

EJESS

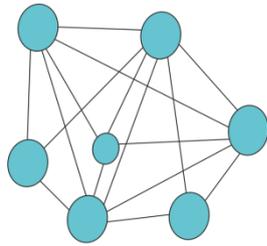
European Journal of
Educational & Social Sciences
“... an interdisciplinary perspective”

ISSN: 2564-6621



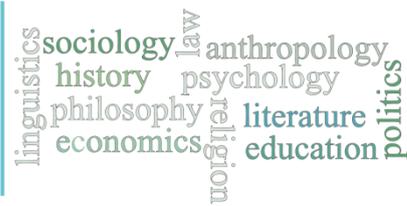
Volume 5 (1)

May 2020



EJESS

European Journal of
Educational & Social Sciences
“... an interdisciplinary perspective”



EDITOR-IN-CHIEF:

Mani Man Singh RAJBHANDARI

University of Johannesburg, SOUTH AFRICA

ASSOCIATE EDITORS

Katya Dunajeva (Dr.)

Eotvos Lorand University, Budapest, HUNGARY

Marta R. Jabłońska (Dr.)

University of Lodz, Lodz, POLAND

LANGUAGE EDITORS:

Ali Korkut (Ph.D.)

Final Okullari, TURKEY

About

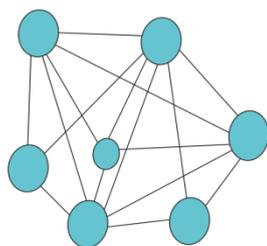
- European Journal of Educational & Social Sciences (EJESS) is a peer-reviewed international journal published biannually, in October and May, which accepts papers written in Turkish and English languages.
- Opinions by the authors of articles in the journal are solely those of the author, and do not necessarily reflect those of the journal, its editor, assistant editors, or advisory board members.
- Articles published by the journal may not be reproduced totally or in part without following the appropriate reference to the manuscripts.
- Authors are all responsible for the contents of the papers published in the Journal.
All papers in PDF format can be retrieved on the web site: <http://www.ejessjournal.com>

Abstracting & Indexing



© All rights reserved.





EJESS

European Journal of
Educational & Social Sciences
“... an interdisciplinary perspective”

linguistics sociology law anthropology
history psychology
philosophy religion literature
economics education politics

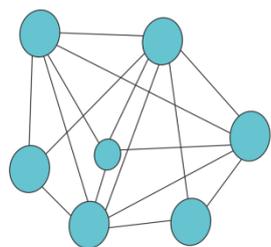
ADVISORY BOARD

Anna Frąckowiak (Assoc.Prof. Dr.)	Kujawy and Pomorze University in Bydgoszcz, POLAND
Ivo Carneiro de Sousa (Prof. Dr.)	City University of Macau, Macau, CHINA
Marta R. Jabłońska (Dr.)	University of Lodz, Lodz, POLAND
Mahire Aslan (Asst. Prof. Dr.)	Inonu University, Malatya, TURKEY
Carmen Buzea (Prof. Dr.)	Transilvania University of Brasov, ROMANIA
Katya Dunajeva (Dr.)	Eotvos Lorand University, Budapest, HUNGARY
Raymond Taras (Prof. Dr.)	Tulane University, USA
Ying Zhen, (Assoc. Prof. Dr.)	Wesleyan College, USA
Mark Szymanski (Prof. Dr.)	Pacific University, USA
Marek Lukáč (Dr.)	University of Presov, SLOVAKIA
Rina Manuela Contini (Dr.)	Università degli Studi G. d'Annunzio Chieti e Pescara, ITALY
Giovanni Borriello (Prof. Dr.)	Università degli Studi della Tuscia / ITALY
Alessandro Porrovecchio (Dr.)	Université du littoral Côte d'Opale, FRANCE
Mani Man Singh Rajbhandari (Dr.)	University of Johannesburg, Republic of SOUTH AFRICA
Olga Nosova Valentynovna (Prof. Dr.)	Kharkiv National University, UKRAINE
Georgi Gaganidze (Prof. Dr.)	Ivane Javakhishvili Tbilisi State University GEORGIA
Shahsidhar Belbase (Asst. Prof. Dr.)	University College, Zayed University, Dubai, UAE
Cosmin Tudor Ciocan (Dr.)	Ovidius University Constanta, ROMANIA
Paige Williams (Dr.)	University of Melbourne, Melbourne, AUSTRALIA
Ljiljana Kaliterna Lipovčan (Prof. Dr.)	Institute of Social Sciences Ivo Pilar, Zagreb, CROATIA



Hajjah Jariah Mohd Jan (Assoc. Prof. Dr.)	University of Malaya, MALAYSIA
Mashitoh Mahamood (Assoc. Prof. Dr.)	University of Malaya, MALAYSIA
Nino Chiabrishvili (Asst. Prof. Dr.)	Ilia State University, GEORGIA
Zaharah Hussin (Assoc. Prof. Dr.)	University of Malaya, MALAYSIA
Almaz Rafisovich Gapsalamov (Dr.)	Kazan Federal University, RUSSIA
Raihanah Binti Hj Azahari (Assoc. Prof.Dr.)	University of Malaya, MALAYSIA
Faizal Ayob (Dr.)	Victoria University, AUSTRALIA
Tornike Shurgulaia (Assoc. Prof. Dr.)	Georgian National University, GEORGIA
Kardo Karim Rached Mohammad (Dr.)	University of Human Development, IRAQ
Anantha Raj A. Arokiasamy (Dr.)	Quest International University Perak (QIUP), MALAYSIA
Wilkinson Daniel Wong Gonzales (Dr.)	National University of Singapore, SINGAPORE
Terida Mehilli (Dr.)	University College "Pavaresia" Vlore, ALBANIA
Brahim Sabir (Dr.)	University Hassan II, MOROCCO
Elsabé Keyser (Dr.)	North-West University, SOUTH AFRICA
Izabela A. Dahl (Assoc. Prof. Dr.)	Örebro University, SWEDEN
Adesanya Ibiyinka Olusola (Dr.)	Ekiti State Univesity, Nigeria
Jeevan Khanal (Dr.)	Chonbuk National University, SOUTH KOREA
Johnson Aremu, Ph.D.	Ekiti State University, NIGERIA





EJESS

European Journal of
Educational & Social Sciences

“... an interdisciplinary perspective”

linguistics sociology law anthropology
history psychology
philosophy religion literature politics
economics education

EDITORIAL

Dear researchers,

It is very exciting to present a new issue of our e-journal, entitled EJESS [*European Journal of Educational & Social Sciences*], [Vol. 5 (1), May 2020], to the interdisciplinary literature. Every issue provides new ambitions and motivation for us to reach a better journal, thanks to your fruitful and motivational support, collaboration and encouragement.

EJESS aims to present original research on educational and social sciences in an interdisciplinary perspective covering sociology, education, psychology, politics, theology, anthropology, law, literature, linguistics, philosophy, history, human geography etc. The journal also seeks for opportunities to broaden its partners, reviewers and organizations.

In this regard, EJESS now supports and open to other partnership for international organizations, workshops, study visits and seminars. Accordingly, we provide scholar support for Eurasian Conference on Language and Social Sciences (ECLSS2020) and International Online Conference on economics & Social Sciences, as a trigger to reach enlarged context. Papers utilizing and/or following interdisciplinary perspectives are highly welcomed and encouraged. It is of interest and open to all researchers, academics, and those people concerned with mediating research findings to practitioners. Scholarly work requires a great deal of effort, ambition and motivation since it encompasses a broad range of various disciplines, perspectives, methodologies and criteria. Within its natural context, we, as EJESS, sometimes include papers from international conferences in different countries so that we can feel proud to provide open platform for diverse researchers all around the world.

Another risk for academia appears to be a virus pandemic (COVID-19) in the upcoming days and months, for almost every domain in our everyday life. Scholar atmosphere and all educational organizational will probably focus on new perspectives, strategies and facilities to ensure their efficiency soon.



Within this perspective and vision, this issue presents you three research papers from diverse methodological perspectives and cultures.

The first paper, *“Implementation of Basic Physics Practicum Guide I Based On Science Process Skills by Using Cooperative Model Group Investigation Type”* by Darmaji, Astalini, Dwi Agus Kurniawan, and Ayu Lestari, presents empirical research findings to indicate the positive influence of cooperative teaching – learning strategies on Physics curriculum in higher education. Mani Man Singh Rajbhandari, in his research, attempts to understand community perspectives and to explore social responsibilities towards street prostitution and concludes that immediate action is needed to protect the morals and values of the community within the social responsibility framework. Next paper, *An investigation into the roles of Guidance and Counselling Services on Psychosocial Behaviour of female students of Federal College of Education, Zaria: Implication for College Counsellors*, recommends more efforts in the organization and delivery of Guidance and Counselling services.

We hope that the issues of our journal shall contribute to the field of interdisciplinary research literature.

We would like to thank our journal editors, authors, reviewers and all the others who have contributed to the preparation process of this issue.

We are renovating and modifying our journal web site as <http://www.ejessjournal.com>. EJESS will be one of the supporting journals of upcoming Eurasian Conference on Language and Social Sciences in 2020. Participants for these organizations are welcomed to submit their proceedings to EJESS database via e-mails.

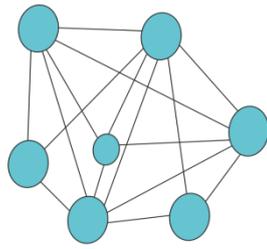
Hope to meet you in next issues.

Mani Man Singh RAJBHANDARI

University of Johannesburg, SOUTH AFRICA

Guest Editor





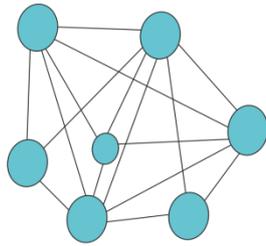
EJESS

European Journal of
Educational & Social Sciences
“... an interdisciplinary perspective”

linguistics sociology law anthropology
history psychology
philosophy religion literature politics
economics education

CONTENTS

	<i>Page(s)</i>
Articles	
Editorial Vol 5 (1) May 2020	i - viii
Implementation of Basic Physics Practicum Guide I Based on Science Process Skills by Using Cooperative Model Group Investigation Type DARMAJI, ASTALINI, Dwi Agus KURNIAWAN, Ayu LESTARI	9
Street Prostitution, is it worth for an Occupation? A community perspective for social responsibility Mani Man Singh RAJBHANDARI	22
An investigation into the roles of Guidance and Counselling Services on Psychosocial Behaviour of female students of Federal College of Education, Zaria: Implication for College Counsellors Taofeeq OLUSOLA	38



EJESS

European Journal of
Educational & Social Sciences
“... an interdisciplinary perspective”

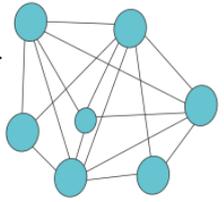
linguistics sociology law anthropology
history psychology
philosophy religion literature
economics education politics

REVIEWERS for THIS ISSUE

Volume 5 Issue 1

Anna Frąckowiak (Assoc.Prof. Dr.)	Kujawy and Pomorze University in Bydgoszcz, POLAND
Salah Hadi Al-Haideri, Ph.D.	University of Soran, IRAQ
Osman Tayyar ÇELİK, Ph.D.	Pamukkale University, TURKEY
Shahsidhar Belbase (Asst. Prof. Dr.)	Zayed University, Dubai, UAE
Terida Mehilli, Ph.D.	University College "Pavaresia" Vlore, ALBANIA
Penelope Frantzi, Ph.D.	University of Patras, GREECE
Cosmin Tudor Ciocan, Ph.D.	Ovidius University Constanta, ROMANIA
Mani Man Singh Rajbhandari, Ph.D.	University of Johannesburg, Republic of SOUTH AFRICA





Implementation of Basic Physics Practicum Guide I Based On Science Process Skills by Using Cooperative Model Group Investigation Type

Darmaji DARMAJI¹ 

Astalini ASTALINI² 

Dwi Agus KURNIAWAN³ 

Ayu LESTARI⁴ 

Manuscript information:

Received: December 20, 2018

Revised: January 10, 2020

Accepted: March 07, 2020

Abstract

This study aims to determine the differences in science process skills in each class in the Jambi University Physics Education Study Program in 2018 and to see the differences in the science process skills between the experimental classes using Basic Physics practicum I Skills-based science processes use models of Cooperative Learning type Group Investigation with control classes that use conventional guidebooks. This research is an experimental study with the method quasi-experiment, with the Static-Group Comparison design. The student samples studied were 1088 students of physics education in 2018. Data collected from the results of observations using the observation observation process science skills and reinforced using temporary reports of lab work. Data obtained were analyzed using inferential statistics. The results showed that there were significant differences between the experimental classes using the Basic Physics I practical guidebook based on science process skills using the Cooperative Learning model in the type of Group Investigation with the control class using conventional guidebooks when conducting measurement activities using Calipers, Micrometers screw, and Spherometer. With the experimental class, they have better science process skills than the control class. Some of the obstacles encountered during practicum certainly hinder the science process skills of Jambi University Physics Education students. This finding has provided information on differences in science process skills possessed by students in the experimental class after using a science process skill-based guide with a control class that still uses conventional practicum guides.

Author 1

Universitas Jambi, INDONESIA

E-mail: darmaji@unja.ac.id

Author 2

Universitas Jambi, INDONESIA

E-mail: astalinizakir@unja.ac.id

Author 3

Universitas Jambi, INDONESIA

E-mail: dwiagus.k@unja.ac.id

Author 3

Universitas Jambi, INDONESIA

E-mail:

ayu.lestari.a152@gmail.com

Keywords: Higher Education, Science Process Skills, Basic Physics I, Practical Guides, and Group Investigation

Cite as:

Darmaji, D., Astalini, A., Kurniawan, D. A. & Lestari, A. (2020). Implementation of Basic Physics Practicum Guide I based on science process skills by using cooperative model group investigation type. *European Journal of Educational and Social Sciences*, 5 (1), 9 – 21.



INTRODUCTION

Skills are important things that must be owned by everyone, especially for a physics teacher candidate. One of those skills is science process skills. The process, it takes some field of science called science process skills (SPS) (Azizah, 2018). (Karamustafaoğlu, 2011). Teachers who have science process skills will be able to teach based on the concepts obtained. In addition to applying understanding of the concepts that have been obtained, process skills can also provide ability to solve problems. Science process skills are needed to generate, use scientific information, conduct scientific research, and solve problems (Aktamis and Ergin, 2008).

There are two categories in science process skills, namely basic process skills and integrated skills. SPS can be divided into two groups as "Basic" and "Integrated" (Necati, 2013). "Basic process skills include observing, inferring, measuring, communicating, classifying, predicting, using time space relations and using numbers" (Gokul and Nirmala, 2014). Basic science process skills are basic skills in conducting scientific investigations. Science process skills are the basis of scientific inquiry, such as the ability to classify and describe objects or events (Karamustafaoğlu, 2011). Students will be helped to build new information by means of scientific inquiry through this skill. If a student has mastered basic science process skills, then students will easily master the integration of science process skills for further scientific inquiry. The basic skills considered as prerequisite to learning the integrated skills (Hafez and Rashed. 2015).

Science process skills are a continuation if someone has mastered basic process skills, namely integrated process skills. This skill is essentially the skills needed to conduct research. The Integrated Science Skills Process (ISPS) is the terminal skills for solving problems or doing science experiments (Karamustafaoğlu, 2011). Without mastering integrated science process skills, students will have difficulty in conducting research to solve a problem. Rillero (1998) states that individuals cannot use the science process skills so that individuals will have difficulty succeeding in their daily life. Students who cannot define variables, the student will be confused in carrying out the research steps and creating a data table. Controlling variables, defining operational, formulating hypotheses, formulating models, interpreting data and experimenting are integrated process skills (Gokul and Nirmala, 2014). Aside from not being able to do research, students who do not have science process skills also cannot teach students with science process skills based learning. In fact, integration KPS starts to be taught to students after students master the basic KPS. The integrated process skills can be acquired in secondary (5th through 8th grade) (Aydogdu, 2015).

The teacher is a very important aspect in the success of education. The teacher is a vital and fundamental component in the education process, which emphasizes the process of mental maturation, mindset and formation of student characters to realize the whole person (Wiwin, 2018). Therefore, prospective physics teacher students are required to master skill skills after they graduate especially in science process skills. "SPS teachers must have and understand cognitive ..." (Mutisya, et al. 2013). If a physics teacher who does not have a KPS will have an influence on the learning process which can be said is still relatively simple. When teachers teach in traditional ways, the teacher will find it difficult to develop integrated student skills. "Traditional methods cannot develop the integrated science process skills" (Zeidan, 2015). In addition, it will have an impact on the learning activities of students who are tend to be passively and cannot construct their

knowledge independently. The science of teaching approach skills has tendency in constructivism and learner-centeredness (Abdullah, 2013). Thus, a physics teacher must have these science process skills in order to minimize the impacts that will occur later.

Physics teachers who teach without using KPS can have long-term effects on students. If a teacher has a good KPS, it will have an impact on the better science process skills possessed by students. Because a student does not acquire the skills of the science process, the student cannot understand the necessary connections (Harlen, 1999). A science teacher should understand the importance of attitude toward science because it is a predictor of student achievement in science activities (Karsli, 2012). Research shows if teachers who have KPS will be able to develop and teach these skills more actively in the classroom (Downing & Gifford, 1996). So, a teacher who does not have science process skills then when the learning process in the class will tend to be passive and monotonous in using learning methods and models in the classroom, as a result students will tend to be passive and learning objectives not delivered properly. This study aims to determine the differences in science process skills of Physics Education students after using the Basic Physics practicum I guide based on science process skills by using a model *cooperative learning type group investigation* on the measurement material using a caliper, screw micrometer and spherometer.

The findings of this study are expected to contribute to the application of science process skills to students at Jambi University so that they can produce graduates who have strength and have good competence. In addition, the results of this study are also expected to contribute to the learning process in higher education institutions both in Indonesia and other countries.

METHODOLOGY

Research Design

This research is a type of quantitative research, with a Quasi-experimental model. *Quasi-experimental designs involve independent variable manipulation of an but the subject are not randomly assigned to the treatment group* (Ary, 2010). The quasi-experimental model used is *Static-Group Comparison*.

Sample

Research This study took samples from Jambi University Physics Education students in 2018 with a total sample of 108 students. The sample used was students of Jambi University Physics Education who were contracting Basic Physics I. In this study we used a total sampling technique to obtain quantitative data by observation.

Instruments and Procedures

The Science Process Skills Observation Sheet (KPS) is used to measure student science process skills. *The kill domain of Science Process Skills (SPS) can measure by using observation sheet of SPS activity* (Azizah, et al., 2018). On the KPS observation sheet, the rating scale used is using the linkert scale 4. The skills of the process under study are basic process skills and integrated process skills. There are three activities in the measurement that will be examined, namely the measurement using a caliper, micrometer screw and spherometer. The experimental class will be given treatment in the form of practicing activities using the Basic Physics Guidebook I based on

science process skills using cooperative learning learning model group investigation type, while the control class is given treatment in the form of practicing using a conventional guidebook.

Data Analysis

Analysis of the data in this study uses inferential statistics. Inferential statistics are used to determine whether or not there are differences in science process skills from the experimental class and the control class studied. The statistical test used is Independent Sample t Test. In analyzing the data, *Statistical Package for the Social Science was used (SPSS)*.

RESULTS

The data obtained are then analyzed by the basic assumption test before continuing to inferential statistics. Test the basic assumptions carried out, namely the normality test and homogeneity test. Data on the results of the normality test and homogeneity test are shown in the table below:

Table 1. Results of Analysis of the Test for Normality of Skills in Experimental Classes and Control Classes in Measurement Activities Using Calipers of

<i>Kolmogorov-Smirnov</i>			
Kelas	Statistic	df	Sig.
Eksperimen	,105	54	,200*
Kontrol	,114	54	,075

Table 1. Shows if the experimental class and control class data on the measurement activities use the calipers term Sig. greater than 0.05. Data requirements can be said to be normal, that is, if the Sig. > 0.05 then the data is normally distributed and if the value of Sig. <0.05, the data is not normally distributed. Because the value of Sig. the experimental class is 0.200 and the control class is 0.075, meaning value Sig. Of the two classes > 0.05, the data has been normally distributed.

Table 2. Results of Analysis of the Normality Test of Process Skills in Experimental Classes and Control Classes in Measuring Activities Using a Micrometer Screw

<i>Kolmogorov-Smirnov</i>			
Kelas	Statistic	df	Sig.
Eksperimen	,106	54	,198
Kontrol	,093	54	,200*

In Table 2. Shows experimental class and control class data on measurement activities using a screw micrometer. Data requirements can be said to be normal, that is, if the Sig. > 0.05 then the data is normally distributed and if the value of Sig. <0.05, the data is not normally distributed. Because the value of Sig. the experimental class is 0.198 and the control class is 0.200, meaning the Sig. Of the two classes > 0.05, the data has been normally distributed.

Table 3. Results of Analysis of the Normality Test of Process Skills in Experimental Classes and Control Classes in Measuring Activities Using a Micrometer Screw

<i>Kolmogorov-Smirnov</i>			
Kelas	Statistic	df	Sig.
Eksperimen	,063	54	,200*
Kontrol	,081	54	,200*

In Table 3. Shows experimental class and control class data on measurement activities using a screw micrometer. Data requirements can be said to be normal, that is, if the Sig. > 0.05 then the data is normally distributed and if the value of Sig. <0.05, the data is not normally distributed. Because the value of Sig. the experimental class is 0.200 and the control class is 0.200, meaning the Sig. Of the two classes > 0.05, the data has been normally distributed. After the data are tested for normality, the data can then be analyzed using inferential statistics using the Independent Sample t Test. The homogeneity test can be seen from the output on the Independent Sample t Test. The following is the data analysis to see the differences in science rposes skills of students in the experimental class and control class, as shown in Table 4. Up to Table 10.

Table 4. Results of Independent Sample t Test (Group Statistic) Science Process Skills Experimental Class and Control Class on Activities Measurements Using the Sorong Term

Group Statistic					
Kelas	Mean	Std. Deviation	Q1	Q2	Q3
Eksperimen	3,2983	,29395	3,0725	3,3300	3,5650
Kontrol	2,5578	,20382	2,4350	2,5750	2,6800

Table 5. Independent Sample Analysis Results t Test of Science Process Skills Experiment and Class Classes Controls in Measurement Activities Using

<i>Independent Sample Test</i>									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	10,698	,001	15,214	106	,000	,74056	,04868	,64405	,83706
Equal variances not assumed			15,214	94,394	,000	,74056	,04868	,64391	,83720

The results of the data obtained on measurement activities use the sorong term if seen from the comparison value between t_{count} and t_{table} . First, see Table 5. in the Sig. the value obtained is equal to 0.001, because $0.001 < 0.05$, it can be concluded that the two variances are not the same. Because the two variances are not the same, the t test that will be seen as the output is on the *Equal variance not assumed line* (assumed that the two variances are not the same). In Table 5. The amount of t_{count} is 15,214. For the two-tailed test, the Sig. (2-tailed) in the column *Equal variance not assumed* obtained that is equal to 0,000 at a significance level of 95%. Because the value is $0,000 < 0,05$. then H_0 is rejected. That is, through the Independent Sample t Test difference test, it is evident if there are differences in science process skills in each class in the Jambi University Physics Education Study Program after using science process skill-based guidebooks using *Cooperative Learning* type *Group Investigation* with those that still use conventional guidebooks on measurement activities using calipers, Table 4. shows the experimental class ($mean = 3.2893$; Std. Deviation = 0.29395; Q1 = 3.0725; Q2 = 3.3300; and Q3 = 3.5650) has process skills higher science than the control class ($mean = 2.5578$; Std. Deviation = 0.20382; Q1 = 2.4350; Q2 = 2,5750; and Q3 = 2.6800). In Table 4.6 the differences in science process skills in the experimental class and control class ranged from 0.64931 to 0.83720, with differences in the average of 0.74056.

Table 6. Results of the Analysis of Independent Sample t Test (Group Statistics) Science Process Skills Experimental Class and Control Class in Measuring Activities Using the Micrometer Screw

Kelas	Group Statistic				
	Mean	Std. Deviation	Q1	Q2	Q3
Eksperimen	3,2552	,26735	3,0275	3,3050	3,4500
Kontrol	2,5622	,28174	2,3300	2,5600	2,7800

Table 7. Independent Sample Analysis Results t Test of Science Process Skills Experiment and Class Classes Controls on Measurement Activities UsingScrew Micrometers

Independent Sample Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	,132	,717	13,111	106	,000	,69296	,05286	,58817	,79775
Equal variances not assumed			13,111	105,710	,000	,69296	,05286	,58817	,79776

The measurements using a micrometer screw hypothesis conclusion can be seen from the comparison value between t_{count} and t_{table} . Seen in Table 7. section Sig. the value obtained is equal to 0.717, because $0.717 > 0.05$, it can be concluded that the two variances are the same, with this result the output of the t test is seen, namely on the line *Equal variance assumed* (assumed both variances are the same). To find a distribution table t, it can be searched at $\alpha = 5\% : 2 = 2.5\%$ (0.025) because the two-sided t test is done with the degree of freedom (df) is 106. The results obtained for t_{table} are 1.98260 and t_{counts} as 13.111 at the 5% significance level. Because the value of $t_{\text{count}} > t_{\text{table}}$ then H_0 is rejected.

In addition to referring to the value of t_{count} and t_{table} , it can also be seen from the value of Sig. (2-tailed) on the line *Equal variance assumed*. Sig value. (2-tailed) in the column *Equal variance assumed* which is equal to 0,000. Significance value $0,000 < 0,05$, then H_0 is rejected. That is, through the Independent Sample t Test difference test, it is evident if there are differences in science process skills in each class in the Jambi University Physics Education Study Program after using science process skill-based guidebooks using *Cooperative Learning* type *Group Investigation* with those that still use conventional guidebooks on measurement activities using a micrometer screw, Table 6. experimental class ($mean = 3.26735$; Std. Deviation = 0.26735; $Q1 = 3.0275$; $Q2 = 3.3050$; and $Q3 = 3.4500$) having science process skills that higher than the control class ($mean = 2.5622$; Std. Deviation = 0.26735; $Q1 = 2.3300$; $Q2 = 2.5600$; and $Q3 = 2.7800$). In Table 7. the differences in science process skills in the experimental class and control class ranged from 0.5887 to 0.79775, with differences in the average of 0.69295.

Table 8. Results of the Analysis of Independent Sample t Test (Group Statistics) Science Process Skills Experimental Class and Control Class in Measuring Activities Using the Spherometer

Kelas	Group Statistic				
	Mean	Std. Deviation	Q1	Q2	Q3
Eksperimen	3,4209	,34467	3,1700	3,4450	3,6850
Kontrol	2,3728	,34453	2,0950	2,4250	2,6275

Table 9. Independent Sample Analysis Results t Test of Science Process Skills Experiment and Class Classes Controls in Measuring Activities Using the Spherometer

	Independent Sample Test								
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	,146	,703	15,805	106	,000	1,04815	,06632	,91667	1,17963
Equal variances not assumed			15,805	106,000	,000	1,04815	,06632	,91667	1,17963

The third activity is the measurement using a spherometer, the conclusion of the hypothesis is the same as the previous activity by looking at the value of the comparison between t_{count} and t_{table} . First, see in Table 9. Section Sig. the value obtained is equal to 0.703, because $0.703 > 0.05$, it can be concluded that the two variances are the same. if the two variances are the same, then the results of the t test output are the reference for decision making, namely on the line *Equal variance assumed* (assumed the two variances are the same). To find the distribution table t sought at $\alpha = 5\% : 2 = 2.5\%$ (0.025) because the test carried out is a two-sided test with degrees of freedom (df) is 106. Obtained results for t_{table} that is 1.98260 and t_{count} of 15.805 at the 5% significance level. Because the value of $t_{\text{count}} > t_{\text{table}}$ then H_0 is rejected. In addition to referring to the value of t_{count} and t_{table} , it can also be seen from the value of Sig. (2-tailed) on the line *Equal variance assumed*. Sig value. (2-tailed) on the line *Equal variance assumed* which is equal to 0,000. Because the significance value is $0,000 < 0,05$, then H_0 is rejected. That is, through the difference *Independent Sample t Test*, it is evident if there are differences in science process skills in each class in the Jambi University Physics Education Study Program after using science process skill-based guidebooks using *Cooperative Learning* type *Group Investigation* with those that still use

conventional guidebooks on measurement activities using a spherometer, in Table 8. the experimental class ($mean = 3,4209$; Std. Deviation = $0,34467$; $Q1 = 3,1700$; $Q2 = 3,4450$; and $Q3 = 3,6850$) have science process skills that higher than the control class ($mean = 2.33728$; Std. Deviation = 0.34453 ; $Q1 = 2.095$; $Q2 = 2.4250$; and $Q3 = 2.6275$). Table 9. Differences in science process skills in the experimental class and control class ranged from 0.91667 to 1.17963 , with differences in the average of 1.04815 .

The indicators of science process skills studied included 16 indicators of science process skills. Indicators are most dominated by the students in the experimental class in all three of these activities are described in the following table:

Table 10. Process Skills Mastery Science Experiment Class

Activity	Indicators	Category	Percentage (%)
Calipers	Analyzing Investigations	Very Not Good	0.00
		Not Good	11.11
		good	14.81
		Very good	74.07
Micrometer Screw	Analyzing Investigations	Very Not Good	0.00
		Not Good	3.70
		good	42.59
		Very good	53.70
Spherometer	Designing Investigations	Very Not Good	0,00
		Not Good	0,00
		good	18 52
		Very good	81.48

DISCUSSION

The purpose of this study was to determine the differences in science process skills between experimental classes using practical process skills-based practicum guides using cooperative learning models of control groups using conventional guidebooks on Basic Physics practice I measurement material. Science process skills are skills that shape basic science knowledge. *Science process skills form the basis of science* (Aydogdu et al, 2012). Physics as part of science requires students from physics teachers to possess and master science process skills. When students have science process skills, students will be able to build knowledge and solve an experimental problem. *Participatory experimental skills in students' skills make students in science laboratories* (Karamustafaoğlu, 2011). KPS can also help students to be more literate in science and improve their scientific literacy.

Indicators of science process skills that are most inclined to be mastered by students in the experimental class in measuring activities using calipers and screw micrometers are indicators of analyzing investigations as shown in Table 10. For measurement activities using a sliding period the mastery of science process skills possessed by the experimental class is equal to 74.07% in the very good category. In the measurement activities using a screw micrometer percentage of mastery of science process skills which is equal to 53.70% in the excellent category. This is supported by observation sheet data and strengthened by documentation during practical activities. In the indicator analyzing the investigation, students are required to be able to determine what will be done on the variables in the experiment, and can know the effects of the influence given to the experimental variable. According to Rezba (1995) states that, before being able to conduct an investigation, students should be able to find out the variables in the experiment, and what the hypothesis is in the experiment. By mastering investigative analyzing indicators, students are expected to carry out experiments during the experiment in accordance with the objectives of the practical activities.

Practical activities carried out are measurements using a spherometer. In this activity, indicators that are more inclined to be mastered by students in the experimental class are indicators of designing investigations with a percentage of 81.48% in very good categories. This is supported by the observation sheet data and strengthened by documentation during practical activities. Indicators of designing investigations, according to Rezba (1995) state that, on this indicator it helps in proving experimental hypotheses. The design of the investigation does not need to be too complicated, the simpler the design, the more likely it is that students will be able to collect the required data. In this indicator, students are required to determine the tools and materials to be used in the lab, determine the steps to be taken, and take tools and the material needed for measuring activities using a spherometer.

The difference in treatment given between class experiments using basic physics lab guides I based science process skills using a model of *cooperative learning type group investigation* with classroom control using conventional guides, it makes a difference science process skills of students advance of the experimental class and control class. In accordance with this, the results of research conducted by (Abungu, 2014), stated that "*After five weeks of science process skills based instruction, the researchers found that students in the Experimental Groups were attained to be significantly higher in chemistry than did the students the Control Groups*". That is, in the learning process based on science process skills in the experimental class the value obtained is higher than the control class. So, learning that uses science process skills can help students improve science process skills. For this reason, it is hoped that this guide, after being revised, is expected to be applied to become the guide of Basic Physics practicum I in supporting practical work.

Problems and solutions

In general, the results of the study show if there are differences in science process skills of students between the experimental classes who use the Basic Physics practicum guide I based on science process skills by using a model *cooperative learning type group investigation* with a control class that uses conventional practicum guides. From these differences it can be seen if the experimental class has higher science process skills than the control class. This means that the Basic Physics

practicum I guide based on science process skills by using models *cooperative learning* of types *group investigation* can help in developing science process skills of Jambi University Physics Education students.

The application of Basic Physics practicum guide I based on science process skills by using a model *cooperative learner* type of *investigation group* in the laboratory practice experienced several obstacles, namely the language used in the guide was less communicative so that sometimes students still had difficulty understanding the practical guide especially in the experimental procedure section. To be able to maximize the use of the Basic Physics practicum I guide based on science process skills by using a model of the *cooperative learner* type of *investigation group*, language revisions should be made so that they are more communicative and easier for the reader to understand.

CONCLUSION

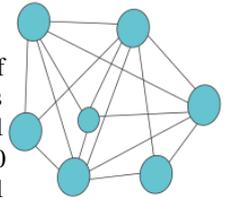
Based on Data analysis and discussion can be concluded if the experimental class using Basic Physics practicum guide I based on science process skills by using a model *cooperative learning* type *investigation group* has science process skills that are better than the control class that do practicum using a conventional guide. So, the Basic Physics practicum I guide based on science process skills by using a model *cooperative learner* of type *group investigation* can help in developing science process skills of Jambi University Physics Education students.

REFERENCES

- Abungu, H. E., Okere, M. I., & Wachanga, S. W. (2014). The Effect of Science Process Skills Teaching Approach On Secondary School Students' Achievement In Chemistry In Nyando District, Kenya. *Journal of Educational And Social Research*, 4(6), 359.
- Akinbobola, A. O., & Afolabi, F. (2010). Analysis of science process skills in West African senior secondary school certificate physics practical examinations in Nigeria. *American-Eurasian Journal of Scientific Research*, 5(4), 234-240.
- Aktamis, H., & Ergin, Ö. (2008, June). The effect of scientific process skills education on students' scientific creativity, science attitudes and academic achievements. In *Asia-Pacific Forum on Science Learning and Teaching* (Vol. 9, No. 1, pp. 1-21). The Education University of Hong Kong, Department of Science and Environmental Studies.
- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.
- Aydın, A. (2013). Representation of Science Process Skills in The Chemistry Curricula for Grades 10, 11 And 12/Turkey. *International Journal of Education and Practice*, 1(5), 51-63.
- Aydogdu, B. (2015). The investigation of science process skills of science teachers in terms of some variables. *Educational Research and Reviews*, 10(5), 582.

- Aydogdu, B., Tatar, N., Yıldız - Feyzioglu, E., & Buldur, S. (2012). İlkogretim öğrencileri neyone likbilim selsürecbeceri leriol çegininge listirilmesi (Developing a science process skills scale for elementary students). *Kuramsal Eğitim Bilim Dergisi*, 5(3), 292-311.
- Azizah, K. N., Ibrahim, M., & Widodo, W. (2018, January). Process Skill Assessment Instrument: Innovation to measure student's learning result holistically. In *Journal of Physics: Conference Series* (Vol. 947, No. 1, p. 012026). IOP Publishing.
- Çepni, S., & Çil, E. (2009). A case study for reliability on portfolio evaluation. *Procedia-Social and Behavioral Sciences*, 1(1), 963-968.
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. Routledge.
- Coolican, H. (2014). *Research methods and statistics in psychology*. Psychology Press.
- Dogan, I., & Kunt, H. (2017). Determination of Prospective Preschool Teachers' Science Process Skills. *Journal Of European Education*, 6(1), 8-18.
- Downing, J. E., & Gifford, V. (1996). An investigation of preservice teachers' science process skills and questioning strategies used during a demonstration science discovery lesson. *Journal of Elementary Science Education*, 8(1), 64.
- Farsakoğlu, Ö. F., Şahin, Ç., & Karsli, F. (2012, June). Comparing science process skills of prospective science teachers: A cross-sectional study. In *Asia-Pacific Forum on Science Learning and Teaching* (Vol. 13, No. 1, pp. 1-21). The Education University of Hong Kong, Department of Science and Environmental Studies.
- Harlen W (1999). Purposes and Procedures for Assessing Science Process Skills. *Assessment in educ.* 6(1):129-144.
- Isanejad, O., Heidary, M. S., Rudbari, O., & Liaghatdar, M. J. (2012). Early maladaptive schemes and academic anxiety. *World Applied Sciences Journal*, 18(1), 107-112.
- Karamustafaoğlu, S. (2011). Improving the science process skills ability of prospective science teachers using I diagrams. *Eurasian Journal of Physics and Chemistry Education*, 3(1), 26-38.
- Khan, M. A., & Law, L. S. (2015). An Integrative Approach to Curriculum Development in Higher Education in the USA: A Theoretical Framework. *International Education Studies*, 8(3), 66-76.
- Mutisya, S. M., Rotich, S., & Rotich, P. K. (2013). Conceptual understanding of science process skills and gender stereotyping: a critical component for inquiry teaching of science in Kenya's primary schools.
- Mutlu, M., & Temiz, B. K. (2013). Science process skills of students having field dependent and field independent cognitive styles. *Educational Research and Reviews*, 8(11), 766.
- Opatye, J. A. (2011). Developing and Assessing Science and Technology Process Skills (STPSs) in Nigerian Universal Basic Education Environment. *Journal of Educational and Social Research*.

- Özgelen, S. (2012). Students' science process skills within a cognitive domain framework. *Eurasia Journal of Mathematics, Science & Technology Education*, 8(4), 283-292
- Raj, R. G., & Devi, S. N. (2014). Science process skills and achievement in science among high school students. *Scholarly Research Journal for Interdisciplinary Studies*, 2(15), 2435-2443.
- Rauf, R. A. A., Rasul, M. S., Mansor, A. N., Othman, Z., & Lyndon, N. (2013). Inculcation of science process skills in a science classroom. *Asian Social Science*, 9(8), 47.
- Rezba, R. J., Sprague, C., & Fiel, R. (2003). *Learning and assessing science process skills*. Kendall Hunt.
- Rillero, P. (1998). *Process skills and content knowledge*.
- Wiwin, E., & Kustijono, R. (2018, March). The use of physics practicum to train science process skills and its effect on scientific attitude of vocational high school students. In *Journal of Physics: Conference Series* (Vol. 997, No. 1, p. 012040). IOP Publishing.
- Yavad & Mishra. (2013). A Study Of The Impact Of Laboratory Approach On Achievement and Process Skill In Science Among Is Standart Students. *International Journal Of Scientific and Research Publication*. 3(1), 2
- Zeidan, A. H., & Jayosi, M. R. (2015). Science Process Skills and Attitudes toward Science among Palestinian Secondary School Students. *World journal of Education*, 5(1), 13-24.



Street prostitution, is it a worthwhile occupation? A community perspective on social responsibility

Mani Man Singh RAJBHANDARI¹ 

Manuscript information:

Received: February 2, 2020

Revised: April 14, 2020

Accepted: April 20, 2020

Author 1

Professor/Researcher
CENTRUM Graduate Business
School, Pontificia Universidad
Católica del Perú, PERU

Sr. Research Associate
Faculty of Education,
University of Johannesburg,
SOUTH AFRICA

E-mail(s):

mannerajbhandari@hotmail.com

mrjbhandari@pucp.edu.pe

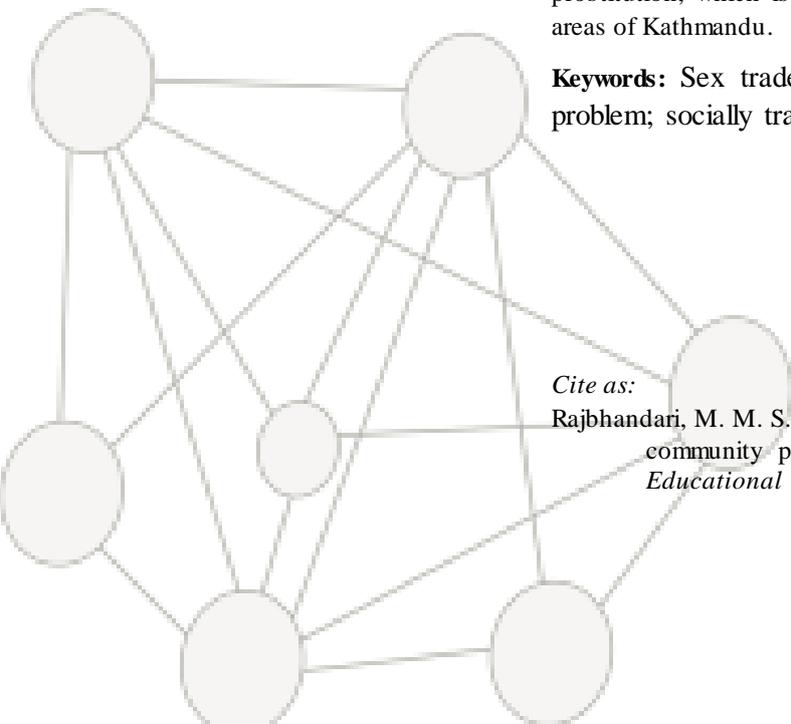
Abstract

This study attempts to understand community perspectives and to explore social responsibilities towards street prostitution. Prostitution or sex work has multiple realities and is a socially constructed phenomenon. Postmodernist debates view prostitution as an occupation (regardless of gender) and not as a crime against women. However, using various social lenses, any activity against the will or ability of an individual is viewed as offensive and assaultive towards morals, beliefs, norms, values, emotions, and so forth. This study used a qualitative and ethnographic research design. Observations and interviews, as research tools, were applied. The data was analyzed using triangulation and crystallization to understand the social reality from different perspectives. The respondents in this study were members of the community, such as, vendors, shopkeepers, businessmen, cab drivers, police officers, and local residents. The results suggest that prostitution is a social problem and is socially constructed requiring social responsibility in addressing the issue and preventing vulnerable juveniles from entering prostitution through persuasion or greed. The findings suggest that areas affected by street prostitution are the regular 'joints' interconnecting the main market. Here uninvolved shoppers and passersby, especially woman and girls, are assaulted. This situation needs immediate action to protect the morals and values of the community. While social responsibility is considered pivotal, none of the community respondents in this study demonstrated concern towards street prostitution, which is fast becoming a flourishing trade in the traditional market areas of Kathmandu.

Keywords: Sex trade; sex workers; Gender; social constructivism; social problem; socially transmitted disease; ethnography

Cite as:

Rajbhandari, M. M. S. (2020). Street prostitution, is it a worthwhile occupation? A community perspective on social responsibility. *European Journal of Educational and Social Sciences*, 5 (1), 22 – 37.



INTRODUCTION

Prostitution is an old profession, which is rooted in centuries of practice. Generally, prostitution is an organized profession, which in recent times is also known as *Sex Work*. Although *sex workers* and prostitutions were usually confined to certain places, it has now become an open occupation, which has taken to the streets. Why do people, especially females, become involved in the sex trade? One reason may be that prostitution is an easy money making business. Nevertheless, sex work is not limited to females, but also involves men (Ritcher et al., 2013). Moreover, both male and female involvement in the sex trade take place within controlled environments in those cities where *prostitution is legalized* (Barnett & Casavant, 2014). However, in the street, prostitution may seem to be an open trade, but they are actually operating in a controlled environment.

Although, prostitution or sex work are controlled and legalized in certain cities of the country, does it make a positive impression on outsiders and in the community? Moreover, sex work is an *individual choice* (Christiansen et. al., 2016). However, it is defined by various elements that encourage involvement in the sex trade. Some people become involved through desire, which is naturally appealing. Others find it an easy money making occupation, while some are driven into prostitution because of dire financial need. Nevertheless, in all these cases, the primary instigators for prostitution are the *Johns* or *Tricks* (Farley, 2004), who buy sex and encourage prostitution. Furthermore, linking the prostitutes with the Johns are the middle men known as pimps, who are the look-outs for both the sex workers and the Johns.

Moreover, in a community where the sex trade is progressing, would it be safe for the local people, especially children both male and female? Although the home-town environment does not always determine a child future, it can play a vital role in molding children's behaviors and possibly attracting them to the profession.

In a community within a developed country, prostitution is called sex work. In a community in a developing county, it has the same name and label, and has been enacted for centuries. In this study, I look at street prostitution within a community from a developing nation. The study is based in Kathmandu, capital city of Nepal.

In Nepal, prostitution is a cultural and social taboo. Ironically, in many temples of Nepal, where worshipers (especially women) go to pray, most of the temple's wood carvings depict sex art of various kinds. Most have noticed, but for them these carvings are simply decorative sculptures.

Despite sex trade and prostitution being culturally and socially unacceptable, many become involved either willingly (by which I mean for its natural appeal) or essentially (by which I mean because of economic hardship or for easy money).

Additionally, community welfare and activities are the social responsibility of the community. Social responsibility within the community in Nepalese society is strongly interconnected and bonded. Social responsibility in Nepal is a social and cultural phenomenon. These responsibilities are exchanged and demonstrated in the form of cultural values, beliefs, norms, cultural respect, socio-cultural perspectives, and so forth. However, is prostitution also the social

responsibility of the community? Would the community be responsible for public outrage if prostitution is taking place within a community where it is considered unacceptable?

Street prostitution can be violent (Farley, 2004) and assaultive to people and the community. In order to generate support for the social welfare of sex workers, social awareness is necessary. Although social awareness is being raised through sex and family planning education by Non-Governmental Organizations (NGOs), it has not yet provided real practical solutions for the community and the lives of sex workers. Social awareness needs to be strengthened through more intense and extensive sex and the family planning education, including issues around the sex trade and prostitution as an occupation, with its associated problem of the spread of sexually transmitted diseases (STDs).

My ethnographic exploration

During the festive season in Nepal, people from many parts of the country visit the capital city, Kathmandu, for the buying and selling of goods. The market can be very busy, especially in the ancient traditional places, such as Ason Tole, Indra chowk, and Basantapur (Freak Street) to name a few. The streets are busy with vehicles, particularly public transport, that hoot and yell to attract passengers. This time of the festive season is busy and it is very difficult for pedestrians and vehicles to move freely. Because allocated parking areas are full, people tend to park their vehicles in the street. Those areas which are free are taken over by public transport vehicles, which seldom adhere to traffic rules and regulations.

This is the time when most Nepalese people make money through their businesses and dwellings, since many people have additional spending money from salary bonuses paid by government and other employers to celebrate the festivals called Danshain and Tihar.

The capital city, Kathmandu, is considered to be the business hub of the country, especially during festival periods. Consequently, many people from different places come to Kathmandu for both small and large business ventures. Moreover, during the festive season, the city is filled with people migrating to the capital. Previously, this migration was the result of political disturbances and the associated violence. At present, political stability is slowly replacing the instability of the past. However, a level of political stability capable of supporting a systematic political and bureaucratic management system has not yet been achieved. Consequently, many Nepalese prefer to conduct business and commercial transactions autonomously and congregate in areas where a market is already established.

This year, I experienced my visit to the city very differently. As well as goods trading, sex trading was also visible on the street — these were the *street prostitutes* or *sex workers* (Sonke Gender Justice, 2014; LeBrun, 1999). There were females, who were grouped by men while negotiations were carried out until both parties were satisfied. Many sociologists and activists suggest that prostitution is not a violation of human rights; and that it is a reasonable job for poor women. For example, Farley (2006) defines sex work not as a form of violence against women, but as a professional job. If prostitution is considered not to be a form of violence against the

women, and if it is considered as a reasonable job, many poor women would be tempted to enter the professions. In such a case, surely it becomes a community social responsibility to protect the vulnerable, especially the female children, who grow up in these affected areas. According to Myer-Powell (2008) almost 70 percent of the women entering into the sex trade are at the age of 12. This is a vulnerable age since the child is not yet able to discern the consequences of such a choice.

Although prostitution is an old profession, in modern days it has become a lucrative occupation. Moreover, prostitution has become a significant occupation involving all genders. Despite, prostitution being a disturbing element in a society, people are still attracted to it willingly or forcibly.

Prostitution as an occupation

Powell (2008) states that one of the most profitable trades is sex, although it is harmful to all including men, women and the community. Is street prostitution a social problem and a social responsibility? Scott (2002) states there are various perspectives on this question, depending on the viewer. Some view prostitutes as primarily responsible, and a cause of the social problem. Others view clients as responsible, with prostitutes being seen as the victims. There are various views about street prostitution. Some are of the opinion that the state should not intervene as it is a private matter. According to Scott (2002) reflections on prostitution is connected to social moral and community belief. The morals and beliefs of the community towards law and regulation affect how these communities respond to street prostitution.

During the nights I spent in my car in the street, I was able to observe what was really happening within the community. I was not sure if these activities had been noticed by the local people. I wondered if these activities were also taking place in the day.

While observing the activities continuously for days, I noticed that a few extravagantly dressed females would appear and move around to attract passersby, referred as Johns or Tricks. The dealing was enthusiastic and appealing to those seeking cheap prostitutes. Activities in the street were dramatic — sex trading is an interesting negotiation. Although interesting to watch from a sociological viewpoint, it is also a sad moment to see the buying and selling of sex. However, sex trading was more than a festivity in its own right for the street prostitutes.

Nevertheless, to begin my search for respondents, I readily identified a cab driver parked nearby. I assumed that he was a regular visitor to the area. His views differed from what I had assumed, i.e., that these street prostitutes were all female. He informed me that both genders were involved; as well as those from the *Third Gender* (Mehra & Goswami, 2016) and that some are professional female prostitutes. According to Parker (1998) prostitution involves all genders. However, the young men are mostly heterosexual.

Subsequently I observed gloriously dressed third-gender prostitutes displaying their playful attitude to passersby, who appeared to be the respective Johns or Tricks. Initially I assumed that these third-gender prostitutes were the pimps. Nevertheless, a few experienced third-gender prostitutes do play a part in running the business. According to Parker (1998), even in places where prostitution is legal, pimps are the pivotal part of the business. It is believed, from the perspective of the pimps that participants choose to become prostitutes as it is a quick way to make money.

On the street, as the numbers of prostitutes gradually increased, the men slowly disappeared, with nobody asking questions as to where they go. According to Burns (2014), individuals of different ages are involved in the sex trade or prostitution regardless of their gender. Both coercion and economy play equal roles; and it is perceived as the quickest money making occupation. In supporting this view of prostitution as a lucrative occupation, Farley (2006) states that a limited choice of job-related opportunities leads towards adopting prostitution as an occupation. However, the realistic picture can involve economy, unsupportive families and friends, social deprivation, lack of job opportunity, job scarcity, and so forth. These are the main contributors to women entering into prostitution as an occupation to generate quick and easy money. The business is also profitable for those who run the protocol. Moreover, for Scott (2002) prostitutes are not committed to prostitution as an occupation. Scott suggests life style, economy, drugs and easy money as the various reasons for street prostitution.

METHODOLOGY

This study uses a qualitative research design. The methodology uses a critical perspective approach. Critical researchers, for example, Myers (2004) believe that social reality is historically constructed. As prostitution is one of the oldest occupations, which is still in progress and also legalized in some countries, it is a socially constructed phenomenon. To obtain a broader understanding of this phenomenon, ethnographic methods were applied to explore both the cultural and social realities as they are constructed in natural settings.

This ethnographic research attempts to generate evidence (Asher & Miller, 2011; Genzuk, 2003) from the perspective of various members of the community. Therefore, my attempt to explore this phenomenon was based on how the community reacts to street prostitution. Ethnographic methods used involved informal discussions with various community members, including legitimate businessmen who contributed substantially to my understanding of this socially constructed phenomenon; and their views towards street prostitution equally contributed to further this research.

Research tools

The research tools used in this study were observation (Fox, 1998) and interviews (Kawulich, 2005). Observation of the prostitutes, the Johns, and the passersby were carried out in a natural setting without their knowledge or involvement. Two hours of observation was conducted on location at different times and dates to strengthen reliability and validity.

The other research tool involved interviews. Semi-structured interviews were carried out with community members, such as local vendors (including garments sellers) and also taxi drivers who parked their vehicles close to the location.

The respondents

Snowball and random purposeful sampling were used to collect data from the respondents. The respondents comprised local residents and local street vendors, as well as shop owners. Other respondents were the police officer responsible for inspecting the local community; and some of the taxi drivers, who were familiar with the location.

Data analysis procedures

The evidence gathered from the respondents were analyzed and interpreted. Data were analyzed by using triangulation (Lauri, 2011) and crystallization (Richardson, 1994). The triangulation method used in this study involved *time, data, person, and space* (Denzin 1970; Thurmond, 2001). Triangulation widens understanding through cross verification, deepening the thoughts, and validation (Olsen, 2004). In addition, crystallization enabled me to shed light on various perspectives of the analysis from different angles in order to understand street prostitution as a single dimensional problem. Both crystallization and triangulation enabled me to understand this socially constructed phenomenon from various angles and with a deeper constructed meaning.

Research questions

In investigating community perspectives on their social responsibility towards street prostitution, two main research questions were posed to explore the research problem.

1. How does the community react to street prostitution?
2. How does the community demonstrate social responsibility towards street prostitution?

FINDINGS and DISCUSSIONS

In this section, results are analyzed and interpreted by applying both crystallization and triangulation. Views and perspectives from people in the community are provided and meaning given to the data collected through observation and interviews. Nevertheless, emphasis is given to interview data, while observation data is used to support the findings and discussions.

Prostitution, is it worth enough? A review

Prostitution or sex work is a social problem and a concern for society, which implies a need for active social responsibility. Although social responsibility has not been effective in the maintenance of *psychological, sociological and physiological parameters* (Rajbhandari, 2016; Rajbhandari & Rajbhandari, 2015), of the self and others, it also has a reciprocal effect in that sex workers display little concern for society's welfare. Moreover, sex workers are itinerant, moving from place to place, and are likely to be seen at those places where their business can be fostered. Consequently, these sex workers do not belong to the community in which they

operate. However, my observations showed that these sex workers did not change locations frequently unless they were threatened in some way.

It was also observed that sex trading was highly organized and managed through the use of cellphones and from residences, apart from the actual street trading. This allowed the prostitutes to remain mobile and hide from threat, for example, from the police and people in the local community. Moreover, their collectivist culture offered them additional protection from the community. In a collectivist culture, group coherence and support allows the members of the group to gather and talk freely among themselves. Moreover, the organized protocol of the sex trade prevents free sex servitude. According to Fergus (2005), threat can be one of the reasons why sex workers continue in this occupation. In addition, the organized sex trade protocol is directed by someone in control. The person or persons in control rule the business. Supporting this view, Farley (2006) asserts that prostitutes or sex workers do not remain in one location. They are continually moved to different locations where the most money can be made, thus benefiting the pimps and the sex trade traffickers.

Nepal is culturally and socially rich. Although Nepal is diverse in geography, culture, social structure, religion and so forth, the collectivist society strongly integrates all the Nepalese people. However, in recent days, things have changed due to national politics, and this collectivist integrity is being threatened and redefined by geographic boundaries, caste, race, and sociological background, to name a few. Moreover, ninety-two different languages are spoken. However, Nepali is the most common language spoken and understood by all, which is also the only official language.

Because of socio-cultural integration, sex trading is considered to be prohibited throughout the nation. Moreover, in Nepal, prostitution is also perceived as culturally and socially offensive. In connection to this, Nepal has not legalized prostitution. However, human trafficking has reached its height and become the social responsibilities of the nation. Most human trafficking of women and female children are exported to India and other parts of the world for prostitution and sex slavery.

Although, legalization of prostitutes could be one of the control measures against the human trafficking to foreign countries, it can also have an adverse effect by benefiting criminal activities and providing a safe haven for human traffickers to operate a sex trade within the country (Fergus, 2005). In addition, legalized prostitution can create a prostitution culture and an organized syndicate that could flourish from the demand for women and children and other kinds of prostitutes (Sullivan, 2005).

As with many other businesses and trading, prostitution also has an economic motive. According to Farley (2006) prostitution and the sex trade can make enormous profits, which is protected if the business is not legalized. Consequently, prostitution is a lucrative form of slavery and oppression.

The social realities of prostitution could be very different from the postmodernist views on prostitution. Sex workers or street prostitutes have their own realities, their backgrounds and experiences. Postmodernist theorists argue that social realities are a narrative version of

individual's experiences of real-life situations or problems. According to postmodern theory, for example Farley (2006), Mitlevy (1997) and Brann (1992) prostitution is not understood as human, but as a living community, a plane consistency of desire, and an organized signifying system.

Although prostitution and human trafficking is a social concern and a social responsibility, it equally reflects a negative moral concern towards the society. Social concern and social responsibility to safe-guard underage females from prostitution is necessary, and can be achieved by protecting these underage females from the pimps and Johns within the community who create an attractive, but false dream, of easy money and glamorous life-styles.

Moreover, taking into consideration morals and attitudes, street prostitutions can be offensive. For example, they degrade citizen's moral standards; they are a nuisance to passersby, residents and to businesses in the community. In addition, prostitutes and the syndicates involved assault the social wellbeing of a community and, more seriously, entice juveniles into prostitution (Scott, 2002). In addition to these moral concerns, there are other concerns such as personal safety, spillover effects, civil rights or economic effects.

Of these concerns, the economic effects can encourage women to enter into prostitution because of a desire for quick money and glamorous life-styles. Concerns related to street prostitution are interconnected with micro aspects of social lives, which are amplified in the long run. According to Scott (2002), street prostitution can affect the economy of an area as it can hamper local business when customers avoid shopping in those areas of the neighborhood. In the long run, the market price of the property may be reduced with more vacant areas and buildings due to the migration of residents to better locations. Therefore, areas affected by prostitution can be dangerous. Moreover, in a developing country, organized syndicates may harass innocent passersby, even collaborating with the police to remain uninvolved when muggings are underway. Nevertheless, street prostitution can foster legitimate business such as cheap hotels, motels and lodges which provide premises for sex trading (Duchesne, 1997; Levitt & Venkatesh, 2007). In addition, the locations in which street prostitution flourishes often have underdeveloped infrastructure, for example: alleyways; abandoned houses or buildings; cheap street restaurants; dark parking lots; and drug dealing venues. These vicinities also provide escape routes from police. Slow driving lanes are also used, where drivers can be forced to stop or slow down.

Moreover, street prostitution and drug use are closely interconnected with Sexually Transmitted Diseases (STDs). Rajbhandari (2008) found that both Injecting Drug Users (IDUs) and other drug users are prone to having multiple sexual partners and unprotected sexual intercourse, which poses a high risk for the transmissions of STDs. Furthermore, Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome (HIV/AIDS) can be transmitted and is often related to promiscuous sexual behavior and injectable drugs. In supporting this, 40% of IDUs were found to have been infected with HIV/AIDS through unprotected sexual relations.

Consequently, street prostitution can be a worthwhile occupation in terms of making quick and easy money. However, it has an adverse effect on society, the community, the prostitutes themselves, and the morality of the society. In a certain way, it is the organized syndicates who

benefit the most from prostitution. Street prostitutes are the ponies, who have to deal with the day-to-day realities, such as poor health and old age. Moreover, cheap street prostitutes can also be the source of STDs such as HIV/AIDS due to lack of regular medical checkups and lack of protective sex education. The Johns or Tricks may be the victims of infection or the source of the STDs. Therefore, street prostitution as an occupation can be worthwhile only if everyone — the prostitutes, the community, passersby, and uninvolved individuals and groups, are protected from adverse verbal or physical, formal or informal, coercion, assaults or diseases.

The perspectives of the community towards street prostitution

Prostitution has become a major concern in developing countries. Moreover, sexually transmitted diseases are more likely to be prevalent when medical care and sexuality education regarding STDs and their transmission are less available to prostitutes, which is the case in developing countries. The transmission of STDs to the prostitutes or to the Johns is an extreme form of assault on that person. However, even with knowledge of STDs, Johns are still inclined to use street prostitutes, promoting both the business and the spread of STDs.

I was most concerned about local community awareness of street prostitution in the area. In order to understand the perspectives of the community on these activities, I initially questioned the cab driver who was parked in the area. To support his view, he stated that:

This thing is happening here for a long period of time and people hardly care and have noticed. Even I have no problem, they come to hire my taxi and as passengers I reach them to their destination. I never ask them about their profession.

He added:

I think unemployment is the main reason for it. People need money for their living so they get involved into sex trade.

In order to obtain a crystallization of views, I interviewed additional members of the community. Firstly, a local policeman expressed the view that unemployment was the main contributing factor to street prostitution. He added:

The prostitutes in the street run away from us. They do not change their professions even after arresting them. It happened several time that we arrested them, it is difficult for us in arresting the same prostitutes time and again from the same place, and we have other jobs to do as well.

A local resident, a businessman who operates a mechanics workshop, answered that:

The main motivating factor is the money for them and that is how prostitutes are being fostered. These activities in the street are actually active because the local residents are not staying here anymore. They have left this community and moved somewhere. The old houses they have are rented are in the alley, which can be linked with many avenues and is an easy access to prostitutes and pimps. Also those people interested in this business

know the means to get here from different alley without being noticed by all. If the place wouldn't have been rented, prostitution in this community would not have taken place.

Furthering in his expression, he says;

Most of these prostitutions are transgender or third gender, called the Chakkas in Nepali.

Similar to the previous respondent, a retail shop owner added:

They look like a girl, they even dress up like a girl, but in actual they are third gender, and in our language we call them Chakkas.

To understand prostitution in terms of sexuality and gender, queer discourses view sexual orientation as natural and essential. According to Green (2002) queer theory views both lesbians and gays as equals, and ignores the social and institutional implications. Moreover, transgender prostitution is the blending of gender and is constructed socially, which therefore becomes a social problem and a social responsibility, whether grounded in essentialism, biology, naturalism, or considered as God-given. However, in any of such cases, prostitution involving any gender is a problem to the community and is not favored. Moreover, in Nepalese society, third gender is considered to be a biological and God-given phenomenon, and most people feel pity towards their behavior and appearances, but remain ignorant of their life-styles and occupations. Despite this, and viewing prostitution as socially constructed, the community dislikes such activities in their locality, but is not willing to offend them. In addition, the community dislikes prostitution of any kind, whether it be heterosexual, homosexual or transgender. To support this view, the local shopkeeper added:

People are humiliated by such activities in the community, besides being aware, no actions are taken by the community members.

Due to the lack of cooperation from those responsible – the authorities and the police – the local community and business owners are showing less concern and responsibility towards the problem of street prostitution. Consequently, street prostitutes and the organized syndicates are taking maximum advantage of this situation. In addition, the country's political system can play a vital role in maintaining the social welfare of communities. Unfortunately, the political instability in Nepal has militated against the problems of street prostitution being addressed. As a result, the local community is forced to tolerate sex trading activities in their area, preferring to keep silent and act ignorant. This is supported by the view of a shopkeeper:

These prostitutes have their own gang/groups. If we try to oppose them they might offend us back. It's pretty scary, so beside everything is happening so openly since one year, nobody in the community is raising their voice.

However, local business and the community people have not experienced any physical or offensive action from the street prostitutes or the organized syndicates. Moreover, the particular

venue where the sex traders are located is near the cab parking lot and crowded market area. These areas also provide a level of protection for the efficient running of the sex trade.

Although the sex trade is not currently hampering local business, it creates a hostile environment where female passersby are often harassed by the Johns or Tricks.

The area in the community where sex trades operate from includes the famous traditional market place, and is one of the busiest areas in the capital. In connection to the offensive behavior and attitude displayed by the Johns or Tricks, a retail businessman says;

Our business is not affected by these prostitutes. They run their own business at their own specific places. The question is about social integrity. We do not actually belong to this community but we run our business here in a daily basis, however, most often at the pick hours of their business, when their kinds are crowded on the street, people are being assaulted by the Johns/Tricks and gazes differently. It is not good to have this street prostitutions in the business areas.

Despite being aware of street prostitution flourishing in the area, people in the local community have not been able to take action against it. This is expressed in the view of a local resident:

We live in a conservative society, therefore though people know about these activities they do not talk about it freely. Although people in the community show their dislikes in these activities, they have not tried to oppose or take any social responsibility.

Despite of the fact that this community has authorized bureaus, for example: police stations, a youth club, a municipality and ward offices, these bureaus and the local community are not willing to address street prostitution in the area.

Moreover, these authorized bureaus are involved in other socio-cultural community welfare activities, but appear to make no concerted effort towards addressing street prostitution. This view is expressed by a local vendor, who says:

This is a local community and we have municipality, ward office, and the youth club named Annapurna RCT club. Although, the club is actively involved with social welfare and the community, these club members has never shown any interest in taking necessary actions against these street prostitutes and pimps. The club members actually are deliberately ignoring the fact of street prostitutions.

The community people are less concerned about street prostitution, as they are engaged with their routine business during the day. In addition, the community is not trying to oppose the sex trade because street prostitution operates mainly during the night. Most members of the community are unaware of the street prostitution in the area, except for those who run their businesses until late at night.

Street prostitution also operates in an area behind the local school walls. Despite being aware of such activities, neither the school nor the local community appears concerned about these activities. It appears, therefore, that none of the people within the community are demonstrating

social responsibility towards what is becoming a sensitive social problem, especially since street prostitution can attract young female school children, who may easily fall victim to pursuing prostitution as a profession.

A social responsibility

Street prostitution may not be considered by some as a form of violence against women, but many poor and economically deprived women fall victim to prostitution. One reason for this could be the company they keep, and the community and the society in which they live. As prostitution is perceived as an easy money making occupation, many women are attracted to it in order to generate an extra income (Raymond, 2003). However, sometimes the influence comes from persuasion by the 'inner circle' of one of the syndicates (Davis, 2004) who encourage or force women into prostitution by keeping their children hostage and threatening them (Ugarte, Zarate & Farley, 2003). This is very serious and dangerous situation, for the women and the community.

Social responsibility is essential in order to address street prostitution through social mobilization and the generation of awareness among the public, the sex workers, and the Johns or Tricks, about easily spread STDs. Moreover, the results suggest that awareness through social mobilization is also needed to safeguard vulnerable, especially female, children and women forced into prostitution.

The solution to street prostitution will not be achieved by removing actively involved people from the community. Sex workers and pimps are the initiators of street prostitution. These people tend to move to safe places; and are constantly on the lookout for profitable and easy access to the Johns or Tricks by preventing them from being recognized by the general public, especially by their families, friends and colleagues.

From the results, it is suggested that most community people would not be interested in eradicating or addressing the problem because they fear a threat to their homes. This is the main reason why street prostitution persists. Social responsibility can help and support community wellbeing and wellness in various ways, which is an essential element of a socially active community. Through social welfare and socially responsibility, vulnerable young female children of the community, and woman forced into prostitution, can be protected.

Although, prostitution is not legalized in Nepal, it is seen as cultural taboo, and is socially unacceptable. These activities cannot be resolved unless the community demonstrates social responsibility. It was found that community people in Nepal rely heavily on the police, who are considered to be responsible for arresting these sex workers. However, the police should not be the only ones to control the situation. It is equally important for society and social activists to take responsibility.

Sex work is not a crime, it is a necessity of economy; an essentialist aspect of human need and desire; a naturalist aspect of social deprivation; a consequence of ignorance; forcibly imposition; the consequence of trouble with social affairs, family, friends and company kept; a desire to

make easy money; and so forth. None of these factors can be ignored as contributors to street prostitution.

Most socially motivated community members are concerned and active around issues of domestic violence, which is often resolved within the community and through mutual agreement. Street prostitution, however, is not like domestic violence. It has its own dynamic which is not well understood by those on the outside. In addition, street prostitution is hidden in many places since it is not legal. In these places, street prostitutes are closely monitored by those who control the business. Moreover, street prostitution is also a national issue and requires immediate attention through socially responsible action.

Since street prostitution is an illegal occupation in Nepal. The results suggest that the pimps and the organizations running the business keep a low profile behind the enticing display presented by the street prostitutes to the passing by Johns or Tricks, but unnoticeable to the rest of the community. Moreover, vulnerable female children from within the community can be affected by these activities, and may be forced or driven by greed since these underage teenage girls cannot make sound judgements. In order to prevent such tragedies, it's not only the parents and relatives who need to be conscious, but the whole community. It is the whole community's social responsibility to educate and generate awareness to all, as it takes a whole village to educate a single child.

CONCLUSION

Street prostitution is viewed as a profession, while the postmodernist debate argues that is a social reality and it is socially constructed. The trade in sex is variously motivated, including personal, social, economic, biological, and essentialist motives. Thus, prostitution in modern terms is a trade where sex workers or prostitutes trade sex in natural social settings, even if it is a culturally and socially offensive and strongly opposed by the community.

Street prostitution as worthwhile occupation is debatable, especially for women from deprived social and economic background. Whether or not it may be worthwhile in the short term, is also debatable. Prostitution as an occupation can only be viewed in a positive light if one adopts the postmodernist view that it a social reality that is socially constructed. If so, then it is essential to view prostitution from the perspectives of the community and society within which it operates. However, these views can differ. In this study a crystallization approach was used to integrate these various views and shed light on a collective truth and reality.

Moreover, social reality is a construction from within a social problem and therefore involves social responsibilities. Through the crystallization of various views, light was shed on the various community perceptions leading to different interpretations. However, sex workers or prostitutes are creating their own story of social reality. Moreover, the organized syndicates, who manage the protocol that encourages the sex trade, benefit the most from the sex trade. Importantly, such human commodity sex trading does have date of maturity or expiry for the sex workers, which in real terms can be related to old age, personal injury due to violence, infection by diseases,

enforcement of governmental rules and regulation, and so forth. In such cases, becoming of an obsolete commodity is another reality for sex workers, and the aftermath can be interpreted. However, the organized syndicates do not become obsolete since sex trading never becomes outmoded. Moreover, the next level of renewing the aftermath situation and continuing of sex service can be hazardous to all, if the aftermath consequences are affected with the STDs-HIV/AIDS. This is a socially transmitted disease, which can victimize the social wellbeing and wellness of all.

Taking into consideration of the consequences of the aftermath, if known about the diseases, it is a social responsibility of the community to act together urgently to address the spread of such unlikable event to the innocent and the likable involvement juvenile or groups, unless it could be late in reacting towards the situations and becomes a widespread social problems.

As long as prostitution is considered to be a viable occupation, there will remain the strong motive of economic gain. Therefore, should the economy be held responsible? Will economic improvement help to reduce or eradicate street prostitution through the creation of alternative jobs? Or is it the responsibility of the community to become socially active in the support of socio-economically deprived and abused women and children? This could be done by contributing financially and by creating a supportive environment within the community.

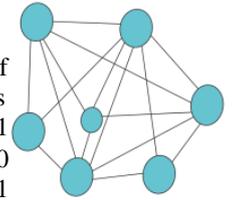
REFERENCES

- Asher, A. & Miller, S. (2011). *So you want to do anthropology in your library? A practical guide to ethnographic research in academic libraries*. ERIAL Project. Retrieved from <http://www.erialproject.org/wp-content/uploads/2011/03/Toolkit-3.22.11.pdf>
- Barnett, L & Casavant, L. (2014). *Prostitution: A review of legislation in selected countries*. Ottawa, Canada: Library of Parliament. Publication No. 2011-115-E. Retrieved from <https://lop.parl.ca/content/lop/researchpublications/2011-115-e.pdf>
- Barrera, P. (1997). In whose interest? Feminist research on prostitution. *Off Our Backs*, 27(7), 16–19. https://www.jstor.org/stable/20835890?seq=1#page_scan_tab_contents
- Brann, E. T. H. (1992). What is Postmodernism? *The Harvard Review of Philosophy*, 2(1), 4-7. <http://harvardphilosophy.com/issues/1992/Brann.pdf>
- Burns, T. (2014). *People in Alaska's Sex Trade: Their Lived Experiences And Policy Recommendations*. Retrieved from <http://sextraffickingalaska.com/pdfs/AKSWR.pdf>
- Christiansen, L., H. Lin, J. Pereira, P. Topalova, and R. Turk. (2016). *Individual Choice or Policies? Drivers of Female Employment in Europe*. IMF Working Paper, 16/49. <https://www.imf.org/external/pubs/ft/wp/2016/wp1649.pdf>
- Davis, A. (2004). Slavery and the roots of sexual harassment. In C. MacKinnon & R. Siegel (Eds.), *Directions in sexual harassment law*, 457-478. New Haven, CT: Yale University Press.



- Duchesne, D. (1997). Street prostitution in Canada. *Juristat Service Bulletin*, 17(2), 1-13. Ottawa, Ontario, Canada: Canadian Center of Justice Statistics, 1997. <http://publications.gc.ca/Collection-R/Statcan/85-002-XIE/0029785-002-XIE.pdf>
- Farley, M. (2006). Prostitution, Trafficking, and Cultural Amnesia: What we want must not know in order to keep the business of sexual exploitation running smoothly. *Yale journal of law and feminism*, 18, 101–136.
- Farley, M. (2004). Prostitution is sexual violence. *Psychiatric Times*, 21, 7-10. <http://todaango.org.il/wp-content/uploads/2014/01/Farley.pdf>
- Fergus, L. (2005). Trafficking in women for sexual exploitation. *Australian centre for the study of sexual assault*, 5, 1-44.
- Fox, N. (1998). How to use observations in a research project. Trent focus for research and development in primary health care. *Trent Focus Group*, 3, 1-31. <http://web.simmons.edu/~tang2/courses/CUAcourses/lsc745/sp06/observation.pdf>
- Genzuk, M. (2003). *A synthesis of ethnographic research*. Centre for Multilingual, Multicultural Research, University of Southern California. http://www-bcf.usc.edu/~genzuk/Ethnographic_Research.pdf
- Kawulich, B. (2005). Participant observation as a data collection method. *Forum: Qualitative Social Research*, 6 (2), Article 43. May 2005. https://entwicklungspolitik.uni-hohenheim.de/uploads/media/Day_3_-_Reading_text_2_02.pdf
- Lauri, M. (2011). Triangulation of data analysis techniques. *Papers on Social Representations*, 20, 34.1-34.15. http://www.psych.lse.ac.uk/psr/PSR2011/20_33.pdf
- LeBrun, J. (1999). *Prostitute as Sex Worker: Feminist Theories Contextualized*. Master dissertation, Concordia University, Montreal, Quebec, Canada.
- Levitt, S & Venkatesh, S. A. (2007). *An empirical analysis of street-level prostitution*. University of Chicago Working Paper. Retrieved from http://www.sajaforum.org/files/levitt_venkatesh.pdf
- Mehra, N & Goswami, S. (2016). Third Genders: Their Agonies and the Demand for Legal Recognition. *Global Journal of Interdisciplinary Social Sciences*, 5(1). 19-22.
- Mislevy, R. J. (1997). Postmodern test theory. In A. Lesgold, M. J. Feuer, & A. M. Black (Eds.), *Transitions in work and learning: Implications for assessment*, 280–299. Washington, DC: National Academies Press.
- Myer-Powell, B. (2008). *Really worth it? No prostitution exploits many women's deep pain*. Ebony. Johnson Publishing Company Inc. Retrieved from <https://www.highbeam.com/doc/1G1-179387786.html>
- Olsen, W. (2004). Triangulation in social research: Qualitative and quantitative methods can really be mixed. *Developments in Sociology: An Annual Review*. Edited by M, Holborn, Ormskirk: England Causeway press. <http://www.federica.eu/users/9/docs/amaturo-39571-01-Triangulation.pdf>

- Parker, J. (1998). *How prostitution works*. Retrieved from <http://prostitutionresearch.com/> Rajbhandari, M. M. S & Rajbhandari, S. (2015). Leadership maintenance: Filling the gap for leadership competences. *Educational Research and Reviews*, 10 (21), 2777-2788. <http://academicjournals.org/journal/ERR/article-full-text-pdf/7EF15DB56071>
- Rajbhandari, M. M. S. (2016). How does maintenance of psycho-socio-physio parameters enrich educational leaders? *Journal of Educational Thought*, 48 (3) Winter 2015, 239-254. University of Calgary.
- Rajbhandari, M. M. S. (2008). *Impact of sexuality education in preventing STD-HIV/AIDS among teenagers of school going students*. Mini research Project. Kathmandu University. Nepal. http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/3e/b1/63.pdf
- Raymond, J. G. (2003). Ten reasons for not legalizing prostitution and a legal response to the demand for prostitution. *Journal of Trauma Practice*, 2, 315-332. https://www.tandfonline.com/doi/pdf/10.1300/J189v02n03_17?needAccess=true
- Richardson, L. (1994). Writing: A method of inquiry. In N.K. Denzin & Y.S. Lincoln (Eds.) *Handbook of qualitative research* (516–529). Thousand Oaks, CA: Sage Publications.
- Richter, M.L., Chersich, M., Temmerman, M., & Luchters S. (2013). *Characteristics, sexual behaviour and risk factors of female, male and transgender sex workers in South Africa*. *South African Medical Journal*, 103(4):246-251. <http://www.scielo.org.za/pdf/samj/v103n4/21.pdf>
- Scott, M.S. (2002). Street prostitution. *COPS: Problem-oriented guides for police series*, No.2. Washington D.C.: U.S. Department of Justice, Office of Community Oriented Policing Services. https://cops.usdoj.gov/html/cd_rom/inaction1/pubs/StreetProstitution.pdf
- Sullivan, M. (2005). *What happens when prostitution becomes work? An update legalization of prostitution in Australia*. North Fitzroy: Coalition Against Trafficking in Women. N. Amherst, Massachusetts.
- Sonke Gender Justice. (2014). *Sex Workers and Sex Work in South Africa – A Guide for Journalists and Writers*. Sonke Gender Justice, Sisonke Sex Worker Movement, Sex Worker Education and Advocacy Taskforce, and Women’s Legal Centre, December 2014. http://wlce.co.za/wp-content/uploads/2017/02/Final-Journalist-Guide_15-Jan-2015.pdf
- Thurmond, V.A. (2001). The point of triangulation. *Journal of Nursing Scholarship*, 33(3), 253–258. <https://su.edu.ph/assets/media/resources/sucnaai/Thurmond-2001The%20Point%20of%20Triangulation.pdf>
- Ugarte, M., Zarate, L & Farley, M. (2003). Prostitution and trafficking of women and children from Mexico to the United States. *Journal of Trauma Practice*, 2 (3/4), 147-165. <https://www.icmec.org/wp-content/uploads/2015/10/Prostitution-and-Trafficking-from-Mexico-to-US-Ugarte-and-Zarate-and-Farley.pdf>



An investigation into the roles of Guidance and Counselling Services on Psychosocial Behaviour of female students of Federal College of Education, Zaria: Implication for College Counsellors

Salaudeen Taofeeq SOLA¹ 

Manuscript information:

Received: November 20, 2019

Revised: March 21, 2020

Accepted: April 11, 2020

Author 1

Instructor
Federal College of Education,
ZARIA

E-mail(s):

solasalaudeen@gmail.com

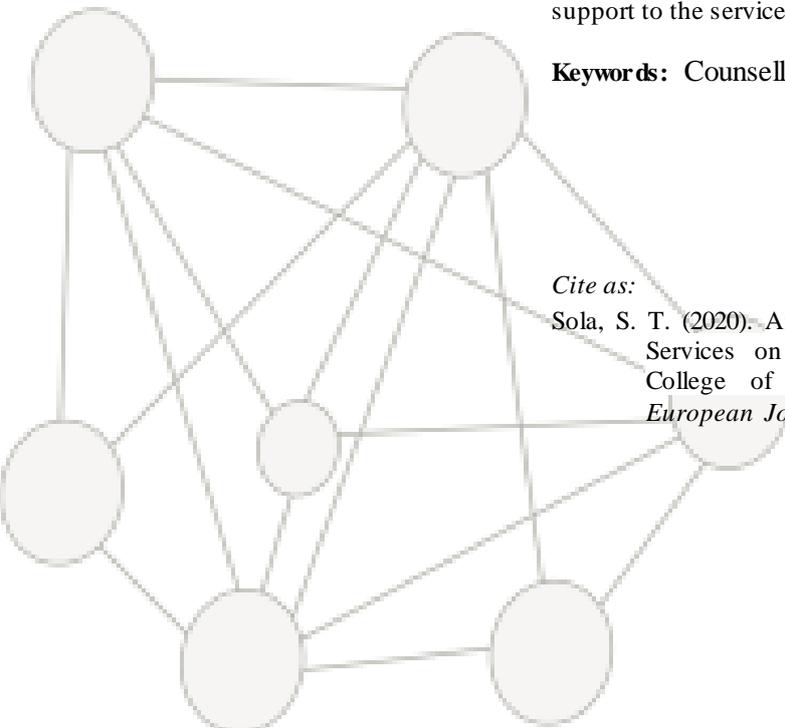
Abstract

The main thrust of this study was to investigate into the roles of Guidance and Counselling Services on Psychosocial Behaviour of female students of Federal College of Education, Zaria. Descriptive research design was employed for the study. The population comprised all the female students in Federal College of Education, Zaria. Two hundred (200) female students were selected through simple random sampling from five out of seven schools in the college. Using researcher's designed questionnaire titled Guidance and Counselling Services and Psychosocial Behaviour Questionnaire (GUCPBEQ) as the instrument for data collection, the instrument was validated by an expert from the Department of Educational Psychology and Counselling, Ahmadu Bello University and an expert in Measurement and Evaluation from the Federal College of Education, Zaria which was pilot tested using test-re-test method. The data obtained were analyzed using Pearson Product Moment Correlation (PPMC) which yielded coefficient of 0.72 to ascertain the reliability of the instrument. Mean and Standard deviation were used in analyzing data for the study. The findings of the study revealed that different Guidance and Counselling services are being offered in the College and that the programmes have benefited female students a lot in their psychosocial behaviour. The paper recommended that counsellors in the College should intensify more efforts in the organization and delivery of Guidance and Counselling services and that the management of the College should give more support to the services among others.

Keywords: Counselling, guidance, psychosocial behavior

Cite as:

Sola, S. T. (2020). An investigation into the roles of Guidance and Counselling Services on Psychosocial Behaviour of female students of Federal College of Education, Zaria: Implication for College Counsellors. *European Journal of Educational and Social Sciences*, 5 (1), 38 – 46.



INTRODUCTION

Background to the study

According to Tambuwal (2010), Guidance means to direct, pilot, manage, steer, aid, assist, lead and interact; while Counselling can be seen as the process by which a person with problems is helped by a professional counsellor to voluntarily change his behaviour, clarify his attitude, ideas and goals so that his problems may be solved. From the two definitions, guidance is a combination of services, while counselling is just one service under guidance.

Lunenburg (2011) identified the roles of the counsellors in order to promote personal growth and to prepare students to become motivated workers and responsible citizens. Educators recognize that in addition to intellectual challenges, students encounter personal, social, educational, and career challenges. School guidance and counselling programmes need to address these challenges and to promote educational success.

School counsellors provide counselling programmes in three critical areas: academic, personal/social, and career. Their services and programmes help students resolve emotional, social or behavioural problems and help them develop a clearer focus or sense of direction. Effective counselling programmes are important to the school climate and a crucial element in improving student achievements.

To effectively achieve this objective, some services have to be rendered efficiently. Some of these services include the following as given by Adebowale (2012):

- i. **Orientation service:** Students who are newly admitted into a school need advice and guidance to familiarize with a new environment. There is lots of information to familiarize, a new student on his/her arrival in a new school. The student needs to know the rules and regulations of the school, the school layout, how to locate each room, office and other facilities. Generally, he has to know his way within the school compound.
- ii. **Appraisal service:** Personal records of the child are to be written down in the cumulative folder. The cumulative records apply to all records that make provision for the accumulation of the significant and comprehensive information about an individual student over a period of years for which he is in the school.
- iii. **Information service:** Information is not stable there are changes from time to time. There is need therefore for the counsellor to provide and be a source of information for educational and vocational guidance, information about various institutions of higher learning and the courses available in them.
- iv. **Counselling service:** Counselling service includes the client to understand himself better. Counselling involves something more than a solution to an immediate problem. Counselling itself is supposed to maintain a personal stability interview of repeated challenges and repeated changes.
- v. **Placement service:** Placement service deals with appointing a student into an office in a company or hospital to work. A confidential report is usually written by the counsellor to the manager about the student indicating his confidence in the student.

- vi. **Follow up service:** Follow up means monitoring drop-out or a graduate of the school. The counsellor will have to see the result of the counselling after the counselee must have left the school or counselling sessions.
- vii. **Referral services:** When a student is proving difficult, there is the need to refer him elsewhere. If the problem is beyond the counsellor's ability, there is need to make a referral. The counsellor needs to have a list of resource persons that will be useful for the clients, for example, Doctors, Lawyers and so on. There should be telephone facilities in order to reach the resource persons easily. Even when there is no client to refer, there is the need for the counsellor to renew the relationships with the resource persons.
- viii. **Liaison with the community:** Guidance personnel can also help the administration in providing liaison between the school and the local community. As a result of counsellor's interaction with the parents, employers, government official, private humanitarian organization and so on, counsellors occupy a vantage position in interpreting the entire school programmes to these various groups as well as the community in general.

According to Cheek, Bradley, Reynolds and Coy (2002) School counselling interventions have reported success for helping students reduce test anxiety. School counsellors in collaborative efforts can implement both systemic and programmatic changes in schools and communities to prevent students from dropping out of school (Standard, 2003). Studies on high school attrition indicated that preventive counselling, occurring before students are in crisis, reduces the risk of these students dropping out later. This is because Counselling decreases classroom disturbances. Counseling services support teachers in the classroom and enable teachers to provide quality instruction designed to assist students in achieving high standards. Students in schools that provide counselling services indicated that their classes were less likely to be interrupted by other students, and that their peers behaved better in school. . After removing the variables of school enrollment size, socioeconomic status, and percentage of minority students in attendance, positive program effects were identifiable. Results highlight the important roles school counselors play in promoting the central educational goals of their schools and support a comprehensive guidance program focus for university counseling faculty who train school counselors.

Bemak and Cornely (2002) observed that school counsellors help connect the family as a whole to the educational process. School counselling programmes have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school counselling programmes had significantly less inappropriate behaviours and more positive attitudes toward school than those students who did not participate in the programme. Another study reported that group counseling provided by school counsellors significantly decreased participants' aggressive and hostile behaviors (Baker and Gerler, 2001)). Research indicates that school counsellors are effective in teaching social skills Students who have access to counselling programmes reported being more positive and having greater feelings of belonging and safety in their schools.

From the above discourse, it has been revealed that there is dearth of study that has examined the roles of Guidance and Counselling Services on Psychosocial Behaviour of female students. Therefore, this study examined the roles of Guidance and Counselling Services on Psychosocial

Behaviour of female students with in Federal College of Education, Zaria: Implication for College Counsellors.

Statement of the problem

Academic accomplishment is one of the important aims of education. It is a critical factor in life as it is groundwork to ambition and advancement. College students who are refused by their companions make academic problems. Challenges faced by students in tertiary institutions necessitate the need for repackaging their personality. The challenges may be educational, vocational or personal social. Such challenges will impact significantly on the students' psychosocial behaviour. Better academic achievements and extracurricular activities can help in the prevention of negative behaviours, better adolescents' performances, future well-being and success. Therefore it is important to examine the roles which Guidance and Counselling Programmes may have on the psychosocial behaviour in our colleges.

Objectives of the study

The study investigates into the roles of Guidance and Counselling Services on Psychosocial Behaviour of female students. Specifically, the study intends to find out:

- i. The Guidance and Counselling Services being offered in the College.
- ii. The roles of Guidance and Counselling Services on Psychosocial Behaviour of female students.

Research Questions

To be focused on the study, two research questions were formulated for the study thus:

- i. What are the Guidance and Counselling Services being offered in the College?
- ii. What are the roles of Guidance and Counselling Services on Psychosocial Behaviour of female students?

METHODOLOGY

Descriptive survey research design was adopted for the study since a sampled opinion was needed to warrant generalization of the findings. The population comprised all the female students in Federal College of Education, Zaria. Two hundred (200) female students were selected through simple random sampling from five out of seven schools in the college.

The study used researcher's designed questionnaire titled Guidance and Counselling Services and Psychosocial Behaviour Questionnaire (GUCPBEQ) as the instrument for data collection. The questionnaire consisted of three sections A, B and C. Section A contained demographic information about the respondents such as School in the College, Course Combination, Level of study. Section B of the instrument consisted of ten (10) items on various Guidance and Counselling programmes being offered in the College. Responses were based on a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1) while Section C contained ten

items on the roles of Guidance and Counselling Services on Psychosocial Behaviour of female students of Federal College of Education, Zaria. Copies of the questionnaires were given to an expert from the Department of Educational Psychology and Counselling, Ahmadu Bello University and an expert in Measurement and Evaluation from Federal College of Education, Zaria. With their inputs, the experts agreed that the instrument measured what it purported to measure. The instrument was pilot tested using test-retest method by administering the questionnaire to twenty female students who was not part of the selected sample on two different occasions at two weeks interval. Data obtained were analyzed using Pearson Product Moment Correlation (PPMC). Coefficient of 0.72 was obtained indicating high coefficient value and a pointer to the reliability of the instrument. The instruments were administered to the respondents by the researcher with the assistance of other lecturers in the College.

Data Analysis

Data collected gathered from the questionnaires subjected to descriptive statistics. The research questions were answered using mean scores and Standard Deviations of the respondents. In the analysis, a cutoff point of 2.50 was an acceptance of an item while anything less than 2.5 indicated rejection of the item as a Guidance and Counselling Services being offered in the College or a role of Guidance and Counselling Services on Psychosocial Behaviour of female students in the college.

RESULTS

Table 1: Mean scores and Standard Deviations of respondents on the Guidance and Counselling Services being offered in the College

S/N	Item statement	Mean	S.D	Decision
1	I have been offered one on one counselling in the College	3.49	0.52	Accept
2	I was referred to another professional by the counsellor for further assistance	2.38	1.15	Reject
3	My issue was diagnosed by the counsellor through the use of psychological tests.	2.56	0.98	Accept
4	Orientation programme is usually organized by counselling unit for new intakes	3.45	0.50	Accept
5	Counsellors in the college sometimes serve as Public Relation Officers	2.27	1.21	Reject
6	Counsellors in the college are involved in the placement of students into courses	2.82	0.72	Accept
7	The counsellors use to observe the result of the counselling after the counselee must have left the programme	3.18	0.57	Accept
8	Counsellors are sources of information in the College	2.55	0.78	Accept
9	Counsellors keep record of every student in the College	2.12	0.18	Reject
10	Counsellors do liaise with parents of their students	2.82	0.83	Accept
Grand Mean= 2.76				

The students used for the study agreed on most of the items in the instrument as Guidance and Counselling Services being offered in the College having scored 2.50 and above on the items and with the grand mean at 2.77. However, they disagreed with item 2 as to referred to another professional by the counsellor for further assistance. Other items disagreed with as Guidance and Counselling Services being offered in the College were 5 and 9.

Table 2: Mean scores and standard deviations of respondents on the roles of Guidance and Counselling Services on Psychosocial Behaviour of female students in the College.

S/N	Item statement	Mean	S.D	Remark
1	Guidance and counselling programmes make one to be creative	3.00	1.41	Positive impact
2	I am emotionally stable through the assistance of Guidance and Counselling programme of the college	3.67	0.47	Positive impact
3	Providing regular opportunities for hands-on experimentation, problem solving, discussion and collaborative work.	4.00	0.00	Positive impact
4	Guidance and counselling programmes have assisted individuals to identify their special aptitudes and abilities and to make realistic choices	3.33	0.47	Positive impact
5	Guidance and counselling programmes have assisted students to cope with and alleviate personal and emotional problems	2.67	1.24	Positive impact
6	Behavioural maladjustments as a result of influence from the peer groups are being reduced due to Guidance and counselling programmes.	2.00	1.41	No impact
7	Students learn how to live in peace and harmony with others in the school community through Guidance and Counselling programme.	2.67	1.24	Positive impact
8	Guidance and counselling programmes make me keeping an open mind with colleagues and friends	3.00	1.41	Positive impact
9	Counsellors are promoting personal growth and are preparing students to become motivated workers and responsible citizens.	2.67	1.24	Positive impact
10	Being encouraged to share ideas with others and to talk about issues is as a result of Guidance and counselling programmes.	1.33	0.47	No impact

Grand Mean= 2.83

In table 2 above, eight out of ten item statements were accepted as roles of Guidance and Counselling Services which have positive impact on the Psychosocial Behaviour of female students in the College because their mean scores were above 2.50. However, the mean scores

for items 6 and 10 were below the acceptable mean and were thus rejected as having no impact on the Psychosocial Behaviour of female students in the College.

DISCUSSION

Research question one sought to find out Guidance and Counselling Services being offered in the College. The result showed that the students accepted that they are been offered one on one counselling in the College (individual counselling), their issues are being diagnosed by the counsellor through the use of psychological tests, that Orientation programme is usually organized by counselling unit for new intakes, Counsellors in the college are involved in the placement of students into courses, that counsellors use to observe the result of the counselling after the counselee must have left the programme (follow up), that Counsellors are sources of information in the College and that Counsellors do liaise with parents of their students.

However, the respondents disagree that counsellors do refer clients to another professional for further assistance. They equally rejected the statements that Counsellors in the college sometimes serve as Public Relation Officers and that Counsellors keep record of every student in the College.

Research question two sought to know the roles of Guidance and Counselling Services on Psychosocial Behaviour of female students. Responses from the students shown that Guidance and Counselling Services have positive impacts in their lives by making them to be creative, making them to be emotionally stable, provided them with regular opportunities for hands-on experimentation, problem solving, discussion and collaborative work, assisted them to identify their special aptitudes and abilities and to make realistic choices and that they have assisted them to cope with and alleviate personal and emotional problems. Other positive impacts include making them to learn how to live in peace and harmony with others in the school community, made them to keep an open mind with colleagues and friends and that Guidance and Counselling programmes are promoting personal growth and are preparing students to become motivated workers and responsible citizens.

However, respondents believed that Guidance and Counselling programmes do not have impacts in the reduction of Behavioural maladjustments in the college and that being encouraged to share ideas with others and to talk about issues is not as a result of Guidance and counselling programmes.

CONCLUSION and COUNSELLING IMPLICATION

It's obvious that different Guidance and counselling programmes are ongoing in Federal College of Education, Zaria especially for female students. In addition the services being rendered by the counsellors in the College are yielding great impacts in the psychosocial lives of the female students. The implication of this conclusion to counselling profession is that counsellors should be up and doing in assisting students to cope with challenges being faced due to in the pursuit of

their academic career. Their intervention will reduce the effects of the challenges being faced in their education to the barest minimum if not completely eradicated.

RECOMMENDATIONS

Based on the findings, the following recommendations are made:

- i. More Guidance and Counselling programmes should be floated and supported by the management of the College.
- ii. Students should be encouraged to participate more in various Guidance and counselling programmes available in the College in order to enjoy the benefits to the fullest.

REFERENCES

- Adebowale, T. A. (2012). Guidance and Counselling in the Sustainability of Educational System, *African Research Review*, 6 (2), 215-225
- Baker, S. B., & Gerler, E. R. (2001). Counselling in Schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.). *The Handbook of Counselling*, Thousand Oaks, CA: Sage Publications.
- Bemak, F. & Cornely, L. (2002). The SAFI model as a critical link between marginalized families and schools: A literature review and strategies for school counsellors. *Journal of Counselling and Development*, 80(3), 322-331.
- Cheek, J.R., Bradley, L.J., Reynolds, J. & Coy, D. (2002). An intervention for helping Elementary Students reduce Test Anxiety. *Professional School Counselling*, 6(2), 162-164.
- Hayes, R.L., Nelson, J., Tabin, M., Pearson, G., & Worthy, C. (2002). Using school-wide data to advocate for student success. *Professional School Counselling*, 6(2), 86-95.
- Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997). The impact of more fully implemented Guidance Programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counselling & Development*, 75, 292-302
- Lunenburg, F. C. (2011). School guidance and counselling services. *Journal of Schooling*. Vol. 1, (1).
- Mullis, F. & Otwell, P. (1997). Counselor accountability: A study of counsellor effects on academic achievement and student behaviors. *Georgia School Counsellors Association Journal*, 1(4), 4-12
- Schaefer-Schiomo, K. & Ginsberg, A.P. (2003). The effectiveness of the warning signs program in educating youth about violence prevention: A study with urban high school students. *Professional School Counselling*, 7(1), 1- 8.
- Standard, R.P., (2003). High school graduation rates in the United States: Implications for the counseling profession. *Journal of Counselling and Development*, 81(2), 217-221.

Tambuwal,M.U. (2010). Organizing and administering Guidance and Counselling programme at the elementary school level for effective performance. A Paper Delivered at 4 Day Workshop for Para-Counselling Officers by the SUBEB in Collaboration with SSCOE, Sokoto.

