



The Impact of Psychosocial Factors on Effeminate Behaviors of Selected Boys:

A Basis For Program Intervention

An Undergraduate Thesis

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ABSTRACT

Name of Institution: De La Salle University-Dasmariñas

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TITLE: THE IMPACT OF PSYCHOSOCIAL FACTORS ON EFFEMINATE BEHAVIORS OF SELECTED BOYS: A BASIS FOR PROGRAM INTERVENTION

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OBJECTIVES OF THE STUDY:

A. GENERAL

The researchers would like to know the impact of psychosocial factors on effeminate behaviors of selected boys to make a program intervention based on the most influential factor.

B. SPECIFIC

1.) *What is the demographic profile of the effeminate boys in terms of:*

1.1 age

1.2 ordinal position

1.3 number of siblings



2.) *What are the psychosocial factors that influence the effeminate boy respondents?*

a. *family*

b. *peers*

c. *media*

3.) *What program intervention could be made to correct the behaviors of these effeminate boys and to establish stronger bonds with their fathers?*

SCOPE AND COVERAGE:

The main concern of this study was to provide an in depth description of the impact of psychosocial factors on effeminate behaviors of selected boys and the program intervention that may be used in order for them to correct their effeminate behaviors and develop a strong bond with their father.

The respondents came from Dasmariñas Bagong Bayan Elementary School Annex-E with the ages range from 10-12, the stage of late childhood. This study was also limited to nine respondents. Moreover, findings were taken from the nine respondents' demographic profile and in- depth interview conducted by the researchers.

METHODOLOGY:

The descriptive research design particularly case study method was used in the study. The nine participants came from Dasmariñas Bagong Bayan Elementary School Annex – E, aged 10 – 12 years old are chosen through chain referral



sampling method. The research instruments used here were personal information sheet, a self – made interview guide question and a tape recorder. The researchers also used some of the indigenous methods like “Pagdalaw, Pakikipagpalagayang – Loob, Pakikipagkwentuhan at Pagtatanong.” In order to get all the necessary information in this study, the researchers conducted three sessions of interview with the respondents.

MAJOR FINDINGS:

The results of the study indicate that the most influential psychosocial factor of effeminate boys was their family, followed by their peers. Based on the studies, the researchers found out that seven out of the nine respondents were greatly influenced by their family. The family members who influenced them the most were their uncle, auntie, grandfather, cousins, mother, and the absence of their father. It was known that their family used to dress these boys in women’s clothes and these boys felt good about it. Due to some parental disregard or lack of attention from their family, they developed a sense of belonging that made them turn to their peers for information. They imitated their friends and in time initiated what their girl and effeminate friends do.

A program intervention was used in order to correct the effeminate behaviors of the respondents and to develop a stronger bond with their fathers.

CONCLUSIONS

It could be concluded that the family has the biggest impact on the effeminate behaviors of the nine respondents. Though the family has the biggest



effect, the researchers realized that the absence of father's supervision was the root cause. Most of their fathers were physically present but emotionally remote to them. Right now, the nine respondents are in the stage of late childhood that they tend to conform to their peers, they have a great deal of interaction with their female and effeminate boy friends that they tend to imitate some of their behaviors.

Group Therapy, Modeling and Behavior Rehearsal are the program intervention techniques that can be used to bring about change.

RECOMMENDATIONS:

1. To the parents, they must give their children proper guidance regarding sexual orientation and help their effeminate children to participate in the program intervention.
2. To the family, they should teach and guide their proper sex – role behavior, in order for them to lessen their effeminate behaviors.
3. To the peers, they should also participate in the program intervention to help them improve themselves to fit into society.
4. To the students who have effeminate behavior, they should participate in the program intervention so that they may be able to act appropriately according to their gender.
5. To the teachers, they must encourage and help their students undergo program intervention in order to correct their effeminate behaviors.



6. To the Guidance Counselors, they must have program intervention to help the persons involved be aware on how to change their effeminate behaviors.
7. To the future researchers, they can search for other reasons on why they think these boys manifest effeminate behaviors and what other program intervention can be used to help these effeminate boys.





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