

A Scale Development on the Psychological Wellbeing of Filipino Teenagers

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ABSTRACT

The researcher aimed to develop and validate a Psychological Well-Being scale for Filipino teenagers based on Seligman's PERMA-H Model and Ryff's Six-Dimensional Model. Descriptive quantitative research design, and simple randomization as sampling technique was used, with Exploratory Factor Analysis (EFA) for determining the underlying factor structure. The development of survey questionnaire involved item generation, expert validation, pilot testing, and final validation.

A total of 365 Filipino teenagers aged 13–19 from the Philippine Women's College of Davao participated in the primary study, while 67 were involved in pilot testing to assess item clarity and reliability. The Kaiser-Meyer-Olkin (KMO) test and Bartlett's Test of Sphericity confirmed data suitability for factor analysis. Using a factor loading cutoff of ≥ 0.40 and iterative extraction procedures, items were refined, resulting in eleven underlying factors: Accomplishment, Autonomy, Engagement, Environmental Mastery, Health, Meaning, Personal Growth, Positive and Negative Emotion, Positive Relationship with others, Purpose in life, Self-Acceptance.

Findings show that psychological well-being among Filipino adolescents is a multidimensional construct. The scale demonstrated strong validity and reliability, supporting its use in assessing adolescent well-being. The study recommends school-based programs promoting holistic well-being, health practices, and autonomy development.

Keywords: Filipino adolescents, psychological well-being, scale validation, psychometrics, PERMA-H, self-care, social connectivity, environmental mastery, clinical psychology, SDG Indicator: #3 (Good Health and Well-being)

INTRODUCTION

Due to increasing mental health concerns among Filipino Teenagers, the study on scale development of Filipino teenagers was made to capture the key dimensions and culturally appropriate scale to assess and evaluate psychological well-being concerns to this population. As reported by Tullius et al. (2024), because of lack of culturally and relevant measurement tool for assessing adolescents' well-being, it resulted that mental health has been a major public health concern worldwide. That is why the need for developing culturally relevant psychological tool for diverse Filipino Teenagers is important to capture the unique cultural experiences and expressions of well-being and stated in the study by Filipino research, Malolos et al. (2021) It is important to develop psychological tool and intervention for Filipino Teenagers specially during and post COVID-19 pandemic. Another important point is that the development and validation of student needs assessment instruments have demonstrated that students' identified needs are closely associated with their academic behaviors and overall functioning, emphasizing the role of multidimensional needs in shaping educational outcomes (Sapitan, 2024).

The recent studies indicate that there are various types of indicators that are associated with psychological well-being, including positive emotions, engagement, supportive relationships, meaning and personal accomplishment, which are based on Seligman's PERMA model (Al-Hendawi et al., 2024; Fernandes et al.,

2024). Similarly, recent studies still portray psychological well-being as a multi-dimensional phenomenon, based on Ryff's lens and comprising of autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance (Joshnloo, 2024; Meliala & Ahman, 2024). In sum, these theories emphasize the need to consider adolescent psychological well-being as more than the absence of mental illness, but also as the ability to function effectively in life, maintain meaningful interpersonal relationships, engage in personal growth, and find meaning in life.

Many scholars view adolescent psychological well-being as a complex, multidimensional phenomenon involving emotion, socialization, physical and psychological adjustment, and a combination of these to allow for positive functioning and healthy development. Identifying these factors is important because they have been shown to promote the well-being of teens (Ruiz & Yabut, 2024; Hennessey et al., 2024). In addition, research on children's and adolescents' well-being has shown that psychological well-being is more than just being happy and possessing positive emotions. It is also about personal development, purpose, skill and liability building and achieving full potential (Hoosen et al., 2024). There has been progress in the measurement of well-being, but a lot of the tools used for measuring well-being have been devised in Western cultures. For this reason, they may not capture the cultural values, beliefs and social relationships perspective in Filipino Teenagers completely. Previous studies on Filipino adolescents that have been conducted on psychological well-being have focused on adapted measures, mostly descriptive or correlational in nature, with limited effort made in the rigorous development and validation of psychological well-being scales (Sablaon & Madrigal, 2021; Tajonera & Madrigal, 2022). Moreover, there is limited evidence of a well-developed psychological well-being scale that is specifically designed, factor analyzed, and normed for Filipino adolescents. This restriction highlights the importance of having a culturally appropriate and psychometrically valid tool.

Psychological well-being has different aspects and influenced by many factors. Healthy lifestyle is one of the important factors. Healthy habits for teens like regular exercise, eating the right foods and getting adequate sleep can lead to better emotional health, mental performance and health. Recent study has found that positive lifestyle factors (such as good sleep hygiene, good physical activity and diet) are strongly associated with psychological less distress in adolescents (Smout et al., 2024). In the Philippines, Lagman et al. (2024) noted that adaptive coping responses and health behaviors are important moderators of psychological distress and well-being in adolescent Filipinos. At the same time, Barcaccia et al. (2023) highlighted the importance of meaning in life as a key factor for adolescent psychological well-being, noting that an increased sense of purpose is linked to increased well-being and reduced depression symptoms in adolescents. The results indicated that adolescents who recognized their life had meaning were more prepared to meet challenges and have a positive mental health. It reflects emerging literature that highlights the importance of positive psychological resources as well as the absence of distress for psychological well-being and that promotes resilience, fulfillment, and personal growth. The role of meaning in life in the evaluation and understanding of psychological well-being in youth of different cultures is thus an important dimension to focus on.

Autonomy is an important factor of psychological well-being as it reflects the capacity to make independent decisions and develop a sense of personal agency. Research in recent years indicates that adolescents' autonomy is significantly linked to their life satisfaction, emotional adjustment, and psychological well-being (Van Petegem et al., 2022; Soenens et al., 2021). Another major contribution of autonomy to identity development and resilience in adolescence is how it is used to cope with academic and social pressures (Ratelle et al., 2023). Collectivist societies like the Philippines have also shown that family expectations are a significant factor in shaping autonomy, emphasizing the need for cross-cultural competency in assessing adolescent well-being (Church et al., 2022).

Personal growth and environmental mastery are another aspect of psychological well-being that has a significant impact on the psychological well-being of Filipino teenagers, which means that they are able to grow continuously and function effectively in the environment in which they live. New studies show that those who believe they are continuing to develop personally feel more psychologically well, are more satisfied with their lives and have more positive coping mechanisms. This indicates that the sense of gaining in their capacities and growth plays a role in emotional stability, self-confidence and positive psychological functioning among adolescents. Moreover, research indicates that there is a strong connection between personal growth and other well-being outcomes, making it a developmental resource that could support adolescents in coping with

academic, social, and personal demands and pressures (Marsh et al., 2022; Pitsia et al., 2023). Similarly, Environmental mastery is one of the essential components that determine psychological health: the capacity to handle everyday life situations, such as school, work, and problems. Recent studies have demonstrated that adolescents who effectively engage with and manage their environments exhibit higher levels of psychological well-being, as environmental interactions contribute to adaptive functioning, resilience, and positive developmental outcomes (Bartolo et al., 2023; Keller et al., 2024). These findings suggest that the ability to navigate and utilize environmental resources plays a crucial role in promoting mental health and strengthening coping capacities during adolescence. As the results, these domains demonstrate strong and consistent relationships with psychological well-being, supporting their inclusion in the present study.

Supportive peer and family relationships are also shown to promote emotional stability, resilience, and overall well-being during adolescence in the longitudinal evidence (Huxhold et al., 2022). Social connectedness and meaning and purpose in life are always cited as key factors in psychological well-being. Current studies show that adolescents who feel a sense of meaning have higher life satisfaction, psychological adaptability, and resilience (Li & Steger, 2021; Martela et al., 2023). These results support the eudaimonic understanding of well-being, which involves functioning, purpose, and self-realization, in addition to positive feelings. It is a strong assumption that psychological well-being of Filipino Adolescents is greatly influenced by collectivist values in which there is a strong interconnection between social relationships and meaning-making. Family support and peer relationships are significantly correlated with greater psychological well-being and reduced stress (Anque & Ceballo, 2023; Otero et al., 2024).

The scale development of psychological well-being of teenagers is primarily based on the Psychological Well-Being Theories which together explain the multidimensional aspect of psychological well-being. While each theory focuses on various aspects of wellbeing. First, Carol Ryff, the one that gives the framework on which the psychological well-being scale for Filipino teenagers. According to Ryff, psychological well-being is a multi-dimensional, consisting of autonomy, environmental mastery, personal growth, purpose in life, positive relations with others, and self-acceptance. These dimensions are the fundamental domains of functioning psychologically, that is, they are aspects of functioning that are not simply distinguished by the lack of distress.

Ryff's theory is directly applicable to scale development since it provides a clear and well substantiated dimensional framework that can be used to help identify variables and construct items. The six independent variables examined in this study (physical health, social relationships, meaning and purpose, autonomy, personal growth, environmental mastery) are conceptually related to the domains of well-being in the Ryff Scales. These variables are those that can be measured and are all contributing factors of the dependent variable, namely the psychological wellbeing of the Filipino teenagers. Therefore, Ryff's model of the relationship between independent variables and dependent variable is a suitable anchor theory in developing a multidimensional and psychometrically sound instrument.

Second, for this framework, the study also takes into account the Well-Being Theory of Martin Seligman, specifically the PERMA model. This theory is based on four components of well-being: Positive Emotion, Engagement, Relationships, and Meaning, and Accomplishment. The PERMA model extends beyond Ryff's view of well-being by focusing on the realities of adolescents' lives as individuals namely, the experiential and observable dimensions of well-being which are crucial to creating scale items grounded in the lived realities of adolescents. Emotional well-being indicators, for example, correspond to positive emotion, active participation to engagement, social connectedness to relationships, meaningful activities to life purpose, and personal growth and achievement to accomplishment are examples of the connections. These components offer further conceptual foundation for item generation and can help to ensure that the scale reflects the affective as well as the functional aspects of well-being.

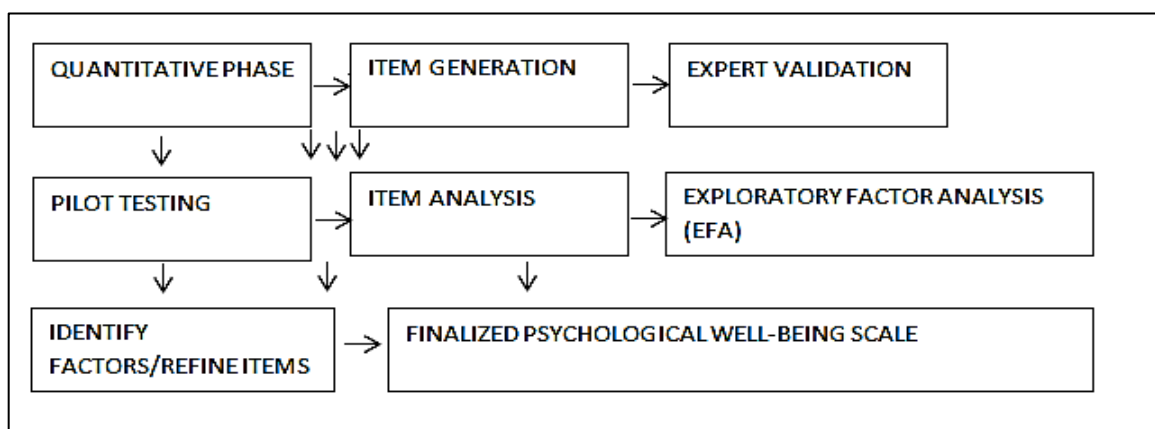
The use of Carol Ryff's Psychological Well-Being Theory is warranted as it has been found to be highly applicable to the development of scales. Ryff's theory is multidimensional and structured, offering a way to systematically identify constructs and indicators, as opposed to other theories that are subjectively oriented and focus on subjective happiness. This makes it very appropriate for exploratory factor analysis and the creation of a valid measurement instrument.

However, this may be problematic if it was not possible to have more in-depth psychological models without necessarily encompassing the personal experiences of adolescents. It is here that the observable and experienced elements of the PERMA model by Martin Seligman are essential, adding emotions, engagement, and accomplishment. These factors are significant especially in building products that are relatable and understandable to Filipino teens. Combining these two frameworks gives us a scale development platform that is both comprehensive and culturally sensitive and developmentally appropriate. It allows for the theoretically grounded, multidimensional, and Filipino adolescent-specific psychological well-being scale.

Although mental health studies increased, there is still a significant gap of reliable and valid instruments which are specifically developed to measure the psychological health of the Filipino teenagers in their cultural and developmental context. Current assessments tend to focus on Western values such as Ryff's Scales, which focus on individualistic characteristics like autonomy and self-acceptance, while ignoring deeply embedded collectivist values in the Philippines like Kapwa (shared identity) and Ginhawa (wholeness/comfort). Additionally, local scales often rely on adults, which do not account for unique adolescent experiences like the tension between expectations from the traditional world and the digital world. Moreover, local scales are often adapted from adult population, which may not reflect specific nuances of the adolescent's life, such as the interaction between expectations from the traditional world and the digital world. The absence of a culturally relevant and age-appropriate measurement tool makes it difficult for educators and mental health providers to accurately measure and support students. If this scale does not incorporate local Filipino psychological concepts, there is an ever-present danger that it will measure Filipino teens' well-being from a foreign perspective, which is needed to develop a localized instrument that is reflective of the lived experience of Filipino teenagers.

To address this critical gap, the primary objective of this study is to construct reliable and validate a localized measurement tool that accurately captures the unique socio-cultural experiences, values, and psychological constructs relevant to Filipino adolescents. Specifically, this study seeks to answer the following research questions:

1. What are the factors that influence the psychological well-being among Filipino teenagers?
2. What is the factor structure of Filipino Teenagers' psychological well-being?
3. What psychological well-being framework can be developed for Filipino teenagers based on the empirical results?



The conceptual framework of this study serves as the structural foundation for developing a scale that accurately measures the psychological wellbeing of Filipino teenagers. Developing a robust psychological well-being scale is a meticulous process, starting with a quantitative phase that involves in-depth literature review to conceptualize the construct. This foundational work then guides the item generation stage, where a broad pool of potential survey questions is created.

These items undergo expert validation by specialists who assess their clarity, relevance, and content validity, leading to initial refinements. Next, pilot testing with a small sample helps identify any ambiguities or issues with the items from the perspective of the target audience.

The data from pilot testing is then subjected to item analysis, a statistical evaluation to ensure each item performs effectively. This is followed by Exploratory Factor Analysis (EFA), a crucial statistical technique that uncovers the underlying dimensions of psychological well-being measured by the scale.

The results from Exploratory Factor Analysis allow researchers to identify factors and refine items, ensuring that the final set of questions accurately and distinctly measures each identified dimension. The culmination of these precise steps is a finalized psychological well-being scale, a reliable and valid instrument ready for use in research, clinical settings, or for personal assessment.

This locally developed and culturally appropriate tool is an important resource for several stakeholders and is a key enabler for meeting the United Nations Sustainable Development Goals (UN-SDGs), especially SDG 3: Good Health and Well-being (Target 3.4: Mental health promotion) and SDG 4: Quality Education (Target 4.a: Inclusive, safe learning environments).

Educators, school administrators, and institutional officials can use this scale as a tool to detect students at risk, to lead intervention for mental health, and to generate institutional knowledge that will lead to protective learning environments for internal school ecosystems. Mental health practitioners including psychologists and counsellors can use it to make better diagnoses and plan mental health interventions, and parents and guardians can use it to get a local picture to better identify early signs of distress and intervene proactively and culturally in the home environment. At a macro-level, policy makers and public health officials can use the pooled data to create public policy and legislation at the highest level to address the real needs of today's youth. Lastly, the scale contributes to the scientific community by providing them with an extensive data set to draw on for future scale development, and is an invaluable tool for the empowerment of teenagers themselves to gain a greater understanding of themselves, to take control of their mental health and to help dismantle the generational mental health stigma.

METHOD

This section presents the research design and procedures employed in the development and validation of the Filipino Teenagers' Psychological Well-Being Scale. It includes the description of the research design, participants, instrument development process, data collection procedures, ethical considerations, and statistical treatment of data. The methods used in this study were carefully structured to ensure the systematic construction of the instrument and the rigorous examination of its validity and reliability in measuring psychological well-being among Filipino adolescents.

Research Respondents

This study targeted Filipino adolescents, aged 13 to 19 years old from the Philippine Women's College of Davao (PWC of Davao). The students are young people from across grade levels, socio-economic status and developmental backgrounds from urban educational contexts.

The students of Grade VII to Senior High School (Grades XI-XII) were sampled using simple random sampling technique. This method gave all eligible students an equal chance of being selected, thereby minimizing selection bias and improving the representativeness of the sample (Thomas, 2023).

The scale development process was done in two stages. 67 subjects were involved in the pilot testing of the instrument to evaluate clarity, comprehension, and preliminary reliability of the instrument. After the scale was refined, the final phase of validation was carried out with 367 participants, which is enough for the psychometric analyses. Recent methodological studies highlight the importance of not strictly following the rules of thumb but taking into account the complexity of the model, the number of variables and the structure of the factors to obtain stable and accurate solutions in Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). Current studies indicate that larger samples typically of 200 to 300 or more are needed for reliable factor recovery and good model estimation, especially in complex measurement models (Lorenzo-Seva & Ferrando, 2024; Sabo et al., 2024).

Participants had to: (1) identify as Filipino adolescent (13-19 years old), (2) attend PWC of Davao, (3) self-

identify as Filipino, and (4) understand and answer the questionnaire in English or Filipino.

Students who had severe psychological disorders or cognitive impairments that might interfere with their comprehension and answer to the questionnaire were excluded. Individuals without consent, without informed consent, and the children of individuals without consent, were also not included.

Before the data was collected the researcher explained the purpose of the study, the objectives of the survey and the ethical considerations involved. A chance to ask questions before signing informed consent form was provided for potential participants. All participants were voluntary and were able to drop out without any academic implications.

Table 1 Profile of the Respondents

Profile	Frequency	Percentage
<i>Course/Strand</i>		
HUMMS	32	8.77%
TVL	175	47.95%
STEM	1	0.27%
ABM	74	20.27%
No Response	83	22.74%
Total	365	100%
<i>Gender</i>		
Male	144	39.45%
Female	207	56.71
LGBT	14	3.83
Total	365	100%
<i>Year Level</i>		
Grade 7	14	3.84%
Grade 9	38	10.41%
Grade 10	31	8.49%
Grade 11	241	66.03%
Grade 12	41	11.23%
Total	365	100%

Materials and Instrument

A researcher-made instrument, the Psychological Well-Being Scale for Filipino Teenagers (PWB-FT), was used in this study, and the instrument was validated recently in various populations using the PERMA model of well-being (Al-Hendawi et al., 2024; Nie et al., 2024), which conceptualizes flourishing through positive emotion, engagement, relationships, meaning and accomplishment. Furthermore, the instrument was based on the Ryff's Six-Factor Model of Psychological Well-Being that is still broadly used in today's psychological measurement and cross-cultural studies on psychological well-being which includes autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance.

The instrument was systematically developed involving item generation, content validation by experts, pilot testing, item refinement and factor analysis to ensure that the instrument is valid and reliable. Five (5) expert validators were used to assess content validity, giving a mean rating of 3.96 out of 5 which is considered good correlation and the items were appropriate, relevant and relevant for the construct being measured.

The instrument was comprised of two parts: (1) Demographic Profile that collects data on age, sex, grade level, strand, and civil status, and (2) Psychological Well-Being Scale that employs the five-point Likert scale (1-Strongly Disagree, 5-Strongly Agree).

Mean scores are calculated and the following interpretation guide is used to classify the overall scale and scores for each domain:

Table 2 Scale Response and Interpretation

Scale Range	Descriptive Interpretation
4.21 – 5.00	Highly Important factor
3.41 – 4.20	Important factor
2.61 – 3.40	Somehow an important factor
1.81 – 2.60	Less important factor
1.00 – 1.80	Not a factor

There were 44 items on the scale. The reliability of the instrument was obtained from a pilot test which involved 67 respondents, the result of which obtained a Cronbach's alpha coefficient of 0.907 which was very good. The instrument was whittled down to 24 items after an item analysis and Exploratory Factor Analysis (EFA). The Cronbach's alpha for the final administration of the scale was also 0.907, which was very good, indicating that the scale was very reliable and had a very good internal consistency.

Table 3 Reliability Analysis of Filipino Teenagers' Psychological Well-Being Scale During Pilot Testing

Scale	Number Items	Cronbach's Alpha	Interpretation
Filipino Teenager's Psychological Well-Being Scale	44	0.907	Excellent Reliability

The pilot testing results showed a Cronbach's Alpha coefficient of .907, indicating excellent internal consistency among the scale items.

Table 4 Reliability Analysis of Filipino Teenagers' Psychological Well-Being Scale During Final Testing

Scale	Number Items	Cronbach's Alpha	Interpretation
Filipino Teenager's Psychological Well-Being Scale	24	0.907	Excellent Reliability

Design and Procedures

This study used a descriptive–methodological approach in scale development and validation, a quantitative, non-experimental type of research. The main statistical method used in determining the underlying structure of the scale on Psychological Well-Being of Filipino adolescent learners was Exploratory Factor Analysis (EFA). EFAs is especially suitable for use as a scale development method, especially when constructing instruments in the early stage, as researchers can observe variables that group together to form the latent constructs, and do so without a predefined structure. EFA served as the core model in this study to identify dimensions of psychological well-being, narrow the initial item pool, and test the viability of the items to represent coherent and interpretable factors consistent with theoretical models such as the Psychological Well-Being Theory (Ryff) and the PERMA Model (Seligman).

The study was conducted systematically through a scale development process that started with conceptualization and item generation, and was guided by the results of a comprehensive literature review and theoretical foundation. This resulted in an initial item pool that was then content validated by experts and the Content Validity Ratio (CVR) was calculated to establish item relevance and clarity. This was followed by a pilot testing of the pilot with a sample of 65 Filipino adolescents to check the comprehensibility, clarity, and preliminary reliability of items and provide the needed revisions based on the feedback of the participants and the preliminary item performance. The instrument was then tried on a larger sample of 365 respondents who were randomly selected. The ethical standards were adhered to, such as obtaining informed consent, obtaining assent, and ensuring confidentiality with anonymized coding, as well as the approval from the University of Mindanao Ethics Review Committee (UMERC-2025-424).

The study used the structured psychometric validation process based on Exploratory Factor Analysis (EFA) for data analysis. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity were used to test the appropriateness of the data before factor extraction. The data was then subjected to factor extraction, and the factors were retained if the factor loading was at or above 0.40. A factor structure derived from this resulted in the development of meaningful dimensions of psychological well-being. Last, internal consistency reliability was determined by Cronbach's alpha, and .70 and above were considered acceptable. This analytical approach was carried out step-by-step to ensure an empirical and theoretically consistent scale.

The methodological framework for the study shows a systematic model of psychometric scale development from theoretical foundations, item generation and item validation, and ending in statistical validation via EFA and by testing the reliability. This will not only yield a statistically valid instrument, but also one that is conceptually congruent with existing theories of psychological well-being. The study presents a validated and reliable instrument that would serve as a basis for measurement of psychological well-being of Filipino adolescent that can be used in academic research and in educational and mental health practices.

Statistical Treatment of Data

Initial measures of sampling adequacy for data to be used in factor analysis, using the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity, were obtained. KMO values ≥ 0.60 suggested that the sampling was adequate, and Bartlett's test was significant ($p < 0.05$) suggesting that there are enough correlations among items to proceed with factor extraction (Mannan et al., 2025; Howard, 2023).

Then, Exploratory Factor Analysis (EFA) was performed to ascertain the factor structure of the scale. Factor extraction procedures were used to detect the latent constructs, and items with factor loading values equal to or higher than 0.40 were kept in the study, and those with factor loading values less than 0.40 or cross-loadings were eliminated. The factors were selected using the criteria of the factors' eigenvalues exceeding unity, as well as utilizing sophisticated methods like parallel analysis and model fit considerations, which have been advised in recent psychometric practices (Lee & Cham, 2024; Mannan et al., 2025).

Finally, Cronbach's alpha coefficient was used to analyze the internal consistency of the scale. Results of .70 or above were deemed acceptable and the items were found to be reliable measures of the construct of psychological wellbeing. In recent years, the importance of reporting reliability in addition to other measures of scale validity has been highlighted for thorough scale development (Cheung et al., 2023; Xiao & Hau, 2022).

RESULTS AND DISCUSSION

This section presents the findings and discussion of the study, focusing on the factors that characterize the psychological well-being of Filipino teenagers. Data were collected through a survey utilizing a validated research instrument and were analyzed using Exploratory Factor Analysis (EFA). Through data reduction and factor extraction procedures, the underlying dimensions of psychological well-being were identified. The statistical results are presented and interpreted to provide a deeper understanding of the construct and its key components.

Table 5 Proposed indicators of Psychological Well-being among Filipino Teenagers.

Indicator/Dimension	Number of items	Sample Indicator
Accomplishment	4	1. I live according to my own beliefs and principles. 2. I am able to carry out my daily responsibilities effectively 3. I create a well-organized and supportive environment for myself 4. I actively participate and show interest in my school or home activities.

Autonomy	4	1. I am confident in my own opinions even if they differ from others. 2. I feel that some of my daily activities are meaningless. 3. I accept my strengths and weaknesses 4. I feel supported and loved by the people around me
Engagement	4	1. I am able to freely express my thoughts even if they differ from the majority. 2. . I strive to improve myself and continue learning. 3. I can build strong and lasting friendships 4. I have friends or family members I can rely on when I need help
Environmental Mastery	4	1. I see challenges as opportunities for growth. 2. I feel that my life has meaning and direction. 3. I have clear goals in life. 4. I am able to focus on the tasks I am doing.
Health	4	1. I prefer to make decisions based on my own judgment. 2. I can control the situations around me. 3. I have relationships filled with trust and warmth 4. I am willing to learn new things even if they are difficult.
Meaning	4	1. I feel happy when I am with my friends or classmates. 2. I believe that my life has a purpose. 3. I believe that my actions have an impact on others. 4. I eat nutritious food regularly
Personal Growth	4	1 I try to live according to my beliefs and values. 2. I feel proud of myself when I succeed 3. I want to prove my abilities in school or other activities. 4. I take care of my mental health (e.g., relaxation).
Positive and Negative Emotion	4	1. I continue to discover myself as I grow older. 2. I often feel lonely. (Reverse scored) 3. I am satisfied with who I am. 4. I can control my negative emotions such as sadness or anger.
Positive Relations with Others	4	1. I often feel overwhelmed by responsibilities. 2. I feel that I positively contribute to others 3. I experience more positive emotions than negative ones 4. I do not give up easily despite obstacles.
Purpose in life	4	1. I am hopeful about my future. 2. I have someone I trust whom I can talk to about my problems 3. I set goals for myself and strive to achieve them. 4. I get enough sleep to feel rested the next day.
Self-Acceptance	4	1. I feel that I am no longer growing as a person 2. I believe that what I do is part of a greater purpose. 3. I regret many aspects of myself 4. I am physically active or engage in exercise.

The first object of the study was to determine the psychological well-being indicators of the Filipino teenagers. Eleven dimensions emerged from the results as indicators of psychological well-being: Accomplishment, Autonomy, Engagement, Environmental Mastery, Health, Meaning, Personal Growth, Positive and Negative Emotion, Positive Relations with Others, Purpose in Life, and Self-Acceptance. The dimensions reveal that psychological well-being is a multi-dimensional phenomenon that involves emotional, social, psychological, behavioral and health related aspects of adolescents' life. The results indicate that Filipino teens find well-being in not only the lack of psychological distress, but also in their positive functioning, meaningful relationships, personal growth, goal attainment, effective management of life challenges, and physical and mental health. This means that youth wellbeing is a whole-person construct which is influenced by the way young people think, feel, behave and engage socially.

The dimensions identified generally reflect the theoretical frameworks of the Ryff's Psychological Well-Being Theory and the Seligman's PERMA Model. Moreover, the six subscales of psychological well-being, namely, Self-Acceptance, Positive Relations with others, Autonomy, Environmental mastery, Purpose in life, and Personal growth, closely resemble the six domains of psychological well-being proposed by Ryff, while the five subscales of the PERMA Model of psychological well-being, namely, Meaning, Engagement, Positive and Negative Emotion, Positive Relations with others, and accomplishment, closely resemble the five elements of Seligman's PERMA Model. The results of this study give support to both theories applied in explaining psychological well-being of Filipino adolescents. Furthermore, the concept of Health as a new dimension implies that physical and mental health are important factors in well-being in the Filipino context, thus supplementing the existing theoretical frameworks. Empirical research has highlighted the importance of healthy lifestyle behaviours, sleep hygiene, physical activity and mental health care as positive factors in the development of healthy youth, which supports this finding.

In general, the findings indicate a need for programs and interventions that focus on the emotional and social health but also personal development, life purpose, achievement, and health-related behaviors of Filipino teens.

Table 6 Sampling Adequacy and Factorability of the Filipino Teenagers' Psychological Well-Being Scale using KMO and Bartlett's Test.

Test	Value	Interpretation
KMO Measure	0.873	Meritorious/Excellent Sampling Adequacy
Bartlett's Test of Sphericity	5417.31	Significant
df	1128	-
p-value	<0.001	Suitable for Factor Analysis

The second objective of the study was to calculate the validity indices of Filipino Teenagers' Psychological Well-Being Scale. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (MSA) value was 0.873, which is considered meritorious or excellent, showing that the sample size and inter-item correlations are also very appropriate for conducting factor analysis. This indicates that the objects contain enough common variance to be able to find common factors. Additionally, Bartlett's test of Sphericity was significant, $\chi^2(1128) = 5417.31$, $p < .001$, suggesting that the correlation matrix is not an identity matrix and that the variables are significantly interrelated. All these findings indicate that the data are suitable for exploratory factor analysis and the scale has good statistical properties for the study of its underlying structure.

Overall, the results confirm the construct validity of the scale developed, suggesting that it is a valid measure of the intended construct of psychological well-being among the Filipino teenagers.

The results of the significant KMO and Bartlett's Test values indicate that the items can be adequately correlated and can be meaningful factor structures. The findings align with existing theories and frameworks, including the Psychological Well-Being Theory by Ryff and the PERMA Model of Psychological Well-Being by Seligman, which both place a strong focus on psychological well-being as a multifaceted concept. Therefore, the results validated the theoretical basis of the instrument and provided confirmation that the scale is a valid measure of psychological well-being of Filipino adolescents and the underlying dimensions of the well-being.

Table 6.1 Total Variance Explained

Factor	Eigenvalue	% of Variance	Cumulative %
1	9.955	0.197	0.197
2	2.504	0.041	0.238
3	2.157	0.035	0.273
4	2.008	0.031	0.304
5	1.523	0.022	0.326
6	1.418	0.018	0.344
7	1.362	0.017	0.361
8	1.298	0.016	0.377
9	1.238	0.015	0.392
10	1.176	0.014	0.406
11	1.164	0.012	0.418

Eleven (11) factors were found to have an eigenvalue > 1 , based on the factor analysis results, which were retained as per the Kaiser criterion. The first factor was the largest with an eigenvalue of 9.955 and accounted for 19.7% of the total variance, the following factors accounted for less variance in turn.

In particular, the percentage of variance explained by Factor 2 was 4.1%, Factor 3 explained 3.5%, Factor 4 explained 3.1%, and factors 5 to 10 each accounted for between 1.1% and 2.2% of the variance. The sum of all the 12 extracted factors accounted for 42.9% of the total variance.

These results indicate that the scale is multidimensional and that there are several dimensions to the Filipino teenagers' psychological well-being.

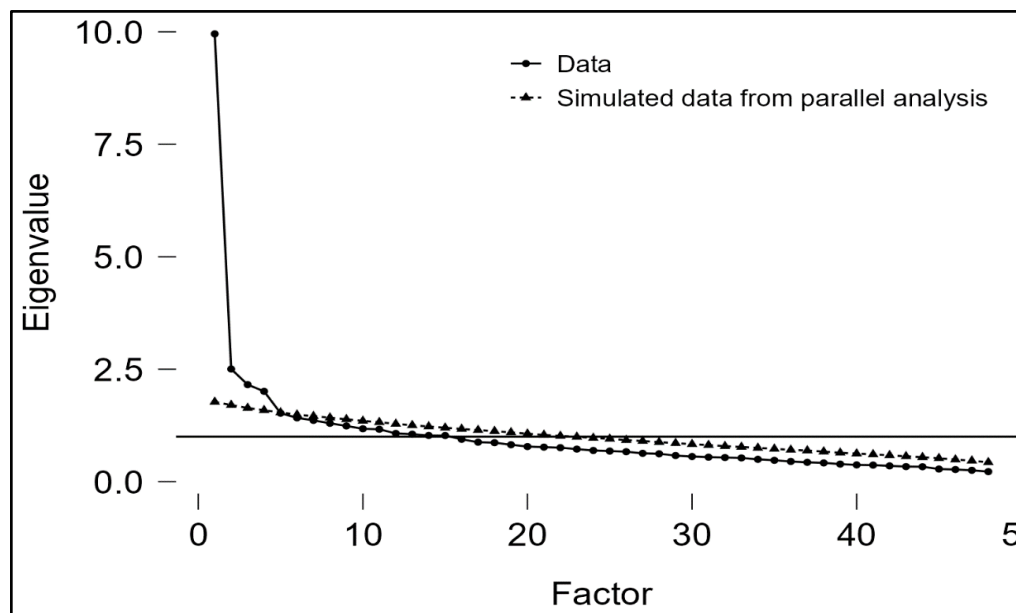


Figure 1. Scree Plot

As shown in figure 1, the scree plot revealed a distinct elbow after the third factor, indicating that three factors should be retained. This result was further supported by the parallel analysis, wherein the first three observed eigenvalues exceeded the corresponding simulated eigenvalues.

Table 7 Reliability Analysis of the Filipino Teenagers' Psychological Well-Being Scale

Reliability Measure	Value	Interpretation
Cronbach's Alpha	0.907	Excellent Internal Consistency

The results of the reliability analysis for Filipino Teenagers' Psychological Well-Being Scale are shown in Table 7. The Cronbach's Alpha coefficient was obtained as 0.907, which shows an excellent internal consistency of items. This score is above the 0.70 recommended score, indicating high correlation between the items and that they measure the same construct: psychological well-being. The findings suggest that the scale items are facially consistent in measuring the various aspects of psychological well-being among Filipino adolescents.

In general, instruments with high Cronbach's Alpha values indicate that the instrument is reliable and they yield consistent and stable results on the respondents. This means that the scale is reliable to measure psychological well-being and the items together are a coherent construct although they are multidimensional. The results also support the theoretical assumptions of the Psychological Well-Being Theory (PWBT) of Dr. Carol Ryff and the PERMA Model of Dr. Seligman, who both believe in a multifactorial conception of well-being and that each of the dimensions contributes to the overall state of psychological functioning. Therefore, the reliability obtained shows that the Filipino Teenagers' Psychological Well-Being Scale is reliable and suitable for research and application in knowing the psychological well-being of adolescents.

Table 8 Final Factor Structure of the Filipino Teenagers' Psychological Well-Being Scale

Psychological Well-Being Factor	Item Number	Item Statement	Factor Loadings
Accomplishment	ITEM 4	I live according to my own beliefs and principles.	0.56
Accomplishment	ITEM 5	I am able to carry out my daily responsibilities effectively	0.52
Autonomy	ITEM 1	I am confident in my own opinions even if they differ from others.	0.51
Autonomy	ITEM 19	I feel that some of my daily activities are meaningless.	0.50
Engagement	ITEM 14	I can build strong and lasting friendships	0.56
Environmental Mastery	ITEM 17	I feel that my life has meaning and direction.	0.62
Environmental Mastery	ITEM 18	I have clear goals in life.	0.59
Health	ITEM 6	I can control the situations around me.	0.62
Health	ITEM 2	I prefer to make decisions based on my own judgment.	0.56
Meaning	ITEM 46	I eat nutritious food regularly	0.73
Meaning	ITEM 35	I feel happy when I am with my friends or classmates.	0.55
Personal Growth	ITEM 43	I want to prove my abilities in school or other activities.	0.63
Personal Growth	ITEM 42	I feel proud of myself when I succeed	0.62
Personal Growth	ITEM 48	I take care of my mental health (e.g., relaxation).	0.58
Positive and Negative Emotion	ITEM 15	I often feel lonely.	0.63
Positive and Negative Emotion	ITEM 8	I often feel overwhelmed by responsibilities	0.48
Positive Relationship with others	ITEM 8	I often feel overwhelmed by my responsibilities.	0.48
Positive Relationship with others	ITEM 44	I do not give up easily despite obstacles.	0.43
Purpose in life	ITEM 36	I have someone I trust whom I can talk to about my problems.	0.53
Purpose in life	ITEM 27	I have hope for my future.	0.48
Purpose in life	ITEM 45	I do not give up easily even when there are obstacles to my goals.	0.43
Self-Acceptance	ITEM 20	I believe that what I am doing is part of a greater purpose.	0.60
Self-Acceptance	ITEM 47	I am active in physical activities or exercise.	0.59
Self-Acceptance	ITEM 37	I believe that my life has a purpose.	0.42

The result of the exploratory factor analysis yielded eleven factors namely:

Accomplishment, Autonomy, Engagement, Environmental Mastery, Health, Meaning, Personal Growth, Positive and Negative Emotion, Positive Relationship with others, Purpose in life, Self-Acceptance which constitute the dimensions of psychological well-being among Filipino teenager. The factor loadings varied from 0.42 to 0.73, suggesting moderate to high relationships among the items of each factor retained.

Factor 1 (Accomplishment). Task performance and personal values are part of the Accomplishment dimension. The range of factor loadings was between 0.52 and 0.62, which represent moderate to good relationships. This indicates that achievement of Filipino teenagers is linked to productivity, responsibility and value-living.

The results of the factor analysis showed that the Psychological Well-Being Scale for Filipino teenagers has a coherent multidimensional structure which consists of different but interrelated areas such as Accomplishment, Autonomy, Engagement, Environmental Mastery, Health, Meaning, Personal Growth, Positive and Negative Emotion, Positive Relationship with others, Purpose in life, Self-Acceptance. In all of these domains the factor loadings were moderate to strong indicating that the majority of the items have meaningful loadings for their respective constructs.

Factor 2 (Autonomy). The Autonomy factor consists of self-confidence in deciding and perceived meaninglessness of everyday events. Factor loadings ranged from 0.50 to 0.51, which is in the moderate range. The findings indicate a level of autonomy expressed through independent thinking and independent decision making, of Filipino teenagers.

Factor 3 (Engagement). Social connectedness is the Engagement factor. The relationship between the items and the overall factor of the child's involvement in the REM was relatively moderate with item 14 having a factor loading of 0.56. This has suggested that being able to make good friends and have deep relationships helps to engage Filipino teenagers.

Factor 4 (Environmental Mastery). This is a measure of the clarity of direction in life and goal setting. The factor loadings were between 0.59 and 0.62. The highest loading was in item 17 (0.62), which reflects the perceived life meaning and life direction, which are strong drivers of environmental mastery. The results indicated that Filipino adolescents who felt they had some control over their situation also had a sense of purpose and meaning in their lives.

Factor 5 (Health). The Health factor involves perceptions of control and decision-making power. The factor loadings were between 0.56 and 0.62, which is a strong association. This implies that the sense of health and well being is related to people's control of life situations and autonomy in decision making.

Factor 6 (Meaning). Life purpose, healthy habits and social connection are all reflected in items that represent the Meaning factor. The range of item loadings was from 0.42 to 0.73. The loading for the items was highest in Item 46 (0.73) and lowest in Item 37 (0.42) with the former having a significant contribution and the latter a relatively low contribution to the construct. Overall, the items reflect the relationship between meaning in life and healthy routines, purposeful living and positive peer relationships in Filipino teenagers.

Factor 7 (Personal Growth). The Personal Growth factor is composed of items that relate to mental health care, achievement motivation and self-pride. The range of factor loadings was from 0.58 to 0.63. The item with the highest loading was 43 (0.63) "striving to demonstrate abilities" signifying that development of personal growth is significantly related to striving to demonstrate abilities. The findings indicate that there is a high correlation between personal growth and self-improvement, achievement, and emotional well-being in general

Factor 8 (Positive/Negative Emotion). This factor is emotional experiences, e.g. loneliness and stress. The factor loadings were between 0.48 and 0.63 (with Item 15 having the highest loading of 0.63). This means that loneliness and perceived emotional distress are important factors influencing emotional wellbeing.

Factor 9 – Positive Relationships with others. This factor is related to the level of functioning in society and the everyday well-being. The factor loadings were between 0.48 and 0.50. The results show that positive relationships are moderately represented by adequate rest and social burden, which means that interpersonal well-being is at the intersection of stress and social support.

Factor 10 (Purpose in Life). The Purpose in Life factor consists of three elements: resilience, optimism and trust in others. The factor loadings ranged from 0.43 to 0.53. The most loading was seen in Item 36 (0.53), which was about the need for trusted people to provide emotional support. The overall findings indicate a relationship between purpose in life and hope, resilience, and supportive relationships.

Factor 11 (Self-Acceptance). The Self-Acceptance factor includes physical activity and perception of life purpose-related items. The factor loadings were in the range from 0.59 to 0.60, which is a moderate to strong

relationship with the construct. This implies that the Filipino teenagers' self-acceptance can be seen in their active involvement in their lifestyle and their conviction that their actions are meaningful to a larger purpose in life.

The results of the factor analysis showed that the Psychological Well-Being Scale for Filipino teenagers has a coherent multidimensional structure which consists of different but interrelated areas such as Accomplishment, Autonomy, Engagement, Environmental Mastery, Health, Meaning, Personal Growth, Positive and Negative Emotion, Positive Relationship with others, Purpose in life, Self-Acceptance. In all of these domains the factor loadings were moderate to strong indicating that the majority of the items have meaningful loadings for their respective constructs.

Exploratory Factor Analysis Results Example Below

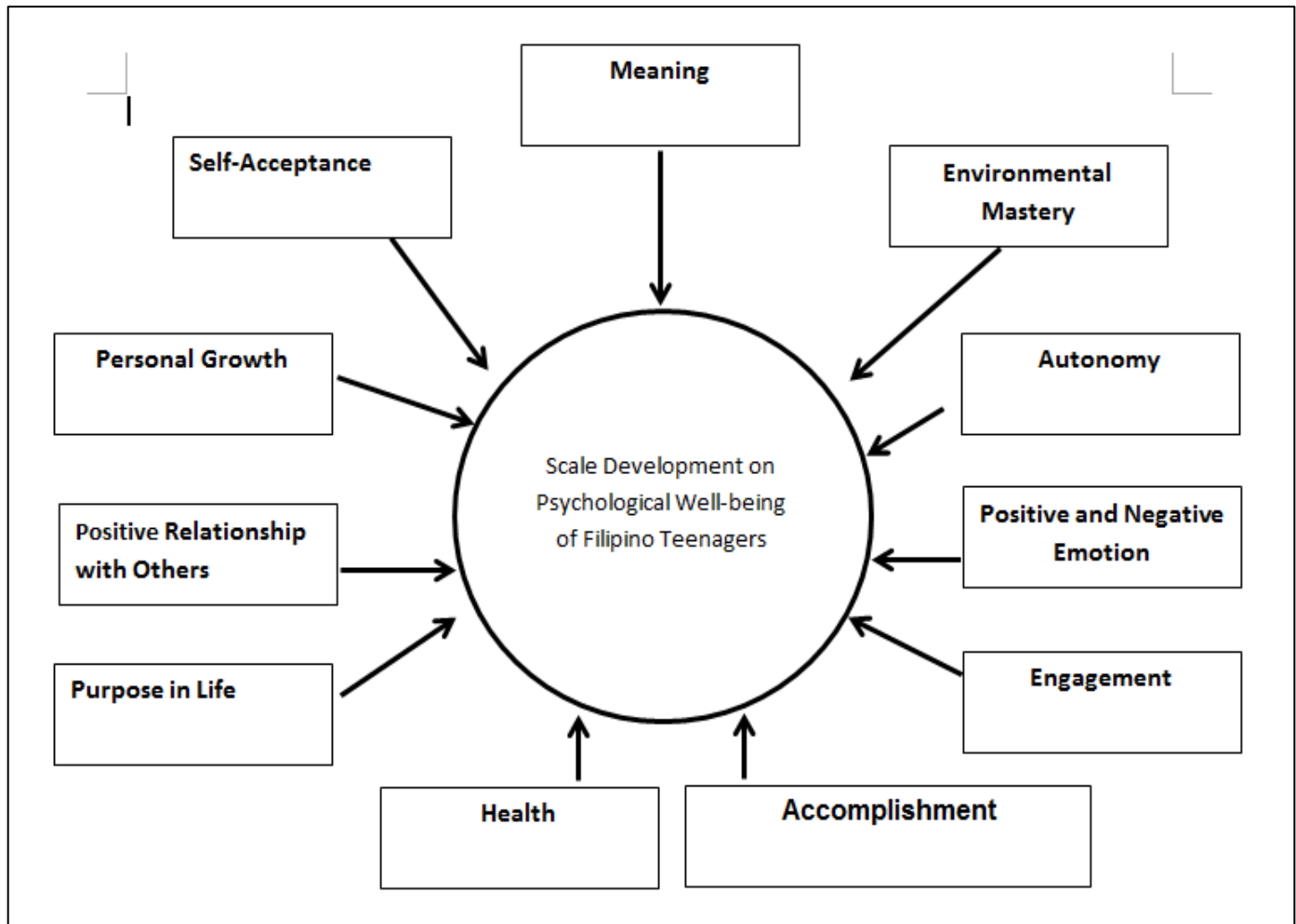


Figure 2.

As a result, it was developed a framework for the Psychological Well-Being of Filipino Teenagers was developed. The analysis reveals that psychological well-being has eleven dimensions: Accomplishment, Autonomy, Engagement, Environmental Mastery, Health, Meaning, Personal Growth, Positive and Negative Emotion, Positive Relationship with others, Purpose in life, Self-Acceptance. The dimensions indicate that no single domain of life accounts for the well-being of Filipino teenagers, but rather that it is a result of interplay in multiple domains of life. It involves their ways of discovering meaning and purpose in life, their attitudes towards accepting and growing into themselves, their understanding of handling emotions and problems, and their skills in developing relationships with other people. It also embodies their health self-care, work self-care and decision making capabilities.

In general, the framework proposes that psychological well-being for Filipino adolescents involves holistic aspects of emotional, social, personal and functional life; all of which are interconnected and essential to the overall understanding of psychological well-being.

CONCLUSION AND RECOMMENDATION

This section presents the conclusion of the study based on the findings that addressed the four objectives, namely: (1) identifying the indicators of psychological well-being among Filipino teenagers, (2) determining the validity indices of the scale, (3) establishing its reliability index, and (4) identifying the final factor structure of the Filipino Teenagers' Psychological Well-Being Scale. It also provides recommendations derived from the results of the study to guide future use, development, and application of the instrument in research and practice.

Conclusion

The current study was able to construct a Psychological Well-Being Scale for Filipino teenagers based on the PERMA-H model of Seligman and the multidimensional framework of Ryff, which was found to be valid. The results show that psychological well-being of Filipino adolescents is a multidimensional phenomenon consisting of interrelated domains that have both hedonic and eudaimonic component.

The final scale revealed the following key dimensions of psychological well-being: accomplishments, autonomy, engagement, environmental mastery, health, meaning, personal growth, positive and negative emotions, positive relationships, purpose in life, and self-acceptance. These factors collectively reflect the total experience of well-being of Filipino teenagers, including emotional, psychological, social and behavioral aspects.

Structurally, the scale is coherent and theoretically consistent with known theories of well-being. The adaptation of PERMA-H with the dimensions of Ryff enabled this instrument to capture both common and local cultural dimensions of adolescent well-being in a Filipino context.

As for the validity, the scale has strong construct validity, with the emerged factors being in accordance with the theoretical expectations and empirical literature on psychological well-being. The factor structure supports the fact that items measure the intended domains of well-being among adolescents.

The instrument is reliable as the internal consistency is high, meaning that the items in each factor are internally consistent in measuring the same construct. This indicates that the scale yields reliable and consistent results when used with similar populations.

Generally, it can be concluded that the developed scale is a culturally suitable and valid instrument for measuring the psychological status of the Filipino teens. It offers a useful framework for understanding the functioning of adolescents and can be applied to education, clinical and research practice to help assess and intervene in mental health.

Recommendation

Based on the significance and findings of the study, the following recommendations are presented:

1. The Filipino Teenagers' Psychological Well-Being Scale may be utilized as a standardized assessment tool in schools, guidance offices, and mental health programs to assess and monitor the psychological well-being of Filipino adolescents, particularly for early identification of well-being concerns.
2. School administrators, guidance counselors, and mental health practitioners are encouraged to design and implement intervention programs anchored on the identified dimensions of psychological well-being, focusing on emotional regulation, positive relationships, personal growth, autonomy, meaning in life, health, and accomplishment.
3. Educational institutions may integrate the identified dimensions of psychological well-being into student development programs and activities to promote holistic well-being and strengthen adolescents' psychological, emotional, and social functioning.
4. Future researchers are encouraged to further validate the scale using larger and more diverse samples from different regions to enhance its reliability and generalizability across various Filipino adolescent populations.
5. It is also recommended that confirmatory factor analysis (CFA) be conducted in future studies to further confirm and strengthen the established eleven-factor structure of the scale.

6. Policymakers and relevant stakeholders may consider using the findings of this study as a basis for developing or enhancing adolescent mental health policies and programs that promote comprehensive psychological well-being among Filipino teenagers.

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