



Self-esteem and family dynamics in teenagers at the U. E. Private Technical Humanistic Ebenezer - V into, Cochabamba

Autoestima y dinámica familiar en adolescentes de la U. E. Privada Técnico Humanístico Ebenezer - Vinto, Cochabamba

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ABSTRACT

The analysis of self-esteem and family dynamics in adolescents is fundamental because of its significant influence on psychosocial development and youth well-being. The present study aims to determine the degree of relationship between family dynamics and self-esteem in adolescent students at the Ebenezer Private Technical-Humanistic Educational Unit, in the municipality of Vinto, Cochabamba, during the 2024 school year. The methodology was of non-experimental design and quantitative correlational approach, it included 96 students, who were administered the Family Functioning Questionnaire FF-SIL and the Rosenberg Self-Esteem Scale, both with proven validity and reliability. The results indicate that 50% of the students belong to a moderately functional family, 38.5% to a dysfunctional family and only 9.4% to a functional family. Regarding self-esteem, 64.6% of the participants have low self-esteem, 24% have mid self-esteem and 11.5% have high self-esteem. Correlation analysis shows a positive and statistically significant relationship between family functionality and adolescent self-esteem. It was concluded that healthy family dynamics are associated with higher levels of self-esteem, which underlines the importance of psycho-educational interventions in the school environment to foster both family cohesion and self-esteem in adolescents.

Keywords: Adolescent; Self-esteem; Bolivia; Family Dynamics; Ability; Psycho-education.

RESUMEN

El análisis de la autoestima y la dinámica familiar en adolescentes resulta fundamental por su influencia significativa en el desarrollo psicosocial y bienestar juvenil. El presente estudio tiene como objetivo determinar el grado de relación entre la dinámica familiar y la autoestima en estudiantes adolescentes de la Unidad Educativa Privada Técnico Humanístico Ebenezer, en el municipio de Vinto, Cochabamba, durante la gestión 2024. La metodología fue de diseño no experimental y enfoque cuantitativo correlacional, incluyó a 96 estudiantes, a quienes se les administraron el cuestionario de Funcionamiento Familiar FF-SIL y la Escala de Autoestima de Rosenberg, ambos con validez y confiabilidad comprobadas. Los resultados indican que el 50% de los estudiantes pertenecen a una familia moderadamente funcional, el 38.5% a una familia disfuncional y solo el 9.4% a una familia funcional. En cuanto a la autoestima, el 64.6% de los participantes presenta una autoestima baja, el 24% una autoestima media y el 11.5% una autoestima alta. El análisis de correlación muestra una relación positiva y estadísticamente significativa entre la funcionalidad familiar y la autoestima de los adolescentes. Se concluyó que una dinámica familiar saludable está asociada a mayores niveles de autoestima, lo cual subraya la importancia de intervenciones psicoeducativas en el entorno escolar para fomentar tanto la cohesión familiar como la autoestima en los adolescentes.

Palabras clave: Adolescente; Autoestima; Bolivia; Dinámica Familiar; Habilidad; Psicoeducación.

INTRODUCTION

The study of self-esteem and family dynamics in adolescents has gained relevance due to its direct impact on the psychosocial development of young people. For Gómez & López (2023), self-esteem is the concept that a person has about its own value, which is determinant for teenagers' emotional and social well-being. According to Pastor (2017), the family plays a fundamental role by functioning as an agent of emotional support, providing security and guiding children on how to face difficult situations. The absence of this support can impede the development of interpersonal skills, which could lead to feelings of insecurity and dependence on others and a low self-esteem. The investigation about the self-esteem and the dynamic familiar It is relevant to understand how these factors influence individual human development.

It is important to highlight that previous research is a key reference for addressing this study. In this regard, Castellanos & Almeida (2024) conducted a similar study in Guayaquil, Ecuador, focusing on adolescents from different educational institutions. These authors found that the family dynamics has a significant impact in the teenagers' self-esteem, although with a minor intensity. Besides, they observed notable differences in self-esteem levels between men and women, suggesting that family dynamics and the

expectations of gender affect each group in different manners. Pilco & Jaramillo (2023) conducted research to determine the relationship between family functionality and self-esteem in adolescents from Ambato, Ecuador.

The results showed that as the family functionality improves, adolescents' self-esteem also does, with 42.5% of families moderately functional and 36.1% of teenagers with low self-esteem. Rosemary & Gin (2022) explored how the COVID-19 pandemic affected family functioning and adolescents' self-esteem in Guayaquil. Although their study did not find a significant correlation between the two variables, it highlighted that the pandemic exacerbated stress and family dysfunctions, which could have had an indirect impact on adolescents' self-esteem. This study highlights the complexity of the relationship between family functionality and self-esteem, suggesting that other contextual factors such as adolescents' social and emotional environment also play a crucial role.

Also Quiroz, G., Quiroz, T., & Vázquez (2022) investigated the relationship between family functionality and self-esteem in 127 high school teenagers in Metropolitan Lima. They found that teenagers from families with high cohesion had greater self-esteem, while the 47.2% came from families with moderate cohesion and the 52% presented high self-esteem. They concluded that a favorable and

healthy family environment is a key factor to adolescents' emotional development. Calle (2019) conducted research to determine the relationship between family functionality and self-esteem in teenagers of 14 and 15 years in the city of High, Bolivia. The Results showed that a functional family facilitates the development of better self-esteem in its members. Finally, Yanez (2018) investigated the relationship between the family operation and the self-esteem of adolescents between 17 and 18 years old in a study at the Technical University of Cotopaxi, Ecuador. The results showed a significant relationship between the two factors, highlighting that adolescents from dysfunctional families are more likely to have low self-esteem.

The importance of this research lies in its capacity to provide information relevant in the educational scope, providing data that can be used by both educators and school administrators to develop intervention strategies that foster healthy family dynamics and the development of positive self-esteem in adolescents. In this regard, it is worth highlighting what Urgilés Pineda et al. (2025) stated regarding educational quality and student motivation: "Today, many students receive education through an outdated approach that lacks the tools and alternatives necessary to face the challenges of the present century" (p. 2).

However, in the Bolivian context, and specifically at the EU Private Technical Humanistic Ebenezer of the municipality of

Vinto, Cochabamba, adolescents can benefit from programs aimed at strengthening self-esteem by improving family interactions. This research is conducted because it is essential to understand the relationship between family dynamics and self-esteem in adolescents, as these are determining factors in their emotional, social, and academic well-being. Positive self-esteem allows them to face challenges, establish healthy relationships, and achieve comprehensive development.

The general objective of the present study was to determine the relationship between family dynamics and the self-esteem in teenagers at the EU Private Technical Humanistic Ebenezer, Vinto Municipality, Cochabamba, during the 2024 academic year. In addition, the specific objectives assessed levels of self-esteem, types of family dynamics, and the correlation between the two variables. The research question posed was: What is the relationship between self-esteem and family dynamics in adolescents? The hypothesis was formulated that family dynamics significantly influence the development of students' self-esteem.

Family dynamics refers to the patterns of interaction, roles, rules, and communication established within the family. Minuchin (1974) defined the family as a social system composed of interrelated subsystems that determine the functionality or dysfunctionality of its members. According to this perspective, functional families characterize by promoting the ability of solving the crisis of jointly, both

internal and external. In addition, they promote the expression of affection and support, favor the growth and development of each member, and facilitate interaction between members, respecting autonomy and personal space (Muyibi et al., 2010; González et al., 2012, cited by Higuera & Cardona, 2016, p. 168). On the contrary, dysfunctional families tend to generate negative attitudes and behaviors, such as lack of communication, destructive criticism, emotional or physical abuse, and evasion of responsibilities, resulting in an unfavorable perception of personal and family satisfaction.

Family dynamics is crucial for teenagers psychological development, Since the family acts as the primary setting for socialization, a well-functioning family provides adolescents with the tools they need to develop healthy self-esteem, while a conflictive or dysfunctional family environment can impair their self-perception by generating insecurities, fostering a lack of self-confidence, increasing emotional dependence on others, and reinforcing negative beliefs about their abilities and personal worth.

Likewise, according to Erikson's theory (1968), adolescence is a stage of identity crisis, in which adolescents try to define who they are and how they fit into the world. During this search for identity, healthy self-esteem allows them to cope with stress, form healthy interpersonal relationships, and make independent decisions, while low self-esteem can lead to emotional and behavioral

problems.

On the other hand, self-esteem goes beyond the cognitive aspect of how individuals perceive themselves, also encompassing the emotional context and attitude associated with their idea of themselves. Peiró (2021) indicates that, Self-esteem refers to subjective value that a person assigns to himself, which can be positive or negative, and it develops itself from lived experiences. From a psychological perspective, Rosenberg (1965) proposed that self-esteem is an attitudinal phenomenon shaped by social interactions and cultural forces. This construct refers both to positive self-esteem as to the negative, and its training starts in the first years of life, but it consolidates during adolescence.

It is important to highlight that during the adolescence period self-esteem is in a phase of greater vulnerability due to the physiological, cognitive and social changes experienced at this stage. Based on experience, self-esteem tends to fluctuate depending on various internal and external conditions that a person is exposed. Besides, it may vary according to gender, since; in general, women are the ones who experience low self-esteem more frequent, especially due to physical changes, the social pressure to meet aesthetic and beauty standards, comparison with others, seeking approval on social media, and other related factors (Martin, 2018).

METHOD

A quantitative approach was chosen due to its high explanatory and predictive power, in addition to its ability to calculate the margin of error inherent in any inference (Cuenya & Ruetti, 2010, p. 276). In addition, a non-experimental design was applied, with a descriptive and correlational scope. The descriptive design aims to expose and detail the individual characteristics of a variable, while the correlational design seeks to determine the relationship between two or more variables (Ramos, 2015), in this case the relationship between self-esteem and family dynamics in the studied environment.

The population is made up of 96 adolescent students aged 12 and 13 enrolled in the EU Private Ebenezer Humanistic Technician in the municipality of Vinto, in Cochabamba, Bolivia, during the 2024 administration. Non-probability sampling was chosen, applying specific criteria for the inclusion and exclusion of participants.

The following inclusion and exclusion criteria were established for the selection of participants:

Inclusion criteria:

- Range of age between 12-13 years old.
- Be legally registered in the institution mentioned.
- Volunteer consent for participating in the study.

Exclusion criteria:

- The subject presents some physical disability or intellectual that prevents or

hinders the assessment development and understanding.

- No to be a student in the EU Private Technical Humanistic Ebenezer.

- Rejection to participate in the investigation.

To collect data on family dynamics, the Family Functioning Questionnaire (FF-SIL), developed by Ortega, De la Cuesta and Díaz (1999) in Cuba, was applied, with a Cronbach's alpha of 0.89 (Cassinda et al. 2016). The instrument was validated by three professionals of the area in the local context of Vinto. The creators of the FF-SIL claim that this test is intended to quantitatively diagnose family functionality, evaluating related variables such as: cohesion, harmony, communication, permeability, affectivity, roles and adaptability (Ortega, Of the Costs and Days 1999), which has 14 positively worded items. It has 5 response options (1=almost never, 2=rarely, 3=sometimes, 4=often, and 5=almost always). The sum of the points corresponds to the assessment of family functioning: 14 points, the most low (family severely dysfunctional), and 70 points, it further high (family functional). The questionnaire identifies seven categories: cohesion, effectiveness, harmony, communication, roles, adaptability, and permeability. The FF-SIL questionnaire has a Cronbach's alpha of 0.816, reflecting adequate reliability.

Likewise, the Rosenberg Self-Esteem Scale (SSS), developed by Rosenberg in 1965, was used. The degree of validity of the test was studied at the Adventist University of Bolivia with an alpha of Cronbach of 0.881 (Molina 2024). This test explores the self-esteem with 10 direct and reverse scored items, with four response options on a Likert scale: strongly agree (4 points), agree (3 points), disagree (2 points), strongly disagree (1 point). The score is distributed in ranges that establish the level of self-esteem: high self-esteem (30 to 40 points); average self-esteem (26 to 29 points) and low self-esteem (less than 25 points) (Ferrel, Vélez and Ferrel 2014).

For the validation of the Family Functionality Questionnaire FF-SIL instrument, three expert professionals in the area of psychology were consulted; they reviewed and evaluated the questionnaire. This process ensured its suitability and validity in the specific context of the municipality of Vinto. Subsequently, they incorporated the suggestions and adaptations proposed by the experts, ensuring that the instrument was pertinent and relevant to the population under study.

The data collection process was conducted in person in October 2024, with prior authorization from the educational unit's management staff. During this stage, the instruments, the Family Functioning Questionnaire (FF-SIL) and the Rosenberg Self-Esteem Scale, were administered in

physical form. Before beginning, participants were provided with a detailed explanation on how to complete the questionnaires, emphasizing the importance of responding honestly to ensure accurate results. The data were subsequently processed using statistical analysis techniques using SPSS and Excel software, which facilitated the creation of a database and the correlation analysis of variables, in accordance with the stated objectives. This analysis identified significant correlations between family dynamics and self-esteem. The relevance of this research lies in its potential to contribute in specific educational contexts, offering valuable information for educators and administrators in the search for strategies that promote healthy family dynamics and self-esteem.

RESULTS

The results of the study on the relationship between self-esteem and family dynamics among 12- and 13-year-old adolescents at the Ebenezer Private Technical and Humanistic School reflect that the sample consisted of 96 adolescents, 47 of whom were male (49%) and 49 female (51%). This study included an almost equal number of males and females, indicating a relatively balanced sample in terms of gender. Furthermore, it was found that 66% of the participants were 12 years old, while 34% were 13 years old.

Table 1. *Degree or Levels of Self-Esteem*

	Frequency	Percentage
Low self-esteem	62	64.6
Average self-esteem	23	24.0
High self-esteem	11	11.5
Total	96	100.0

Note: Category in frequencies and percentages.

Table 1 below shows that the majority of participants, 64.6%, classified themselves as having low self-esteem, while 24% had a mid-

level, and the lowest percentage, 11.5%, had high self-esteem. These data show that most participants report low self-esteem.

Table 2. *Types of family dynamics*

Family Dynamics		
	Frequency	Percentage
Severely dysfunctional family	2	2.1%
Dysfunctional family	37	38.5%
Moderately functional family	48	50.0%
Functional family	9	9.4%
Total	96	100%

Note: Category in frequencies and percentages.

Regarding the family dynamics variable, the results revealed that only 2.1% of participants reported having a severely dysfunctional family. 38.5% indicated that their family is dysfunctional, while the majority, 50%, classified their family as moderately functional. On the other hand, 9.4% of participants indicated that their family is functional. These data suggest that

most participants come from moderately functional families.

Table 3. *Comparative analysis of self-esteem by age*

	Age		Total
	12	13	
Low self-esteem	43	19	62
Average self-esteem	14	9	23
High self-esteem	6	5	11
Total	63	33	96

Note: Category in frequencies and percentages.

The table shows the relationship between age (12 and 13 years) and self-esteem levels (low, mid, and high) in a group of adolescents. The results indicate that the majority of participants with low self-esteem were 12 years old, suggesting that self-esteem issues may be more common in this age group. However, it is important to consider that factors such as sample size and other

unassessed variables could influence these results. In general, a trend toward lower levels of self-esteem is observed in 12-year-old adolescents compared to 13-year-olds. We likely observe this difference in self-esteem levels between 12-year-old adolescents compared to 13-year-olds because 12-year-old students are undergoing an elevated transition and entering pubertal changes (Minev et al., 2018).

Table 4. *Comparative Analysis of Family Dynamics by Age*

	Age		Total
	12	13	
Severely dysfunctional family	1	1	2
Dysfunctional family	23	14	37
Moderately functional Family	30	18	48
Functional family	9	0	9
Total	63	33	96

Note: Prepared by the authors based on the data collected.

It can be observed that, of a total of 96 adolescents, the majority come from moderately functional families, with 30 adolescents aged 12 and 18 aged 13. Dysfunctional families are the second most common group, represented by 23 adolescents

aged 12 and 14 adolescents aged 13. Functional families appear exclusively among adolescents aged 12, with 9 cases, while the severely dysfunctional family category includes one adolescent in each age group.

Table 5. Comparative Analysis of Family Dynamics and Self-Esteem by Gender

		Level of self-esteem and gender				
		Low self-esteem	Average self-esteem	High self-esteem	Total	
Gender	Male	23	17	7	47	
	Female	39	6	4	49	
Total		62	23	11	96	

		Level of family				
		Severely dysfunctional family	Dysfunctional family	Moderately functional family	Functional family	Total
Gender	Male	0	13	31	3	47
	Female	2	24	17	6	49
Total		2	37	48	9	96

Note: Prepared by the authors based on collected data.

The table shows that, in terms of self-esteem, men tend to be more evenly distributed between the low (23 cases), medium (17 cases), and high (7 cases) levels, while the majority of women are concentrated in the low self-esteem category (39 cases), with less representation in the mid (6 cases) and high (4 cases) levels. Regarding family dynamics, men predominate in the moderately functional (31 cases) and functional (3 cases) family categories, while women are more

present in the dysfunctional (24 cases) and severely dysfunctional (2 cases) family categories. These results suggest notable differences between genders, with men showing a more varied distribution of self-esteem and a more functional family environment, in contrast to women, who report a higher prevalence of low self-esteem and less functional family dynamics.

Table 6. *Correlation of the variables family dynamics and self-esteem*

		Family Dynamics	Self-esteem
Family dynamics	Correlation of Pearson	1	,373 **
	Sig. (bilateral)		,000
	N	96	96
Self-esteem	Correlation of Pearson	,373 **	1
	Sig. (bilateral)	,000	
	N	96	96

Note: The correlation is significant at the 0.01 level (two-tailed).

The results showed a positive and statistically significant correlation ($r = 0.373$, $p < .01$) between family dynamics and self-esteem in adolescents at the Ebenezer Private Technical and Humanistic School. This result indicates that better family dynamics are associated with higher levels of self-esteem.

DISCUSSION

The results of this study show a positive and significant relationship between family dynamics and self-esteem in adolescents aged 12 and 13 at the Ebenezer Private Technical and Humanistic School. A high prevalence of moderately functional families was found according to the FF-SIL instrument. This result is consistent with previous research, such as that of Calle (2019), which found that 45.8% of 14- and 15-year-old adolescents also fall into the moderately functional family category, indicating that this category lies between full functionality and dysfunction, maintaining a certain balance. The relationship between family functionality and

self-esteem is supported by studies such as that of Díaz (2019), which showed that 47.2% of the adolescents evaluated belonged to families with moderate functionality, and the majority had high self-esteem. This result reinforces the idea that a moderately functional family environment can sustain adequate levels of self-esteem, albeit to a limited extent compared to fully functional families. Furthermore, Minuchin's (1974) theory indicates that family cohesion and affection promote healthy emotional development, while a lack of these characteristics increases the risk of low self-esteem.

When comparing these findings with previous studies, parallels are observed. For example, Pilco & Jaramillo (2023) found a significant correlation between family functionality and self-esteem in adolescents from Ambato, Ecuador, indicating that an improvement in family functionality is associated with an increase in self-esteem ($r=0.553$; $p<0.05$). Similarly, Castellanos & Almeida (2024) observed that low self-esteem

is more prevalent in adolescents from dysfunctional families, with a notable impact on women. This is consistent with current findings that show women tend toward low self-esteem and greater family dysfunction.

Regarding gender, the research shows that 41% of women in the study reported low self-esteem, compared to 24% of men. This result coincides with that reported by Wichstrom and von Soest (2016), who found that adolescent girls' self-esteem is more influenced by factors related to physical appearance, exacerbated by the internalization of body ideals promoted by the media and social networks. According to Knauss, Paxton, and Alsaker (2007), adolescent girls tend to adopt these ideals more intensely, which could explain the gender gap in overall self-esteem. Furthermore, the results reinforce the importance of the family environment in the development of self-esteem at early stages. Orth (2018) noted that factors such as parental warmth and the quality of the family environment have a long-term effect on self-esteem, while parental hostility can have significant negative consequences. The present study suggests that adolescents from dysfunctional or moderately functional families are more likely to develop low self-esteem. This association is explained by the lack of parental cohesion, support, and supervision, key elements that positively influence the perception of self-worth. Khaleque's (2017) analysis revealed that parental warmth, characterized by love and

support, has a positive association with self-esteem, while parental hostility, such as rejection and neglect, shows a significant negative correlation. This pattern may explain why functional families tend to produce adolescents with higher self-esteem, while dysfunctional families reinforce feelings of incompetence and insecurity.

The association between the level of family functionality and self-esteem in adolescents has significant implications for the planning of family and educational interventions. The results suggest that adolescents who come from functional families tend to develop healthier self-esteem, which is critical for their emotional and social well-being. The importance of this relationship is supported by studies such as that of Quiroz, G., Quiroz, T., & Vázquez (2022), who found that adolescents with high levels of family cohesion also had high levels of self-esteem. This type of cohesion fosters an environment where adolescents can safely explore and develop their identity, which is essential during this critical stage of development.

On the other hand, the results of this research show that students from dysfunctional or moderately functional families are more likely to have low self-esteem, which can translate into difficulties coping with stress, establishing healthy interpersonal relationships, and making independent decisions. This finding is supported by Rosenberg (1965), who defined self-esteem as a construct influenced by social interactions

and cultural forces, elements that are deeply linked to the family context. Furthermore, according to Erikson (1968), adolescence is a stage of identity crisis, in which a dysfunctional family environment can exacerbate insecurity and affect the development of a healthy identity.

One of the main limitations of this study is the limited sample size, which may affect the generalizability of the results to other populations. With a sample of 96 students, a representation of the reality at the Ebenezer Technical and Humanistic Private School was achieved. However, the inclusion of a larger and more diverse sample could provide a more detailed and accurate view of the relationship between family functioning and self-esteem in adolescents from different backgrounds.

A major limitation of the study is that it only collected information at a single point in time, making it impossible to observe how self-esteem and family functioning evolve over time. Conducting a longer-term study would allow for a better understanding of how these variables interact and affect each other over time, which would be particularly valuable during adolescence, a stage characterized by rapid and significant changes.

To strengthen the findings of this study, we recommend that future research use larger samples and diverse educational and cultural backgrounds. This would allow for greater generalizability of the results and offer a

richer view of how factors such as culture, gender, and socioeconomic background influence the relationship between family functioning and self-esteem.

Specifically, it would be valuable to conduct studies that allow for observing changes in self-esteem and family dynamics over time, thus providing a more dynamic view of these variables. Likewise, future research could explore how other factors outside the family, such as school context, peer group, and social networks, impact self-esteem, given that adolescents are influenced by multiple environments throughout their development. Furthermore, considering that low self-esteem is more prevalent in females, as observed in this study, it would be advisable to further investigate the reasons for this difference, including cultural and social factors that may contribute to this disparity. The inclusion of mixed (quantitative and qualitative) assessments could also offer a deeper understanding of adolescents' individual experiences and perceptions of their self-esteem and their family environment.

CONCLUSIONS

The results of this research met the stated objectives by determining the relationship between family dynamics and self-esteem in adolescents at the Ebenezer Private Technical and Humanistic School, demonstrating a positive and significant correlation between the two variables ($r = 0.373$, $p < 0.01$). Regarding self-esteem, it was identified that 64.6% of

students had low self-esteem, while only 9.4% belonged to fully functional families, with the majority of cases corresponding to moderately functional families (50%). These findings highlight that adolescents who perceive greater family cohesion, communication, and support tend to develop higher self-esteem.

This underscores the importance of implementing psycho-educational programs that strengthen family dynamics, promoting effective communication and emotional support in school and home environments. It is recommended that teachers foster socio-emotional development in the classroom through group dynamics, positive recognition, and spaces for reflection on emotions and family values. Likewise, it is essential to train families through workshops focused on improving communication, promoting empathy, and establishing emotional support routines that strengthen family ties.

These strategies not only optimize students' emotional well-being and contribute to the development of healthier self-esteem, but also highlight the relevance of family dynamics in the current educational context and the need for interventions that promote supportive and cohesive environments.

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