

Human Capital Dynamics: Dysfunctional Family Impacts on Self-Esteem of Male Adolescents Personality

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Abstract

Human capital is a great blessing of the God. The Allah Almighty has blessed human being with abundant potentials and capabilities. For growth and development of potential human resource, along with other favourable factors like social and physical environment, the human capital needs a functional family. This is because of the reason that the families that are dysfunctional, do impacts human capital adversely, consequently the desired family is that one which has a viable functional environment. Therefore, for this study the objective was to investigate the relationship of dysfunctional family with the self-esteem of human capital the male adolescents' personality. For this purpose, the primary data was collected through questionnaire from 137 human capital - male adolescents belonging to dysfunctional families in District Karak. The study has been quantitative in nature. For sampling purpose, the snowball sampling technique was employed to select the respondents, for gathering primary data from them only those male adolescents were included in the study who belonged to dysfunctional families. The SPSS software was applied to process the primary data. The data was tested through descriptive statistics, and the bivariate analysis was performed by employing chi-square test to examine the link between variables. The results exhibited that the dysfunctional families adversely affect the traits of human capital - male adolescents' personality, including their self-esteem. Based on the study, it is recommended that the families' functionality may be assured, and the adolescent's personality traits and self-esteem may be mitigated in the dysfunctional families.

Keywords: Dysfunctional family, emotions, human capital, personality, and self-esteem.

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Introduction

The basic institution of our lives is family, which supports love, and a sense of belonging. Family is an institution in which we can socialize how to speak, trust, respect, and care (Otto, 1962). Despite the family size, it supports their members throughout difficult times and shares enthusiastically in their achievements. It also increases an untiring support, strengthening confidence that there is their family. Wherever our journey in life takes us, there are our family members who really know and care for us (Ager, 2006). The study by Henry et al. (1996) revealed that the family members assist the male adolescents to learn the way of life involving values such as kindness, respect, and honesty. Teenagers emulate their parents and elders, the way they treat others, struggle and make choices. In this everyday contact with the parents, the teens unknowingly influence their personality and lead them through their behaviour outside their houses. Adolescents learn from both verbal and non-verbal communication within their families.

In the relationships within the family, male adolescents demand flexibility and emotional stability. Their family educates them about positive and negative stories that are valuable in the learning of their social skills (empathy, forgiveness, and effective communication) (Peterson, 2005). Children are also taught by their family members that errors are the learning experiences, and that love and support will make the fight end, which work as a basis of good relations. As Maheshwari and Gujral (2021) explain, the efficient families are offering good and healthy family environment, negotiation, emotional stability, and respect to one other. Once the members feel appreciated and encouraged by other members within a family, they will build trust and effective conflict solving systems. The participatory atmosphere at the family level enables the male teenagers to grow empathetic and self-positive, and the parents and care providers become empowered and reassured in their family roles.

According to MacArthur (2005), stability in the household is encouraged by functional members of the family. Such families are bound to make judicious choices in relation to education, health and money and this puts the family on a stable path. With such support, a strong family is created and becomes the foundation of happiness, power, and intergenerational prosperity (Habib and Nadira, 2024). When a family is dysfunctional, the patterns of communication and relationships are poor, thus resulting to lack of agreement, neglect and cause hostility among the family members. The division of roles and restrictions in such families is usually unclear, and such conditions complicate communication. The absence of support results in making male adolescents less valued and guarded. Thus, they experience the lack of confidence, low self-esteem, and attempts to build relationships with other people not related to their family (Jannah et al., 2023).

Lack of affection and feeling insecure among male adolescents results in less confidence and inability to trust others (Mphaphuli, 2023). Mulyana et al. (2021) describe that weak interaction among family members develop misunderstandings and conflict. Members from these families are concealing their feelings. The researchers discovered that members of dysfunctional families are susceptible to depression, anxiety, and anger (Dunn et al., 1991). They have poor education performance at school and work because of attention deficit. Drug abuse in dysfunctional families leads to domestic violence among its members. These consequences persist at adulthood and affect the family relationships further. Awareness, intervention, counselling, conscious effort, and a commitment to change do typically help to break this cycle (Molina et al., 2024).

According to Hakim and Hoque (2023) proposed that family dysfunction seriously affects self-esteem of an adolescent. Growing up in the world of conflict, neglect and perceiving criticism on a regular basis, the adolescents begin to question their personality. Chambers et al. (2001) discovered that they feel unworthy of a deficiency in communication and emotional support. Rather than developing self-confidence in their family, they are taught to be insecure about their capabilities and fear of being unsuccessful is what induce low self-esteem among male teenagers. The fact that male adolescents have a lower self-esteem may influence their academic performance, relationships, and their general identity. Teenagers with dysfunctional families barely trust others, express themselves, and have emotional trauma which may be transferred to adulthood (Schmidt and Padilla, 2003).

According to Alkhasawneh et al. (2022) defined that the perception and assessment a person has of him/herself is referred to as self-esteem. It shows self-respect and confidence of male adolescents and how they feel about their own worth and abilities. Mogonea and Mogonee (2014) proposed that adolescents who have high self-esteem are capable, accepted, and feel positive about themselves, whereas adolescents who have low self-esteem do not think much of themselves but feel incapable and attempt to achieve self-acceptance in the society. Low self-esteem results in chain of social, emotional and behavioural issues. Adolescents with low self-esteem feel insecure; they are also not confident and they also shun challenges. They are sensitive to criticism, and they would want to be always assured by people. This insecurity towards the male teenagers leads to depression, anxiety, and loneliness. Low self-esteem has the potential to influence the individual growth, academic success, career achievements, success, and happiness, proving challenging to meet the competencies (McNeill, 2024).

Literature

Iheka (2023) explains that a dysfunctional family is a term that has widely been investigated in psychological and social research as a determinant in the emotional and behavioural development. Moisă (2022) proposed that dysfunctional families have poor communication, emotional support, and poor relationship between family members. The study by Özturk and Erdogan (2021) revealed that male teenagers growing up in a dysfunctional family have increased risk of stress and anxiety, as well as lower of self-esteem than teenagers of functional families. According to Vasiou et al., (2023), irresponsible parents contribute to irresponsibility and cause tension among the family members, which may result in serious psychological problems and the inability to build healthy relationships in the long term. Not only do dysfunctional families impact on the well-being of adolescents but may also cause emotional instability, and poor social adjustment between generations (Walker, 1996).

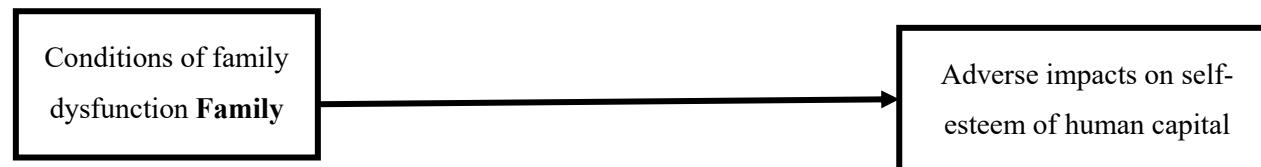
According to Mruk (2013), self-esteem defines how the person values himself and his capability. According to Mruk (2010), high level of self-esteem is linked with good mental health status, higher satisfaction in life and functioning well in society whereas low level of self-esteem is linked with anxiety, depression, poor academic performance and less tolerant behaviours. According to Moos and Moos (1976), the family and social environment is significant in influencing development of self-esteem. The effect of dysfunctional family on the self-esteem of an individual is negative. Shon and Lee (2024) hypothesized that the dysfunctional family has poor channels of communication, no emotional support, and disturbed relations. Male teenagers of dysfunctional families have an environment where they feel emotional disruption, their achievements are not applauded, and they end up feeling useless. Individual critique, comparing with other people, and causing emotional harm would destroy confidence and develop in male adolescents the strong feeling of insecurity (Kevin Fiscella & Campbell, 1999).

According to Jannah et al. (2023) male teenagers who live in non-functional families create low self-image compared to those living in caring families. Dysfunctional family leads to instability and demotivation among youngsters and they become unable to build a strong sense of identity and self-worth. They do not trust themselves and are not so open about their feelings. This lower self-esteem is carried into adulthood life, influencing their relationships, performance at work and their emotional health. According to Yancey (1998), self-esteem could be recreated through the help of supportive role models, counselling, and good social ties even in the case of those who have been brought up in dysfunctional family conditions.

Research Methodology

The study was based on the hypothesis "***H: The dysfunctional family conditions adversely affect the self-esteem of human capital – the male adolescents' personality***".

While the theoretical framework for the study is as following:-



The particular objective for the study has been "***To investigate the relationship of dysfunctional family with the self-esteem of human capital – the male adolescents' personality***".

The present research is quantitative and descriptive. The descriptive information was gathered from the male adolescents in Karak District. The research environment of the present study was non-contrived. The researcher did not introduce any alterations in the environment, and the research was carried out in a normal environment. A questionnaire was used for primary data collection, which was formulated based on the research objective and through taking support from the prior literature. Consent was taken from the respondents following the ethical considerations. The snowball sampling - a technique of non-probability sampling method was used to reach the study respondents. The selected respondents were teenagers. The sample was a set of male adolescents from dysfunctional families. The age of adolescents was between 10 to 19 years. Adolescence was regarded as a transitional period of growth and advancement at both childhood and adulthood. The World Health Organization (WHO) defines an adolescent as a person between the age of year 10 to 19 (Csikszentmihalyi, 2024).

In District Karak, 137 respondents were approached. Family dysfunction is the order of the day; hence, the approach of these families put into play key informers, collaborators, community elders, educationalists, as well as Imam Masjid. Karak District has three (03) Tehsils, which include Tehsil Karak, Tehsil Banda Daud Shah, and Tehsil Takht-e-Nasratti. The respondents were selected only from Tehsil Karak. The snowball sampling technique was used for approaching the right respondents. The analysis was done using descriptive statistics of frequency distribution and chi-square test was applied to analyse the significance of variables' relationship.

The GPower software designed by Faul et al. (2009) was used to calculate the sample size, and it is valid in calculating the sample size and sample size adequacy in a Social Sciences study. The test family chosen in GPower was the F test. The statistical test of Linear multiple regression: fixed model R ² deviation to zero was taken as choice of samples, Refined the parameters and the number of predictors were changed to 1. The analysis results indicated that there were 137 respondents that were adequate to test the study model. In this study, ethical aspects were considered in the data collection process. The respondents of the study were

human; therefore, their consent was sought before data collection. The personal information of the respondents was kept confidential, and anonymity of the respondents was assured. The participation of the respondents for the current study was voluntary.

Results

The given table shows the results of bivariate analysis regarding dysfunctional family impacts on self-esteem of human capital male adolescents.

The chi-square value indicates a significant association between variables. The p-value is less than .05 indicates the significance level and value less than .01 indicates high significance level. The results show that dysfunctional families are in a significant relationship with all the components of adolescent's self-esteem. The dysfunctional family is significantly adversely related with adolescent emotions ($\chi^2 = 98.90$, $p < .01$), self-respect ($\chi^2 = 125.56$, $p < .01$), courage level ($\chi^2 = 68.98$, $p < .01$), sociability skills ($\chi^2 = 95.49$, $p < .01$), trust with others ($\chi^2 = 137.0$, $p < .01$), on their relationship with others ($\chi^2 = 74.35$, $p < .01$), self-esteem ($\chi^2 = 114.47$, $p < .01$), self-confidence ($\chi^2 = 114.76$, $p < .01$), self-growth ($\chi^2 = 73.21$, $p < .01$), attitude towards others ($\chi^2 = 14.19$, $p < .01$), self-acceptance ($\chi^2 = 107.76$, $p < .01$), self-identity ($\chi^2 = 13.79$, $p < .01$), on thinking about their well-being ($\chi^2 = 137.0$, $p < .01$), satisfaction level about their own personality ($\chi^2 = 137.0$, $p < .01$), think that they are failure ($\chi^2 = 89.93$, $p < .01$), respectively. The p-value is less than .01 indicating the significant adverse relation of dysfunctional family with adolescents emotions, self-respect, bravery, sociability skills, trust in others, in the relations to others, self-esteem, self-confidence, self-development, attitude to others, self-acceptance, self-identity, on thinking about their well-being, satisfaction level about their own personality, good qualities, feeling proud, feel useless, more respect for themselves, think that they are failure, attitude toward themselves.

Table: Bivariate Analysis of Dysfunctional Family's Impacts on Self-Esteem of Human Capital - Male Adolescents' Personality

Variable Statement	Options	Response		Total	Statistics
		Yes	No		
Dysfunctional Family conditions' impact on emotions	Positively	0(0.0%)	23(16.8%)	23(16.8%)	$\chi^2 = 98.90$
	Adversely	94(68.6%)	7(5.1%)	101(73.7%)	$p = .00$
	No Impact	13(9.50%)	0(0.0%)	13(9.5%)	
	Total	107(78.1%)	30(21.9%)	137(100%)	
Dysfunctional family conditions impact self-respect	Positively	0(0.0%)	28(20.4%)	28(20.4%)	$\chi^2 = 125.56$
	Adversely	88(64.2%)	2(1.5%)	90(65.7%)	$p = .00$
	No Impact	19(13.9%)	0(0.0%)	19(13.9%)	
	Total	107(78.1%)	30(21.9%)	137(100%)	
Dysfunctional family conditions impact on courage	Positively	19(13.9%)	30(21.9%)	49(35.8%)	$\chi^2 = 68.98$
	Adversely	75(54.7%)	0(0.0%)	75(54.7%)	$p = .00$
	No Impact	13(9.5%)	0(0.0%)	13(9.5%)	
	Total	107(78.1%)	30(21.9%)	137(100%)	
Dysfunctional family conditions impact on sociability skills	Positively	0(0.0%)	22(16.1%)	22(16.1%)	$\chi^2 = 95.49$
	Adversely	63(46.0%)	8(5.8%)	71(51.8%)	$p = .00$
	No Impact	44(32.1%)	0(0.0%)	44(32.1%)	
	Total	107(78.1%)	30(21.9%)	137(100%)	
Dysfunctional family conditions impact on trust with others	Positively	0(0.0%)	30(21.9%)	30(21.9%)	$\chi^2 = 137.00$
	Adversely	97(70.8%)	0(0.0%)	97(70.8%)	$p = .00$
	No Impact	10(7.3%)	0(0.0%)	10(7.3%)	

		Total	107(78.1%)	30(21.9%)	137(100%)	
Dysfunctional family conditions impact relationships with others	Positively	0(0.0%)	18(13.1%)	18(13.1%)	$\chi^2=74.35$	
	Adversely	100(73%)	12(8.8%)	112(81.8%)	p=0.00	
	No Impact	7(5.1%)	0(0.0%)	7(5.1%)		
	Total	107(78.1%)	30(21.9%)	137(100%)		
Dysfunctional family conditions directly effect on self-esteem	Positively	0(0.0%)	26(19%)	26(19%)	$\chi^2=114.47$	
	Adversely	104(75.9%)	4(2.9%)	108(78.8%)	p=0.00	
	No Impact	3(2.2%)	0(0.0%)	3(2.2%)		
	Total	107(78.1%)	30(21.9%)	137(100%)		
Dysfunctional family conditions impact self-confidence	Positively	0(0.0%)	26(19.0%)	26(19.0%)	$\chi^2=114.76$	
	Adversely	77(56.2%)	4(2.9%)	81(59.1%)	p=0.00	
	No Impact	30(21.9%)	0(0.0%)	30(21.9%)		
	Total	107(78.1%)	30(21.9%)	137(100%)		
Dysfunctional family conditions impact on self-growth	Positively	0(0.0%)	15(10.9%)	15(10.9%)	$\chi^2=73.21$	
	Adversely	40(29.2%)	15(10.9%)	55(40.1%)	p=0.00	
	No Impact	67(48.9%)	0(0.0%)	67(48.9%)		
	Total	107(78.1%)	30(21.9%)	137(100%)		
Dysfunctional family conditions impact on their attitude towards others	Positively	15(10.9%)	11(8.0%)	26(19.0%)	$\chi^2=14.19$	
	Adversely	51(37.2%)	17(12.4%)	68(49.6%)	p=0.00	
	No Impact	41(29.9%)	2(1.5%)	43(31.4%)		
	Total	107(78.1%)	30(21.9%)	137(100%)		
Dysfunctional family conditions impact self-acceptance	Positively	6(4.4%)	30(21.9%)	36(26.3%)	$\chi^2=107.76$	
	Adversely	78(56.9%)	0(0.0%)	78(56.9%)	p=0.00	
	No Impact	23(16.8%)	0(0.0%)	23(16.8%)		
	Total	107(78.1%)	30(21.9%)	137(100%)		
Dysfunctional family conditions impact on self-identity	Positively	8(5.8%)	10(7.3%)	18(13.1%)	$\chi^2=13.79$	
	Adversely	33(24.1%)	6(4.4%)	39(28.5%)	p=0.00	
	No Impact	66(48.2%)	14(10.2%)	80(58.4%)		
	Total	107(78.1%)	30(21.9%)	137(100%)		
Dysfunctional family conditions impact on thinking about well-being	Positively	0(0.0%)	30(21.9%)	30(21.9%)	$\chi^2=137.00$	
	Adversely	98(71.5%)	0(0.0%)	98(71.5%)	p=0.00	
	No Impact	9(6.6%)	0(0.0%)	9(6.6%)		
	Total	107(78.1%)	30(21.9%)	137(100%)		
Dysfunctional family conditions impact on satisfaction level about personality	Positively	0(0.0%)	30(21.9%)	30(21.9%)	$\chi^2=137.00$	
	Adversely	94(68.6%)	0(0.0%)	94(68.6%)	p=0.00	
	No Impact	13(9.5%)	0(0.0%)	13(9.5%)		
	Total	107(78.1%)	30(21.9%)	137(100%)		
Dysfunctional family conditions impact on thinking about self as a failure	Positively	11(8.0%)	30(21.9%)	41(29.9%)	$\chi^2=89.93$	
	Adversely	92(67.2%)	0(0.0%)	92(67.2%)	p=0.00	
	No Impact	4(2.9%)	0(0.0%)	4(2.9%)		
	Total	107(78.1%)	30(21.9%)	137(100%)		

Discussion

The relationship between the dysfunctional family was observed to be negative with self-esteem of the human capital - male adolescents. These conclusions are in line with the earlier research of Mphaphuli (2023) who stated that dysfunctional families induce psychological trauma in children that impact negatively on their emotions. There are also excessive conflicts

and poor communication style amongst dysfunctional family members. These characteristics of dysfunctional families produce a permanent impact on the emotional and mental health of the human capital - male adolescents. It is through such families that the members are mostly criticized and that their love is conditional. Such families are physically and mentally abused and idealistically expectant and this reflects negatively on the self-respect of human capital - male adolescents. According to Healy Jr et al. (1993), the divorce and conflict experienced by parents do result in self-blame in the children. Therefore, a dysfunctional family lowers the courage since the adolescents will blame themselves and will feel insecure.

Recommendations

The present study suggests that parents should play a significant role in minimizing the dysfunctionality of families and managing the negative consequences of family dynamics. The parents are expected to provide a healthy environment at home whereby the adolescents may express themselves without being punished. The role of the teacher is to facilitate the mental well-being of the children. The teachers are supposed to monitor the displays of the students on low self-esteem and distress and to offer counselling where necessary. Teachers are expected to make the class environment a healthier one with mutual respect, depth, and support to the students' well-being. The human capital - male adolescents are advised to establish close relationships with peers, role models, near family members, companions in classes to gain emotional support. They should be taught to be self-compassionate to forgive themselves when they do wrong things and identify their strengths. The human capital - male adolescence must be engaged in co-curricular activities, and this will enable them reduce their negative energies and gain confidence and emotional strengths. They should get support of their parents, religious scholars, teachers, peers, social workers, and human resource managers InshaAllah.

Conclusion

The study was carried out with an aim of examining the impact of families' dysfunctionality on self-esteem of human capital – the male adolescents' personality. The findings of the study indicate that the dysfunctional family has negative implications to the varying aspects of self-esteem of the male adolescents' personality including his thinking, attitude towards oneself, performance, self-respect, good attributes, contentment level, well-being, self-identity, self-acceptance, attitude towards others, self-confidence, self-growth, relationship with others, trust with others, sociability, level of courage, self-respect, and emotions etc. It is discovered that dysfunctional families possess poor cultures, high rates of conflict, ineffective channels of communication, blame of failure and lack of support thus undermine the self-esteem of male adolescents' personality. Therefore, based on the study's findings, the hypothesis "***H: The dysfunctional family conditions adversely affect the self-esteem of human capital – the male adolescents' personality***" was proved as true.

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