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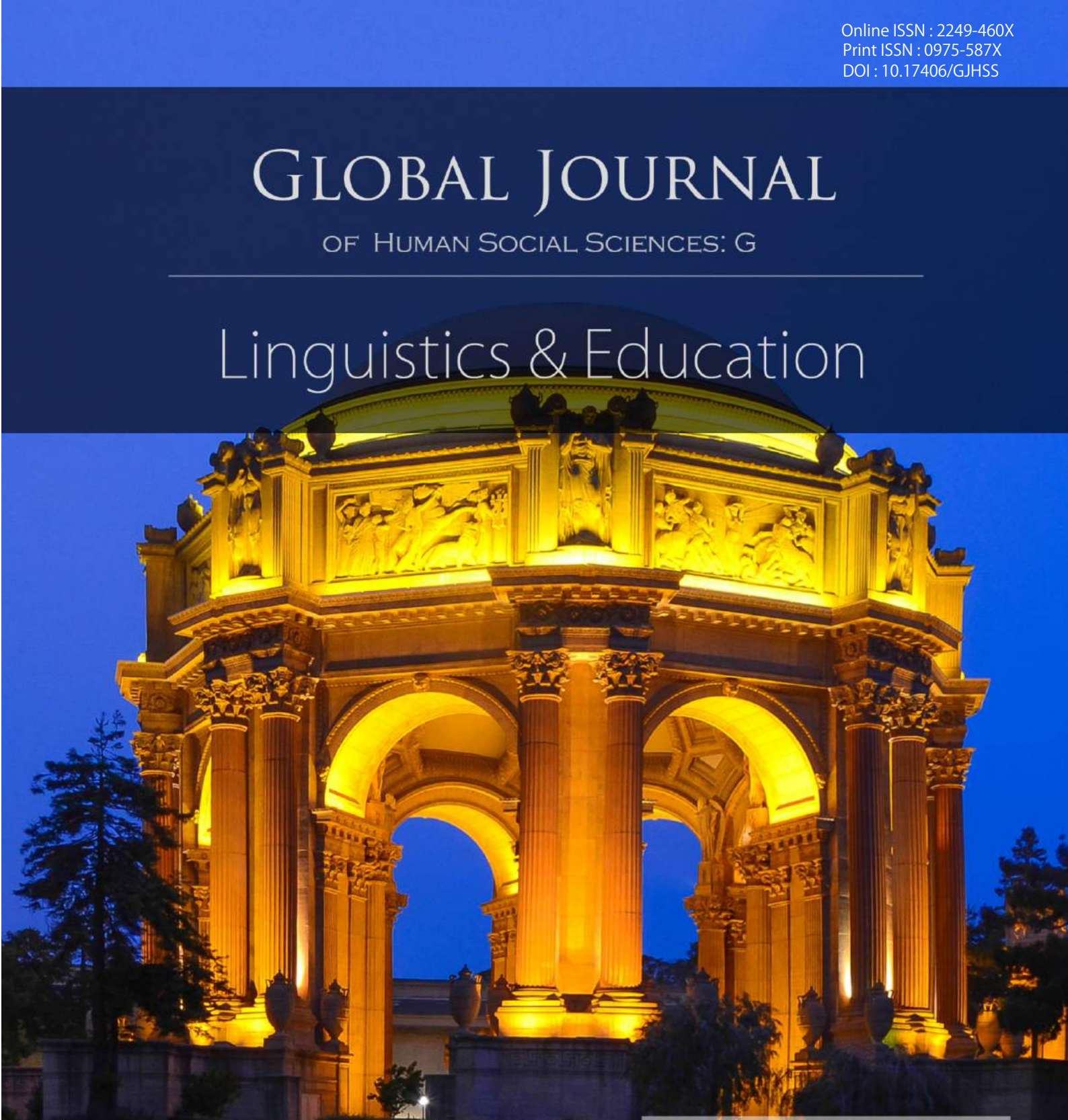

Highlights

- Prevalence of Conduct
- Student Perceptions of the Teacher
- Features of Gangster Argot
- Effectiveness of Student Perceptions

Discovering Thoughts, Inventing Future

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The Role of Clt in Innovating the Intensive Reading Course for Second-Year English Majors in China

By Dayan Liu
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Abstract- Since its initiation in the 1970s, communicative language teaching (CLT) has so far been well established as the dominant ELT model. Despite its great advantages and huge popularity in language teaching arena, it still meets with some resistance in certain highly-regarded yet tightly-constrained courses. This paper intends to explore the possibility of applying CLT in such a course in the Chinese context, i.e. the Intensive Reading Course (IRC), and the potential to initiate some changes in the course. The paper starts by probing CLT theoretically, analyzing its social and linguistic underpinnings, some key models of communicative competence, the major principles and features of CLT, as well as some theoretical problems and issues. It then discusses the innovation of IRC in a CLT framework, in such areas as reading materials, learner-centredness, communicative activities and teacher training, with a view to pushing for possible reforms in the teaching syllabus and assessment for the course.

Keywords: communicative language teaching (CLT); communicative competence; english language teaching (ELT); intensive reading course (IRC).

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The Role of Clt in Innovating the Intensive Reading Course for Second-Year English Majors in China

Dayan Liu

Abstract- Since its initiation in the 1970s, communicative language teaching (CLT) has so far been well established as the dominant ELT model. Despite its great advantages and huge popularity in language teaching arena, it still meets with some resistance in certain highly-regarded yet tightly-constrained courses. This paper intends to explore the possibility of applying CLT in such a course in the Chinese context, i.e. the Intensive Reading Course (IRC), and the potential to initiate some changes in the course. The paper starts by probing CLT theoretically, analyzing its social and linguistic underpinnings, some key models of communicative competence, the major principles and features of CLT, as well as some theoretical problems and issues. It then discusses the innovation of IRC in a CLT framework, in such areas as reading materials, learner-centredness, communicative activities and teacher training, with a view to pushing for possible reforms in the teaching syllabus and assessment for the course.

Keywords: communicative language teaching (CLT); communicative competence; english language teaching (ELT); intensive reading course (IRC).

I. Introduction

Ever since the 1970s, communicative language teaching (CLT) has gained momentum and now "is well established as the dominant theoretical model in ELT [English language teaching]" (Thompson, 1996: 9). The popularity of CLT can be explained in part by the perception of the main function of language, which is, as Richards and Rodgers (2001: 161) point out, "interaction and communication". Communication and the role of language in it are thus given greater prominence in language teaching.

CLT was also introduced to remedy the deficiencies found in previous rule- or structure-based methods, such as grammar-translation method, audiolingual method, the direct method, etc. (Bax, 2003), which were discredited for "their inability to prepare learners for the interpretation, expression, and negotiation of meaning" (Savignon, 2013: 138). CLT, in contrast, is given credit because its key concept of communicative competence "revolutionized language teaching by redefining its goals and the methods to achieve them" (Littlewood, 2011: 545).

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Originating in Europe and the United States, CLT, as "a more functional and practical approach to language education", is now gaining worldwide recognition from educators (Duff, 2014: 20). However, its application in some Asian countries (see Littlewood, 2007) has met with problems, especially in face of the fact that traditional grammar-based approaches still have a strong hold and there are practical constraints in specific teaching contexts.

This study explores the possibility of applying CLT in a Chinese context for a specific course, i.e. the Intensive Reading Course (IRC), which is viewed to have the most constraints and is thus the hardest to initiate changes. The paper first reviews CLT theoretically. It then outlines IRC and raises some issues of applying CLT in the course. Last, the paper discusses what innovations towards a more communicative approach can be introduced to the course, in an attempt to push for deeper reforms in such areas as the teaching syllabus and assessment.

II. A Theoretical Review of CLT

a) *Theoretical underpinnings*

i. *Social and linguistic underpinnings*

Starting in the 1970s, the CLT movement was attributed to a number of factors, mainly social needs in Europe and the United States, and developments in some academic disciplines, such as linguistics and psychology (Duff, 2014).

Socially, "a very pragmatic and learner-centered approach" was required to respond to the needs of migrants to learn languages for practical purposes, such as job seeking and interaction with others, etc. (Duff, 2014: 18). Savignon (2013) documents the concurrent developments of CLT in both Europe and the United States, picturing social and linguistic contexts.

Meanwhile, linguistics exhibited some social and functional orientations. Particularly, the work of two linguists, Halliday and Hyme, "was seminal in laying the conceptual basis of CLT" (Littlewood, 2011: 543). Halliday (1973, 1978) researched sociosemantic domains of language, who holds that linguistic goals are socially oriented (Canale & Swain: 1980: 19). Hymes' (1972) "communicative competence", proposed in opposition to Chomsky's pure linguistic competence,

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consists of four types of knowledge and abilities, namely, grammatical, psycholinguistic, sociocultural and probabilistic systems of competence (Canale & Swain: 1980: 16). Hymes' concept "may be seen as the equivalent of Halliday's meaning potential" (Savignon, 2013: 135). Communicative competence later became the central concept and goal of CLT (Richards, 2006). Canale and Swain (1980) found that their theories failed to be integrative, with discourse-level connection of individual utterances neglected and components of communicative competence unintegrated.

ii. *Models of communicative competence*

a. *Canale and Swain model*

Discovering limitations of many so-called integrative theories, Canale and Swain (1980) proposed their own framework of communicative competence, which is made up of three key components: first, *grammatical competence*, which includes lexical, morphological, syntactic, semantic and phonological knowledge; second, *sociolinguistic competence,* which encompasses sociocultural rules and rules of discourse, the former dictating the contextually appropriate ways of producing and understanding utterances and the latter being understood in terms of the cohesion and coherence of utterances; third, *strategic competence*, which consists principally of verbal and non-verbal communicative strategies, at play when there are breakdowns in communication. Canale (1983) later added *discourse competence* to the framework, accenting texts at the discourse level (Duff, 2014: 19).

All four components reflect "interrelated aspects" of speakers' ability to put language to effective use for communicative purposes and the endeavour to "operationalize communicative competence" for instructional purposes (Duff, 2014: 19). Littlewood (2011: 546) believes that Canale and Swain model is still "[A]n important orientational framework in discussions of the nature of communicative competence in a second language".

b. *Other models of communicative competence*

Other models of communicative competence are more or less based on or influenced by Canale and Swain model, re-labeling the terminology, regrouping the components, or adding some more. Littlewood (2011) slightly adapts their terminology and adds one more dimension, in whose version there are *linguistic, discourse, pragmatic, sociolinguistic* and *sociocultural competence*. Saville and Hargreaves (1999) also draw on Canale and Swain model, describing the spoken language ability in terms of *language competence* and *strategic competence*. Bachman (1990) regroups the basic elements into three types: *language competence, strategic competence* and *psychophysiological mechanisms*, covering psycholinguistic aspects untouched by Canale and Swain model (Littlewood, 2011). New types are continuously being added, such as *intercultural communicative competence* (Alptekin, 2002), *metaphoric competence* (Littlemore & Low, 2006), *interactional competence* (Young, 2008).

b) Principles and key features

The aforementioned models of communicative competence can be used as frameworks for teachers to conduct CLT classes. CLT "is best considered an approach rather than a method", in which a number of principles are formulated to guide classroom procedures (Richards and Rodgers, 2001: 172):

- Learners learn a language through using it to communicate
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

(Richards and Rodgers, 2001: 172)

Those principles stress communication and the learner. Communication is not only the goal of class activities, but also the means by which to learn a language, whose key elements are the integration of language skills and fluency. The principles also approach pedagogy from a learner's perspective to "reflect a communicative view of language and language learning" (ibid.).

Lately, informed by psycholinguistic research findings, Dörnyei (2009: 41-42) works out seven principles of what he terms "the principled communicative approach (PCA)" to reflect "the state of the art of our research knowledge of instructed second language acquisition". The essence of this approach, as Dörnyei (2009: 42) puts it, is "the creative integration of meaningful communication with relevant declarative input and the automatisation of both linguistic rules and lexical items".

Two versions of CLT are developed, originating from different language teaching and learning traditions. A strong version, in the American tradition, resorts more to experiential strategies, i.e. to learn through communication, whereas a weak version, in the European tradition, employs function- and grammar-based analytic strategies along with experiential strategies (Littlewood, 2011). Simply speaking, a weak version drives at "learning to use" English while a strong one at "using English to learn it" (Howatt, 1984: 279, cited in Richards and Rodgers, 2001: 155). A typical strong version is task-based language teaching (TBL) (see Willis, 1996; Ellis, 2003; Nunan, 2004, Long, 2015) and a weak version is Presentation-Practice-Production (PPP) model (see Skehan, 1996, Harmer, 2007), which has increasingly been discredited (Richards, 2006).

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c) *Problems and issues*

In light of its well-recognised benefits and the positive results reported in some earlier research projects (Savignon, 2013), CLT is widely accepted in the language teaching profession and remains popular today. However, there are still some issues about CLT, such as its indefinability, conflict with form-focused instruction and context-free prescriptions, with the Chinese context brought to the fore.

i. *Issue of indefinability*

One problem with CLT is its identity issue, i.e. there is not a uniform definition of CLT, which can refer to "an increasingly diverse array of practices, principles, and contexts" (Duff, 2014: 20). Harmer (2003: 289) agrees that it means "a multitude of different things to different people". Richards and Rodgers (2001: 155) therefore conclude that "[T]here is no single text or authority on it, nor any single model that is universally accepted as authoritative". This ambiguity gives rise to the situations in which different people focus on different characteristics of CLT and there is a discrepancy between the principles accepted by teachers and their actual classroom practice (Sakui, 2004; Beaumont & Chang, 2011).

ii. *Conflict with form-focused instruction*

It seems that there is a clear divide between CLT and the traditional form-focused instruction, as is evidenced by communicative competence underlying CLT. In the early years of CLT, the avoidance of form-focused instruction was almost a consensus among proponents of CLT. However, the avoidance of explicit grammar teaching is seen by Thompson (1996: 10) as "the most persistent–and most damaging–misconception". Dörnyei (2009: 41) in his PCA advocates finding the "*optimal balance* between meaning-based and form-focused activities". Littlewood (2011) tries to integrate the two, giving equal weight to language experiences and language analysis.

iii. *Context-free application*

Another problem with CLT is that it does not give due attention to the teaching context. Duff (2014: 28) questions its omnipotence, arguing that "[C]learly CLT cannot offer a common template or prescription for all L2 teaching and learning contexts, all the different ages and stages of learners, or all the different purposes for learning". Similarly, Bax (2003: 278) criticises the "CLT attitude" adopted by many language teachers, warning that "the consequences of this are serious, to the extent that we need to demote CLT as our main paradigm…". Aware of this danger, some scholars have researched CLT in specific contexts, such as in China (Hu, 2002, 2005), Japan (Sakui, 2004), South Korea (Beaumont & Chang, 2011) or East Asia as a whole (Littlewood, 2007). Those studies further attest to the view that CLT means "a multitude of different things to different people" (Harmer, 2003: 289).

iv. *Application in China and other constraints*

In a context-specific approach, Beaumont and Chang (2011: 294) list some practical constraints on implementing CLT shared in Asian classrooms, such as big class size, unsuitable materials, grammar-focused exams, limited time, inadequate training and teacher's lack of confidence in language skills. Studying the Chinese context, Hu (2002: 93) acknowledges that CLT was introduced in an effort to reform its ELT but it "has failed to make the expected impact on ELT in the PRC [China]". He approaches this issue from a sociocultural perspective and probes into one constraint, i.e. the Chinese culture of learning (ibid.). Other constraints relevant to the implementation of CLT in China include teacher education, the huge gap between different regions in the quality of English teaching, etc. (Hu, 2005).

III. Basic Information of Intensive Reading Course (IRC)

In the Chinese context of ELT, IRC is one of the core courses for English majors at the foundation stage, which has the tightest constraints and is hence one of the toughest areas to implement CLT.

a) *An overview of IRC*

IRC is offered under *The National Curricula for English Majors in Higher Education Institutions* (2000) (hereafter *The Curricula*). *The Curricula* (2000: 1) serves "as the guidelines for English majors in the higher education institutions of various kinds in the country".

The 4-year undergraduate program for English majors is divided into the foundation stage (1st - 2nd year) and the advanced stage (3rd - 4th year). The foundation stage aims to lay a solid foundation for the advanced stage by teaching the basics of English, training the basic language skills, improving students' language competence, etc. (*The Curricula,* 2000: 2). As to teaching methodology, *The Curricula* clearly stipulates that teachers should encourage students' active participation in "various communicative activities" to cultivate "the basic communicative skills" and fulfill the objectives specified for basic language skills (e.g. listening, speaking, reading, writing and translation) (*The Curricula,* 2000: 23).

IRC, also called Close Reading Course, Essential English or Basic English in different institutions, is defined as "an integrated language skill training course" offered at the foundation stage, with the teaching aim being "to cultivate and improve students' ability of an integrated use of English skills" (*The Curricula,* 2000: 23). Its objectives touch upon vocabulary, sentence patterns, genres, reading comprehension, etc., as prescribed in *The Curricula* (2000: 23). The course description quite evidently shows that vocabulary and grammar are still stressed in IRC,

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along with reading comprehension ability and an awareness of genres.

b) Issues of applying CLT in IRC

i. *Course syllabus*

Under *The Curricula*, each institution might have its own course syllabus for IRC, but follows a similar format, with such key elements as basic information (e.g. course type, code, etc.), course nature and task (e.g. aims and requirements, focal and difficult points, etc.), and teaching content, in which text titles are listed with key words and grammar focuses in each text.

This type of syllabus bears features of a Type A syllabus categorised by White (1988: 44), which is not appropriate for CLT. First, it is still determined by authority, with teachers as decision-makers and objectives set in advance. Further, it focuses on what is to be learnt rather than how. It gives priority to "*analytic* L2 knowledge" about language parts, rules and organization, which is not ready in use in spontaneous communication or "unplanned discourse", where "there is no time or opportunity to prepare what will be said" (White, 1988: 46).

ii. *Coursebooks*

Guided by *The Curricula*, the IRC coursebooks adhere to similar writing principles and even formats. They either simply number the texts or group them under specific themes, all spelling out the vocabulary and grammar to be mastered in each text or unit. Furthermore, those texts, mostly classic or literary texts and often abridged or adapted to cater to students' level of proficiency, are not "authentic (nonpedagogic) texts" linked to the real-world communication (Littlewood, 2011: 549).

iii. *National exam*

When students finish the foundation stage (2nd year), they will be assessed by a standard national test, Test for English Majors - Grade 4 (TEM4). The test is set under *The Syllabus for TEM4* (2004) (hereafter *The ST4*) and aims to give students an overall assessment on the language skills specified in *The Curricula,* an integrated use of those basic skills and their mastery of grammar and vocabulary (*The ST4*: 2004: 2).

The test takes the form of a 130-minute written test, consisting of 6 question types, such as cloze, grammar and vocabulary, reading comprehension, etc. (*The ST4*: 2004: 3). Strangely, when *The ST4* (2004: 2) stipulates the scope of the test, it leaves out the speaking skill, which is clearly set as a teaching objective in *The Curricula*. That being the case, how to assess an integrated use of all the skills? In Savignon's (2013: 137) words, "learner performance on tests of discrete morphosyntactic features was not a good predictor of their performance on a series of integrative communicative tasks".

This high-stakes test has a "negative washback" effect (Duff, 2014: 25). On the one hand, teachers have to cater to students' need to sit the written test, which still rewards lexical and grammatical knowledge. On the other hand, since the test is "a standard informative test to assess teaching quality" (*The ST4*: 2004: 2), teachers have to compromise the principles of CLT to return to the traditional study of grammar, vocabulary and texts.

iv. *Traditional IRC teaching procedure*

Since IRC has been a core course ever since the 1990s, it has some distinct characteristics of traditional English teaching in China. Typically, teachers of IRC follow a 6-step teaching procedure

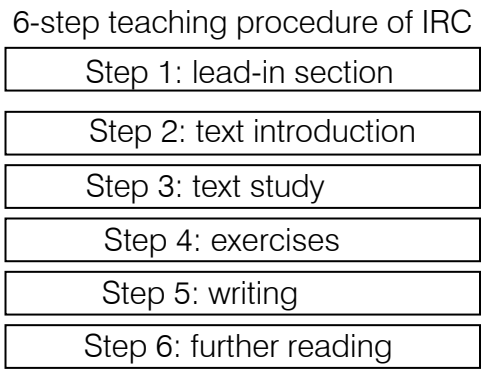

Figure 1: 6-step IRC teaching procedure

In step 1, *lead-in section,* there are pre-reading discussions or activities. In step 2, *text introduction*, teachers introduce the author, background information and the synopsis. Step 3, *text study*, is a detailed study of important language points, e.g. words' meanings and usage, grammar structures. At the text level, teachers explain the main and supporting ideas, implications and cultural information to help students with their text comprehension. In step 4, *exercises,* teachers check the textbook exercises, followed by a dictation or quiz. In step 5, *writing,* the written work is often a short essay of about 200 words on a text-related topic or theme. In step 6, further reading materials are supplied to help students deepen their understanding of the text or related themes.

This procedure shows that there really is not much space for communicative activities or even speaking opportunities for students. It is characteristic of a teacher-fronted instruction, often found in grammar-translation method, though a communicative approach is clearly directed in *The Curricula*.

IV. Innovation of IRC in a CLT Framework

Hu (2004: 43) has noticed that despite the "intensive top-down promotion of CLT" nationwide, many Chinese ELT classroom practices have not experienced fundamental changes. In view of the

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aforementioned constraints and issues, it is quite hard to implement CLT fully in IRC, especially in such a top-down manner. However, it is possible that innovations in a CLT framework can be fostered in certain respects, such as reading materials, learner-centredness, teaching procedure and teacher training, in an effort to push for greater changes in the course, e.g. course syllabus and test format.

a) Reading materials

Using authentic texts is one of the key principles of CLT (Duff, 2014). The word "authentic", literally meaning "genuine", as opposed to "contrived", "bookish", or "artificial", designates naturally-produced written or spoken language and also the communication in which such language is used (Duff, 2014: 22). Richards (2006: 20) lists four major benefits of authentic sources, i.e. they provide cultural information, exposure, a closer link to learners' needs and a more creative approach to teaching.

As supplementary materials to the contrived texts in IRC coursebooks, it is desirable that authentic texts are provided wherever possible in the teaching procedure, in line with the view that "[T]he purpose of reading should be the same in class as they are in real life" (Richards, 2006: 20). The suggested authentic materials for IRC are magazine or newspaper articles, unabridged literary works, etc. as long as they "represent contemporary … written language produced or used by native speakers for purposes other than language teaching" (Duff, 2014: 22-23).

Those authentic texts can be used to cultivate communicative competence, in this case, sociolinguistic competence in terms of the rules of discourse, which are understood from the perspectives of "cohesion (i.e. grammatical links) and coherence (i.e. appropriate combination of communicative functions)" (Canale & Swain, 1980: 30). Teachers can analyse and teach conventions of global text structure above sentence level.

At the same time, grammatical competence should not be neglected, which embraces "knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology" (Canale & Swain, 1980: 29). They can be integrated into the study of the reading materials, as Canale and Swain (1980: 30) insist that it be "an important concern for any communicative approach whose goals include providing learners with the knowledge of how to determine and express accurately the literal meaning of utterances".

b) Learner-centredness

Learner-centredness is an essential quality of CLT classroom. The transition from a teacher-centred instruction to a student-centred CLT is described as "a quantum leap" (Chow & Mok-Cheung, 2004: 158, cited in Littlewood, 2011: 551). Learner-centred approaches are those that "take into account learners' backgrounds, language needs and goals, and generally allow learners some creativity and role in instructional decisions" (Wesche & Skehan, 2002: 208, cited in Littlewood, 2011: 549).

Learner-centredness can be realised through students' greater involvement in the learning process. CLT requires students to "take on a greater degree of responsibility for their own learning" (Richards, 2006: 5). Accordingly, in IRC, students can be entrusted with some of the tasks originally assumed by the teacher. For instance, the *text introduction* section (step 2) can be alternatively done by students after adequate preparation. Additionally, greater involvement is achieved through "a cooperative rather than individualistic approach to learning" (Richards, 2006: 5). Some of the IRC procedures, such as *exercises* (step 4), *writing* (step 5) and *further reading* (step 6), which depend largely on individual work, can become "cooperative learning" in the form of pair or group work (Littlewood, 2011; Richards & Rodgers, 2001).

IRC can be made more learner-centred by relating class content to the outside world and students' own lives, interests and perspectives (Duff, 2014), in other words, to ensure social relevance (Kumaravadivelu, 2003). Duff (2014: 24) once observed a CLT class of English for academic purposes at a Canadian university, in which this principle was applied and good learner feedbacks were reported that "they appreciated being able to discuss real-life problems, learn more about Canadian society and culture, talk about issues that are personally meaningful to them…".

c) Communicative activities

Communicative activities are central to CLT class. By Canale and Swain's (1980: 33) standards, they should be meaningful and have the characteristics of "genuine communication", such as "basis in social interaction, the relative creativity and unpredictability of utterances, its purposefulness and goal-orientation, and its authenticity …". Richards (2006: 16) distinguishes 3 types of practice, namely, mechanical, meaningful and communicative practice, with the last type referring to activities to use language in real communicative situations where "there is information change and unpredictable language use". This type is similar to Littlewood's (1981) communicative activities, which are subdivided into functional communication activities, for information or problem-solving purposes, and social interactional activities, attending to contexts and participants as well as the appropriate use of language (Richards, 2006:18).

Richards (2006) lists the activities typically used in CLT classrooms. When applied in IRC classroom, they can be adapted and geared to genres, as exemplified in the following: firstly, for *narrative texts*, information-gap activities or role plays; secondly, for

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expository texts, task-completion activities (e.g. puzzles, map-reading, games), information-transfer activities (e.g. from written descriptions to graphs) or reasoning-gap activities (e.g. inference, practical reasoning); thirdly, for *argumentation*, opinion-sharing activities (e.g. a ranking task) or information-gathering activities (e.g. surveys, searches and interviews). Preferably, communicative activities are as varied as possible, subject to different texts, contents or topics.

Those communicative activities have great advantages. Firstly, they encourage cooperative learning in "a variety of social participation formats" (Duff, 2014: 24), with such benefits as a great amount of language produced, higher motivational level, more chance for fluency development, exposure to other language learners' input (Richards, 2006: 20). Secondly, they are able to "facilitate negotiated interaction" (Kumaravadivelu, 2003), in which information is exchanged, problem solved, appropriateness of language use stressed (Littlewood, 2011) and creativity promoted (Harmer, 2003). Further, students need to negotiate meanings with others to develop communicative abilities (Duff, 2014). In brief, those activities conform to Richards' (2006: 13) principle of "[make] real communication the focus of language learning".

d) Teacher training

Teachers play a key role in initiating changes in the classroom. Teacher training is therefore of primary importance, which covers such aspects as a correct understanding of CLT, a change of teachers' roles and the improvement of their language proficiency.

Firstly, teachers should thoroughly understand the CLT framework, including its characteristics, benefits and limitations (Harmer, 2003). This task becomes even more urgent in light of the fact that CLT is often misunderstood or misinterpreted, largely due to its identity issue. In an early study of CLT classroom, Spada (1987) reported a mismatch between teachers' self-claims of CLT teaching processes and actual practices which were similar to traditional approaches (Duff, 2014: 25). Similarly, imparities are found in Sakui's (2004: 162) study of language teaching in Japan between "the teachers' definition of CLT and the situated understanding of CLT".

Secondly, teachers should be educated in the change of roles. Traditionally, they are simply viewed as knowledge-transmitters or "a model for correct speech and writing", who also have the responsibility of making students' production accurate (Richards, 2006: 5). Yet, in a CLT classroom, a teacher is supposed to be "a multi-role educator" (Littlewood, 2011: 551), a facilitator in language learning (Richards, 2006: 5), "an instigator of and participant in meaningful communication" (Canale & Swain: 1980: 33). Overall, a teacher's principal role is "to create a nurturing, collaborative learning community and worthwhile activities for students" (Duff, 2014: 20).

Thirdly, the improvement of teachers' language proficiency is clearly marked as one of the expected changes from teachers in China (Littlewood, 2011). CLT has quite high demands on teachers' language proficiency (Maley, 1986) and that teachers are not always confidently competent in their English often makes them feel reluctant to carry out communicative activities (Beaumont & Chang, 2011). Canale and Swain (1980: 33) also suggest that teacher training should cultivate communicative competence as well as its components, as they put it, "Certainly such teacher training will be crucial to the success of a communicative approach…".

V. Conclusion

CLT is generally believed to be employed for teaching language for communicative purposes. It therefore seems more suitable to be applied in speaking courses. The possibility to apply CLT in other courses has not been explored enough. This study shows that it is even possible to implement CLT in a reading course like IRC with quite tight constraints. Nevertheless, many issues about the implementation of CLT are still hotly debated, such as the relation between form-focus instruction and CLT, or that between controlled practice activities and communicative activities, context-specific adaptation of CLT principles, just to name a few.

As regards an overall view of CLT, Savignon (2013: 138) argues that instead of being another "method" just added to the previous ones, CLT represents "an approach to language teaching" that changes in purpose, emphasis, linguistic and cultural goals of instruction. Littlewood (2011) acknowledges that CLT is constantly evolving. He suggests "a more inclusive account of CLT", trying to integrate experiential and analytical aspects of teaching and learning, non-communicative and genuine communicative activities, oral and written activities (Littlewood, 2011: 549). CLT should not be seen as the panacea for all the problems in language pedagogy. Since the ultimate aim of CLT is to promote better teaching and learning, whatever the label is, be it CLT or not, does not matter much. This perception might keep CLT full of vitality and in constant evolution to accommodate more changes and innovations in the future.

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The Sociolinguistic Features of Gangster Argot in *the Godfather*

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Abstract- Modern linguists reached an agreement on the argument that language capability makes human species unique among all group-living species on the planet, so it can be hypothesized that a language could not survive if it were disconnected from interpersonal relations. Despite a well entrenched consensus on language equality among modern linguists, there is an intangible pyramid of languages due to linguistic discrimination. Gangster argot, which is subjected to a subliminal "censorship" from the vast majority of people, has seldom been considered as a decent and valuable topic in the field of modern linguistic studies. In view that *The Godfather* is exemplary of the way Mafia members speak in real-life scenarios, this novel is sampled as an optimal literary discourse to study what makes gangster argot different from ordinary speech. On the basis of literary specimens excerpted from the novel, this research concludes that gangster argot, which juxtaposes conciseness with confidentiality, is characteristic of adaptive resilience, absorptive capacity, and provocative rhetoric.

Keywords: gangster argot, the godfather, sociolects, sociolinguistics.

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The Sociolinguistic Features of Gangster Argot in *the Godfather*

Zheng Yang

- Modern linguists reached an agreement on the argument that language capability makes human species unique among all group-living species on the planet, so it can be hypothesized that a language could not survive if it were disconnected from interpersonal relations. Despite a well entrenched consensus on language equality among modern linguists, there is an intangible pyramid of languages due to linguistic discrimination. Gangster argot, which is subjected to a subliminal "censorship" from the vast majority of people, has seldom been considered as a decent and valuable topic in the field of modern linguistic studies. In view that *The Godfather* is exemplary of the way Mafia members speak in real-life scenarios,this novel is sampled as an optimal literary discourse to study what makes gangster argot different from ordinary speech. On the basis of literary specimens excerpted from the novel, this research concludes that gangster argot, which juxtaposes conciseness with confidentiality, is characteristic of adaptive resilience, absorptive capacity, and provocative rhetoric.

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I. Introduction

Due to the deepening stratification of social classes, language, other than a tool used for communication, is increasingly endowed with a range of new roles in social life. To be specific, social groups are not necessarily made up of people of the same or similar origin and background, and an individual is much more likely to be identified with whom he or she serves through a commonly shared speech code. For instance, the acquisition of the French language constitutes one of the mandatory "initiations" which every new recruit of the French Foreign Legion must go through. In response to the foregrounded social functions of language, sociolinguists make a further attempt to consider language against the background of human development and social changes. They conclude that language can function as a demarcation line within which people of the same social identity are gathered into a homogeneous group.

Language, like human body, undergoes a constant change in reaction to the metamorphosis of outer environment. The metabolic status of a language can sometimes reveal the subtle change of social milieu and public tolerance. For example, after the Norman conquest of England, French became the language of the nobility and higher classes, whereas the general population persisted in using English as their predominant language. The coexistence of French and English in one society foregrounds expanding social inequality in England during that period.

Apart from a variety of independent languages categorized in accordance with linguistic features, there are many other variants subordinate to a single language on account of social, political, religious, economic, cultural, and anthropological factors. These sub-languages, such as idiolect, age dialect, gender dialect, and class dialect, are linguistically defined as sociolects.

In the field of modern linguistic studies dominated by English speaking researchers, a regional dialect is discriminated from a language in the principle of mutual intelligibility. In this sense, sociolects resulting from different social identities are estimated to create fewer obstacles than regional dialects do in the context of interpersonal communication. Although sociolects might be much more limited in the degree to which they can be understood than regional dialects, psychological barriers generated by them are no less problematic than the obstacle of verbal exchange.

Sociolects can be a more efficacious hint to one's identity awareness because they partly reflect the way an individual is indoctrinated with a collective sense of pride and commitment. An excessive attention to differences between two sociolects is very likely to trigger off mistrust and inequality in a pluralistic community. For example, cockney English spoken by the working class Londoners in the East End is a long held laughingstock of the upper class residing in the West End.

Despite their limited sphere of influence, rare languages and dialects can fulfill their secrecy on special occasions. The film *Windtalkers* tells an unknown story about how Navajo code was used as a natural mediator for the exchange of military intelligence during WWII. Likewise, the Wenzhou dialect, which is only reserved to a small population of inhabitants along the southeastern coast of China, was used in the same way during the Sino-Vietnamese War.

Gangster argot, like rare languages and dialects, is practically inaccessible to outsiders. Those without access to a closely knit gangster clan are prohibited from the mastery of this cryptic slang. It is

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depicted in Hugo's novel *Notre Dame de Paris* that a bard barely survives from being lynched because he inadvertently intrudes into the forbidden domain of the Kingdom of Argot. What exposes his identity is exactly his inability to speak like people around him.

While gangster argot can function as a camouflage which handicaps outsiders from infiltration, it also exerts a pivotal role in instilling the awareness of discipline and authority into newcomers. In the early period of human society, group leaders resorted to totem, religious faith, enchantment, and other forms of collective rituals to stimulate commitment and obedience among in-group members. A well-structured and heterogeneous organization like the Mafia is in great need of such catalysts as gangster argot to its integrity and solidarity. Yet, a rapid growth in information technology makes it inevitable for the segments of gangster argot to be blended into mainstream languages, and ordinary people are supposed to be steadfastly cautious about when and where gangster argot can be put into use.

II. Literature Review: Thieves' Cant——a Prelude to Gangster Argot

Some social dialects are practically susceptible to antipathy and bias because their speakers or the places where they are spoken are regarded inferior in some ways. (Downes, 47) Gangster argot came into being and then developed into a mature sociolect in reaction to the escalation of lawbreaking behaviors and criminal crimes. Prior to the emergence of gang conglomerations, there was a nascent paradigm of criminal cant, namely, thieves' cant. Since most of petty law breakers are loosely connected, their esoteric slang appeared comparatively desultory. Victor Hugo, a monumental titan in the field of French literature, made himself known as one of the few forerunners in doing research on argot. Early in the 19th century, Hugo intentionally discussed on how the slang develops into a cohesive power of gangster groups in Part 4, Book 7 of *Les Misérables*. Thieves' cant can also be tremendously found in Picaresque novels published over the 18th and 19th centuries, such as *The History of Tom Jones, a Foundling* writtenby Henry Fielding and *David Copperfield, Oliver Twist* by Charles Dickens. Euphemisms are devised to mollify potential offense engendered by a few indecent and obscene topics such as death, senility, sexuality, and racism. Thieves' cant, which are intended to replace some commonly used lexical items with their cryptic counterparts (Lyons, 54), can be considered as an anomaly of euphemisms. However, it should not be neglected that thieves' cant mainly serves to conceal crimes rather than to weaken insidious insults.

In contrast to euphemisms, thieves' cant is much lower in the degree of politeness and civility than a standard language. Take substitutes for death and death penalty in thieves' cant as an example, thieves devised such strongly sardonic words as *earth bath*, *eternity box*, *wooden surcoat*, *twisted*, *scraggered*, *stretching*, *nubbing*, *dangle*, *jammed*, and *trining* to express their contempt for death and lessen their burden of guilty conscience.

Since money plays an essential role in the illegal activities of thieves, many money related cant words were popular with thieves, such as *blunt*, *bustle*, *crop*, *dust*, *ribband*, *Kings pictures*, and *yellow boy*. More specific words were created to differentiate the value of currencies, for example, *bob*, *twelver*, and *borde* all refer to a shilling; *duce* is equivalent to a twopence; *crook* is tantamount to a sixpence. (Seboek, 75)

Phrases such as *bandog*, *philistine*, *catch pole*, *fool finder*, and *shoulder clapper* were used to taunt those in charge of law enforcement, namely, the perennial predators of thieves. As for different types of crimes, thieves also created a range of expressions which integrate witty humor with the function of camouflage, for example, the phrase "dive to pocket" carries the meaning of stealing money; the phrase "heave a couch" is synonymous with robbing a house. There are more phrases in thieves' cant to describe the different ways of theft, for instance,the phrase "black art" indicates the skill of picking locks; *mill a glaze* refers to breaking a window. An inclination for witticism finds expression in phrases such as *city college*, *block houses*, *boarding school*, and *sheriff's hotel*, whereas phrases such as *navy office*, *bulwark*, and *stone tavern* tend to be ambiguously pejorative.

III. The Characteristics of the Gangster Argot in *the Godfather*

The Godfather written by Mario Puzo, which is well acclaimed as an epoch-making icon in the category of crime fictions, tells a suspenseful story about a hegemonic gangster family in the U.S. The Mafia, deeply rooted in Sicilian agrarian civilizations, retains the rustic traditions of the Italian Mafia clans whilst absorbing the unsophisticated and aggressive traits of the North American Continent. (Wolfman, 41) Vito Corleone, head of this mythologized family, is worshiped as the Don. The Don itself is a commonly heard example of argot. The centralization of the Don's power and autocracy fosters his Mafia family into a hierarchical organization which governs subordinate consiglieres, underbosses, capos, and soldiers.

Vito Corleone is described as a sophisticated dictator who wields his unbridled powers randomly irrespective of law and order. He resorts to his personal judgment to decide who is good and evil, but he even does not realize that his "self-righteous" justice is indeed a transgression against civil rights.

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The Don beguiles himself with the condescending feeling that people who he offers help to shall be reverently succumbed to him. He is always much more concerned about his reputation than how much he can earn profitably. For instance, the Don never allows his followers and himself to be involved in drug business in spite of a potentially huge profit from it. His idiosyncratic masculinity reinforces his authority among his disciples and friends, yet the personality of being obdurate and commanding incurs hostility and rancor from his enemies.

The novel focuses upon the thrilling and soul-stirring handover of Don Corleone's reign within the Don family, during which wickedness beyond the rule of law and iniquity hidden in the nature of criminals are unfolded layer by layer. In the midst of twists and turns, the scepter of the Don is tortuously handed down to a new generation. The novel not only boasts of its incisive insight into the American Mafia, but also provides a wealth of information for an in-depth insight into gangster argot.

a) Adaptive Resilience

Criminal clans like the Mafia are widely involved in the complexity of social relationships. The Mafia members, who are considered susceptible to seductions, attach great importance to authoritarianism and discipline. Anyone who fails to obey orders or defects from his organization is subjected to a severe retribution. In comparison with thieves' cant randomly used by petty outlaws, gangster argot as portrayed in *The Godfather* tends to be more logically organized and systematically coherent. Although gangster argot is necessarily tinged with the dark side of human nature, the Mafia members are anything but uninhibited when speaking of some controversial topics. For example, the writer works out a decent phrase "house of ill fame" (Puzo, 12) to insinuate the place where prostitution occurs. When Sollozzo seeks for a collaboration with the Don family on drug dealing, Sonny tentatively reveals his support for Sollozzo's suggestion by claiming, "There is a lot of money in that white powder". (Puzo, 64) The use of the "white powder" is expressive of the speaker's cunning personality. In addition to the "white powder", the word "narcotic" is also often used to refer to drugs in gangster dialogues over the issue of drug dealings. "I think narcotics is the coming thing." (Puzo, 87) In comparison with poppy, heroin, and morphine, "narcotic" sounds more like a medical term so that the negativity of drugs are diluted imperceptibly.

After Michael is heavily beaten by Captain McCluskey in a hospital due to his desperate resistance to being arrested, the writer uses the phrase "bone fragments" to describe how severely Michael is wounded. "They have to dig some bone fragments out of your gums." (Puzo, 120) In this sentence, the "bone fragments", which literally stand for broken teeth, imply that Michael suffers from a severe injury in a pejorative tone.

b) Absorptive Capacity

A Mafia family under the rule of the Don has a lot in common with a family enterprise and a military troop. Mafia members loan lots of words from business and military men to develop their argot.

(1) "Sonny has an inside man." (Puzo, 120)
(2) "The ferret-faced button man was watching him intently." (Puzo, 98)
(3) "Your boss is dead." (Puzo, 80)
(4) "Stay negotiation over the phone or by messenger with Sollozzo." (Puzo, 91)
(5) "These guys over there must be cops." (Puzo, 14)
(6) "Those guys are FBI men." (Puzo, 15)

The "inside man" in sentence (1) discloses that Sonny stealthily bribes a detective in command to support him. The "button man" in sentence (2) is a very authentic word to describe those who are resigned to a superior in a gangster clan. The "boss" in sentence (3), which is a loan word from commercial vocabulary, makes the Don's authority more visualized. The word "messenger" in sentence (4), rather than a postman or courier, often works as an unctuous mediator when tensions between different gangster families become irreconcilable. The "cops" and "FBI men" in sentences (5) and (6) are absorbed in ordinary speech and even put into use in news reports.

Cant words and phrases are sometimes hard to understand because they largely overlap with common languages.

(7) "Pretty soon you'll want me to put up my dukes." (Puzo, 85)
(8) "I hope we can straighten everything out." (Puzo, 147)
(9) "I'd guess he has an ace up his sleeve." (Puzo, 109)
(10) "I slipped and fell." (Puzo, 120)
(11) "Your friend is in trouble and his word don't go this far west anymore." (Puzo, 286)

The word "duke" in sentence (7) literally stands for a nobleman of the highest rank outside a royal family, but gangsters give it a new meaning, namely, hand or fist. Sonny threatens to teach his brother Mike a lesson by saying "put up my dukes". The phrase "straighten out" in sentence (8) refers to putting everything in order or settling all problems perfectly. Those who are keen on poker games should find it easy to understand the implied meaning of sentence (9). Someone who likes to hide an ace when playing cards is cunning and deceptive. Sentence (10) is Mike's subterfuge to conceal the fact that he has a fight with Captain McCluskey when he attempts to break away from the arrest at the hospital. The word "far west" in sentence (11) can be understood as a parody of the geographical term "the Far East". The writer makes a

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coinage of this new word to accentuate the speaker's hostility toward the Don's unchallenged authority.

c) Provocative Rhetoric

The wide use of rhetorical skills enhances the power of gangster argot in terms of provocation and emotional appeals.

(12) "The Don is still getting the stuff in the tubes, no food, so we don't have to worry about the kitchen." (Puzo, 110)

The word "kitchen", used as a metonymy, is evocative of food supply. As a survivor from a failed assassination, the Don is receiving a medical care in hospital, and he is unable to take foods. By saying this, the speaker assures that there is no need to worry about the possibility that assassins might put poisons in foods prepared for the Don.

(13) "We must tread on each other's corns." (Puzo, 235)

The word "corn" in sentence (13) refers to conflicting interest groups, indicating that both parties have to make a compromise to end a feud.

(14) "It was the first time that he realized the long arm of the Don." (Puzo, 301)

The "long arm" in sentence (14) is a vivid metonymy which compares the hegemony of the Don family into man's bodily part.

(15) "I know you're not the muscle end of the family" (Puzo, 80)

(16) "The Corleone Family don't have that much muscle anymore." (Puzo, 231)

Similarly, the word "muscle" in the above two sentences is used as a metonomy to describe somebody's authoritarian position.

(17) "We'll make to put a tail on Mike." (Puzo,49)

The "tail" in sentence (17) is synonymous with someone dispatched to trail and protect Mike surreptitiously.

(18) "Sollozo is dead meat." (Puzo, 88)

The "dead meat" is metaphorically expressive of Sollozzo's vulnerability to rancor and anger.

(19) "Sollozo must have given him a fortune for openers and promised him the moon to come." (Puzo, 115)

(20) "He was a hair away from death." (Puzo, 58)

The above two sentences are typical examples of hyperbole or overstatement. In sentence (19), the speaker exaggerates that the Captain gains a large profit from Sollozzo's bribery. The word "hair" in sentence (20) indicates a lucky survival from a failed assassination.

(21) "Who do I give this job to?" (Puzo, 19)

At Connie Corleone's wedding, the dependents of the Don family come to seek for a vengeful support from the Don. After accepting their requests, the Don discusses with his associates about who will be sent to carry out his promised mission. The writer intentionally understates this retaliatory revenge by using the word "job", which reflects the Don's cynical and sophisticated attitude toward his checkered gangster career.

(22) "Did you do the job on Sollozzo?" (Puzo, 143)
(23) "Mike is doing the job on her" (Puzo, 43)

It can be deciphered from the novel that the phrase "do the job" has dual meanings. Sentence (23) shows Clemenza's grievance against Michael for his obsession with Kay (Michael's girlfriend) without caring about family affairs, but the phrase "do the job on Sollozzo" in sentence (22) apparently has nothing to do with a romantic flirtation.

d) The Juxtaposition of Conciseness and Confidentiality

Gangster argot optimizes the art of secrecy without losing its conciseness. Most of the time, mafia members are required to respond to orders promptly and to undertake tasks which must not be discerned by outsiders, so they must be good at coordinating clarity with secrecy in their speech code to ensure the efficiency and confidentiality of information exchange. The fact that the Mafia members are often involved in murder cases spawns many substitutions for killing:

(24) "He was paid off to set the Don up." (Puzo, 87)
(25) "You will save a lot of bloodshed." (Puzo, 81)
(26) "He really took an awful gamble bucking the Don." (Puzo, 82)
(27) "His knocking off the old man is purely business I would go in with him." (Puzo, 87)
(28) "You take care of him?" (Puzo, 106)
(29) "Or maybe he's just being very careful so that our button men won't nail him." (Puzo, 135)
(30) "We have to get Sollozo right away." (Puzo, 124)

In the above sentences, a sequence of phrases are used to refer to assassinations that are commonly heard among gangsters. Phrases such as "blood saving" and "nail someone" in sentences (25) and (29) reflect the ferocity of criminal groups. In contrast, phrases such as "set up", "knocking off", and "bucking someone" sound more implicit and ambiguous without a contextual support. The phrase "take care of" in sentence (28) can be understood as synonymous with teaching someone a lesson, or even more severely, lynching someone to death. Sonny inquires Clemenza (a trustworthy chamberlain of the Don family) about whether Paulie Gatto, whose betrayal leads to the failed assassination of the Don, has been killed privately.

The following sentences demonstrate how criminal organizations in America are secretly operated:

(31) "They will all have clean records." (Puzo, 79)
(32) "What percentage for my family?" (Puzo, 66)
(33) "If Luca sold us out, we're in real trouble." (Puzo, 90)

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(34) "Has Sollozo got the New York police department in his pocket too?" (Puzo, 114)
(35) "I told him I could wrap you around my finger, Sonny." (Puzo, 89)

In sentence (31), the word "record" reveals that gangster clans are fastidious about their newly recruited members' background and history. Sentence (32) is often heard in gangster groups' negotiations over the distribution of interests. Sentences (33) and (34) indicate that betrayal and bribery are severely detrimental to the solidarity of gangster families. The phrase "wrap someone around one's finger" in sentence (35) bring to light Tom Hagen's unchallenged prerogative in the Don family.

The following sentences are vividly descriptive of how the Mafia members transgress against the rule of civil government and how they interfere in governmental affairs such as spying, patrolling, surveillance, bodyguard, and arresting.

(36) "Is the hospital covered?" (Puzo, 90)
(37) "You hold your people in reserve but have them nosing around the city." (Puzo, 91)
(38) "We have the whole area loaded." (Puzo, 91)
(39) "I'm the hunted one." (Puzo, 149)

IV. Conclusion

Gangster argot is often underestimated as a "pollutant" to ordinary speech and a scourge of social violence, campus bullying in particular. An increase in language hybridity provides a possibility to detach gangster argot from its stereotype as a language of violence and obscenity. In spite of being alienated and suppressed by mainstream society, gangster argot undergoes a major change from randomness to maturity. The formation and evolution of gangster argot not only reflects the in-depth stratification of human languages, but also exemplifies man's instinctual demand for belonging and conformity.

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Effectiveness of Student Perceptions of the Teacher Competence in Creating a Good Classroom Environment

By Sri Hapsari

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Abstract- The purpose of the study is to describe the competencies required of teachers in creating a good classroom environment to Social Science learning. The study population is students of State Junior High School in South Tangerang, Indonesia. Sampling was done by using proportional random sampling with a sample size of 401 students and the method used is quantitative method survey strategy. Data were collected using questionnaires. From the research findings known that professional competence have the most influence over the competence of other teachers in creating a good classroom environment.

Keywords: competence of teachers, classroom environment, social science learning.

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I. Preliminary

The learning process should be able to create the good conditions learning and relevant to the needs. Figueiredo (2005: 128) describes this condition as: "*the set of circumstances that are relevant when someone needs to learn something*". Classroom environment has created in such a manner that fosters confidence of the students, they feel valued in the learning process. Thus, the classroom needs to be regulated as a classroom setting has an important role in the quality of learning, as proposed Marsh in his book '*Becoming a Teacher* "," *creative arrangements need to be undertaken in the knowledge that specific physical conditions and space allocations can have important consequences on the attitudes, behaviors, and even the achievements of students* "*(Marsh,* 2008: 48).

Classroom environment are believed to improve the quality of learning. Classroom environment becomes an integral part of the learning process that may affect student behavior. The process of interaction in the classroom will take place conducive for students to feel safe interacting. Perceived classroom environment safe by students will support the students in learning (Puspitasari, 2012). When students feel safe in the classroom, students will feel free to express their own ideas.

To support the above conditions, the study room should be inspiring. It should keep in mind that the supported elements that shape the *learning environment,* such as internal space, furniture, technology, canteen, lighting, storage systems, communications, and others. Classroom environment has a major role in improving students' thinking skills. The pleasant classroom environment is a condition that will encourage students to think as a process to interpret the concepts received in learning activities. Thus, it is necessary arrangement class *(class management)* in creating learning success, Marsh describes the *classroom environment* as "*friendly or warm*" (Marsh, 2008: 180).

The teacher's role in the creation of a classroom environment is realized by organizing classes, namely: "responsible independently to organize the functions of leadership and teaching in each classroom" (Arends, 2008). In this activity, the teacher can provide learning theorys and evaluate student progress. Students understand that the learning process will be evaluated by the teacher so that students will prepare such a way. This activity also creates the good environment especially the intellectual class environment (Beetlestone, 2012).

Therefore, teachers need to have competence. Based on The Law No. 14 Year 2005 on Teachers and Lecturers, "Competence is a set of knowledge, skills and behaviors that must be owned, lived, and controlled by the teacher or lecturer in performing the duties of professionalism". Educators should realize the ideas through *powerful learning,* the educators must be reflective. Students' perception of teacher competence is the belief that indicates reason of the students to have achievement academically (Cahyani, 2014).

Through pedagogical competence, teachers can manage the interesting learning and fun as well as effective. To manage learning, teachers need to have knowledge about the characteristics of learners so as to present an interesting learning and achievement of learning goals. As expressed by Beaudry and Klavas and Hendry *et al* (Marsh, 2008: 157): "*every person has a learning style - it's as individual as a signature. Knowing students' learning styles, we can Organize Reviews their classrooms to respond to individual needs* ". By understanding their students, teachers will be more easily manage the class and there is an effort to meet the needs of learners in learning.

Teachers are the spearhead of education because they interact directly to the learners. Through the learning process, they begin to get the quality of

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education. By the pedagogical competence, they need to be innovative in presenting the theory. Teachers who have the ability to manage classes are also able to overcome the problems that may occur between the students in the classroom. Berry & King 1998; Hansen & Childs 1998; Hendrick, 2001 (Marsh, 2008: 178) argues that "*management problems can be prevented by: thorough lesson planning, establishing good relationships with students, conducting lessons Effectively*". With this pedagogical competence, teachers will be able to manage the class.

The ability to present the theory is will be more complete if they are professional teacher, in the sense of mastering learning theories. As it was said by Goodson et al (2003) in his book *Teachers Professional Lives* that develop and clarify the knowledge to teach is trying to build the professionalism of teachers. Research conducted by Davis (Munandar, 2012) that the characteristics of professional teachers who are valued by the students, most importantly, the sequence is as follows:

Table 1: Important Teachers Characteristics According The Students

Order	Selection	Percentage
1.	Competence and interest to learn	98
2.	Proficiency of teaching	95
3.	Fair and impartial	93
4.	Democratic cooperative attitude	92
5.	Flexibility	90
6.	Sense of humor	90
7.	Using rewards and praise	88
8.	Broad interest	85
9.	Paying attention to the problem of child	83
10.	Attractive appearance and attitude	79

Source: Sisk, D (Munandar, 2012: 101)

The qualified teacher is the key of generation progress. Teachers must master the standards of competence being a professional teacher. These competencies include expertise mastered, minimum education level, and certification. Certification was seen as evidence that teachers are experts in their field. Teachers who have been trained will be able to provide a flexible learning environment and stimulate students (Cahyani, 2014).

Students want teachers who are close to them. The professional activities are expected to keep teachers in touch to the students. If the teacher is able to do this, then he is able to be an example for all students. Exemplary teacher when they have a solid personality, noble, wise and authoritative, should be done with the awareness habituation behavior and can be done by imitating the behavior of successful people in educating. Teachers who have personal competence certainly show the work ethic and high responsibility. From the background above, the problem in this study is how the competence of teachers to improve a good classroom environment to learning Social Science?

II. Teacher Competence

Competence and competent word comes from the Latin word *competens,* which means to be fit, right, or qualify (Hoad in O'Hagan, 2007: 18). Competence is a person's ability or capacity to work. Every job has a specific requirement of competence to do the job efficiently. Someone who has the competence, in which there is motivation, self-knowledge, desire, and a willingness to demonstrate effective performance.

Muhadjir (Rohman, 2009: 150) explains that someone can be an educator requirements if such person: "(1) Having more knowledge; (2) Impliciting value to the knowledge; and (3) Willing to transmit knowledge to others and their values ". To achieve these requirements, teachers must have a number of competencies.

Mooi & Mohsin (2012) in their study found that teachers who have the competence will provide a service implying "*to gain valuable insight about the self as teacher, Reviews their students learning, the curriculum, pedagogical knowledge, and Tus enhances Reviews their qualities as teacher*". By the competence they have, they would like to bring up the professionalism, sustainability learning, become more reflective and maximize the work at school.

Hammond et al (2010: 19) emphasizes the importance of preparation for teachers in their professional development: "*Teachers Described her as focused on helping all students to meet standards and pushing and supporting all teachers to Accomplish*

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Reviews their goals for Reviews their students". Competency of teachers will deliver the student to have a stock of the skills needed to face the challenges of life. Under Law No. 14 Year 2015 on Teachers and Lecturers Article 10 (1): "The competence of teachers includes pedagogical, personal, social, and professional competence acquired through professional education". The following can be described along with a description of teacher competence schemes and tools to measure indicators of competence:

Table 2: Profile Competence Formal Education Educators

Pedagogic competence	• Understanding and Potential Development of Students • Planning and Implementation of Learning • Learning Evaluation System
Personality competence	• Personal steadiness and noble character • Maturity and Wisdom • Modeling and authority
Professional competence	• Mastery of theories science • Mastery of the curriculum and the school syllabus • Specific methods of learning bid studies • Insights ethics and professional development

Class Environment

On the positive classroom environment, students will feel comfortable when they step to the classroom (Hadinata, 2009). Conversely, if it is uncomfortable it would be a lack of involvement of students in learning (Puspitasari, 2012). Class is a part of the learning environment of students the site of an interaction. Arends (2008: 95) defines it as, "a strategy to expand participation, to improve interpersonal mutual respect, and to enhance the thinking in the classroom". The learning environment in question is the strategy used by teachers in managing learning. One strategy used is by holding a class discussion. The pattern of discussion in class creates an opportunity for students to learn from each other. If we manage the conditions of diverse student, it can create a pleasant classroom environment.

But otherwise, if it is not managed properly, some students may prefer to keep quiet during the discussion and misunderstanding. They must consider aspects in creating an environment of learning and realize the potential of the students. Jones et al (1991: 125) developed the dimensions to describe classroom environment that supports the learning process as follows:

1. Goals and metaphors that drive learning and instruction
2. Learner characteristics, responsibilities and values
3. Teacher characteristics, responsibilities and values
4. Tasks that define the nature and level of achievement School characteristics (context) that support teaching and learning
5. Principles of sequencing
6. Principles of assessment

After going through the process of meaningful learning in the classroom, students are expected to gain meaningful experience, because the class is "something to students, doing something with students, and being with students" (Ramsey, 2005: 335). Thus, the class situation can shape students' goal orientation (Suprayogi, 2010).

Teachers have a responsibility to do something useful for students. Relationship between teachers and students can be maintained with the support of the class environment. Ormrod (2008: 216) defines class environment as "common psychological environment that characterizes the interaction of the classroom." While Evertson and Emmer (2011: 81) describes the positive classroom environment is "a positive interaction between teachers and students and among students". In line with Marsh, defines a classroom environment that is: "relates to the feeling that permeates a classroom" (Marsh, 2008: 180). Further, Marsh explained that successful classroom environment is friendly and warm.

Environment class needs to be built in such a way that can make students feel comfortable and not the quiet and tense classroom environment. Therefore, teachers need to have a classroom management skills, namely: "the basic requirements for a homeroom teacher wanting to Effectively Achieve his / her educational goals" (Wu et al, 2015). Learning strategies of play can be an alternative learning being able to make students feel happy. Anderson and West (Chang et al, 2011: 1494) describe the environment, "indicate that the group playfulness environment is building on the relaxing and joyful environment of everyday mutual interaction between the group members. And it makes people feel Reviews their work is interesting and they are supported ".

Each class has a different environment. Beetlestone (2012: 185) formulated three important aspects in shaping classroom environment that is:
Physical environment, created through regulation and management of space and resources;

1. Intellectual environment, which provides a level of stimulation and challenge as appropriate;

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2. Emotional environment, in which the student needs can be met

Environment class can be created only if teachers and students are given the opportunity to participate with each other. Students need to be given a challenge to stimulate their capabilities. Teachers can do a model of class discussion to encourage students to articulate their thoughts and arguments. In this way, the "students learn to Evaluate arguments and the make ethical judgments about the practice of public relations in a variety of different Contexts" (Orgod and Spiller, 2014).

Environment class can also be realized with sportive environment because it can encourage the creation of learning success. Beetlestone (2012: 189) emphasized the need to create the fair classroom environment, because the " faair environment is one of state that can make students feel safe to take risks, to experiment without being too often afraid to fail and in which every effort is appreciated" ,

III. Research Methodology

This study uses a quantitative method. Quantitative research is also known as positivism research that is free from values, prejudices, and subjectivity. The selected quantitative method is the study uses a large sample as well as the number of variables is quite a lot. The approach used in the study is the survey design. The population of the study were all students of State Junior Highs School throughout South Tangerang and the target population is all students of class VIII junior high schools in South Tangerang, amounting to 6753 students. To facilitate the withdrawal sampling technique was selected proportionate random sampling technique samples, the number of samples selected at random, but each school has a different number of samples in accordance with the proportion of the sample size calculation. By using the formula Isaac and Michael then it was obtained a sample size of 401 students.

In the study, the independent variable (X) is a pedagogical competence variable (X1), professional competence (X2), and personal competence (X3). While environment variables into a class of dependent variable (Y). The following research paradigm used:

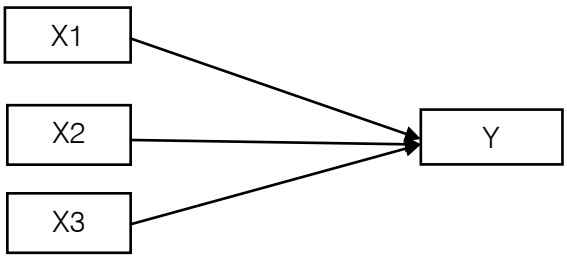

Figure 1: Research Paradigm

IV. Discussion

The independent variables that show the positive influence is the path X1 → Y, X2 → Y, X3 → Y has a positive effect, which means that there are significant pedagogical competence, professional competence and personal competence against the environment. The amount of the effect of each variable are presented in the table 4:10 below:

Table 3: Effect of Pedagogic competence, professional competence, and competence of Personality on the Environment Class

path	standardized	Influence (%)
Pedagogic Competence → Environment Class	0387	14.98
Environment → Class Professional Competence	0524	27.46
Personality competence → Environment Class	0378	14:29

According to the table 2 can be describe that there are only three independent variables that positively affects the class environment variables pedagogic, professional and personal competence. The regression of equation for Environment Class are:

Environment Class = 0387 Pedagogic Competence + 0524 Professional Competence + 0.378 Personality Competence

The coefficient of determination for Environment equation means Class of 0568 Class Environment variability can be explained by the variability of Pedagogical competence, professional competence, and competence Personality of 56.8%. The Partially of three variables, variables of professional competence has the highest influence on the environment of the class of 0524 or 27.46%, followed by pedagogical

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competence by 0387 or 14.98%, and personal competence of 0.378 or 14:29%. The results of the study indicate that the class environment positively influenced by variables pedagogical, professional and personal competence. This means that the more positive perceptions of students regarding pedagogical, professional and personal competence of teachers, the good classroom environment will be more positive or be better.

Professional competence has greater or dominant influence in comparison to other competencies which amounted to 27.46%. It gives the sense that the professional competency of the teacher can manage a good classroom environment as expressed by Richey (1979), one of the criteria in the profession is a professional organization, namely the ability of teachers to foster member, in this case the students. Similarly, as noted on the Laws No. 19 of 2005 said that by the professional competence, teachers have sufficient mastery of subject matter is broad and deep that can guide students.

Through this professional competence, the teacher will be easy to transfer knowledge to the intelligence of the student so that the student will master the theory. Mastery of knowledge by teachers is very important in order to achieve the learning objectives. Professional competence also includes the ability of teachers to appreciate the differences in the classroom as well as understand how to learn and development of students (EENET Asia Newsletters in Supardan, 2015).

In addition to professional competencies that influence classroom environment, other competencies that affect the classroom environment is pedagogical competence. Pedagogical competence has a positive effect on classroom environment that is 14.98%. Pedagogic is educational activity as practical activity. It is the ability to manage learners. Management of such learners include understanding the insights of teachers about the basis and philosophy of education, teachers understand the patterns and diversity of learners, so that it can be designed service strategy of learning, the teacher is able to develop the curriculum, the teacher is able to plan and learning strategies based on competency standards, capable of implementing the learning that educates with dialogic and interactive environment, and is able to carry out the evaluation of learning outcomes, and be able to develop their talents and interests of students.

Pedagogical competence helps teachers to be more effective to find out what he wants to accomplish in each lesson. The results of the study prove that it is important for teachers to have pedagogical abilities so that classes environment can be more conducive. To create a good classroom environment, teachers should be oriented on how students learn. From the positive response shown by the students in the classroom, the teacher can reward the students' active participation. Teachers can manage the classroom environment in a way that motivates students to learn and encourage the learning process. Teachers also need to realize that each class has a different environment, that there are three aspects: the physical, the intellectual and emotional environment (Beetlestone, 2012).

Perceptions of students on the personality competence of the teacher's also influences the environment. Great influence on the environment of personality competence grade of 14.29%. It is in accordance with the theory presented by Beyer (Marsh, 2008) that the personal competence, the teacher becomes a moral agent and values. In this role, it is expected to figure the teacher can be an example for her students. Through good example, it is expected to manage the behavior of students in the classroom to create a supportive environment for learning activities. When the value of an individual's personality goes up, it will go up anyway dignity of the person (Sagala, 2009). The authority of the teacher in the perception of these students will help the formation of a good classroom environment. Values of the teacher's personality can be used as a source of strength, inspiration, motivation, and innovation for students.

There are three types of classroom environment faced by students in the learning process is based on the attitude of teachers towards students, the classroom environment for the authoritarian attitudes of teachers, teachers permissive to classroom environment, and the third class environment of the real attitude of the teacher. An authoritarian attitudes of teachers uses his powers to achieve his objectives without considering the consequences for students. Teachers tend to choose a punishment and a threat to the students to master the lesson. At the permissive teacher, the teacher let the children develop in freedom without pressure of frustration, prohibition, injunction, or coercion. Lessons are always made fun. While the real attitude of the teacher, marked by freedom of students accompanied by controls. Students are given ample opportunity to play freely without being monitored or regulated. It seems that the real teacher attitude better suited for applications in the classroom, because students are given the freedom to think without pressure, but the teacher still provide guidance.

Teachers need to maintain appropriate behavior by applying the rules and procedures consistently, addressing issues in the classroom immediately. The problems that arise in the process of learning should be addressed in dialogue. This allows the interaction of learning that puts students as subjects learned. Students need specific and corrective feedback to find out what they need to improve. Teacher has to understand the difficulties faced by students in learning and other difficulties that interfere in the lives of students. The ability to understand the students is also emphasized by Alexander (Sagala, 2009) which states:

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"No one can be a genuine teacher UNLESS he is Actively sharing in the human attempt to understand men and their word".

Teacher as role models for the students should have the attitude and personality intact that can be used as model in his whole life. Personality possessed by teachers will affect the environment of the classroom, the teacher's personality can be observed and studied. Students will observe and study the attitudes of teachers in the classroom, for example, teachers who have a personal faith and piety, he will start learning to pray first. Prayer is done by all students in the class, will create conditions quiet and comfortable classroom so that all students can be ready for learning. In contrast to classroom conditions that there is not prayer in the beginning, it will be noisy classroom conditions, even some of the students do not know when the teachers have been in the classroom, these conditions does not strongly support the learning process.

V. Postliminary

Pedagogic, professional, and personal competence influences on the classroom environment. It shows that three variables have given significant meaning for the creation of a good classroom environment. Same perception of students regarding competency of teachers turned out to affect the classroom. The most dominant Teacher competency influencing classroom environment is professional competence. It is the ability of teachers in the mastery of the deeply and widely theory. By the competency of the teacher, the teacher will establish classroom environment such that students feel comfortable learning in the classroom.

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Self Concept as the Predictor of Imposter Phenomenon among the Students of Himachal Pradesh University

By Ajay Kumar

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Abstract- The objective of the present research was to study the self-concept as the predictor of imposter phenomenon among the male and female students of Himachal Pradesh University. The other objective was to study the self-concept as the predictor of imposter phenomenon among the science and non-science students of Himachal Pradesh University. The results showed that self concept is the strong predictor of imposter phenomenon among female students as compared to male students. Further, the results showed that self concept is the stronger predictor of imposter phenomenon among non-science students as compared to science students.

Keywords: imposter phenomenon, self-concept. Imposter Phenomenon.

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Self Concept as the Predictor of Imposter Phenomenon among the Students of Himachal Pradesh University

Ajay Kumar

Abstract- The objective of the present research was to study the self-concept as the predictor of imposter phenomenon among the male and female students of Himachal Pradesh University. The other objective was to study the self-concept as the predictor of imposter phenomenon among the science and non-science students of Himachal Pradesh University. The results showed that self concept is the strong predictor of imposter phenomenon among female students as compared to male students. Further, the results showed that self concept is the stronger predictor of imposter phenomenon among non-science students as compared to science students.

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The impostor phenomenon (IP), a term psychologists Dr. Pauline Clance and Dr. Suzanne Imes coined in 1978, describes a collection of behavioral characteristics some individuals routinely exhibit in every aspect of their lives (Clance & Imes, 1978, Cusack, Hughes, & Nuhu, 2013, Hutchins, 2015). Clance (1985) created the Clance Impostor Phenomenon Scale (CIPS) to measure three primary characteristics including an individual's fear of evaluation, fear of not being able to repeat his or her success, and fear of being less capable than others. While the CIPS has been used in multiple studies of individual populations to measure these characteristics, little research exists on the effects of the Impostor Phenomenon in the workplace.

I. Background

The background section begins by explaining the Impostor Phenomenon and providing context about how it affects individuals both personally and professionally. A description of the initial focus on women in early studies and the Impostor Phenomenon precedes information regarding gender and familial differences. A comparison of the Impostor Phenomenon as a combination of behavioral characteristics versus a psychological experience introduces contrasting perspectives of how the Impostor Phenomenon affects individuals.

II. Impostorism

Though the Impostor Phenomenon term appeared in 1978, it was not until 1987 that anyone asked why awareness of the construct should matter (Clance & O'Toole, 1987). The ability to appreciate one's own successes and strengths is commonly noted as a limitation of those identified with the Impostor Phenomenon. For instance, an inclination to decline career advancement opportunities because of the IP's behavioral characteristics prevents individuals from achieving their personal dreams (Clance & O'Toole, 1987).

Likewise, impostors face difficulty reaching their full potential because of their internalized sense of fear and self doubt (Kumar & Jagacinski, 2006). These feelings can often lead impostors to believe they must work harder than others to avoid detection, which creates a negative cycle of other destructive behaviors (Parkman & Beard, 2008). Scholars have considered the effects of impostorism within specific professions. Hutchins (2015) described the obstacles higher education faculty members dealing with impostorism face, including their constant fear of being discovered as frauds. These psychological barriers to success negatively impact the faculty members' ability to experience personal satisfaction and affect overall job performance (Hutchins, 2015). Similarly, physician assistants experiencing feelings of impostorism find themselves questioning themselves and attribute their success to luck or charm (Mattie, Gietzen, Davis, & Prata, 2008; Prata & Gietzen, 2007). Like others who battle the IP, these physician assistants also believe they have successfully deceived others about their ability to achieve at such a high level of competence (Prata & Gietzen, 2007). This collection of personal characteristics and negative outcomes demonstrates the early foundations of the IP construct.

III. Objectives of the Study

1. To study the self-concept as the predictor of imposter phenomenon among the male and female students of Himachal Pradesh University.
2. To study the self-concept as the predictor of imposter phenomenon among the science and non-science students of Himachal Pradesh University.

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a) Hypothesis of the study

1. Self-concept will be the strong predictor of Imposter Phenomenon among male students as compared to female students.
2. Self-concept will be the strong predictor of Imposter Phenomenon among science and non-science students.

b) Delimitations of the study

The present study was delimited only to the students of Himachal Pradesh University, Shimla.

c) Sample

Random sampling was used for the study. Himachal Pradesh University is comprised of different faculties. A list of students of science and non-science stream was prepared. Researcher took the sample of 632 students for the study randomly, which was consisted of 360 male and 316 female.

IV. Methodology

In order to accomplish the objectives of the present study the Descriptive method of research was used.

a) Statistical Technique used

For the present study percentage method and ANOVA (2x2x2) was used to analyze the data.

b) Tools used

1) The Imposter Phenomenon Scale of Clance (1985) is adopted by the investigator with her prior permission and standardized according to the current problem of the study.
2) A Questionnaire to measure the self-concept constructed and standardized by the investigator himself.

V. Conclusion

On the basis of analysis and interpretation of the data the following conclusion may be laid down.

a) Imposter Phenomenon of students in relation to their gender, stream and Self-Concept

In order to study the main effects of gender, stream and self-concept on imposter phenomenon of students along with their interactional effect, statistical technique of analysis of variance (2x2x2 factorial design involving two levels of gender i.e. male & female, stream i.e. science & non-science and self-concept i.e. high self-concept & low self-concept) was applied on the means of imposter phenomenon. The mean scores of students are given in table 1.1.

Table-1.1: Effect of Gender, Stream and Self-Concept on Imposter Phenomenon

	Measures	Male		Female		Combined Mean
		Science	Non Science	Science	Non Science	
High Self Concept	Means	84.09	85.74	84.81	87.14	82.09
	SD	11.98	11.66	11.89	12.93	
Low Self Concept	Means	78.63	79.90	79.28	82.76	83.50
	SD	12.11	9.47	13.50	9.85	
Total Mean		81.36	82.82	82.04	84.95	

Table 1.1 Showing the Mean Scores of Imposter Phenomenon of Students for different Levels

From table 1.1 it can be seen that the total mean of high and low self concept of male science students is 81.36 percent and 82.04 percent of female science students, which is higher than that of male students. Thus self concept is little bit strong predictor of imposter phenomenon among female science students as compared to male science students. In case of total mean of high and low self concept of male non-science students is 82.82 percent and 84.95 percent of female non-science students, which is higher than that of male students. This shows that self concept is the strong predictor of imposter phenomenon among female science students as compared to male science students.

Combined mean of male science and non science students is 82.09 percent and 83.50 percent of female, which is higher than that of male students of both streams. This shows that self concept is the strong predictor of imposter phenomenon in female science and non science students as compared to male science and non science students.

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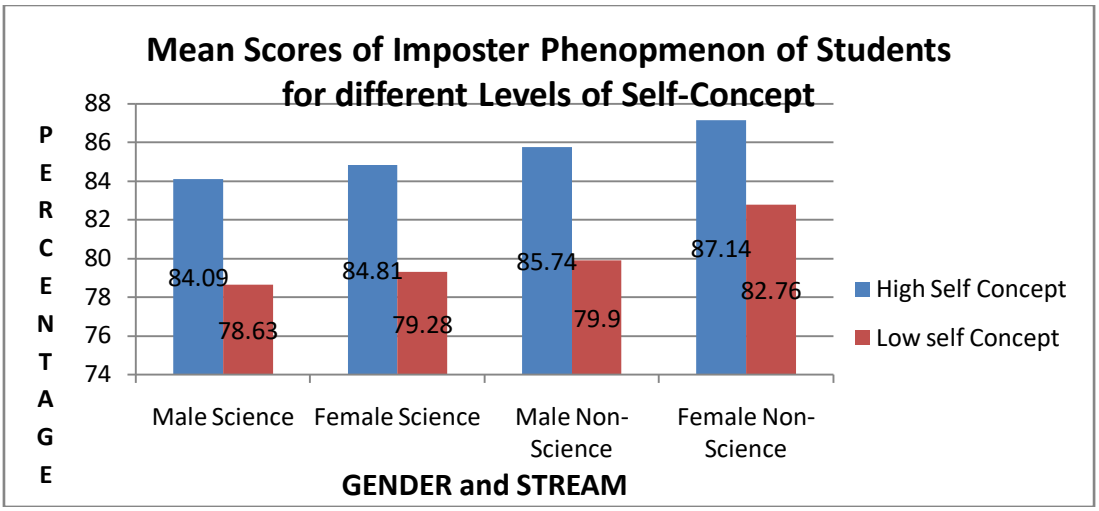

Figure 1.1: Showing the Mean Scores of Imposter Phenomenon of Students for different Levels of Self-Concept

Summary of results is given in table no 1.2

Table-1.2: Summary of Analysis of Variance

Source of variation	Sum of Squares	Df	F
Gender	288.906	1	2.1
Stream	810	1	5.89**
Self Concept	4389.025	1	31.91**
Gender*Stream	68.906	1	.51
Gender*Self Concept	12.656	1	.09
Stream* Self Concept	11.025	1	.080
Gender*Stream*Self Concept	16.256	1	.12
Error	86929.625	632	
Total	4482914.0		

**at 0.05 level of significance

VI. Main Effects

a) Gender

The computed value of 'F' for the main effect of gender on imposter phenomenon of students, irrespective of their self-concept, for df 1 and 632, came out to be 2.1, which is less than the table value (3.85) even at 0.05 level of significance. Hence, the hypothesis no. 1 i.e. self-concept will be the strong predictor of Imposter Phenomenon among the male students as compared to female students was rejected.

b) Stream

The computed value of 'F' for the main effect of stream on imposter phenomenon of students, irrespective of their self-concept, for df 1 and 632, came out to be 5.89, which is significant at 0.05 level of significance. Hence, the hypothesis no. 2 i.e. self-concept will be the strong predictor of Imposter Phenomenon among the science and non-science students was accepted.

c) Self Concept

The computed value of 'F' for the main effect of self concept on imposter phenomenon of students, irrespective of their self-concept, for df 1 and 632, came out to be 31.90, which is highly significant at 0.05 level of significance. This showed that self-concept of male Science, male non-science, female science and female non-science were the more predictors of imposter phenomenon.

VII. Interactional Effect

*a) Gender*Stream*

The computed value of 'F' for the interactional effect of gender and stream on imposter phenomenon of students, for df 1 and 632, came out to be 0.50, which is not significant at 0.05 level of significance. Hence, "Gender and stream do not interact significantly with regard to imposter phenomenon of students" was rejected. It may be said that the differences in the

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means of imposter phenomenon scores of boys and girls are not same for different levels of stream i.e. science and non-science. It may be interpreted that gender and stream do not interact significantly on imposter phenomenon.

*b) Gender*Self-Concept*

The computed value of 'F' for the interactional effect of gender and self-concept on emotional adjustment of students, for df 1 and 632, came out to be 0.09, which is not significant even at 0.05 level of significance. Thus Gender and self-concept do not interact significantly with regard to imposter phenomenon of students. It may be said that the differences in the means of imposter phenomenon scores of boys and girls are not same for different levels of self-concept i.e. high and low. It may be interpreted that gender and self-concept do not interact significantly on imposter phenomenon.

*c) Stream*Self-Concept*

The computed value of 'F' for the interactional effect of gender and self-concept on emotional adjustment of students, for df 1 and 632, came out to be 0.80, which is not significant even at 0.05 level of significance. Thus stream and self-concept do not interact significantly with regard to imposter phenomenon of students. It may be said that the differences in the means of imposter phenomenon scores of science and non-science are not same for different levels of self-concept i.e. high and low. It may be interpreted that stream and self-concept do not interact significantly on imposter phenomenon.

*d) Gender*Stream*Self-Concept*

The computed value of 'F' for the interactional effect of gender and self-concept on emotional adjustment of students, for df 1 and 632, came out to be 0.12, which is not significant even at 0.05 level of significance. Thus gender, stream and self-concept do not interact significantly with regard to imposter phenomenon of students. It may be said that the differences in the means scores of gender, stream and self-concept are not same for different levels of imposter phenomenon. It may be interpreted that gender, stream and self-concept do not interact significantly on imposter phenomenon.

VIII. Conclusion

On the basis of analysis of data and interpretation of results, following conclusions were drawn

1. Self concept is the strong predictor of imposter phenomenon among female students as compared to male students. Further, total mean of high and low self concept of male students is lower than that of female students. This shows that self concept is the little bit stronger predictor of imposter phenomenon among female students as compared to male students.
2. Self concept is the strong predictor of imposter phenomenon among non-science students as compared to science students. Further, total mean of high and low self concept of non-science students is higher than that of science students. This shows that self concept is the stronger predictor of imposter phenomenon among non-science students as compared to science students.
3. Gender and stream do not interact significantly on imposter phenomenon. There was also no significant difference between gender & self-concept and stream & self-concept.
4. It may be revealed from the study that, there was no significant difference between gender, stream and self-concept.

a) Suggestion for the further study

The present study was delimited to only certain aspects of Imposter Phenomenon on the students of Himachal Pradesh University. Similar study should be undertaken on the students and teachers of the other universities of Himachal Pradesh in public sector or private sector also. Students and teachers of schools may also be included in the study.

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Prevalence of Conduct Disorder among Primary School Students in West Shewa Zone, Oromia Region, Ethiopia

By Atinkut Zewdu, Bonsa Tola, Mengsitu Debele & Dengia Etea

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Abstract- The purpose of this research is to assess the prevalence rate of students' conduct disorder in primary schools. Mixed method explanatory research design was used. Simple random sampling was employed to recruit 287 5th - 8th graders from 16 primary schools at five towns in West Shewazone, Oromia region, Ethiopia during the second semester of 2015/2016 academic year. Proportional number of students from each school, gender and grade level was used. Disruptive Behavior Disorders (DBD) rating scale was used for assessing primary school students' conduct disorder. Descriptive statistics (percentage, mean and standard deviation), independent sample t-test and MANOVA were utilized to analyze the collected data. As a result, the general prevalence rates of conduct disorder were 9.1%.

Keywords: conduct disorder, aggression, destruction, deceitfulness, violence of rule, student, second cycle primary school.

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Prevalence of Conduct Disorder among Primary School Students in West Shewa Zone, Oromia Region, Ethiopia

Atinkut Zewdu [α], Bonsa Tola [σ], Mengsitu Debele [ρ] & Dengia Etea [ω]

Abstract- The purpose of this research is to assess the prevalence rate of students' conduct disorder in primary schools. Mixed method explanatory research design was used. Simple random sampling was employed to recruit 287 5th - 8th graders from 16 primary schools at five towns in West Shewazone, Oromia region, Ethiopia during the second semester of 2015/2016 academic year. Proportional number of students from each school, gender and grade level was used. Disruptive Behavior Disorders (DBD) rating scale was used for assessing primary school students' conduct disorder. Descriptive statistics (percentage, mean and standard deviation), independent sample t-test and MANOVA were utilized to analyze the collected data. As a result, the general prevalence rates of conduct disorder were 9.1%. In this study, there was statistically significant mean difference in experiencing conduct disorder between male and female participants ($t(285) = 4.916$, $p < 0.05$) and residential area of participants ($t(285) = 10.927$, $p < 0.05$). Hence, MANOVA result revealed that there were statistically significant mean differences between participants with their respective of grade level ($F(12,521) = 4.801$, $p<0.05$), perceived parenting styles of the family ($F(12, 521) = 2.49$, $p< 0.05$) and income of participants' family ($F(8, 394) = 4.452$, $p< 0.05$) on conduct disorder dimensions (aggression, destruction of property, deceitfulness and violence of rules). On the other hand, parents' social support ($F(12,521) = 1.165$, $p > 0.05$) have no statistically significant effect on students' conduct disorder dimensions. Correspondingly, ANOVA result revealed that students' grade level had significant effect on students' aggressiveness, destruction of property, deceitfulness and violence of rules. Besides, students' perceived social support had no significant effect on students' aggressive symptoms, destruction of property and violence of rules. Yet, it had significant effect on deceitfulness. Moreover, statistical significant differences were observed on perceived parenting style of the respondents in experiencing aggressiveness and violence of rules. However, it had no significant effect on destruction of property and deceitfulness. Finally, statistical significant mean differences were observed on respondents' monthly family income in experiencing violence of rule.

Keyword: conduct disorder, aggression, destruction, deceitfulness, violence of rule, student, second cycle primary school.

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I. Introduction

Conduct disorder in children is a common and disabling disorder that causes a lot of problems for teachers, families and even for the children with a lot of social complications. This disorder visibly has not only negative impact on the youngsters' educational, social and professional performance but also increases the chance of suffering from emotional problems [1]

Conduct disorder is a repetitive and persistent pattern of behavior in which either the basic rights of others or major age-appropriate societal norms or rules are violated. It is linked with violence because of the fact that behaviors exhibited fall into four main grouping which are aggressive conduct that causes physical harm to others, nonaggressive conduct that causes property loss or damage, deceitfulness or theft and serious violations of rules [2]. It is usually exhibited in a variety of settings (at home, at school, and in social situations) and they cause significant social, academic, and family functioning impairment to the child and can have an impact on his psychological development [3]

Various studies were conducted on conduct disorder among children. For instance, conduct disorder affects between 6% to 16% of boys and 2% to 9% of girls in school-aged children [4]. Besides, a study in India for the prevalence of Conduct Disorder (CD) and reported as 4.58% of boys and 4.5% of girls. This study stated that 36% of these children suffer from conduct disorder with mild severity and 64% with moderate severity [5]. The study in Iran by Najafi et.al [6] presented the prevalence of behavioral disorders in Shiraz's city. It is revealed that between 1300 boys and girls at elementary school children, 17.8% of them affected by behavioral disorders. In addition, this study explained that 5% of these children affected by conduct disorder. It is also reported that the prevalence of conduct disorder in Tehran/Iran is 10.5% among 2016 Primary school student [7]. Besides, lower prevalence of conduct disorder among pupils of primary school in Khartoum, Sudan was found [8].

Students with conduct disorder are at risk of a number of adverse outcomes in adulthood, including unemployment, early pregnancy and early fatherhood, domestic violence, criminal offending, driving offences,

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psychiatric disorders, alcoholism and substance abuse, higher rates of injury, hospitalization and general health problems, separation and divorce, and a shortened life expectancy [9]. In addition, literatures indicate that behavioral problems prevent teachers from implementing high quality instruction to students. Students with conduct disorder also influence the behavior of teachers, essentially shaping teachers into providing less instruction [10].

It is very common that conduct disorder occurs with one or two other disorders. Such disorders include Attention- Deficit/Hyperactivity Disorder; Mood Disorders; Learning Disorder; Anxiety Disorders, Communication Disorders, and Substance-Related Disorders [2, 42]. The same relationships were found between childhood oppositional defiant disorder and conduct disorder and antisocial personality disorder in adulthood [43].

Successful schools build their capacity to serve all students. The modern mantra of inclusive education explicitly demand that all learners disregarding their abilities and disabilities should be educated together in a regular school located near to the learners' home. With the rise of the inclusion movement, students with Emotional and Behavioral Disorders (EBD) are being placed in general education classrooms [11]. Hence, educating and supporting students with conduct disorder became an unavoidable responsibility for today's teachers. This is indeed a challenging demand for teachers and schools as they are not well readied for this highly professional task. Studies conducted in Ethiopia on the disciplinary measures initiated by teachers to deal with the problem behavior of students are not divided on their findings. Most of them are categorical that most of the measures adopted by teachers in Ethiopian schools to deal with the problem behavior of students are punitive in their nature as well as unscientific which have already been prohibited by laws [12, 13]. Similarly, it is indicated that there is a lack of teachers' preparation within teacher training programs to manage students' with conduct disorder in Ethiopia [10].

In Ethiopia, very few studies have been reported. For instance, according to Alemayehu's study [39], the top ranked frequently observedmisbehaviorin secondary school of Shashamane included: tardiness, truancy, and disturbing in the classroom like talking without permission, use cell phone and fighting. Another study conducted by Asfaw [41] in Ethio-japan Hidasse secondary school at Addis Ababa, claimed that frequent absenteeism, drinking alcohol, smoking, day dreaming, quarrelling, cheating and inattentiveness are frequently observed conduct problems.

Regarding to the study area, West Shewa is one of the zones of the Oromia region in Ethiopia. Based on the 2007 Census conducted by the central statistical agency of Ethiopia (CSA), West Shewa Zone has a total population of 2,058,676, of whom 1,028,501 are men and 1,030,175 women; with an area of 14,788.78 square kilometers, West Shewa has a population density of 139.21. A total of 428,689 households were counted in this Zone. The two largest ethnic groups reported in West Shewa were the Oromo (93.82%) and the Amhara (5.15%); all other ethnic groups made up 1.03% of the population. Oromiffa (93.99%) was spoken as a first language. 5.47% spoke Amharic; the remaining 0.54% spoke all other primary languages reported.

Across the study areas, the researchers have observed the typical symptoms of conduct disorder among primary schools including shouting in the school compound, slighting, offending the school community,violating the school rules through being unpunctual, disobedience and carelessness, distracting the teaching learning process, fighting each other and sometimes with their teacher, stealing and insulting. Compatibly, conduct disorder affect all the aspects of these children's private and social life. Lack of enough attention to this problem of children can result in the long-term prevalence of this disorder. For this reason, the present research analyzes the prevalence rate of conduct disorder among the primary students in West Shewa Zone. This study intended to answer the following questions:

1. What is the prevalence rate of conduct disorder among primary school students in West Shewa Zone?
2. Is there any statistical significant mean difference in experiencing conduct disorder across students' gender and students' residential area in the primary schools in West Shewa Zone?
3. Is there any statistical significant mean difference in dimensions of conduct disorder across students' grade level, perceived social support, perceived parenting style and income of the family in the primary schools in West Shewa Zone?

II. Methodology

a) *Research Design*

The purpose of the present study was to assess the prevalence rate of students' conduct disorder in primary schools of West Shewa Zone, Oromia region, Ethiopia. To achieve this purpose, mixed method explanatory study design was employed.

b) *Samples and Sampling techniques*

According to West Shewa zone educational office, 84,653 students whose grade levels were from 5 up to 8 were enrolled in 18 woredas in 2015/16 academic year. Among whom, 384 randomly selected students were participated from 16 second cycle primary schools at five towns in West Shewa Zone, Oromia region, Ethiopia. In doing so, first 13 governments and 3 private schools were randomly selected. At school level, one section from each grade 5

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up to grade 8 was selected again using simple random sampling technique. Following that 6 students were randomly selected from each class. This is a total of 24 students were selected from each school. Finally, a pool of 384 students from 16 schools was included in the study. However, among the 384 distributed questionnaires, data collectors could collect 287 properly filled questionnaires. The rest 97 questionnaires were discarded for incompleteness. Due to this, the study analysis was done based on the response of 287 study participants. Simple random sampling was used to recruit students from each selected schools.

c) Variables

Dependent variable of the study was students' conduct disorder. The primary independent variables for this study were gender, students' grade level, residential area, perceived social support, perceived parenting style and income of the family.

d) Data Collection Instrument

A questionnaire and semi structured interview were used to assess the prevalence rate of students' conduct disorder. Ultimately, the questionnaire has two sections where the first section collects data on students' demographic characteristics. This includes gender, students' grade level, residential area, perceived social support, perceived parenting style and income of the family. The second section of the questionnaire was adapted from Disruptive Behavior Disorders (DBD) rating scale. The scale was done based on the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) [2] which was developed by Pelham and his colleagues [40]. The original rating scale has 15 items for measuring conduct disorder. These items comprise four subscales representing the core symptom clusters necessary for the diagnosis of Conduct Disorder. These included aggressive symptoms, destruction of property, deceitfulness and theft, and violation of society's rules. Before collecting the final data, the adapted tools were translated in to Afann Oromo and pilot study was conducted on 80 students. In the pilot study, the reliabilities of the tools were found to be 0.891 for full scale conduct disorder. The final data was thus collected with 15 items measuring students' conduct disorder plus 6 items measuring demographic characteristics of students.

e) Method of Data Analysis

Descriptive statistics including percentages, number of cases, cross-tabulations, mean and standard deviation were used to describe students' conduct disorder. MANOVA and independent sample t- test were also used to analyze the collected data. All data were analyzed using Statistical package for Social Science (SPSS) for window version 20.

f) Ethical considerations

Oral as well as written informed consents were secured to the respondents. In addition, written permission was obtained from the respective officials of the institutions and organizations where the respondents were recruited based on an official request letter issued by Ambo University.

III. Results

a) Demographic characteristics of the respondents

Table 1: Demographic characteristics of the respondent

Demographic Variable	Categories	Frequency	Percentile
Sex	Male	170	59.2
	Female	117	40.8
Students' Educational Status	Grade 5	88	30.7
	Grade 6	82	28.6
	Grade 7	70	24.4
	Grade 8	47	16.4
Residential area	Urban	160	55.7
	Rural	127	44.3
Perceived Social Support	No social support	72	25.1
	A little bit social support	64	22.3
	Good social support	100	34.8
	Very Good social Support	51	17.8
Perceived Parenting Style	Negligent	30	10.45
	Permissive	69	24.04
	Authoritarian	124	43.20

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Monthly income of the family	Lower (less than 1500 birr)	106	36.9
	Middle (1501-4500 birr)	142	49.5
	Higher (greater than 4501birr)	39	13.6

As can be presented from table 1, out of the total two hundred eight seven participants, 170 (59.2%) were males and 117 (40.8%) were females. Besides, the mean age of students was 13.07(SD = 1.164) where the minimum and maximum ages were 10 and 16 respectively. Regarding to students' educational status, 88 (30.7%), 82 (28.6 %), 70 (24.4 %) and 47 (16.4%) were grade 5, grade 6, grade 7 and grade 8 respectively. Regarding the residential area of respondents, 160 (55.7%) were lived in urban area and 127 (44.3 %) were lived in rural area. Hence, the participants perceived that parents' support their children in different level. Accordingly, 72 (25.1%), 64 (22.3%), 100 (34.8%) and 51 (17.8%) were believed to be nothing, a little bit, good and very good social support respectively. Moreover this, regarding to parenting style, participants perceived that 30 (10.45%), 69 (24.04%), 124 (43.20%) and 64 (22.29%) were found to be negligent, permissive, authoritarian and authoritative parenting style respectively. Finally, with regard to respondents' parent income, 106 (36.9%) of students' parent monthly income were considered as lower income group. Majority of them 142 (49.5%) were perceived as middle-income groups followed by the least 39 (13.6 %) were higher income groups.

b) Prevalence rate of Conduct Disorder among Primary School Students

In order to assess the prevalence rate of Conduct Disorder, a standardized Modified Disruptive Behavior Disorders (DBD) rating scale was employed and presented as follows:

Table 2: General Prevalence of Conduct Disorder

Variable	Category of CD Score	Frequency	Percent
Conduct Disorder	Minimal (1-15)	62	21.6
	Mild (16-25)	189	65.9
	Moderate (26-35)	10	3.5
	Severe(36-60)	26	9.1

As can be shown from table 2, out of 287 respondents, 62 (21.6%), 189 (65.9%), 10 (3.5%) and 26 (9.1%) of respondents are minimal, mild, moderate and severe level of conduct disorder respectively. Therefore, the general lifetime prevalence rate of conduct disorder is 9.1%. According to the crosstab result even higher prevalence of conduct disorder was found among male students with authoritarian parenting style and students with no social support.

c) The Effect of Participants' Sex and Residential Area in Experiencing Conduct Disorder

Table 3: Comparisons of Conduct Disorder Across Participants' Sex And Residence of Stud ent

Variable	Category	N	Mean	*SD*	*t*	*df*	P value
Sex	Male	170	32.27	8.559	4.916	285	0.000
	Female	117	26.84	10.030			
Residential area	Urban	158	34.74	6.509	10.927	285	0.000
	Rural	129	24.32	9.575			

*Notes: SD = standard deviation; *Significant at the 0.05 level*

As can be revealed in table 3, the independent sample t-test result shows that there was statistically significant mean difference in experiencing conduct disorder between male and female participants (t (285) = 4.916, $p < 0.05$). Here, the mean score of conduct disorder for male participants (M=32.27, SD=8.55) was higher than female participants (M=26.84, SD=10.03). This implies that male respondents were more victim of conduct disorder than their female respondents counter parts. Moreover, the mean score of conduct disorder for participants whose residential area were urban (M= 34.74, SD= 6.50) was higher than participants whose place of residence were rural (M= 24.32, SD=9.57) and the difference was statistically significant (t (285) = 10.927, $p < 0.05$).

d) The Effect of Students' Demographic Variable in Experiencing Conduct Disorder Dimensions in Primary Schools

To see whether significant statistical difference exists in conduct disorder domains (Aggression, Destruction of property, Deceitfulness and Violence of rules) on students' socio demographic variable, multi variant analysis of variance was computed and presented as follows.

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Table 4: A Manova of the Effect of Parents' Marital Status, Educational Status of Students, Social Support, Parenting Style and Parents' Income on Conduct Disorder Dimensions

Independent Variables	Wilks' Lambda Value	*F*	*df*	P-value	Partial Eta Square	Observed Power
Students' Grade level	0.758	4.801	12,521	0.000	0.088	1.000
Perceived social Support	0.932	1.165	12,521	0.305	0.023	0.604
Perceived parenting Style	0.863	2.496	12,521	0.003	0.048	0.950
Income of the Family	0.841	4.452	8,394	0.000	0.083	0.997

*Notes: SD = standard deviation; *Significant at the 0.05 level*

As can be seen in table 4, a multi variant analysis of variance result revealed that there were statistically significant mean differences between participants with their respective of grade level ($F(12,521) = 4.801$, $p<0.05$), perceived parenting styles of the family ($F(12, 521) = 2.49$, $p< 0.05$) and income of participants' family ($F(8, 394) = 4.452$, $p< 0.05$) on conduct disorder dimensions (aggression, destruction of property, deceitfulness and violence of rules). On the other hand, parents' social support ($F (12,521) = 1.165$, $p > 0.05$) have no statistically significant effect on students' conduct disorder dimensions.

e) Comparisons of Conduct Disorder Dimensions among Students' demographic variable

To see whether significant statistical difference exists in conduct disorder domains (aggression, destruction of property, deceitfulness and violence of rules) on students' grade level, univariant analysis of variance was computed and presented as follows.

Table 5: Anova of the Effect of Students' Grade Level on Conduct Disorder Dimensions

Outcome variable	Grade level of students				*F*	P- value
	Grade 5	Grade 6	Grade 7	Grade 8		
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)		
Aggression	10.68 (3.17)	8.37 (2.17)	7.13 (2.66)	8.20 (3.39)	11.532	.000
Destruction of Property	1.25 (1.08)	1.19 (1.16)	0.56 (0.97)	1.24 (1.28)	2.061	.007
Deceitfulness	5.83 (2.30)	4.46 (1.68)	4.57 (2.31)	5.20 (1.27)	3.930	.009
Violence of rules	4.47 (1.72)	4.75 (1.64)	2.79 (1.58)	4.15 (2.52)	4.135	.007

*Notes: SD = standard deviation; *Significant at the 0.05 level*

As can be seen from table 5, the univariant analysis of variance result showed that students' grade level had significant effect on students' aggressive symptoms ($F (3, 282) =11.532$, $p <0.05$), destruction of property ($F (3, 282) =2.061$, $p <0.05$), deceitfulness ($F (3, 282) =3.930$, $p <0.05$) and violence of rules ($F (3, 282) =4.135$, $p <0.05$) symptoms. Furthermore, the Benferroni post hoc multiple comparisons revealed that grade five respondents demonstrated highly significant mean difference on aggression symptom as compared to grade six ($p< 0.05$), grade seven ($p < 0.05$) and grade eight ($p < 0.05$). The mean aggression score of grade five respondents (M=10.68, SD=3.172) is higher than grade six (M=8.37, SD=2.179), grade seven (M=7.13, SD=2.664) and grade eight (M=8.2, SD=3.390) counter parts. Along with this, grade seven respondents reported highly significant mean difference on destruction of property and violence of rules as compared to grade five ($p< 0.05$), grade six ($p < 0.05$) and grade eight ($p < 0.05$). Moreover, the post hoc shows that grade five respondents reported significant mean difference with grade six ($p < 0.05$) and grade seven ($p < 0.05$) on deceitfulness symptoms. The mean deceitfulness score of grade five respondents (M=5.83, SD=2.301) is higher than grade six (M=4.46, SD=1.684), grade seven (M=4.57, SD=2.319) and grade eight (M=5.20, SD=2.08) counter parts students.

Table 6: Anova of the Effect of Perceived Social Support on Conduct Disorder Dimensions

Outcome variable	Perceived social support				F	P-value
	Not at all	A little bit	Good	Very Good		
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)		
Aggression	10.91 (3.21)	8.89 (1.99)	8.15 (2.45)	6.44 (3.84)	1.508	.214
Destruction of Property	1.26 (1.09)	1.19 (1.08)	1.01 (1.31)	0.58 (0.94)	1.432	.235
Deceitfulness	6.34 (2.00)	4.96 (1.45)	4.61 (1.52)	4.00 (2.97)	3.083	.028
Violence of rules	5.00 (1.69)	4.40 (1.63)	4.10 (1.74)	2.19 (2.04)	.351	.788

*Notes: SD = standard deviation; *Significant at the 0.05 level*

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As it is seen from table 6, the univariant analysis of variance result showed that students' perceived social support had no significant effect on students' aggressive symptoms (F (3, 282) =1.508, p >0.05), destruction of property (F (3, 282) =1.432, p >0.05) and violence of rules (F (3, 282) =0.351, p >0.05) symptoms. On the other hand, students' perceived social support had significant effect on deceitfulness (F (3, 282) =3.083, p <0.05). Furthermore, Benferroni post hoc multiple comparisons revealed that respondents with no perceived social support demonstrated significant mean difference on aggression, violence of rules and deceitfulness as compared with respondents with a little bit (p < 0.05), good(p < 0.05) and very good(p < 0.05) social support. Correspondingly, respondents with no perceived social support demonstrated significant mean difference on destruction of property as compared with respondents with very good (p < 0.05) social support. The mean destruction of property score of respondents with no perceived social support (M=1.26, SD=1.090) is higher than respondents with very good social support (M=0.58, SD=0.942) counter parts.

Table 7: Anova of the Effect of Perceived Parenting Style on Conduct Disorder Dimensions

Outcome variable	Perceived Parenting Style				F	P- value
	Negligent	Permissive	Authoritarian	Authoritative		
	Mean(SD)	Mean(SD)	Mean(SD)	Mean(SD)		
Aggression	9.10 (3.03)	8.91 (1.68)	9.84 (3.03)	6.30 (3.28)	3.313	.021
Destruction of Property	0.97 (1.35)	1.12 (1.25)	1.15 (1.04)	0.89 (1.11)	.866	.460
Deceitfulness	5.20 (1.66)	4.89 (1.41)	5.64 (1.96)	3.94 (2.58)	2.185	.091
Violence of rules	5.13 (1.59)	4.16 (1.42)	4.78 (1.58)	2.17 (2.04)	7.020	.000

*Notes: SD = standard deviation; *Significant at the 0.05 level*

According to table 7, statistical significant mean differences were observed on perceived parenting style of the respondents in experiencing aggressive symptoms (F (3, 282) =3.313, p <0.05) and violence of rules (F (3, 282) =7.020, p <0.05) symptoms. However, respondents' perceived parenting style had no significant effect on destruction of property (F (3, 282) =0.866, p >0.05) and deceitfulness (F (3, 282) =2.185, p >0.05). To investigate further, the Benferroni post hoc multiple comparisons result shows that respondents with authoritarian parents reported highly significant mean difference on aggression symptoms as compared to respondents with permissive (p < 0.05) and authoritative (p < 0.05) parenting style. The mean aggression score of respondents with authoritarian parents (M=9.84, SD=3.032) is higher than respondents with permissive parents (M=8.91, SD=1.687), negligent parents (M=9.10, SD=3.033) and authoritative parenting style (M=6.30, SD=3.289) counter parts.

Table 8: Anova of the Effect of Monthly Income of Family on Conduct Disorder Dimensions

Outcome variable	Monthly income of family			F	P- value
	Lower	Middle	Higher		
	Mean(SD)	Mean(SD)	Mean(SD)		
Aggression	8.85 (3.25)	8.99 (3.08)	7.62 (2.76)	.607	.546
Destruction of Property	1.21 (1.24)	1.06 (1.16)	0.69 (0.61)	.895	.410
Deceitfulness	5.06 (2.14)	5.21 (2.13)	4.28 (1.52)	.715	.490
Violence of rules	4.58 (2.07)	4.05 (1.84)	2.87 (1.55)	15.958	.000

*Notes: SD = standard deviation; *Significant at the 0.05 level*

As it is shown from table 8, statistical significant mean differences were observed on respondents' monthly family income in experiencing violence of rule (F (3, 282) =15.958, p <0.05). The mean violence of rule score of respondents with lower monthly parents' income (M=4.58, SD=2.079) is higher than respondents with middle family income (M=4.05, SD=1.841) and respondents with higher family income (M=2.87, SD=1.553). On the other hand, respondents' family income had no significant effect on aggression symptoms (p <0.05), destruction of property (p <0.05) and deceitfulness (p <0.05).

IV. Discussion

The main purpose of the present study is to assess the prevalence rate of students' conduct disorder in primary schools. In this study, the results of the research show that the prevalence rate of conduct disorder among primary school students is 9.1% in West

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Shewa zone, Oromia region. In this study area, children with conduct disorder exhibit a wide range of rule-violation behaviors, from lying, cheating, stealing, runningaway from home, aggression, temper tantrums, truancy, non-compliance, destructiveness and oppositional behavior.This result is supported with that of Azadyekta [7] in the city of Tehran/Iran, who found that the prevalence rate of conduct disorder among the elementary school students is 10.5%. Along with this, all previous studies estimate the prevalence of conduct disorder to fall below 17% [31, 2, 30 & 32]. Moreover, the present finding is in accordance with Mohammadi's findings [33] who reported the rate of conduct disorder in Kordestan Province at 9.6%. Moreover, the study in Iran by Najafi, Foladchang, Alizadeh, and Mohamadifar [6] presented the prevalence of behavioral disorders in Shiraz's city. It is revealed that between 1300 boys and girls at elementary school children, 17.8% of them affected by behavioral disorders. In addition, this study explained that 5% of these children affected from conduct disorder. In line with this, a study conducted by Mishra et al. [44] reported that among a total of screened 900 students, 25.45% of the total subjects were having psychiatric morbidities. Among whom the researchers found that the prevalence of conduct Disorder was found to be 5.48%.

However, the result of the present study is contradicted with the previous research findings conducted by Abdelrahim [8] in Khartoum/Sudan who found that the prevalence of conduct disorders among pupils of primary school in Khartoum is low. Such finding is also consistent with another study in which the estimate of the prevalence of conduct disorder is 0.2% [34]. Based on large-scale community-based epidemiological surveys in Canada, the United Kingdom and the United States (US), the estimated prevalence rate for Conduct Disorder is 4.2% [14].This small prevalence may be due to cultural differences between the populations.

The result of present study displays that male students had found to have higher conduct disorder score than their female students counter parts. The mean difference is also statistically significant.This is because male children in the younger age groups, showing misconduct may be considered as having normal behavior.This result yield consistent with previous research finding conducted by Azadyekta [7] who found that the rate of the conduct disorder among male students are significantly more than female students. Besides, this result is in accordance with the statistical and diagnostic collection of the United States' Psychiatrics associations, which has estimated the rate of boys under the age of 18 to be between 6 % to 16 % and the girls in the same age to be between 2 % to 9 %. These rates vary by age range and type of conduct disorder [2]. Moreover, this finding is similar with the conclusion of Moradi's[35] and Mehrabi's research [34].

Most studies conducted in some African countries were gender-based studies, focusing largely on sexual bullying or harassment of female students. Such studies have been conducted in Ghana [15], Ethiopia [16], Cameroon [17] and Tanzania [18]. Congruently, Sarkhel, Sinha, Arora, and DeSarkar[5] also conducted a study in India for the prevalence of conduct disorder and reported as 4.58% of boys and 4.5% of girls with conduct disorder. This study stated that 36% of these children suffer from conduct disorder with mild severity and 64% with moderate severity. This is because male students are more likely to learn aggressive behavior through a delinquent peer group. They are not closely supervised as females and are not expected to stay at home. More often, both of which may restrict the opportunity for crime and the time available to mix with delinquent peers also limit the chance [19, 37].

Moreover, the result of the existing study depicted that the mean score of conduct disorder for students whose residential area is urban area found to be higher than students whose place of residence is rural area. The mean difference is also statistically significant.This is because the attitude of a community towards conduct disorder, especially in rural areas, may lead to under reporting.The findings of the study regarding to residential area is consistent with Shems[27] and American Psychiatric Association [2]study that found the prevalence of conduct disorder appears to be higher in urban than in rural settings. Actually, rates vary widely depending on the nature of the population sampled and methods of ascertainment. On the other hand, this finding is inconsistent with a research conducted by Alemayehu [39] in Ethiopia who found that there is no significant difference in misbehavior on the bases of the place of residence of students. However, the research uncovered that there is disparity in the type of misbehavior in which those students from rural or suburb of Shashemenetown largely involve in mob-actions and to a lesser extent in disrupting classroom activities.

The finding of the present study shows that there were statistically significant mean differences in experiencing conduct disorder dimensions across grade level of students in which grade five students had found to have higher mean score in aggressive symptoms, destruction of property, deceitfulness and violence of rules than grade six, grade seven and grade eight students. However, this result is in contradiction with a previous research conducted by Alemayehu[39] who found higher prevalence rate of misbehavior observed among students of 10ththan 9th grade. This implies that students' prolonged stay in the school as well as repeated exposure to misbehavior further induces other misbehavior, especially if the response mechanism is poor. So far, grade level highly correlated with the age of students, various previous researches claimed that conduct disorder is negatively associated in which as

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age increases, the number of misbehavior by students will be decreased [20,21& 39]. This implies the level of age maturity of students has an implication for misbehavior if it not handled properly. This may be attributed to biological and social changes of the growing child.

In this study, the result shows that parents' social supports have no statistically significant effect on students' conduct disorder dimensions. Specifically, students' perceived social support had no significant effect on students' aggressive symptoms, destruction of property and violence of rules symptoms. On the other hand, students' perceived social support had significant effect on deceitfulness. However, this result is contradicted with a previous research conducted by Manguvo and Whitney [22] who found that students' perceived social support are the basic factors as having a negative influence on student misbehavior. In addition, a significant risk for conduct disorder was found for boys and girls who were hyperactive and unhelpful [23, 28] due to the fact that child rearing practices can retard or accelerate the development of child health.

In the current study, regarding the effect of parenting style on conduct disorder, there is a statistically significant mean difference in experiencing conduct disorder dimensions across students' perceived parenting styles of the family. Parents are responsible their children's mental, emotional and behavioral adjustments in a productive and fruitful way to make ready for their adult life. In addition to that, when children enter school, usually supervising the children's conduct, education and homework is the responsibility of parents. Parents also help the school authorities in solving educational, behavioral and emotional problems. Therefore, it is natural that the parenting style of family has a direct impact on the quality of raising children. The result of this study is consistent with the research conducted byAzadyekta[7] that concluded the prevalence of conduct disorders in cases where parents raise their children autocratically is 17 % and for those parents who are permissive, the rate is 13.2% which is more than authoritative parenting style. Correspondingly, a study conducted by Manguvo and Whitneyin [22]also consistent with the present study findings who found that permissive home environments as contributing highly to student misbehavior, sighting an increase in child-headed households. Along with this, Henry et al. [24] also supported this finding that family style of child rearing is considered as an important factor for students' misbehavior. It is explained that parents of children with Conduct Disorder often uses the coercive style, and children experienced corporal punishment. So the style of a family can affect negatively on pattern of children with their peers. In addition, a number of causal factors have been highlighted in different research on conduct disorder. Most children with conduct disorder come from disadvantaged backgrounds. Additional risk factors appear to include harsh and inconsistent parenting, lack of adult support and mentoring, and isolation with deviant peer groups [21, 20,25 & 29]. Further, Evans and Miguel [26] found that Kenyan students who do not have the guardianship of biological parents had higher rates of misbehavior and absenteeism from schools. Along with this, unhappy marital relations, interpersonal conflictand aggression characterize the parental relations ofantisocial children. Poor parental supervision and monitoringof the child and knowledge of the child's whereaboutsare also associated with conduct disorder.

The findings of this study showed that the rates of the conduct disorder among the students with higher family income are not exposed for conduct disorder. Therefore, statistically significant mean differences were observed in experiencing conduct disorder dimensions (aggression, destruction of property, deceitfulness and violence of rules) across students' family income. This conclusion is in agreement with the findings of researches conducted by Richard &Tremblay [38], Shams [27] and Alemayehu [39] who found that as level of family income increases, number of misbehavior slightly decreases. This implies that conduct disorder exhibited among lesser proportion of students from high income families as compared to those from low income families.

V. Conclusion and Recommendation

In conclusion, high prevalence rate of conduct disorder had found among second cycle primary school students and statistical significant differences were found in relation to sex, students' grade level, residential area, perceived social support, perceived parenting style and income of the family on conduct disorder dimensions. Therefore, school administrators shall design and execute the intervention strategies to reduce and manage the high prevalence rate of conduct disorder in primary schools. Along with this, school counselors shall be placed in each primary second cycle schools across the West Shewa zone. Specifically, the schools community shall develop appropriate guideline and strategies of working with stakeholders like School Counselor, Special Needs Education teachers, regular teachers, students, and parents to identify and implement appropriate intervention mechanisms to manage the severity of the problem because children are the most important asset and wealth of a nation. Healthy children make a healthy nation. In addition, both government and non-government organizations who are working with children shall launch outreach programs for students with severe conduct disorder.

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VI. Limitation and Future Implication

In conducting this study, the usage of a structured instrument, trained data collectors and supervised field workers to collect data from randomly selected children in the school decreases the likelihood of the occurrence of bias in the study. However, there were two limitations. First, although the Afann Oromo version of the instrument had revealed good reliability and feasibility, it was too hard to be quite sure that the translated tool had been retained their original psychometric properties in different cultural backgrounds of the study sites. Second, the finding was not supported by similar locally available researches on students' conduct disorder. Due to this, it is difficult to generalize for other contexts.Along with this, the finding of this research implied as further research shall be conducted to identify the major causes that contribute for the high prevalence rate of conduct disorder in primary schools and teachers' management skill in handling students' misbehavior for intervention purpose.

a) Conflict of Interest

The authors declared no conflict of interest

b) Funding

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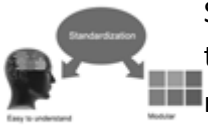

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References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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