Use of the Storyboarder Tool to Reduce the Attitude Towards Machismo in High School Adolescents

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Abstract

Machismo is a behavior learned as a consequence of dominant cultures, it remains in force in today's society, causing discrimination towards the female gender through actions and derogatory words in relation to their weakness, physical and psychological abuse is the most characteristic relevant. Therefore, this article aims to determine to what extent the use of the Storyboarder tool reduces the attitude towards machismo in high school adolescents at the Las Delicias Educational Unit in the city of Santo Domingo. To this end, the research was framed in a quantitative approach, with a quasi-experimental design, based on real situations. The population was made up of 124 second-year high school students from the "Las Delicias" Educational Unit. The sample was 40 students (20 experimental group and 20 control group). The type of sampling is intentional non-probabilistic. A survey-type instrument was applied aimed at students from 14 years of age and older, called the Attitudes Towards Machismo Scale and includes 46 items, made up of five dimensions, under a Likert-type scaling. The instrument was subjected to expert assessment, its reliability once the pilot test was carried out was 0.93 coefficient on the Cronbach scale, it was possible to conclude that when the intervention was carried out with the Storyboarder tool, the majority of the students showed a low attitude, which indicates a positive change in their perception and disposition towards the subject of study.

Keywords: *adolescents, machismo, Storyboarder tool.*

INTRODUCTION

Machismo is a form of discrimination that subordinates women and denies them their rights. It manifests itself in various ways, such as physical and psychological violence, discrimination in the workplace and education, and inequality in interpersonal relationships. Women have suffered some form of gender-based violence throughout their

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lives. This problem is reflected in educational environments, where students can develop macho attitudes that can perpetuate gender inequality.(Cavalcante, 2018)

The persistence of gender-based violence in our society poses significant challenges in terms of gender equality and human rights. In a global wave that harms countless women, undermining their dignity, freedom and autonomy. According to the World Health Organization, violence remains a pervasive and destructive problem, with nearly 736 million women having been victims of physical and sexual violence by their perpetrator. Machismo is one of the main causes of gender-based violence (Rueda, 2021)(2021)as it has led to discrimination and gender inequality that harms women around the world.(Castañeda, 2020)

Violence against women affects low- and middle-income countries and regions. In the poorest countries, 37% of women have experienced physical and sexual violence by their partners. Oceania, South Asia and Africa are the regions with the highest rates among women aged 15-49 (33 to 51 per cent). Europe, Central Asia, and Southeast Asia have the lowest rates ranging from 16% to 23%. Central Asia (18 per cent), East Asia (20 per cent) and South-East Asia (21 per cent). (WHO, 2021)

Ecuador has had structural problems with historical roots in discrimination, due to prejudices and cultural practices that continue to influence domination relations that eternalize the subordination of women to men.According to the ECU 911 Integrated Security Service (2020), women face physical and psychological abuse and death, and the State is unable to provide a forceful response to the crisis faced by women in our country. The situation of machismo has escalated into high levels of concern due to the murder of 28 women, between January 1 and March 5, 2022. (VILLAGE, 2022)

According to the Ministry of Economic and Social Inclusion in Santo Domingo de los Tsáchilas, it is promoting equality to develop guidelines, procedures and internal and inter-institutional agreements with the aim of ensuring timely, effective, quality and warm attention to the victim. In the city of Santo Domingo, gender-based violence affected 65% of women. To reverse the presence of machismo, both in schools and at home, they must teach that men and women are equally valued and deserve the same rights. The use of audiovisual media are support tools for the creation of very useful and effective programs in the different areas, creating a marked change in teaching methods and in the roles of teachers and students (2021) (Aguaded & Ortiz, 2022; Higuera, 2019a).

The benefits of ICTs facilitate socialization and access to communication, obtaining new learning methods. This is a culture characterized by audiovisual consumption, and individuals can use these tools to create content. Educational institutions, through the use of ICTs, can offer attractive proposals to reduce sexist behaviors, which are: Padlet creates spaces where multimedia resources can be shown. The Animoto tool allows you to invent videos with images. Powtoon creates animated comic book presentations. Fotobabble performs descriptive activities, explains concepts, and even listens to pictures. Storyboarder allows you to create stories with animation so that they can meditate on gender-based violence (Adnyani et al., 2020; Lestari & Wahyuni, 2018; Mollá et al., 2018; Pardo et al., 2020) .

On the other hand, it is necessary to know the behavior of the variables that intervene within the article in different contexts, in this sense, Rosser (2017) in his research work aimed to raise awareness among the population about cyberbullying as a form of violence against women, due to the existence of new ways of presenting machismo through social communication networks, especially with the use of Whatsapp and other networks with which messages full of violence are used. Strategies such as persuasion and applied attitudinal changes were assumed. It was concluded that it is very important to make the appropriate use of the media to raise public awareness about gender-based violence, to maintain a state of alarm against gender-based violence through the use of

messages and to equip women victims of this type of aggression with preventive tools that allow them to get out of the shadow of fear of those who are victims.

Likewise, Cabrera et al., (2022) who in their article set themselves the objective of determining the factors that influence domestic violence and proposing potential solutions to lessen its effect on society, this is because domestic violence has become part of a structural problem of society, regardless of gender, Men, women, children, young people, adults, the elderly, people with special abilities and vulnerable situations are exposed to and as a consequence of violence and multiple aggressions. The Saaty, PESTEL and AHP methods were used to analyze the results. Many countries have taken steps to use technology to ensure the continuity of their care networks and ensure that victims of violence have access to justice.

Quispe (2021) , presents her research in Peru designated "Use of digital tools in the prevention of violence against rural women", the objective of the article is to characterize the use of digital tools by rural women as a preventive measure and reduce domestic violence, has developed in a qualitative approach that is characterized for the bibliographic review of the articles, Studies and reports related to the subject, as a result there is a greater chance of preventing and reducing violence against women, if the timely use of mobile phones is the goal of the persuasive and motivating SMS method.

Therefore, the research problem is expressed in the following question: Does the use of the "STORYBOARDER" tool reduce the attitude towards machismo in high school adolescents of the Las Delicias Educational Unit? In this sense, the objective of this article is to determine to what extent the use of the Storyboarder tool decreases the attitude towards machismo in high school adolescents in the Las Delicias Educational Unit in the city of Santo Domingo.

The article focuses on the use of the "Storyboarder" tool as an effective strategy to raise awareness and promote changes to reduce attitudes of machismo in adolescents. Visualizing this tool through stories can have a powerful impact on the way the individual perceives and understands this social problem. It is justified at a theoretical level through the review and analysis of some articles to demonstrate the behaviors towards machismo in adolescents and the application of the technological tool.

It was considered important to implement access to the "Storyboarder" tool to facilitate information and access to it, in order to reduce attitudes towards machismo in adolescents. Regarding convenience, results were obtained through the activities of different scenes using the Storyboarder tool, since it is more viable and feasible, because there is access to the physical, economic and human resources to be able to carry out the research.

The research applied an instrument that was validated by experts to reduce attitudes towards machismo in adolescents and focused on achieving a better understanding of the variables under study, with a quantitative approach, quasi-experimental design, allows us to have a reference for future research regarding the use of technological tools. The Justice and Gender Foundation carried out in various countries the dissemination of the campaign "Score a Goal against Machismo" in several countries, which sought to promote a culture of peace and applied in the province of Pichincha 20 one-minute mini-programs where machismo is reflected. They also used audiovisual materials to raise awareness about violence against women, as well as materials for cyberspace aimed at spreading the message against sexism (Fundaciónjyg, 2022) .

METHODS

The article presents a quantitative approach, this is due to the way in which the data are presented in frequency distribution tables, exposing absolute frequencies and percentage

data. He also used a design (Hernández, 2018)Quasi-experimental, based on real situations, whereby one or more independent variables were manipulated under controlled conditions only to the extent that the situation permitted (Latorre et al., 2021; Polonía et al., 2020).

The population was made up of 124 second-year high school students from the "Las Delicias" Educational Unit District 23HD002 of the 2022-2023 elective year period. (Muchaet al., 2021). The selection of a representative sample is critical in research to make accurate inferences about the population from the data collected from the sample. For the study, a sample of 40 students was considered (20 experimental group and 20 control group) (Sampieri & Mendoza, 2018). The type of sampling is intentional non-probabilistic, according to contextual needs. The Units of Analysis (Hernández, 2018)Students of the second parallel technical baccalaureate "B" have been defined as experimental groups, in order to determine if the detailed data of the variable behave according to the characteristics required for the study (Sampieri & Mendoza, 2018).

A survey-type instrument was applied to students from 14 years of age onwards, called the Scale of Attitudes towards Machismo and comprises 46 items, made up of five dimensions: I: Male dominance, consisting of 15 items, II: Male superiority consisting of 10 items, III: Male management and head of household constituted 7 items, IV Socialization of the differentiated social role consisting of 9 items, V The control of sexuality exercised by the male constituted by 5 items. In this research, the Likert Scale type survey was applied, in which the students answered from their point of view, There are five options in front of each of them: CA Yes you completely agree, A Yes you simply agree, I Yes you are undecided, D Yes you simply disagree, CD Yes you completely disagree.

The validity of the instrument was carried out under the evaluation judgment of experts, who in the field evaluated the items to determine if they are relevant, clear and representative of the concept in question. Related to the field of education relevant to the research topic. The reliability of the instrument once carried out a pilot test yielded 0.93 coefficient within the Cronbach scale, being very reliable. (Poland et al., 2020) (Hernández, 2018)

The data were presented through frequency distribution tables generated from the SPSS statistical system, and the analysis of the results was carried out, descriptively exposing the percentage elements generated as a result of the absolute variables indicated by the intervening sample.(Hernández, 2018)

RESULTS

in terms of measuring the attitude of behaviors towards machismo in high school students Ecuador-2023, before using the Storyboard tool.

Table 1. Attitude towards machismo

ATTITUDE TOWARDS MACHISMO

Levels	Control Group		Experimental Group	
	f	%	f	%
Low	5	25,0%	8	40,0%
Middle	14	75,0%	12	60,0%
High	1	5,0%	0	0,0%
Total	20	100,0%	20	100,0%

Table 1 compares attitudes towards sexism between a "Control Group" and an "Experimental Group". The majority in both groups exhibit mid-level attitudes, with 75% in the "Control Group" and 60% in the "Experimental Group". The "Control Group" has 25% with low attitudes and 5% with high attitudes, while the "Experimental Group" has 40% with low attitudes and no participants with high attitudes. In summary, there are similarities in distribution, but the "Experimental Group" has a slightly higher proportion of low attitudes.

Table 2. Attitudes towards machismo with dimensions in both groups

	ATTITUDE TOWARDS MACHISMO						
	Levels			Low	Middle	High	Total
Control Group	Male Dominance	Pre-test	f	8	11	1	20
			%	40,0%	55,0%	5,0%	100,0%
	Male superiority		f	9	11	0	20
			%	45,0%	55,0%	0,0%	100,0%
	Male Household Leadership and Headship		f	0	13	7	20
			%	0,0%	65,0%	35,0%	100,0%
	Socialization of the differentiated social role		f	4	12	4	20
			%	20,0%	60,0%	20,0%	100,0%
	Control of male sexuality		f	12	5	3	20
			%	60,0%	25,0%	15,0%	100,0%
Experimental Group	Male Dominance	Pre-test	f	10	9	1	20
			%	50,0%	45,0%	5,0%	100,0%
	Male superiority		f	17	2	0	20
			%	85,0%	15,0%	0,0%	100,0%
	Male Household Leadership and Headship		f	1	16	3	20
			%	5,0%	80,0%	15,0%	100,0%
	Socialization of the differentiated social role		f	7	13	0	20
			%	35,0%	65,0%	0,0%	100,0%
	Control of male sexuality		f	13	7	0	20
			%	65,0%	35,0%	0,0%	100,0%

Table 2 compares attitudes toward machismo between a "Control Group" and an "Experimental Group," broken down into different dimensions. In the "Control Group," attitudes vary, with a predominance of male household management (65%) and male

control of sexuality (60%). In the "Experimental Group," there is a decrease in male household leadership (80%) and an increase in male superiority (85%).

TABLE 3. Attitude towards machismo in high school students in Ecuador-2023, after using the Storyboarder tool.

Attitude towards machismo - Experimental group

Levels	Pre Test f	%	Post Test f	%
Low	8	40,0%	19	95,0%
Middle	12	60,0%	1	5,0%
High	0	0,0%	0	0,0%
Total	20	100.0%	20	100.0%

Table 3, the experimental group on attitudes towards sexism, showed significant changes after an intervention. In the pre-test, 40% had a low attitude, 60% had a medium attitude and none showed a high attitude. After the post-test, the low attitude increased to 95%, the average attitude decreased to 5%, and there was no change in the high attitude, remaining at 0%. In summary, the intervention appeared to have a positive impact by reducing sexist attitudes in the experimental group.

Table 4 Attitudes towards machismo with dimensions in both groups after using the Storyboarder tool.

	ATTITUDE TOWARDS MACHISMO						
	Levels			Low	Middle	High	Total
	Male Dominance		f	8	11	1	20
			%	40,0%	55,0%	5,0%	100,0%
	Male superiority		f	9	11	0	20
			%	45,0%	55,0%	0,0%	100,0%
	Male Household Leadership and Headship	Pre-test	f	0	13	7	20
			%	0,0%	65,0%	35,0%	100,0%
	Socialization of the differentiated social role		f	4	12	4	20
			%	20,0%	60,0%	20,0%	100,0%
	Control of male sexuality		f	12	5	3	20
			%	60,0%	25,0%	15,0%	100,0%
Experimental Group	Male Dominance		f	20	0	0	20
			%	100,0%	0,0%	0,0%	100,0%
	Male superiority	Post test	f	18	2	0	20
			%	90,0%	10,0%	0,0%	100,0%
	Male		f	19	1	0	20

Household Leadership and Headship	%	95,0%	5,0%	0,0%	100,0%
Socialization of the differentiated social role	f	20	0	0	20
	%	100,0%	0,0%	0,0%	100,0%
Control of male sexuality	f	20	0	0	20
	%	100,0%	0,0%	0,0%	100,0%

Table 4, the experimental group on the attitude towards machismo, evaluated different aspects related to male dominance. In the pre-test, varying percentages were observed in the levels of attitude towards aspects such as male superiority, male management and head of household, socialization of the differentiated social role and control of sexuality exercised by men. After the post-test, a significant transformation was evidenced in all categories, with a total change towards low attitudes, indicating a considerable reduction in macho attitudes in the experimental group.

Table 5. The attitude towards machismo in high school students Ecuador-2023, before and after using the Storyboarder tool.

ATTITUDE TOWARDS MACHISMO

Levels			Low	Middle	High	Total
Control Group		f	5	14	1	20
	Pre Test	%	25,0%	75,0%	5,0%	100,0%
		f	2	10	8	20
	Post Test	%	10,0%	50,0%	40,0%	100,0%
Experimental Group		f	8	12	0	20
	Pre Test	%	40,0%	60,0%	0,0%	100,0%
		f	19	1	0	20
	Post Test	%	95,0%	5,0%	0,0%	100,0%

Table 5 showed changes in the attitude of two groups, the control group and the experimental group. In the control group, the pre-test showed 25% with a low attitude, 75% with a medium attitude and 5% with a high attitude. After the post-test, there was a significant decrease in the high level (5%), with an increase in the medium level (50%). In the experimental group, the pre-test indicated 40% with a low attitude and 60% with a medium attitude. After the post-test, a considerable improvement was evidenced, with 95% showing a low attitude and 5% with a medium attitude, highlighting the effectiveness of the intervention.

DISCUSSION

The results of the research showed significant changes in the attitude of both groups. In the control group, a decrease in their attitudes towards machismo was observed, showing a high attitude level and an increase in the medium attitude level after the intervention with the Storyboarder tool. This suggests that the intervention had a positive effect on the students' attitude, although it was not as pronounced as in the experimental group.

In the experimental group, there was a considerable improvement in the attitude of the students towards attitudes of machismo, this after the intervention with the Storyboarder tool, most of the students showed a low attitude, which indicates a positive change in their perception and disposition towards the subject of study. These results support the effectiveness of the intervention with the Storyboarder tool, which contributes to the improvement of students' attitudes towards sexist behaviors. However, it is important to note that this study was conducted in a specific context and with a limited sample, so the results may not be generalizable to other populations or situations.

These findings are related to those obtained by   Pérez et al., (2022) , who generated an analysis of the effectiveness of the Lights4Violence program to reduce machismo and acceptance of violence in secondary school students throughout Europe. The research method was quasi-experimental on a convenience sample of 1,146 high school students from several European cities (aged 12 to 17 years), including 575 students in the intervention group (59.1% women) and 571 students in the control group (62.7% women). An interaction was found between the group variable and the empathy variable, girls with high levels of empathy at the beginning of the study in the intervention group had lower mean VA scores (β: -0.131; p = 0.004). However, boys in the intervention group (reference: control group) with low levels of empathy showed a significant increase in mean masculinity scores at baseline (β: 0.247; p < 0.001). Concluding that the promotion of healthy relationships between people of different genders is required, to prevent the behavioral patterns of machismo from being repeated in a new generation.

Other results were obtained by her topic focused on the Use of Information and Communication Technologies (ICT) for the Empowerment of Women in Contemporary Mexican Society, Through ICTs, women can find online communities that provide them with support, information and resources to face the challenges they face. They can also use social media and other digital platforms to share their experiences, promote awareness of issues related to gender equality, and advocate for change. However, in the regional rankings, we dropped in terms of participation in economic life: from 98th place in 2006, we went to 122nd, from 149th in 2018. Similarities in educational performance: in 2018 we dropped from 45th to 58th place and in health from 1st to 50th place. It is worrisome to observe the setbacks in the areas of economic participation, educational attainment, and women's health in Mexico. These indicators show a lack of progress in the implementation of public gender policies, which are fundamental to addressing inequality and promoting equal opportunities. Meza, (2020)

  On the other hand,   Gonzalez et al., (2022) Its theme is focused: "Tsiunas: a video game for the prevention of gender violence", presents its research in Colombia, the objective was to implement a video game designed to raise awareness about gender violence, this video game tries to change attitudes and thoughts rooted in the patriarchal social model. Surveys were carried out with the participation of 173 students from 6 educational institutions, and were evaluated in two phases, the first to validate the usability and stability of the game and the second to validate the potential to change students' perceptions of situations of gender violence and recognition of co-responsible masculinities. The results showed that students demonstrated a high degree of acceptance and assimilation to the content and messages of video games, reducing levels of violence against women.

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