

**A Comparative Study of Male and Female
Peer Gender Preference among Elementary School Children
of Francisco E. Barzaga Memorial School**

A Research Presented to
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Behavioral Sciences Department

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ABSTRACT

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Title: A Comparative Study of Male and
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Scope and Limitation

This study focused on the gender preference among elementary students, ages 8 to 12 years old. It focused mainly on 30 male and 30 female elementary students from Francisco E. Barzaga Memorial School in Dasmariñas City, Cavite.

Methodology

The respondents were selected through Random Sampling. The research instrument is a self-made questionnaire, validated by selected professors, which is answered by male and female Grades 3-6 students (SY 2012-2013). The researchers used the Chi Square test to compute the significant difference between the preferred peer gender of the respondents depending on the peer types.

Major Findings

1. 29 of the 60 male respondents, 96.7 in percentage, preferred male peers as playmates. 60% of the same respondents preferred male peers as seatmate with a frequency of 18. In terms of having a groupmate in classroom activities, 18 male respondents preferred those of the same gender, amounting to 60% of all male

respondents. Among the thirty male respondents, 13 of them, which are the 43.4% of the total number of male respondents, preferred their male peers as group leaders.

2. 96.7% of the female respondents preferred female peers as playmate, with a frequency of 29. 28 out of the 30 of female respondents, or 93.3%, preferred female peers, rather than their male peers, as seatmates in class. 90% of the total female respondents showed gender preference for their own gender in terms of having a groupmate in classroom activities, contributing to a frequency of 27. 28 of the female respondents, 93.3 in percentage, preferred female peers as group leaders in classroom activities.

3. Based on the result of the Chi-square, it was found out that there is a significant relationship between the gender preference and the gender of the male and female respondents in terms of playmate. The X^2 (df) 58, $p < .05$ is significant. Therefore, the null hypothesis is rejected. It was also found out that there is a significant

relationship between the gender preference and the gender of the male and female respondents in terms of seatmate. The X^2 (df) 56.1334, $p < .05$ is significant. Therefore, the null hypothesis is rejected. Meanwhile, it was found out that there is a significant relationship between the gender preference and the gender of the male and female respondents in terms of groupmate in classroom activities. The X^2 (df) 22.8, $p < .05$ is significant. Therefore, the null hypothesis is rejected. Lastly, based on the result of the Chi-square, it was found out that there is a significant relationship between the gender preference and the gender of the male and female respondents in terms of group leader in classroom activities. The X^2 (df) 19.4666, $p < .05$ is significant. Therefore, the null hypothesis is rejected.

Conclusion

1. Majority of the male respondents have gender preference for male peers in terms of playmate, seatmate in class, and groupmates in classroom activities. Preference for male peers as group leaders in classroom activities is also

common among the male respondents, albeit having only one difference in frequency.

2. Majority of female respondents have gender preference for female peers in terms of having a playmate, seatmate in class, groupmates, and group leaders in classroom activities.
3. There is significant relationship between the gender of the respondents and their gender peer preference in all peer types: playmate, seatmate in class, groupmate in classroom activities, and group leader in classroom activities.

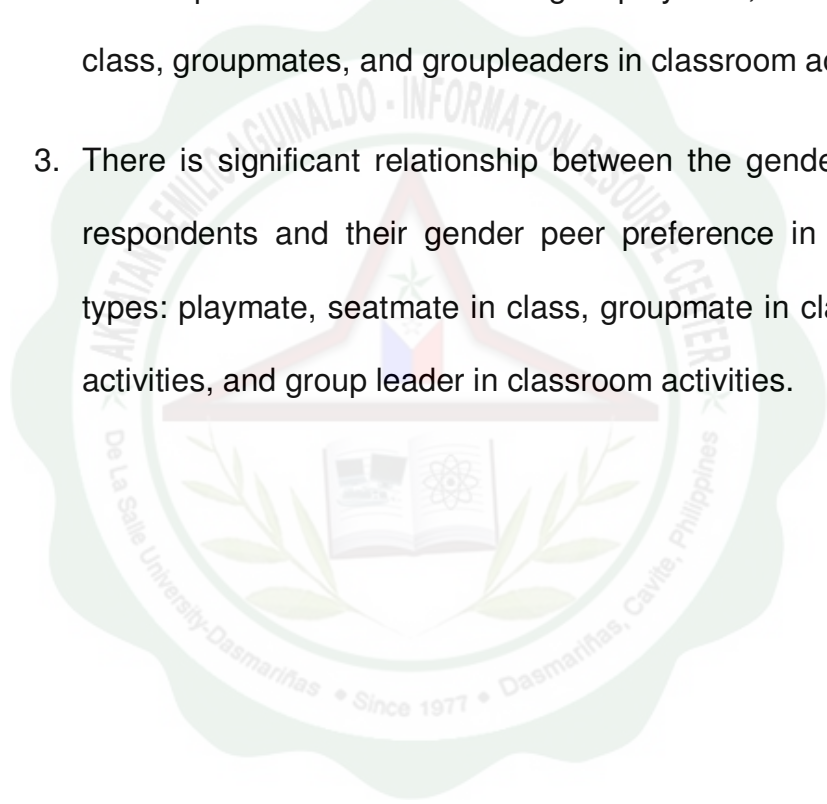


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