. I., Valdez Medina, J. L., González Escobar, S., & Van Oudhof Barneveld, H. (2012). Validación de la escala de felicidad de alarcón para adolescentes mexicanos. *Psicología Iberoamericana, 20*(1), 71–79. https://doi.org/10.48102/pi.v20i1.221

UNICEF. (2021). Estado mundial de la infancia 2021, En mi mente. Promover, proteger y cuidar la salud mental de la infancia. https://cienciaysalud.cl/wp-content/uploads/2021/10/EMI2021-Resumen-ejecutivo.pdf

UNICEF. (2022). ¿Por qué las adolescentes? ¿Por qué ahora? Una fotografía estadística de la situación de las adolescentes en América Latina y el Caribe. https://www.unicef.org/lac/informes/por-que-adolescentes-mujeres-foto-estadistica-america-latina-caribe

Valois, R. F., Zullig, K. J., Huebner, E. S., & Drane, J. W. (2009). Youth developmental assets and perceived life satisfaction: Is there a relationship? *Applied Research in Quality of Life, 4*(4), 315–331. https://doi.org/10.1007/s11482-009-9083-9

Varela, J. J., Zimmerman, M. A., Ryan, A. M., Stoddard, S. A., Heinze, J. E., & Alfaro, J. (2018). Life satisfaction, school satisfaction, and school violence: A mediation analysis for chilean adolescent victims and perpetrators. *Child Indicators Research, 11*(2), 487–505. https://doi.org/10.1007/s12187-016-9442-7

Varela, J. J., Sánchez, P. A., González, C., Oriol, X., Valenzuela, P., & Cabrera, T. (2021). Subjective well-being, bullying, and school climate among Chilean adolescents over time. *School Mental Health, 13*(3), 616–630. https://doi.org/10.1007/s12310-021-09442-w

Veenhoven, R. (1994). El estudio de la satisfacción con la vida. *Intervención Psicosocial, 3*(9), 87–116. https://repub.eur.nl/pub/16195

Villalobos-Galvis, F. H., & Ortiz-Delgado, L. (2012). Características psicométricas de la escala CES-D en adolescentes de San Juan de Pasto (Colombia). *Avances En Psicología Latinoamericana*, *30*(2), 328–340. https://revistas.urosario.edu.co/index.php/apl/article/view/1477

Voukelatou, V., Gabrielli, L., Miliou, I., Cresci, S., Sharma, R., Tesconi, M., & Pappalardo, L. (2021). Measuring objective and subjective well-being: Dimensions and data sources. *International Journal of Data Science and Analytics, 11*(4), 279–309. https://doi.org/10.1007/s41060-020-00224-2

Waigel, N. C., & Lemos, V. N. (2023). A systematic review of adolescent flourishing. *Europe's Journal of Psychology, 19*(1), 79–99. https://doi.org/10.5964/ejop.6831

Waterman, A. S., Schwartz, S. J., & Conti, R. (2008). The implications of two conceptions of happiness (Hedonic Enjoyment and Eudaimonia) for the understanding of intrinsic motivation. *Journal of Happiness Studies, 9*(1), 41–79. https://doi.org/10.1007/s10902-006-9020-7

Waterman, A. S., Schwartz, S. J., Zamboanga, B. L., Ravert, R. D., Williams, M. K., Agocha, V. B., Kim, S. Y., & Donnellan, M. B. (2010). The questionnaire for eudaimonic well-being: Psychometric properties, demographic comparisons, and evidence of validity. *The Journal of Positive Psychology, 5*(1), 41–61. https://doi.org/10.1080/17439760903435208

Watson, D., Clark, L. A., & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology, 54*(6), 1063–1070. https://doi.org/10.1037/0022-3514.54.6.1063

World Health Organization. Regional Office for Europe. (1998). Wellbeing measures in primary health care/the DepCare Project: report on a WHO meeting: Stockholm, Sweden, 12–13 February 1998. World Health Organization. Regional Office for Europe. https://iris.who.int/handle/10665/349766

Zabriskie, R. B., & McCormick, B. P. (2003). Parent and child perspectives of family leisure involvement and satisfaction with family life. *Journal of Leisure Research, 35*(2), 163–189. https://doi.org/10.1080/00222216.2003.11949989

Authors and Affiliations

Mónica Bravo-Sanzana[1] · Ferran Casas[2] · Matías E. Rodríguez-Rivas[3] · Xavier Oriol[4] · Jorge J. Varela[5] · Rafael Miranda[4] · Oscar Terán-Mendoza[6]

✉ Mónica Bravo-Sanzana
monicaviviana.bravo@ufrontera.cl

[1] Núcleo Científico Tecnológico de Ciencias Sociales y Humanidades, Universidad de La Frontera, Temuco, Chile

[2] Doctoral Program on Education and Society, Faculty of Education and Social Sciences, Universidad Andrés Bello, Santiago, Chile

[3] Facultad de Salud y Ciencias Sociales, Universidad de Las Américas, Santiago, Chile

[4] Departamento de Psicología, Universidad de Girona, Girona, España

[5] Facultad de Psicología, Universidad del Desarrollo, Santiago, Chile

[6] Departamento de Psicología, Facultad de Ciencias de La Salud, Universidad Católica de Temuco, Temuco, Chile