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# Between Street Mobilization and Backroom Dealing: The Power to Prevent Action at the Ukrainian Parliament (an Evidence of the Coleman Index)

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## *Abstract*

Street protest mobilization is one of the most important features of political system in contemporary Ukraine. Why do political parties appeal to streets? When does such activity become most probable? This research article proposes descriptive analysis of dependence between power to prevent action at the legislative body and tendency to be involved in street protest mobilization in the context of parties at the Ukrainian parliament of the 8<sup>th</sup> convening and street protests in October 2017. The main conclusion is that weakness or absence of power to prevent action at the parliament makes more probable street protest of this political force.

*Keywords:* power to prevent action, Coleman index, street protests, backroom dealings, Ukrainian parliament.

## 1. Introduction

Institutional imbalance challenged democratic consolidation in Ukraine. This imbalance is a consequence of turbulent social changes after the Euromaidan. Weakness of formally organized parliamentary system provides channels for non-formal influence on legislative process: from street mobilization to backroom dealings between politicians at the parliament. On the one hand these non-formal institutional practices provide real possibility to initiate important political actions; on the other hand, these risky activities might de-legitimize parliamentary system. It is very important to understand the decision-making process at the parliament. The parliament is a collective body in which decision-making process is based on formally organized rules and procedures. Taking into account these rules and procedures as well as basic features of different groups of which consist the parliamentary body might be a precondition of, in terms of James S. Coleman, “rational reconstruction” of the legislative process (Coleman, 1993). Such reconstruction allows researchers to make further analysis much more prognostic and pragmatic.

## 2. Research methodology

One of the well-proven measures relevant to analysis of decision-making process is the Coleman index. Despite the fact that Coleman’s famous article is high cited by social and political scientists, however “its main points are not taken sufficiently seriously” (Leech, 2002). Coleman

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paid attention to collective choice, decision-making process, his findings and conclusions might be interesting in the context of analysis of the legislative process, especially in the Ukrainian context in which that tool was not used.

The theorist substantiates a set of measures which are relevant to evaluation of different aspects of collective choice and decision-making process: (1) the power of collectivities to act, (2) the power of members to prevent an action, and (3) the power of members to initiate an action. The power of collectivities to act in general “provided by a set of constitutional rules” actually, by basic principles of the procedure (for example, ordinary majority or supermajority of votes, right of veto, etc.) (Coleman, 1986: 201). In the case of ordinary majority voting, the power of members to initiate action coincides with consequences of the power to prevent action. Suppose the existence of community of 100 members in which all members vote: 51 is a number of votes that is essentially important for any collective choice as well as 51 is a number of votes for prevent any initiative. Therefore, according to such constitution, the Coleman index through evaluating the power to prevent some decision or action, evaluates general weight of such group in decision-making process. The power to prevent action might be an indicator of general influence of particular group on decision-making process in a collectivity.

The mathematical proof of the index see in (Coleman, 1986: 204-205). The power to prevent action  $P_i(N)$  of a particular party or group (party  $i$ ) is  $P_i(N) = \eta_i / \omega$ , an equation in which denominator is a number of winning coalitions and numerator is a number of coalitions in which this party or group is a determining member. The index value is a ratio between these two variables.

The winning coalition is a coalition consists of subset of members which controls a sufficient number of votes that essential for prevention any action or decision in a legislative body. “Any action or decision” means action which based on the principle of ordinary majority voting. If group of members departs the coalition and after that coalition loses its majority, this group is a critical voter or determining member of the coalition.

The logic of analysis is following: (1) determine groups (in this case it means political parties) in the collective body (parliament); (2) determine among all possible coalition combinations all winning coalitions; and (3) determine status (critical or not) of a groups in all winning coalitions. It is possible to calculate Coleman index after that according to his equation.

### 3. Street mobilization in Ukraine and parliamentary politics

Protests were activated by non-parliamentary political parties, first and foremost by the New Force Movement, in summer and autumn 2017. 17 October 2017 around 4500 people joined protest near the parliament building with claims of more resolute anti-corruption fight and electoral reform. *Batkivshchyna* (the “Motherland party”), *Svododa* (the “Freedom party”), “*Samopomich*” declared their support for proposed protest. These parties as well as Opposition bloc – political force that mainly represents interests of financial and industrial oligarchy – supported protests against liberal healthcare reform. What kind of preconditions provoked widespread interest in current street protests among parliamentary political parties? Is it possible to connect street mobilization of parliamentary political parties with weak influence at the parliament?

Coleman argued that power in an authority system is power over “a specified set of events”, making possible particular events or making possible prevention particular events (Coleman, 1986: 255). Expected that political parties with zero influence at the parliament cannot succeed in the main goal for all political parties – control over power redistribution and social outcomes of legislative process. Impossibility to act with success according to institutionalized rules and procedures of legislative process would provoke these actors appeal to street, especially

if the protest rate will increase; it is unimportant why – as a result of economic crisis, military threat or unpopular reforms etc. Street mobilization in general is a specific feature of the Ukrainian political system as a consequence of institutional imbalance and contradictory post-soviet democratization. This condition is more favorable for spreading of unpredictable activities, especially protests. However, protest activity does not mean a totally spontaneous one, such type of actions to be subject to general logic and regularities of collective behavior (Coleman, 1994: 198-199). In our case it is possible to suppose existence of structural dependence: a low probability of influence by a particular party at the parliament provides precondition that this party will appeal to street mobilization. It is expected that mentioned above political parties have a power to prevent action at the parliament nears 0. The author assumes the Coleman index might be relevant not only for measuring of the power of a particular party to prevent or initiate action at the parliament, but also for indirect evaluating of predilection degree to street protest mobilization. As index gets a value from 0 – absence of the power to prevent action to 1 – a total power to prevent any action (100% actions and initiatives), we are proposing measurement of party predilection to street mobilization according to such parameters: (1) an index value 0-0.3 – absence or low rate of power to prevent action at the parliament and a high probability to be involved into street mobilization; (2) an index value 0.3-0.6 – moderate power to prevent action by parliamentary methods and high probability join coalition or situational support it; and (3) an index value <0.6 – low predilection to street mobilization and highest probability to be a core of coalition.

Following analysis is concerned coalition formation process and power to prevent action at the Supreme Council of Ukraine (Verkhovna Rada) of the 8<sup>th</sup> convening that was elected after the Euromaidan. This convening of the parliament plays a crucial role in political decision-making process, government formation and providing reforms in Ukraine as a state with a semi-presidential system.

The article 76 of the Constitution of Ukraine provides constitutional membership at the parliament to 450 people's deputies elected on the basis of mixed electoral system: a half of deputies elected according to party list candidates in nationwide constituency, and a half of deputies elected in regional single-member constituencies. Therefore, parliament is composed by parties that overcome the 5% barrier in a nationwide constituency and winners in the regional single-member constituencies. Winners in regional constituencies might be an independent candidates as well as representatives of different political parties. Only 423 deputies were elected to the parliament on 26 October 2014, because it was impossible to organize election in some constituencies under Russian occupation. Table 1 presents allocation of mandates between political parties and independent candidates at the parliament after election results announcement.

Table 1. The allocation of mandates at the Ukrainian parliament of the 8<sup>th</sup> convening (election results)

<b>Party/Group</b>	<b>Mandates</b>
1. Petro Poroshenko Bloc (PPB)	132
2. People's Front (PF)	82
3. "Samopomich" ("Self Reliance")	33
4. Opposition bloc	29
5. Radical party of Oleh Liashko (RP)	22
6. Motherland party ("Batkivschyna")	19
7. Freedom party ("Svoboda")	6

8. Strong Ukraine	1
9. “Zastup” (A Spade)	1
10. Right sector	1
11. “Volia” (The Will)	1
12. Independent candidates	96

\*According to the Central Election Commission of Ukraine, result in a nationwide constituency (party lists): <http://www.cvk.gov.ua/pls/vnd2014/wp300?PT001FO1=910> and regional single-mandate constituencies: <http://www.cvk.gov.ua/pls/vnd2014/wp039?PT001FO1=910>.

A number of mandates for coalition and its real possibility to prevent or initiate any action at the parliament according to the principle of ordinary majority voting are 212. Therefore, winning coalition in this case is a coalition that control 212 or more mandates at the parliament. Following analysis is based on two assumptions that are established on Coleman’s conceptual framework: (1) to omit from consideration possible interior heterogeneity of parliamentary groups. Despite the fact that different interest groups might compose political party, we admit that political party demonstrates relative unity considering strategic and crucial issues; and (2) to omit from consideration ideological divisions. Despite the fact that coalition between Freedom party and Opposition bloc or “Samopomich” and “Strong Ukraine” looks unlikely, but mathematical approach calculates all possible variants of coalition, because it is important for final calculation of the Coleman index. This index is quantitative measure and it does not need to consider such qualitative feature as party ideology.

Follows the assumptions, analysis does not take into consideration an interior heterogeneity of independent candidates; we are analyzing this group as whole as well as other parties at the parliament. The probability of backroom dealings is higher when rate of the power to prevent action in the group of independent candidates higher than in the group of party members. 121 coalition combinations are possible as a minimum, but only 13 combinations are winning coalitions. Table 2 presents result for parties in winning coalitions, as well as Coleman index value for all these parties.

Table 2. The power to prevent action at the Ukrainian parliament of the 8<sup>th</sup> convening (Coleman index)

Party/Group	Coleman index	Number of winning coalitions which include the party	Party as a critical voter for winning coalitions
PPB	0.846	12	11
People’s Front	0.308	12	4
“Samopomich”	0	11	0
Opposition bloc	0	10	0
Radical party of Oleh Liashko	0	9	0
Motherland party	0	8	0
Freedom party	0	7	0
“Strong Ukraine”	0	6	0
Zastup	0	5	0
Right sector	0	4	0
People’s Will	0	3	0
Independent candidates	0.077	2	1

The PPB is a core party for coalition. This political force might prevent around 85% initiatives at the parliament. The PF tends to collaboration; a group of independent candidates is



the most important resource for coalition that might be mobilized, but sometimes with negative consequences for democratic process. These possible negotiations seem to be backroom dealings, because independent candidates do not hold responsibility for their actions towards any corporate actors or communities, they do not subject to party discipline. Therefore, there is a small possibility to conclude an agreement through democratic and transparent procedure with this group. It is symptomatic that independent candidates as whole are more influential than some mainstream political parties. This fact defines this group not only as attractive and influential, but also as unreliable ally in a situational alliance. Heterogeneity of the group will provide the opposition with effective tool against the coalition. The experience of using Coleman index demonstrates well-known conceptual conclusion that influence or weight of particular party at a parliament is determined in an indirect way by the number of party members at a legislative body. For example, “Samopomich” has near five times more deputies than Freedom party, but their real power to prevent action at the parliament at the same “zero” level. It is important to emphasize on some limits of analysis tools: (1) ignored interior heterogeneity of political forces. For example, some deputies from the PPB were involved into anti-government protests in October 2017; and (2) this remark is also relevant to group of independent candidates. Some members of this collectivity represent different interest groups, sometimes conflict groups. The data in Table 2 demonstrates starting potential of particular parties at the parliament. We may compare this potential with real situation in power redistribution at the parliament that was shaped by “migration” between factions and self-organization of independent candidates. Table 3 shows number of members in existing party factions and groups at the Ukrainian legislative body. As of 30 October 2017, 422 deputies were at the parliament.

Table 3. Factions and groups at the Ukrainian parliament of the 8<sup>th</sup> convening (as of 30 October 2017)

<b>Faction/Group</b>	<b>Number of members</b>
1. PPB	138
2. People’s Front	81
3. “Samopomich”	25
4. Opposition bloc	43
5. RP	20
6. Motherland party	20
7. Group of Revival Party	26
8. People’s Will	19
9. Non-affiliated deputies	50

\*According to official information from web-site of the Supreme Council of Ukraine/  
[http://w1.c1.rada.gov.ua/pls/site2/p\\_fractions](http://w1.c1.rada.gov.ua/pls/site2/p_fractions).

Following analysis reconstructs the power to prevent action at the legislative body of Ukraine and ignores parties without their own factions and groups (Freedom party, Right sector etc.). 63 combinations are possible as a minimum, but only 10 combinations are winning coalitions. Table 4 demonstrates data correction with new results and significant changes in power redistribution at the parliament. These changes in a greater degree were provoked by self-organization of independent deputies.

Non-affiliated deputies without organized factions and groups lost their power. This collectivity consists of independent deputies and party representatives whose political forces failed in the nationwide constituency. The more visible change in power distribution between two main coalition parties: PPB and PF. The PPB lost a critical component of the power despite the fact that faction membership increased from 132 deputies after election to 138. The power to prevent action of the PF’ faction at the same time seriously increased with index value close on the PPB’s index value.

Table 4. Factions and groups at the Ukrainian parliament and their power to prevent action

<b>Faction/Group</b>	<b>Coleman index</b>	<b>Number of winning coalitions which include the faction/group</b>	<b>Faction/group as a critical voter for winning coalitions</b>	<b>Changes in the Coleman index</b>
PPB	0.6 (0.846)	8	6	↓0.246
People's Front	0.5 (0.308)	10	5	↑0.192
"Samopomich"	0.1 (0)	9	1	↑0.1
Opposition bloc	0.1 (0)	8	1	↑0.1
RP	0 (0)	7	0	-
Motherland party	0 (0)	6	0	-
People's Will	0 (0)	5	0	-
Group of Revival Party	0.1	4	1	-
Non-affiliated deputies	0	2	0	-

As we can see, factional differentiation weakens general coalition's power to prevent action, but also provide more "strong" interdependence between two basic political parties within the coalition. Factional differentiation is more beneficial to "Samopomich" and much more beneficial to Opposition bloc. The considerable part of independent candidates represented ex-members of the Party of Regions – former ruling party during Viktor Yanukovych's regime. That political force was de-legitimized and lost their influence after revolutionary protests in 2013-2014. Negative symbolic capital and strong association with authoritarian trend determined independent candidacy as much more relevant political strategy than direct party nomination. These deputies founded "Group of the Revival Party" and the "People's Will" group (that very close to Opposition bloc) at the parliament only after election. However, some former members of the Party of Regions self-organized themselves directly and founded Opposition bloc. The one part of former members from the Opposition bloc proposed party list in nationwide constituency, another part used possibility in a regional constituencies. As we can see, majoritarian component of the electoral system was beneficial to former members of the Party of Regions and disadvantaged other oppositional, but "pro-democratic" parties, as well as ruling coalition.

#### 4. Results

The hypothesis is confirmed in this case: absence or low rate of power to prevent action at the parliament (the Coleman index value close to 0) guarantees a high probability to be involved into street mobilization. This tendency is relevant to many protests in autumn 2017 (Motherland party, Freedom party, Samopomich and Opposition bloc). These parties as well as the Right sector, "People's Will", RP, "Strong Ukraine" without significant power to prevent action at the legislative body might be most attracted to street mobilization as a political tactic. All these political forces might collaborate time-to-time on the streets without formal alliance at the parliament. It is important to emphasize that this regularity is relevant to parties with different ideologies: center-right Samopomich and Motherland party (a partly populist), right-wing Freedom party and ideologically indifferent "interest group" Opposition bloc. This analysis is descriptive. Therefore, dependence between power to prevent action at the legislative body and probability to be involved in street protest mobilization needs further research. It is fair to assume that real capacity of street mobilization of different parties will be different. This capacity depends on many aspects that are ignored in this analysis: access to resources (mass media, finance), an extensive party networks on regional levels, general public support, ideological divisions and situational factors. In this case

a high variability is possible, but current trend demonstrates high probability of the aforementioned scenario.

## 5. Discussions

Situational alliance during a voting is often a consequence of backroom dealing. It is expected that weakness of the coalition might provoke dramatic increase in using this practice. However, this situation provides “room for maneuvers” to groups which represent another side of negotiation and have less power to prevent action. A situational alliance does not mean “staunch” alliance, because it is consequence of unstable preconditions of mutual choices at the legislative body. As Coleman showed, actors face “a sequence of social choices, and can thus exchange their partial control over issues that interest them little for greater control of those that interest them more” (Coleman, 1966: 615). The coalition might collaborate, e.g. with populist-radicals, ideologically closest center-right Samopomich or even Opposition bloc, but it does not mean destroying democracy at all. It seems that cost of reforms will be higher for society, because all of these groups, especially groups that represent interests of oligarchy, want some benefits or abatements.

What becomes clear is the reason why some mainstream, but less influential parties insist on electoral reform (first of all, Motherland party). Election without regional single-mandate constituencies might destroy an important resource of any coalition – independent candidates without clear agenda and ideology, “morass” of the parliament, say in the terms of the French revolution. Obligation to be affiliated with political party might reinforce party organization and promote party prestige and power to prevent action at the parliament of further convening.

Nevertheless, expected degree of mass joining a protest is moderate and credibility to existent political parties is not high – street protest mobilization seems to be not a powerful tool for changing current coalition’s agenda. It might only complicate decision-making process at the parliament and might be a complementary motivation for backroom dealing at the legislative body.

### *Notes*

(1) The Coleman index was used, for example, in research of voting power in the governance of the IMF (Leech, 2002).

(2) Coleman used the term “constitution” much more broadly than strict legal sense. It is about formal and non-formal norms of a particular collectivity that regulate functioning and interactions between members. Actually, this term might be a synonym for term “social contract”. Therefore, constitution is available for groups, organizations, social systems, not only for states, but for all corporative actors (Coleman, 1994: 326-327).

(3) Coleman’s point of view was based on the statement that in “parliamentary systems party discipline is so strongly imposed that serious deviations from it are unusual” (Coleman, 1986: 251).

(4) This is consistent with what Coleman suggested: the less number of members in a winning coalition, the greater benefit of joining (situational in this case) the coalition, because this joining increase weight of vote (Coleman, 1970: 52-53). If rephrase this statement in terms of power, not in terms of number, it will reasonable to assume that with decreasing of power to prevent action, would increase the situational influence of groups which support this coalition ad hoc.

(5) It is not accessible Democratic Initiatives Foundation's report (DIF) on protest attitudes in Ukraine recently, but as of September 2017 it was declared that distinct protest attitude is characterized 21% of adult Ukrainian citizens (DIF, 2017).

(6) According to the Razumkov Center Report – is a Ukrainian think tank – as of 2016 near 50% of Ukrainian citizens do not support any existent political parties in Ukraine (Yakymenko et al., 2017: 51).

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## Social Support Among Heart Disease Patients: A Critical Review of Literature

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### *Abstract*

The aim of this paper was to critically review literature regarding the social support among heart disease patients. Social support has been prospectively associated with prognosis among heart disease patients. Psychosocial factors such as depression and low social support are established risk factors for poor prognosis in patients with heart disease. Patients living with heart disease who receive proper social support have a better prognosis than those who do not have this support. This is a qualitative meta synthesis study. Thus, literature on social support among heart disease patients were searched and reviewed. Information about the available social support, beneficial supportive actions, social support factors contributing to heart disease, and social support challenges faced by heart disease patients were identified and discussed. The paper concludes that information regarding social support available to heart disease patients, supportive actions beneficial to heart disease patients, social support factors contributing to heart disease and social support challenges faced by heart disease patients is paramount for the development of a clinical assessment tool and support model for heart disease patients; and recommends that identified information should be used to develop a clinical assessment tool to obtain baseline social support information from every heart disease patient, to inform effective social support interventions.

*Keywords:* social support, heart disease, available support, challenges, support factors.

### 1. Introduction

Coronary heart disease is the major cause of morbidity and mortality in the world. An estimated 17.5 million people across the globe die of heart-related diseases annually (WHO, 2014). The World Health Organization has predicted that heart-related disease is likely to be the leading cause of mortality by 2020. Russia alone has earlier recorded about 5.8 million deaths because of tobacco smoking between 1980 and 2000. It is estimated that 70 million people in Africa live with heart-related diseases (WHO, 2014) and every day about 9.2% of these patients die of heart-related diseases. About 210 people are dying of heart disease every day in South Africa (Health 24, 2016). Psychosocial factors such as depression and low social support are established risk factors for poor prognosis in patients with heart disease.

According to Jacobs (2016), after a heart diagnose or a heart surgery, depression incidence goes up. Twenty per cent of heart patients will have at least mild depression according to WHO (2012). One possible reason is that people are suddenly faced with their own mortality, which is very depressing. Depression itself is a risk factor for cardiac mortality after someone has

had a cardiac event. According to Jacobs (2016), people who are well supported are less likely to become depressed. People who have social support are much more likely to be adherent to their treatment regimen, to go to cardiac rehabilitation, take their medication and eat well.

In September 2014 a study of 3,432 patients aged 55 and younger, published in the *Journal of the American Heart Association*, found that patients who had less social support were worse off right after the heart event and up to one year later. Those with less support had significantly more symptoms of depression, poorer health, and lower quality of life, the researchers found. Similarly, a study conducted by Cockerham (2010) found that patients living with heart disease who received proper social support – in the form of emotional (e.g. nurturance), tangible (e.g. financial assistance), informational (e.g. advice), or companionship (e.g. sense of belonging), and intangible (e.g. personal advice) support appeared to have a better prognosis than those who did not. Many studies have been conducted around the social factors contributing to heart disease, but the social support studies among heart disease patients are scarce. The aim of this paper was to give a narrative account of what is already currently available, accessible and published, which may be written from a number of different paradigms or perspectives about social support among heart disease patients. For this reason, the researcher decided to conduct a critical review of literature.

## 2. Materials and methods

The review search for articles written in English was based on a selection of published literature, predominantly in the social support arena. Studies were included independent of publication date. Keywords were *social support*, *heart disease*, and *patients*. The review adopted a qualitative meta-synthesis approach. The researcher critically reviewed existing scholarly publications, including books and articles. No field work was conducted. This article is therefore purely theoretical and literature-based. Thus, the study has used both primary and secondary sources. The researcher has used thematic analysis to analyze the findings into themes.

### 2.1 Inclusion criteria

Only papers which discussed social support among heart disease patients were selected. Papers with a qualitative research focus published were included in the narrative review, whereas papers with a quantitative research focus were excluded.

### 2.2 Literature source and data sources

The literature search included published papers from several databases in English namely EBSCOhost, MEDLINE, Science Direct, Elsevier as well as Google Scholar, using keywords such as *social support available*, *social support actions*, *social support factors*, *social support challenges*. The searches resulted in 642 references from EBSCOhost, 446 references from MEDLINE, 721 from Science Direct, 123 from Elsevier, and 352 from Google Scholar. All results were downloaded and stored in the reference database program EndNote 7. From the total of 2,284 references, 1,769 references remained after deletion of duplicates.

### 2.3 Study deletion

Of the 1,769, 1,640 papers were excluded by title and abstract (Figure 1). Full texts of the remaining 129 papers were retrieved and screened for final inclusion. An additional 98 papers were excluded after evaluation of full text due to the date of publication, which was older than

seven years. Finally, there were 31 potentially appropriate papers to be included in the review. For a reliability analysis of the selection process, two experts from another university independently reviewed the suitability of the 31 papers. A further 25 papers were excluded due to lack of relevant information; the information contained was relevant for discussion purposes only. In total there were 6 papers with sufficient information.

#### 2.4 Data extraction and analysis

For data extraction, a paper-and-pen extraction sheet was used. Four columns were drawn namely social support available to heart disease patients; supportive actions beneficial to heart disease patients; social factors contributing to heart diseases; and social support challenges. Data from all included papers were independently coded by three data collection assistants into the four columns. After the initial coding, findings were compared and the differences were resolved by means of discussions. The final coding was based on mutual consent. Main results and study flaws were summarized in a descriptive and narrative manner.

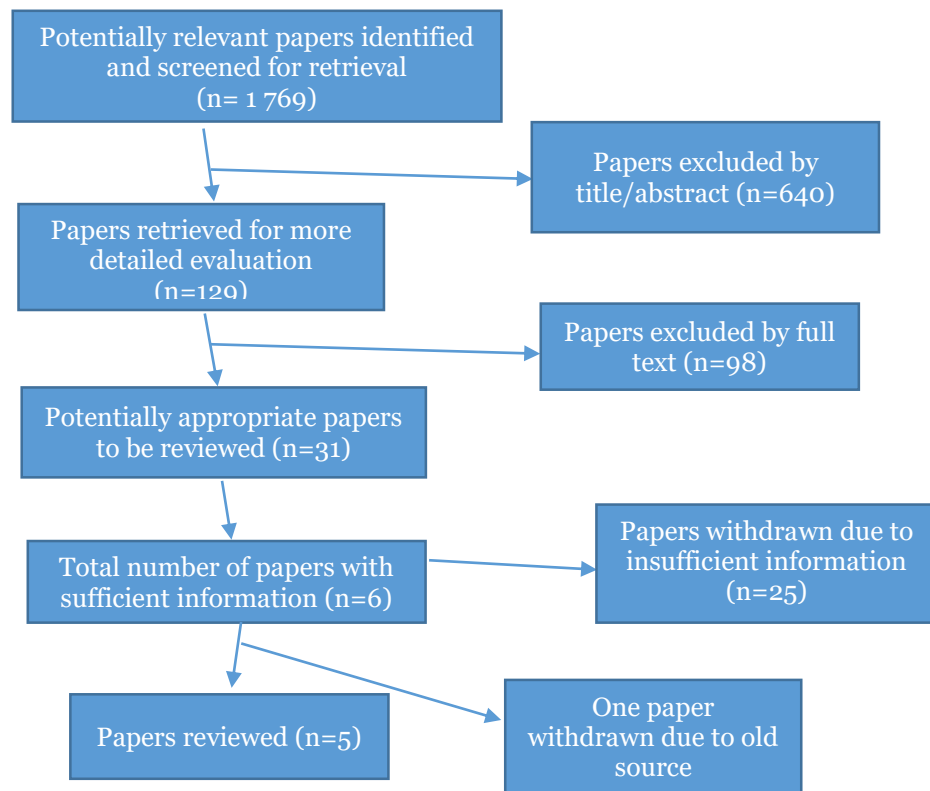


Figure 1: Review flow chart

Table 1: Examined studies regarding social support among heart disease patients.

Study	Area of focus
Barth, J., Schneider, B. S. and Von Kanel, R. (2010).	Support available to heart disease patients.
Heart failure matters (2014).	Support available to heart disease patients; social factors contributing to heart diseases; supportive actions beneficial to heart disease patients.

Compare, A., Zarbo, C., Manzoni, G. M. et al. (2013).	Support challenges; support available to heart disease patients; supportive actions beneficial to heart disease patients.
Preidt, R. (2014).	Social support challenges; social factors contributing to heart diseases; supportive actions beneficial to heart disease patients.
Thomas, C. (2014).	Social support challenges; supportive actions; supportive actions beneficial to heart disease patients.
<i>Heartnews</i> (2014).	Support available; social support challenges; supportive actions beneficial to heart disease patients.

### 3. Results and discussions

The findings from six studies were classified into four main themes namely, social support available to heart disease patients; supportive actions beneficial to heart disease patients; social factors contributing to heart diseases and social support challenges experienced by heart disease patients.

#### 3.1 Social support available to heart disease patients

The critical review revealed that inadequate social support or a lack of social support such as the following is a risk factor for the development of heart diseases in previously healthy individuals; and that it also worsens the prognosis of patients with established diagnosis of heart disease (Barth et al., 2010):

- Functional support in the form of helping to get tasks done (instrumental support); providing information (informational support); help evaluating a situation (appraisal support); personal advice (tangible support) and feeling of being loved (emotional support) (Cockerham, 2010);
- Structural support in the form of number of contacts of network size, frequency of contacts, membership of community group and marital status (Cramer et al., 2015);
- Psychological and emotional recovery counselling sessions; physical recuperation exercises (physical therapy) three times a week and cognitive therapy once a week; and caregiver support in the form of doctors, nurses, psychologists and social workers (Holm et al., 2014).

Other forms of social support available to heart disease patients include information on the internet; church or religious affiliation support; resourceful husband support; resourceful wife support; esteem support and kinship support (Rubin, 2014). High social support is always shown to protect cardiac patients from negative prognostic consequences of depression (Pimple et al., 2014).

Researchers know that having social support from others following a diagnosis of heart disease helps not only with physical recuperation, but also with emotional and psychological recovery. According to Alzi et al. (2014), low functional support is strongly associated with higher mortality in patients with heart disease. In addition, Chrysohoou et al. (2014) emphasize that a network in the form of a heart failure support group; peer-to-peer support, group meetings and online network support offers a shared place for people to find emotional support from others who are going through similar journeys. Thus, sharing stories, experiences and practical advice can really make a positive impact on how challenges of heart diseases are dealt with.



### *3.2 Supportive actions most beneficial to heart disease patients*

The following supportive actions were identified by Suita (2015), Van de Vijver et al. (2013), WHO (2012), and WHO (2014), as the most beneficial to heart disease patients:

- Frequent visits by family members and friends;
- Strong familial ties;
- Donations of goods;
- Intimacy/love;
- Guidance and advice;
- Assistance in the form of getting kids to school, fetching kids from school, bathing kids, cleaning, doing laundry, cooking and washing dishes, and so forth;
- Positive appraisal of prognosis;
- Men prefer partner involvement;
- Young people prefer large social networks.

### *3.3 Social factors contributing to heart diseases*

The review revealed that various psychosocial factors such as social isolation, neglect, loneliness and the absence of a confidant; depression, anxiety and worries; personality characteristics such as Type A, C and D; and chronic life stress and social stress predict the development, the course and negative prognosis of heart diseases (Barth et al, 2010). According to Lee et al. (2012), heart disease patients with low social support tend to have heart disease risk factors such as high blood pressure and depression. Thus, depression might further predispose them to alcohol abuse and smoking, risky lifestyles and behavior such as physical inactivity and poor diets leading to obesity (Nikpou, Gladman & Urowitz, 2013). Other social factors contributing to heart disease outlined in various sources include socio-economic conditions and poverty (Oerkild et al., 2011); network dissatisfaction and perceptions of less available support (Owolabi et al., 2014); low levels of education/lack of information among isolated survivors (Paguntalan & Gregoski, 2015); peer pressure; and gender and sex differences (Peer et al., 2012).

### *3.4 Social support challenges experienced by heart disease patients*

Biccard and Nepaul (2010) assert that patients with low social support tend to be single/ widowed/divorced individuals who live alone; who smoke and abuse alcohol. This is more painful because – as Thomas (2014) points out – young women may be at an increased risk of low social support, both at the time of their heart disease and during the course of recovery, which may increase their risk of adverse outcomes. In addition, women receive less information about their disease from providers (Kohl et al., 2012); and women, irrespective of age, tend to receive less assistance with household duties from informal caregivers, yet household activities are more important to them than to men (Lang et al., 2012). Other social support challenges identified by Noakes et al. (2014) include difficulty finding a personal connection with someone with similar experience; non-availability of psychologists and social workers; no advice on available resources in the area; few social networks, particularly among males; and that no one asks on discharge if the patient will need help at home taking care of self or children.

## 4. Conclusion

The findings of this critical literature review showed that heart disease patients have a variety of social support choices at their disposal – from friends, peers, their spouse, church members, family members and care group in the form of functional and structural support. It also

became evident that heart disease patients benefit mostly from actions which demonstrate love such as frequent visits, strong ties, donations of goods, assistance with household chores, guidance and advice and positive prognosis appraisal. However, social factors contributing to heart disease such as personality characteristics, lack of information, or chronic stress determine prognosis – especially when triggered by social challenges such as being single, no one caring, and so forth.

## 5. Recommendations

Social support must be taken seriously by nurses, psychologists, and physicians to structure effective interventions with the aim of improving health outcomes and reducing the risk of mortality and morbidity in heart disease patients. There may be some utility in being able to identify patient support networks when patients are first admitted for heart disease. The information identified from this critical review of literature may be used to develop a clinical assessment tool to obtain baseline social support information from every heart disease patient. Such information may inform individual social support interventions. In addition, the information may be used to develop a social support model for heart disease patients.

### 5.1 *Clinical considerations*

The findings of this review are consistent with previous studies which suggest new ways of helping heart disease patients. Immediately after heart disease diagnosis, as well as during the evaluation and waiting list for heart surgeries and interventions, relatives and friends may help cardiac patients to cope with physical disability, limitation of personal autonomy and with a sense of uncertainty about the future. It was proposed in the literature that psychosocial interventions aimed at improving mental health, quality of life, and compliance after a cardiac event be extended to family caregivers (Dalal et al., 2011). Recently, intervention programs such as peer mentor support have been developed to improve or enhance social support in patients with heart diseases (Maredza, Hofman & Tollman, 2011). Identifying and reinforcing current social support networks and the quality of these networks may help to improve adherence behavior, in particular in patients who show symptoms of depression. Future reviews should include more studies – to have a complete overview of the topics and to provide the basis to investigate how social support can be enhanced by nurses, families, and psychologists in patients at risk of recurrent cardiac events and high levels of depression.

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## Creating Study Program for Teachers' Initial Education: ... and if Students' and Program Designers' Priorities are Divergent?

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### *Abstract*

Nowadays, policy makers and scientists are promoting the idea that students should be involved in shaping their curriculum, as an essential dimension of student centered learning. After a brief discussion of this idea, we attempt to uncover which competences the students consider to be important. For this, we carried out relevant research in a Department of Primary Education in Greece with students in the final year of their initial education. The material used comes from the Tuning program. The research results reveal that students prioritize the competences that are directly linked to the school classroom, the act of teaching and school matters and place less importance on competences which are considered significant by the specialists and the policy makers, according to the specific bibliography. It seems that the students' beliefs are more pragmatic and based on their previous school experience. However, this doesn't facilitate innovative interventions and adjustments to new developments and trends. So, the question posed is: in the case of divergence between specialists and students regarding the curriculum, how could the issue be resolved?

*Keywords:* student-centered learning, learning outcomes, students' beliefs, teacher education.

### 1. Introduction

This paper emerges from the demand for the active participation of students in the shaping of the study program in a student-centered learning approach based on learning outcomes. The aim of the text is not the negotiation of whether a student can or cannot evaluate his study program. The truth is in any case that despite the provisions of the student-centered learning approach it is not usual for a student to co-shape the study program although all the more he is being asked to evaluate the teaching. Indeed, the international bibliography is extremely rich while evaluation tools have been developed with increased specialization (for example, for undergraduate courses, for postgraduate, and so on) (March, 1987; Marsh et al., 2002; Trigwell & Dunbar-Godder, 2005; Corbalan et al., 2013). In addition, this evaluation is often taken into account in the teachers' professional development, as has happened for example in Greece since 2011.

Focusing on our subject, teacher education has never ceased to be a subject of discussion, as much amongst specialists as amongst policy makers, given its importance. Of

course, it is far from certain whether the two sides are always coordinated and in harmony as much in terms of their outlook on teacher education, as in terms of the methodology they envisage for its implementation.

- Policy makers and specialists demand for a new generation of teachers with new characteristics.
- Students' beliefs appear to be focused on a tradition view of teacher profession.
- This divergence creates a conflict within the student-centered learning approach.

In terms of the policy makers, the case of the European Union (EU) is perhaps interesting to the extent that although education is not a sector for EU policy implementation, the EU still possesses the means and the mechanisms of influence. For the EU, the initial training and professional development of the teachers can play a significant role in the development of new working conditions, skills and techniques (Eurydice Network Report, 2012). Consequently, the 'new', which implies changes and the need to adapt to new conditions, is important.

More specifically, the European Union has its own policies regarding teacher education. In fact, in the first strategic aim in the context of the program "Education and Training 2010" there was a specific axis whose subject was the "Improvement of Teacher Education and Training and Trainers". More analytically, the priorities are as follows (Stamelos, Vasilopoulos & Kavasakalis, 2015):

- The exact determination of the desired skills and adequate support for the teachers – trainers in order for them to meet the challenges of the society of knowledge through initial training as well as lifelong learning,
- The competence of teachers and trainers in all subjects and at all levels, and the attraction of individuals with professional experience in other sectors, to work as teachers-trainers,
- For the profession of the teacher to become more attractive.

With regard to the period 2010-2020 (European Commission, 2010), teacher education is to be found once again in the spotlight in the sense that one of the five strategic aims concerns education. In fact, the aim determines that by 2020 95% of children should participate in pre-school education, while the percentage of 15-year-old children with insufficient competence in literacy, numeracy and science, should be less than 15%. Since teachers are called on to play an active role for this aim to be implemented, their initial and continuing education is considered decisive (<http://ec.europa.eu/eurostat/web/europe-2020-indicators>). It seems that two requirements are highlighted: (a) the need for the determination of the desired skills and adequate support for the teachers – trainers, and (b) the need for the teachers to play an active role in order to limit learning failure as this is expressed in insufficient competences in literacy, numeracy and science of 15-year-old children.

The specialist researchers for their part appear to pose wider questions, which nevertheless include the previous policy objectives. Indeed, according to Cochran-Smith and Villegas (2015), the historical review on research related to initial teacher training can be summarized on three axes: (a) "the curriculum question", (b) "the effectiveness question", and (c) "the knowledge question". In their paper these researchers claim that two questions seem to be more intense nowadays: (a) "the policy question", and (b) "the learning question". Hence, they recommend that future research should focus on the link between teacher learning and student learning as well as on candidate teachers' beliefs and practices. The researchers' argument seems to be coordinated with the policy priorities to the extent that teacher learning concerns as much the content of studies, expressed in learning outcomes, as its effectiveness, in other words the ability of future teachers to play their role in the learning of all their students. However, the second part of the focus remains unanswered, since it can only be approached through the participation of the learners themselves and their evaluation of their own initial education.

This leads us to the next stage, which is the study programs that are offered by the universities as much in terms of their formation as in terms of their effectiveness (Puustinen, Sääntti, Koski & Tammi, 2018). It is true that university programs on teacher education are under pressure in order to prove their effectiveness. So, innovation and rethinking programs are meaningful issues that attempt to design a learning framework by combining theory and practice (Anagnostopoulos, Levine, Roselle & Lombardi, 2018). Practice seems to be a central issue in the context of initial teacher education (DeGraff, Schidt & Waddell, 2015). Another main issue is the students' role in the program and the possibility for them to participate actively in the program (Aderson & Justice, 2015). The latter leads to the discussion on the promotion of student-centered learning and this in turn to the discussion on learning outcomes. Essentially, the issue is the creation of a new generation of teachers with different characteristics and teaching practices. This is important since research findings consistently show that teachers and teaching practices are the main factors that influence student achievement and as a consequence the learning outcomes too (JRC Science and Policy Report, 2015; Hattie, 2009; Creemers & Kyriakides, 2008; Seidel & Shavelson, 2007; Scheerens & Bosker, 1997). However, the aim of creating up-to-date teachers in the framework of student-centered learning passes through the medium of the activation of the students themselves regarding their study program. Consequently, it is important to seek their beliefs on the issue.

The previous discussions impel us to think that it would be extremely difficult and complicated for one to ask the students to define a mutually accepted, structured and coherent approach to their education based on the expected learning outcomes. Consequently, one should seek those existing approaches that presumably come from specialized authorities or the collaboration of specialists. For example, the United Kingdom's Quality Assurance Authority (QAA) has proposed the subject specific benchmarks for Educational Studies. The question that arises, in relation to such material, is whether a national case can be transferred as it is to another. Since the answer to this is by no means certain, our preference is to look for tools with a more European dimension and which need great acceptance and legitimacy. So, we were guided to the work of Tuning, of the well-known European program which by now has had a huge global impact. Within the framework of this program, whose aim was the determination of learning outcomes by scientific field, Education was included too, which was understood as made up of two pillars, Teacher Education and the Educational Sciences. This formation was due to the attempt at the inclusion of the two initial European curricula models, where on the one hand, we have countries where the two pillars co-exist (for example, Greece) and on the other, countries where the two pillars are to be found in two distinct curricula (for example, France). It is clear that the Tuning conception brought us closer to the reality in Greece. In addition, the Greek Quality Assurance Agency for the higher education institutions (HQA) recommends Tuning as a model within the framework of the accreditation procedure for Greek curricula.

So, Tuning proposes a list of generic competences for both pillars of the field of Education and two lists of specific competences, one for Teacher Education and one for the Educational Sciences. This struck us as exceptionally well adapted for the especial circumstances of Greek reality, which is why we decided that it is the most suitable tool to use. We will now go into more detail.

Consequently, the aim of this research is test experimentally how someone could try to search for the students' beliefs on their curriculum, and the evaluation as much of the curriculum itself as of the development of their own knowledge, competences and skills (self-evaluation). We are then interested in ascertaining which competences the students consider important. In order to approach our goal, a particular scientific field with distinct professional prospects will be needed, which will function as a case study. The Department of Primary Education at the University of Patras, which combines teacher training for primary education and

the sciences of education in an undergraduate course of 4 years in length, was selected for practical reasons.

## 2. Methodology

### 2.1 The research description

The research was conducted in two phases. In the first (pilot) the Tuning competences were translated into Greek and given to 22 students in the academic year 2016-2017. This experience revealed that, on the one hand, the lists of competences were rather long, and their completion was tiring, and on the other, some competences were not understood and the sense of repetition was also emphasized. Consequently, a double adaptation was required in the local context, on the one hand with the restriction, that is to say, the condensing of the recommended competences, and, on the other, with the readjustment or specialization of some others. The new, modified questionnaire was distributed once more to 17 students and appeared to work better (Appendices 1 and 2).

The main research was conducted at the beginning of the academic year 2017-2018, with 4<sup>th</sup> year students in the Department of Primary Education at the University of Patras. They are students in the 7<sup>th</sup> semester of their studies who already had three years of experience as students on the curriculum in question. The total number of students in the year is 230.

The distribution of the questionnaires took place during the first meeting of the 4<sup>th</sup> year students for the arrangement of their teaching practice in schools, for the academic year 2017-2018. 179 questionnaires were completed, from which one was removed due to incorrect completion (total percentage 78%).

This meeting is considered very important and therefore institutionally obligatory to the extent that it is where the teaching practice groups are formed and instructions are given that concern the organization of the teaching practice in schools of the area. Consequently, the fact that 179 of the 230 students registered for the meeting were present makes the absentees a significant part of the student population for the subject of the questionnaire, even though experience says that there will always be those who, for various reasons, cannot be present (for example, work, illness, and so on). Despite that, the percentage of them (approximately 20%) is not explained by the previous cases and so it seems that a group of students has formed that has probably distanced itself from the obligations of their curriculum and whose answers could influence the results of the research. Hence, this constitutes a limitation of the particular research.

We believe that a second limitation is the fact that the research is synchronic and doesn't contain diachronic aspects. In other words, a question mark exists over whether the students' answers are a reaction to their curriculum or if they are based on powerful stereotypes they have of the teaching profession. In order to approach this, one would need to have distributed the same questionnaire to first year students and then re-distributed it, when they were in the 4<sup>th</sup> year. Only in this way could a better idea be formed of the effect of the curriculum on their answers.

### 2.2 Research tool

The questionnaire was made up of three parts: (a) demographic-educational-socio/economic characteristics, (b) the Tuning competences, and (c) questions regarding the needs for study support, on an educational, psychological and counseling level. The last does not concern this text. This text focuses on the second part and is enriched by the first.



For each competence, three different approaches are proposed: (a) how important it is considered to be by the students (legitimacy of the proposed competences) (hereinafter referred to as the first column), (b) how often they encountered it in the curriculum (evaluation of the curriculum) (hereinafter referred to as the second column), and (c) how much they believe that they themselves have developed it (self-evaluation) (hereinafter referred to as the third column). The answers are given on a five point's scale with 1 not at all and 5 very much.

### 2.3 Profile of the sample

Our sample is heavily dominated by women, with 81% of the sample being women. Their school career was particularly good, and 50% of them had a high school leaving grade between 18 and 20 out of 20, while there is no student with a leaving grade below 14/20. Although the use of grades in high school in Greece is flexible, given that it is the results of national exams that are important for university entrance, the existence of half the sample in the category of 'excellent' reveals a group with successful school attendance. Here it should be added that the year they entered the Department (2014/15), the required grade for entry was 16/20. A demanding pass mark for a particularly competitive national exam. In other words, we have a student population with a successful educational profile.

As far as the geographical origin of the sample is concerned, this has strong regional characteristics. Indeed, the majority (54%) comes from the region of Western Greece, of which Patras, where the University of Patras is based, is the capital. 29% come from the wider Athens region and the neighboring region of the Peloponnese while just 16% come from other regions of the country, or from abroad (Cyprus).

As far as the social origin of the students is concerned, data was collected on the educational level of their parents, and their profession. For the latter, the nomenclature ISCO 08 was used, which is used by the Greek statistical agency, and then the categories were condensed into three (high-middle-low). For education, three major categorizations were also created – low (compulsory education, levels 1, 2 and 3 on the European Qualification Framework) – middle (high school graduates (level 4) and level 5 of the EQF) – high (graduates of levels 6, 7 and 8).

In terms of educational level, what dominates in the case of the mothers as much as the fathers, is the middle level, with 46% and 44% respectively. In the category high, 30% of the mothers and 26% of the fathers were to be found, while in the low the percentages are 21% and 24% respectively.

As far as the social level is concerned, it should firstly be noted that in a country where unemployment is over 20%, the unemployment rate among the students' mothers is 7% and the fathers 3%. Of course, three points should be noted:

- (a) Of the working fathers, 1 in 3 (31%) doesn't have permanent or steady work, while the corresponding percentage for the mothers comes to 51%.
- (b) The very high percentage of retirees, 17% for the fathers and 9% for the mothers. This fact perhaps reveals a generalized phenomenon in the reality of the Greek crisis, in other words the mass exit of workers (particularly from the state sector) aimed at the protection of established pension rights.
- (c) 1 in 3 mothers (34%) state that their profession is "domestic work", while 1% of the fathers claim the same.

Of those remaining, 44% of the fathers are placed in the middle category as against 35% of the mothers. This is the largest category, chiefly office employees. 12% of the mothers and 8% of the fathers are placed in the highest category. In this category, children of teachers dominate, at 11% of our sample. If however we add to those the retired teachers, then their

percentage surpasses 15% and is close to 20%. Consequently 1 out of 6 students has at least one parent who is a teacher (working or retired). Finally, in the low category (workers-farmers) 5% of the mothers and 29% of the fathers are to be found. While we can't develop this in this paper, it seems that the Department in question attracts children from the new middle class that was created after the dictatorship regime (1974) and especially in the 1980s and 90s and which comes in for intense pressure from the economic crisis, while it also holds on to a part of the traditional public for whom the profession of the teacher constitutes an accessible route to social mobility for the lower social category (workers-farmers).

### 3. Research results

#### 3.1 *The students' educational preferences*

One of the interesting points appeared to be the preferences of the students in the sample regarding their studies.

The majority of the sample (55%) had made this particular Department their first choice<sup>1</sup>. 36% had it in 2<sup>nd</sup> or 3<sup>rd</sup> place and just 10% had it below 3<sup>rd</sup> place. Consequently, this is a Department that receives students whose priority it is to be there.

To the question of whether their attitude to the teaching profession was positive or not, 92% responded positive and just 8% negative.

To the question of whether they had really wanted to study in a Department of Primary Education, 88% responded positively, 8% negatively and 4% answered 'I didn't know'. In total there appears to be, on the one hand, a vast majority of students, approximately 90%, with a positive attitude towards their studies in such a Department and a positive view of the teaching profession, and, on the other hand, a 'hard core', small but existent, made up of 8% of the students who are in the particular Department 'out of need' and who don't like the profession of the teacher.

Finally, an interesting finding has to do with what we called 'my dream studies', in other words the studies they would have dreamed of doing if there hadn't been other restrictions or difficulties. In this question, the percentage of those who stated that the teaching profession was indeed their dream, fell to 37%. This is a high percentage but still approximately half of that which those who chose these specific studies as a matter of priority mentioned. In addition, 43% state another profession and 20% preferred not to answer. The finding is significant in the sense that the students stated a long, wide-ranging list of other professions in their responses. The investigation of this phenomenon requires separate qualitative research with in-depth personal interviews. Consequently, it remains to be analyzed. Despite that, and from a first empirical approach, multiple factors seem to affect the variable, such as:

- (a) Entry into the particular Department after failure to enter the desired Department (for example, medicine, which has the highest entry requirements);
- (b) Choice of studies near home in order to limit expenses (for example, the University of Patras does not have a Law School or many of the Social Sciences Departments);
- (c) Choice affected by family-imposed restrictions, given that the family in Greece is still powerful and our sample is predominantly female (for

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<sup>1</sup> Here it should be noted that according to the system of access to higher education in Greece, candidate students sit national exams and then once they receive the results they complete an electronic form with their preferred Departments (study programs). The entry mark for each Department is shaped, on the one hand by the number of admissions per Department, and, on the other, by the preferences of the candidates as they are set out in their electronic form.

example, family restrictions are perhaps imposed on arts professions, such as dance, theatre, cinema, the arts and so on, or “dangerous” professions such as that of the firefighter, police officer or army personnel).

Finally, another major finding, which however is not central to this paper, is that the statistical significance control didn't give more than very few and fragmented statistically significant differences in the cross-checking of the social origin of the students with their education preferences and/or their performance. This strengthens the indication that this is a Department that receives the new middle class which at least in the case of Greece doesn't appear to have shaped class characteristics and is based more on its (temporary) economic power.

### 3.2 Statistical and factor analysis

#### 3.2.1 Statistical analysis

Next in our research we proceeded to the analysis of the responses by competence. In essence we had two lists of competences, the generic and the specific. The following results emerged from the statistical analysis:

Table 1. Processing of responses

	Generic competences		
	In terms of their importance (1 <sup>st</sup> column)	In terms of their existence in the curriculum (2 <sup>nd</sup> column)	In terms of personal growth (3 <sup>rd</sup> column)
means	4.36	3.56	3.67
Specific competences			
means	4.27	3.59	3.59

Based on the results in table 1 it appears that the proposed competences, the generic as much as the specific, enjoy great approval by the students in the sample, 4.36 out of 5 for the first and 4.27 out of 5 the second. Consequently, a strong legitimacy of the competences proposed by Tuning as a discussion framework is documented.

These competences can be found in the curriculum in a manner that is judged to be significant at 3.56 and 3.59 out of 5, respectively, but clearly with a smaller average than their objective importance. The statistical control (compare means) revealed a statistically significant difference between importance (1<sup>st</sup> column) and presence in the curriculum (2<sup>nd</sup> column) as well as their personal growth (3<sup>rd</sup> column). In addition, in terms of the generic competences, the difference between the 2<sup>nd</sup> and 3<sup>rd</sup> columns are statistically significant. If one remains with the third column (self-evaluation), the students seem to believe that they have developed those competences with an average of 3.67 (generic) and 3.59 (specific) out of 5. In other words, they believe that they have developed them to a satisfactory degree, but not as much as they would like.

One question that could constitute a checkpoint for the reliability of the responses could be the result of the self-evaluation. In the generic competences self-evaluation is higher than the detection of the competences in the curriculum. This result could lead to the questioning of the reliability of the students' responses. Despite that, the generic competences are, on occasion, wider than the curriculum. Consequently, it would be of value for one to focus more in order to be able to draw safe conclusions.

More analytically, in 15 generic competences (1, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21) the students claim that they have developed them more than they have encountered them in the curriculum, in 2 (4 and 8) they claim that they have developed them less and in 5

competences the mean is the same. Focusing on the 15 competences, the three competences with the greatest divergence are the: 6<sup>th</sup> (knowledge of a second language), the 13<sup>th</sup> (capacity to generate new ideas) and the 21<sup>st</sup> (capacity to work with others from different cultures). In contrast, the two competences which the students have developed to a lesser degree than they encountered them in the curriculum have to do with (a) basic general knowledge of the scientific field and the profession (3.7 and 3.5), and (b) research skills to a satisfactory level (3.2 and 3.1). The explanation for the extreme values, the positive as much as the negative, is not the same. In the first case (greater positive divergence) the knowledge of a second language usually takes place outside of the education system, the production of new ideas concerns a personal sense of creativity and working with others from different cultures could be due to experience from their school life and the meeting places of young people in the sense that the presence of immigrant children is significant as much in school as in the spaces young people frequent. On the other hand, the negative divergence probably reveals evaluative judgment in terms of the curriculum that they have followed thus far. In any case, the final answer in terms of the differentiations can only be given through in depth interviews.

As far as the specific competences are concerned, in other words the specialized elements of the curriculum, the average is the same in the second and third columns, something that supports the reliability of the responses. In terms of the internal differentiation of the 25 specific competences, in 8 competences (1, 7, 8, 10, 12, 14, 17, 25) the mean between the second and third column is the same, in 9 competences the mean of the second column (9, 13, 15, 16, 18, 20, 22, 23, 24) is greater than the third column, and in 8 competences the mean of the third column (2, 3, 4, 5, 6, 11, 19, 21) is greater than the second column. The extreme values are to be found: in the first case (they have encountered them more in the curriculum than they have developed them), in competences 22 (ability to improve teaching/learning environment) and 24 (ability to design and to apply different strategies, based on specific criteria and evaluate learning), and b) in the second case (they have developed them more than they have encountered them in the curriculum), in competences 3 (ability to transmit values which we believe in such as active citizenship and democracy) and 5 (ability to recognize and respect students' differences and the different ways of learning). As far as the first case is concerned, the students show hesitancy probably due to the lack of professional experience. In terms of the second case, this seems to be tied to the relevant results in the generic competences and to highlight the students' lived experience with the presence of the 'other' in their social/school and personal life.

### 3.2.2 Factor analysis

Next, we proceeded to a factor analysis which was based on the objective value of each competence according to the students (first column) and which gave us two groupings, as much for the generic as for the specific competences, with similar characteristics:

Table 2. Competence groupings

	Groupings
Generic competences	Group a: 1, 2, 3, 4, 5, 9, 12, 17, 20, 21, 22
	Group b: 6, 7, 8, 10, 11, 13, 14, 15, 16, 18, 19
Specific competences	Group a: 2, 4, 5, 6, 11, 12, 13, 16, 18, 19, 20, 22, 25
	Group b: 1, 3, 7, 8, 9, 10, 14, 15, 17, 21, 23, 24

More analytically:

- Generic competences:

- The first group of generic competences is constituted of competences that have to do with the scientific field and its knowledge: the profession, the school classroom, mother tongue, the capacity for lifelong learning, the capacity to adapt, the ability to communicate and collaborate, respect for multiculturalism, the ability to work with different cultures and autonomous work.
- The second group of generic competences has to do with broader competences such as: knowledge of a foreign language, ITC skills, research and the search for information from various sources, criticism and self-criticism, creativity, problem solving, decision taking, group work, the ability to activate others for common goals and the ability to communicate with parents.
- Specific competences:
  - The first group is again more directly linked to the profession and its scientific formation with competences such as: the linking of knowledge and practice, the need to apply teaching practices, the need to recognize the learners' different needs, differentiated learning, counselling, the need to use and evaluate teaching material in projects, how a school class evolves, devotion to the job and to the pupils' learning, knowledge of the school subjects, the ability to communicate, the creation of a learning climate, the need to improve teaching and learning, the need to adapt to different environments.
  - The second grouping is made up of broader competences, such as: the analysis of theoretical theories and concepts, citizenship and democracy, the need to understand how the education system operates, the different role of the participants in the learning process, the capacity for research, the capacity to design and implement educational projects, the capacity for coordination and participation in international projects, the capacity to understand trends in education, the capacity to be aware of different learning strategies, the capacity to use e-learning, the adaptation of educational material to different environments, the capacity to design and apply different strategies.

Based on the above, the groupings “generic competences – 1<sup>st</sup> grouping” and “specific competences – 1<sup>st</sup> grouping” formed the core of the competences directly related to the profession and its training, according to the students' responses. In contrast, the groupings “generic competences – 2<sup>nd</sup> grouping” and “specific competences – 2<sup>nd</sup> grouping” form a second cycle of competences which are more open but with a smaller priority and importance for the students.

These two groupings, after checking, seem to have great internal consistency in the sense that Cronbach's Alpha control gives us a value of 0.94 and 0.92 respectively, with a limit of 0.60.

Another interesting point seems to be the fact that when the four variables that are formed (generic – 1<sup>st</sup> grouping, generic – 2<sup>nd</sup> grouping, specific – 1<sup>st</sup> grouping and specific – 2<sup>nd</sup> grouping) are examined in relation to various demographic, educational and social characteristics, only rarely and sporadically do they give statistically significant differences. This is something which appears to confirm the estimation of the fluidity of the social formation of family background. More analytically, the only statistically significant differences have to do with:

- (a) Gender with generic competences – 1<sup>st</sup> grouping (0.013);

- (b) Father's education with specific competences – 2<sup>nd</sup> grouping and only in the focus between low and middle level of education;
- (c) School performance with generic competences – 1<sup>st</sup> grouping (in the control with Anova and Bonferoni) (0.045).

In contrast, control by geographical origin, profession, educational preferences and the mother's education did not provide statistically significant differences.

#### 4. Discussion

Discussion on the initial training of teachers is intense and multidimensional nowadays. It is structured around the discourse on learning outcomes and student centred learning. At the same time, learning is placed at the heart of the discussion, and it could be approached in two distinct as well as complimentary sets of opposites: teacher learning – student learning and learning outcomes – students' beliefs.

In this context, the students' beliefs are a structural factor as much for research, as for application, at the level both of study programs and policy making.

This is what our research attempted to do. It asked the students: (a) about which competences should be promoted (using Tuning's work as a guide), (b) their view of the study program they are on based on these competences, and finally (c) whether they themselves believe that they have developed the competences.

Our research results, bearing in mind the limitations created by the absentees and the lack of a diachronic approach, reveal great legitimacy of the Tuning competences by the students in our sample. On the other hand, a statistically significant distance is noted between their regulative significance and on the one hand their existence in the curriculum and on the other their development by the students themselves (self-evaluation). It should be noted that despite the statistically significant difference, the students are not disappointed by their curriculum and by their self-evaluation. It is more a judgment of 'not as much as I would have liked'. Indeed, the mean, for example for the generic competences, 3.56 (how often we encountered them) and 3.67 (how far we have developed them) is not disappointing but nor is it excellent. The difference is shaped by the very high acceptance of the proposed competences.

The factor analysis made clear a grouping of generic and specific competences into two groupings. A grouping of competences oriented to the profession, the school classroom, teaching, which we characterized as "professional", and another made up of competences that are more 'open' and broader and which include knowledge of a foreign language, research capacity, knowledge of new technologies, the importance of international collaborations, and so on. The two groupings have very great internal consistency. In addition, the first grouping has greater means and statistically significant differences than the second grouping. Consequently, what the students' responses reveal is the traditional role of the teacher in relation to a broader approach to the profession.

This is perhaps the most important finding of our research. Despite that, our research cannot answer the question of the "effect of the curriculum". In other words, we cannot distinguish whether this traditional view of the profession, which is revealed in the students' responses is a consequence of the influence of their curriculum or strong prior stereotypes, much more where the presence of the children of teachers is significant. The answer could be given only through diachronic research.

## 5. Conclusions

To conclude, the research results appear to highlight what is at stake. On the one hand, there is general demand for the renewal of the study programs and the creation of a new generation of teachers with a differentiated initial education founded on learning outcomes and student-centered learning. This requires the active participation of the students in its formation. On the other hand, the students' beliefs appear not only to not be in line with this demand, but to be focused on a traditional view as much of what the teacher "must know" as of what he "must do". This divergence creates a conflict which does not appear to be negotiated within the student-centered learning approach and which perhaps should be investigated further in the future.

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#### Appendix 1

<b>Generic competences</b>	
1	Ability for abstract thinking, analysis and synthesis
2	Capacity to apply knowledge in practical situations
3	Ability to plan and manage (school) time
4	Knowledge and understanding of the subject area and understanding of the profession
5	Ability to communicate both orally and through the written word in first language
6	Ability to communicate in a second language
7	Skills in the use of ICTs
8	Ability to undertake research at an appropriate level
9	Capacity to lifelong learn and stay up-to-date with learning
10	Ability to search for, process and to analyse information from a variety of sources
11	Ability to be critical and self-critical
12	Ability to adapt to and act in new situations
13	Capacity to generate new ideas (creativity)
14	Ability to identify, pose and resolve problems
15	Ability to make reasoned decisions
16	Ability to work in a team
17	Capacity to communicate and cooperate with others



18	Ability to motivate people and move toward common goals
19	Ability to communicate with parents on education issues
20	Appreciation of diversity and multiculturality
21	Capacity to work with others from different cultures (in an international context)
22	Capacity to do things by yourself (ability to work autonomously)

## Appendix 2

<b>Specific competences</b>	
1	Ability to analyze educational concepts, theories and issues in a systematic way
2	Ability to identify (potential) connections between aspects of subject knowledge and their application in educational (policies and) contexts
3	Ability to transmit values which we believe in, such as active citizenship and democracy
4	Ability to understand and apply educational theories and methodologies learnt in our teaching practice
5	Ability to recognize and to respect students' differences and the different ways to learn
6	Awareness of the fact that learning can take place in different ways and in different situations
7	Understanding of the structures and purposes of educational system(s)
8	Awareness of the different roles of participants in the learning process
9	Ability to do educational research in different contexts
10	Ability to design and realize different educational projects
11	Ability to consult about different educational issues and counselling skills (psychological counselling, counselling learners and parents)
12	Ability to manage and evaluate educational material and to participate in different educational projects and activities
13	Ability to understand processes of development and change in the (educational) community (e.g. school classroom)
14	Ability to lead or coordinate a multidisciplinary educational team (in the context of a Comenius project, for example)
15	Ability to understand trends in education and be able to recognise possible applications
16	Commitment to the progress and achievement of our students, which depend on the quality of our work
17	Competence in a number of teaching/learning strategies in order to apply them in the classroom
18	Knowledge of school subjects to be taught
19	Ability to communicate effectively with groups and individuals
20	Ability to create a climate conducive to learning
21	Ability to make use of e-learning and to integrate it into the learning environments
22	Ability to improve the teaching/learning environment
23	Ability to adapt the curriculum and educational material to a specific educational context
24	Ability to design and to apply different strategies, based on specific criteria, and evaluate learning
25	Ability to adjust the curriculum to a specific group with specific needs





## Possibility of a Novel Caliber of Leadership in the 21<sup>st</sup> Century: A Post-colonial Perspective

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### *Abstract*

The dawn of 1990s, social change in South Africa has provided a series of opportunities such as to redress the past narrow cultural perspective in all related structures such as private and government institutions including the sphere of learning. The adoption of the *Batho-pele* moral standard as a guiding philosophy was perceived as a progressive step towards redressing apartheid oriented leadership style in administration of service delivery and related activities. Nevertheless, literature review and observable traditional management fundamentals such as the Black African workers – proletarianised and vulnerable, and European, whites – management – possession of resources and advantaged remain the mainstay of the practice. Furthermore, these limitations are exacerbated by the high rate of corruption of which tends to suggest the decay of moral standards. In conclusion, this article recommends the deployment of leadership knowledgeable of multicultural leadership style that recognizes all diverse cultural values in the country like South Africa.

*Keywords:* Batho-pele, control, novel, morals, leader, leadership, South Africa.

### 1. Introduction

The leadership efficiency and blunder in any social structure including individual's behavior cannot be clearly understood without the reference to the related governing moral standards of a particular nation. Though there are varying descriptions, interpretations of moral standards conception and its implications, however, most literature tended to reflect on economic stability ignored the ethical aspect that demarcate the extent of measurement level of meeting the required norm or behavior in a particular context against what is perceived as abnormal (Afegbua & Adejuwon, 2012: 141). Nonetheless, the observable political, social and economic instability and other related challenges that has engulfed Africa especially in relation to leadership and governance that in various social setting (*Ibid.*: 141). Nonetheless, the “post-colonial” African states elite tend to arbitrary promulgate policies that promotes the status quo as they are governed by moral standards advance the highly challenged narrow cultural perspective (Afegbua & Adejuwon, 2012: 142). Furthermore, it was emphasized that:

The driving force behind Africa's experiment with democracy came both from ideology conviction and the growing impatience of an ever-bolder public consciousness, and from the related manner of the continent's prevailing economic woes.

On the other hand, the politically conscious urbanized, professional and studies bodies began to rail against the continue failure of their rulers to match rhetoric and promises to economic progress, for much of Africa had experienced a steady decline in living standards through the 1970's and 1980's. On their part, the World Bank, the International Monetary Fund (IMF) and other bilateral aid donors also made it quite clear that if further financial assistance was to be forthcoming, Africa's governments had to give urgent attention to their human right's record. More specifically, they had to become politically more accountable to their people, and curb corruption. (*Ibid.*: 142)

In addition, thus the call for effective leadership became the *sine-qua-non* in particular when it comes to realization of sound governance and sustainable development (*Ibid.*). Though the leadership crisis cannot be understood in isolation to the conflicting interests of historical development of capitalism, but it's also worth considering the political aspect in relation to the process adoption of "bad policies, that eroded professional standards and ethics and weakened the system of governance (Afegbua & Adejuwon, 2012: 143). Nevertheless, the ushering of democratic era in southern nations such as South Africa brought about the notion of transformation agenda in governance structures. Though equity is embedded in the country's Constitution that has been highly publicized, the reality shows that the disadvantaged communities are still exposed to moral standards that exclude them. This scenario suggests that stakeholders, such as government and all relevant social structures or institutions, to consider the practical strategies to ensure equity and justice that guarantees a state of being an emancipated nation (*Ibid.*: 143). Thus, Nzimakwe (2014: 31) argues that the society should be transformed in order to be relevant to the aspirations of a transformed South Africa. This article proposes that *Batho-pele* is limited due to a variety of reasons, and not only because of the interrelated effects of the deficiency of relevant human capital but also contesting moral standards of Africa – ancient *natural* world order and Europe – new *rational* world order (*Ibid.*: 31). In discovering this matter further, the transformation leadership perspective will be used to scrutinize the limitations of leadership and management in relation to the current pathological social settings. The narrow cultural perspective model, which prohibits associated stakeholders from realization of the expected changes – especially when it comes to service delivery and equity from a multicultural moral perspective – will be deliberated.

## 2. Research methodology

The review of literature on leadership competencies and experiences in various social structures. Secondly, the literature surveys were piloted to sketch the qualities that need nurturing in order ensure effective leadership in various social settings. Review of various literature that included documents, related research reports from various sources including journal articles, books, policy and other related literature pertaining issue under discussion in this instance. Other data collection tool, such as direct observation.

## 3. Literature review

When attempting to gain a better understanding the limits of the current leadership in particular within the public structures such as government, education, corporate structures, political parties and faith-based organizations in the twenty first century, the consideration of guiding ethos in this instance. Perhaps for a better understanding of the issue under discussion, leadership moral standards in democratic South Africa, it is imperative to revisit the etymology of the two terms, "ethics" and "morality", since they are fundamental in this discussion. Kunhiyop (2008: 3) argues that these terms are closely interrelated, because they both refer to the arrangement of ethical standards that guide the relevant conduct of a person/persons. Furthermore, emphasises that:

Morals and morality come from the Latin word, *mos*, meaning custom or usage, while ethics comes from the Greek word, *ethos*, whose meaning is roughly the same. So, it is hardly surprising that today, as earlier, these two words are often used interchangeably. When a distinction is made, “morals” nowadays refers to actual human conduct viewed with regard to right and wrong, good and evil, “ethics” refers to a theoretical overview of morality, a theory or system or code. In this sense, our morality is the concrete human reality that we live out from day to day, while ethics is an academic view gained by taking a step back and analysing or theorizing about (any) morality (*Ibid.*: 4).

Although democratic era in countries such as South Africa is perceived as the moment of discovering equity between the previously advantaged white populace and disadvantaged black African community (Nzimakwe, 2003: 37). However, the state of leadership efficiency in terms of bringing about the desired change in various social setting in this era has raised a concern especially when it to “the discourse of African project”. Afegbua and Adejuwon (2012: 143) argue that the intellectual discourse of this situation normally relates to challenges to definition of terms such as leadership, as it difficult to describe the individual as the “leader”. This predicament arises due to varying definitions by researchers in this instance, as some tended to define leadership based on personality and physical traits, while other stresses on prescribed behaviors’ (*Ibid.*: 143).

Nonetheless, Nzimakwe (2014: 37) summarizes three protocols of acquiring leadership position: firstly, the individual can self-impose without honoring the constitution arrangement. Secondly, in other circumstance the group of people can impose individual as the leader; and thirdly, the individual presentation of what is perceived as leadership skill based on their set of values. Similarly, when it comes to the notion of governance that is known in both political and academic discourse to be depicting the broad idea in relation to administration of the government or any other relevant unit such as the state (*Ibid.*: 38). In addition, subsequent to current literature on Africa development, the World Bank (1989) highlighted the calamity on the governance in the African continent of which is defined as the all-encompassing personalization of power, the rejection of basic human rights, and high rate of corruption that relates to unaccountable government. In other words, the idea of governance refers to “ a set of values, policies and institutions” that are used for managing economic, political in various spheres including government, civil society and private sector. In summary, governance is associated with realm to political system and institutionalization of the normative values that enable or coerce citizens in general.

This article argues that the significance for consideration of the historical background that laid the foundations for the present moral standards of which this article is trying to unpack in view of the rationale behind the leadership limitations. Nzimakwe (2014: 37) emphasize this scenario by stating that:

The great leaders of the twenty-first century will have Ubuntu. Leaders with Ubuntu recognize their interconnectedness and how their humanity is inextricably bound to others, if others are diminished so are, they, if others fail, so do they. They take pleasure from other people’s success knowing that their success is everyone’s success. When Ubuntu guides leaders, they realize that we are more alike than we are different. The spirit of Ubuntu leads to cooperative and collaborative work environments because people are encouraged to participate, to share, to support each other and the collective effort, to be a team player. Even if ubuntu-inspired leaders hold high positions in their organizations and wield tremendous power, as they inevitably do, they still create relationships based on mutuality: mutual interest, mutual need, and mutual respect. Today, at all levels, business, politics, and religion, leaders need to be healers. Leaders who have Ubuntu are natural healers, for they can see and hold the collective vulnerability, encourage true collaboration, and one by one, heal the many.

In addition, the inclusivity approach attempts to change the exclusionary politics of the colonial era that reinforces the narrow cultural view point in particular western moral codes (Pinar, 2009: 6). The current situation is not necessarily because of segregation, but, more subtly, is the outcome of structural setting that prohibit the transformation that encompass and recognize indigenous African moral codes in the broader social sphere. For example, during 1994 the government pronounced three approaches – local, provincial and national, accompanied by the adoption of *Batho-pele* (the African moral code that stresses that People come first) principle to fast track the planning process, passing of policies that enable the effective service delivery (Mthembu, 2012: 2). Despite such government intervention, the majority of municipalities in the country tended to experience challenges of service delivery protests of which suggest dissatisfaction from citizens as the municipalities are tasked with service delivery. In other words, this situation suggests a need for change in leadership practices to ensure leadership system that enhances justice and equality especially when it comes to varying cultural values. Collins and Millard (2013) argue that it is unjust for the previously disadvantaged communities including related leadership to adapt to a system that marginalized their cultural values, as that setting set them to failure. Perhaps, Beckmann's (2016: 299) argument that suggest that in order to understand the current leadership discourse, it is vital to note that these perceptions, which seem to be ill-defined and unsolicited, include attitudes, cultures and styles that obstruct the goal of social change from different cultural backgrounds. In order for a transformed leadership change to be realized, there also needs to be a transformation of institutional cultures and learning environments in the social system, as there are still remnants of exclusionary, hurtful and anger-provoking elements that represent the oppression of the past (Mthembu, 2018: 198). In other words, the perpetual disregarding of attending to diverse cultural moral standards, which is a common feature of the present social system, contributes to delinquent behavior in various social settings in particularly among the young people.

The system thinking theory argues that a point of departure towards understanding of the causal linkages between the elements of any social system (Abdullahi, 2011: 115). When unpacking the notion of coloniality – the experience of *status quo* in this country, that it is characterized by the continuous marginalization of indigenous values systems (*Ibid.*: 115). Maybe the linkage of the current leadership crisis with past colonial ethical practices that are embedded in the current social system. Nevertheless, when it comes to South Africa context, since 1994 the agenda to restructure the society from the narrow cultural perspective to encompass the previous disadvantaged cultural traits and redress past social injustices remain high on the agenda. In addition, the experience of rapid change that is characterized by technological novelty, globalization, and market expansion that tend to identified with high rate of service delivery protests within various social settings including communities and academia (Mkhize, 2018).

This article argues that the realization of a transformed leadership will be possible when the incorporation of African centered moral standards including the transformation of institutional cultures and learning environments in the social system, as there are still remnants of exclusionary, hurtful and anger-provoking elements that represent the oppression of the past (Mthembu, 2018: 198). In other words, the continual disregarding of incorporation of diverse cultural values such as moral standards, which is a common challenging feature in the present global social sphere, contributes to local and global leadership crisis in view of the highly debated corruption incidents and as well as the observable disrespect attitude among various local and international leadership. In addition, the scenario is exacerbated by the historical colonial global narrow cultural perspective that remain highly ostracized as other segments of the society seek to sustain (*Ibid.*: 198).

Furthermore, the better understanding of the guiding principles that each society or social system that adhere to in terms of norms, maybe, the deliberation on the notion of social order or contract becomes urgent. It is worth mentioning that there are various definitions in this

instance; however, despite their variation most of them tend to correspond to multifaceted issues, which include ethics, language, philosophy, political, theory, sociology, ecology and many more. In an African social contract – the ancient world order / Order of creation, leaders are perceived as intermediaries between the people and their governance; or as individuals who have been elected to serve and lead a particular structure to reach its objectives (Karam & Jamal, 2017: 462). In other words, a social contract depicts the broad social order that regulates human relationships that manifest with reference to globalisation issues, such as social justice especially when it comes to the economic, inequality, gender, marginalisation of indigenous people and coloniality through moral values.

Perhaps, for a better understanding of the agency and related guidelines of the current leadership practices, the idea of order is more irresistible to grapple with. It's noting that agency can be material, ideational or normative – something denied the non-core actors in any situation, for instance, during colonialism various indigenous people in different nations in the world including South Africa were violently forced to accept foreign cultural values such ethics, language including inculcating false consciousness ideal of knowledge of individual self (Acharya, 2018: 4). Although there are multiple ways of defining order, with some focusing on the situational or the descriptive, others are normative and conflate the two. Again, terms such as “international order”, “world order” and “global order” are often conflated. For the purposes of this article, a distinction between “international order” and “world order” implies the relationship between states, with “global order” applying to “social life among mankind as a whole” (*Ibid.*: 4). Order serves to guide the knowledge that a specific community or society reveres, which it gained through thinking, the senses, feeling, intuition, physical movement, or relationships with others and among members of that community in general (Nabudere, 2011: 83). Thus, the modern-day interpretations of moral leadership by African people, phenomena, and milieus continue to reflect a narrow cultural perspective that serves to marginalise their indigenous values system, specifically leaders tend to entrenches false conception when it comes to understanding of the purpose of social inequality and a transformation (*Ibid.*: 83). In other words, this scenario suggest that colonial moral standards do not adapt well to African-centred milieus, in that they alter traditions and influence various parts of the community in various ways, culminating in social and leadership crises on the environmental political, social and economic fronts, that continue to undermine African wisdom and morals (Awajiusuk, 2015: 308).

Nonetheless, this situation suggests that when individuals are linked to delinquent behavior or limited skill, they cannot demonstrate an alternative leadership style, despite their social status and educational achievements. In other words, the relevant moral standards enable the role of leadership to advocate societal aspirations and required set of standards that promote a particular culture in various social structures including political, communal and related government administrative organs such as the municipality (Mthembu, 2012: iv). In addition, this inability tends to exacerbate the rate of mistrust and social instability and the cycle of poverty in society, especially among previously disadvantaged communities. Perhaps, an appraisal of moral standards that focuses on the personal integrity of leadership in the twenty first century becomes more relevant. In other words, the review of all social structures including those that are tasked with moral molding, the education sector should be considered especially when discussing issues related to failure to implement African related values system such as *Batho-pele* in the government structures in this country.

However, the nature of leadership challenges in South Africa are considered to be structural and encapsulates the mismatch between the skills endowment of individuals and moral standards (Mlatsheni, 2012: 32). Nzimakwe (2014:36) emphasizes this situation by highlighting that that “one of the most difficult challenges facing any person in a leadership position is translating intention into action and then sustaining it”. For example, in various social structures where normally public representatives have good intentions in particular when they are appointed

in their respective posts, but they tend to be prohibited by the untransformed social structures especially when performing their duties. This situation tends to contribute to digression from the government mandate, to redress past injustices, guarantee of efficient service delivery and equity among its citizens that often tend to be perceived as hindering progress meant for transformation. Nonetheless, this scenario suggests that although individuals can achieve high skills and have related high chances of occupying leadership and management roles, there is no guarantee of their understanding of indigenous moral standards in view of the continuous denomination of narrow cultural framework in the society remain rife.

#### 4. Analytical framework

Theoretically, cultural moral standards, the type of education relative to skills can also influence an individual's behavior, ability to be self-sufficient and reliable. Thus, education system should be transformed and accessible to equip individuals with diverse cultural moral skills that focus not only on western values, but also on the indigenous African knowledge value systems to ensure multicultural leadership style (Denton & Vloeberghs, 2003: 88). Where there is high rate of delinquent behavior among the leadership, such an approach would constitute interlinked substitutes for the respect and exposure to understanding of diverse cultural values in our locales and globally (*Ibid.*: 88). There is, of course, variation between nations. In addition, the agency for leadership is vital for the success of any organization. Burns (2008: 11) emphasizes that the current partial social set-up has analogous connections to marginalization with discouraging effects, especially for the southern nations in Africa, including South Africa. In summary, issues of accessibility, such as financial constraints and societal values, determine the acquisition of education qualifications and subsequent individual's agency and behavior.

In this article, the demonstration of the pervasiveness of disconnection between societal aspirations, values and current leadership practice(s), while contrasting this with the proposed *Batho Pele* principle in relation to current leadership crisis that is experienced in various social structures especially when it comes to meeting service delivery mandate or objectives of a particular structure or societal goals and most of all, the recognition and inclusion of the previously marginalized African values systems in this country. Leadership development theorists argue that learning institutions are meant to instill particular social values, not only through curriculum content, but also through configuration procedures, faculty contracting patterns and various funding protocols (Nzimakwe, 2014: 36). So, the increasing demand for a pluralist or multicultural education system requires a high level of understanding and respect for those from other previously advantaged cultures (*Ibid.*: 36). This new form of leadership approach was also emphasized by Nelson Mandela in his book, *Long walk to freedom*, where he emphasized that, "The truth is that we are not yet free; we have merely achieved the freedom to be free, the right not to be oppressed. For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others. The true test of our devotion to freedom is just beginning" (Mandela, 1994: 617). One of the best ways to inculcate this value is through education system. In retrospect, Mthembu (2018: 197) argues that for African context to achieve this goal, the first point of departure should be centered on a concept of place, as it is one of the fundamental aspects in moral code development. Thus, the major contemporary leadership discourses encompass the leadership, political, the autobiographical, the phenomenological and the gender features that are interrelated to a leadership theory of place, as it is rooted in the Habermasian notion of social psychoanalysis and a related literacy conception of place (*Ibid.*: 197). In other words, psychoanalysis functions as a determining element of a science that integrates self-reflection.

When considering leadership limitations in achieving the desired organization goal especially in the South African context, it becomes imperative to consider the transformative learning perspective, as it emphasizes that transformation process consist of three fundamental



aspects: psychological that deals with the rationality of the self, belief that focus on the moral related issues, and attitude focused on the improvement of lifestyle (Heilman & Clarke, 2016: 42). In addition, the transformative learning perspective identifies four basic features that shape a transformative approach to learning, which form part of the educational processes (*ibid.*:42). In other words, these aspects entails the personal experience, critical assessment, discourse and praxis. This scenario suggests that the development of a practical methodology is paramount in ensuring relevant relationship between leader and milieu (Denton & Vloeberghs, 2003: 91). Furthermore, the transformative learning perspective argues that people's attitudes change, which influences the new manner of understanding, knowing and insight (Heilman & Clarke, 2016: 55). Mthembu (2018: 198) argues that transformative learning entails personal commitment to divulging of the previously held beliefs, opinions and conventions. Nonetheless, the transformative learning approach assists in identifying and understanding grounds for alterations with a view to formulate the aspired objective (*Ibid.*: 15).

Furthermore, the notion of mixing becomes relevant in this instance, as it encompasses three methods of using individuals' experiences, especially when it comes to the conception of desired organization change. This is achieved firstly, through by highlighting the intuitive capability – observation, hearing and practice; secondly, via understanding the emotional aspects such as despondency, partiality and achievement; and lastly, the discovery of personal knowledge – remembrance of individual limitations and differences between personal and collective experiences (Mthembu, 2009: 40). Consideration for limitations such as structure that permits a wide individual insight of the interposed social frameworks that enable the organization change in a particular milieu, the obstructions to their achievement, and the possibility for development that might be disregarded. Thus, the advocacy of transformative leadership entails social change of which emphasizes the adoption of a holistic alignment of leadership techniques to encourage engagement with other forms of leadership knowledge – the operational and interpersonal (*Ibid.*: 41). In other words, the success of communicative ways of knowing in the learning session requires educators to work on their encompassing awareness (Chareonwongsak, 2018). Perhaps, this would enable a learning environment that consider the whole individual personality, including rite and community that relate to a leaders' experience through communicative activities such as historical narratives and collective enquiry (*Ibid.*). This scenario suggests that knowledge that enable the broader examination so that leaders are aware of their feelings and their relationship to their surroundings through their communicative representation.

## 5. Discussions and reflections

### 5.1 *Challenges in implementation of Batho-pele principle*

The realization of capable and morally fit leadership in the South African landscape would require the consideration of a more inclusive approach is suggested – as per the transformative leadership perspective. In order for a better understanding of the issue under discussion, perhaps, it worth mentioning that when discussing the leadership crisis in South Africa, the consideration that there wide cultural variety with divergent value systems, for example, the Afrocentric principle that is identified by humanitarian virtue that advocate morals on consensus and compassion and Eurocentric principle identified with bottom-up thinking business morals that promotes production and performance (Ramdass, 2015: 1113). Thus the better comprehension of varied resources available to the disposal of various leadership is paramount in relation to achievement of the desired societal goals, in the African context to redress the historical social injustices, linguistic and moral limitations, which could be influential in determining the individual's transformation ability and range of the benefit to the previously disadvantaged communities (Mthembu, 2009: 41). In other words, the removal of these value laden factors but significant limitation for South African leadership – particularly in the previously

marginalized segments – it is envisaged that greater equity can be achieved, along with a recognition and acknowledgement of diverse cultural moral standards in the various leadership structures of which can play improvement in the leadership behavior (Do Vale, 2016: 600).

Nevertheless, the extent of the challenge surrounding the leadership limitations in bringing about the desired change or to achieve a clearly defined goal in various social setting in this regard; for instance, in particular the leadership within the South African governance landscape, it is estimated that 257 municipalities are in a disastrous leadership crisis, as only about 33 (13%) meet the relevant legal requirements (Benjamin & Gordon, 2016). Again, about a third (31%) of the municipalities revealed their weak status, as they are not financially viable. It is worth highlighting that in addition, this scenario is exacerbated by variety of factors that encompass a lack of appropriate management skills, narrow moral standards, political interference and infighting in councils. In addition, it also includes the challenges to lack of relevant skills to fill major positions and related lack of political will to ensure accountability (Le Vine, 1977: 632). Furthermore, this state of affair tends to contribute towards the failure to meet the expectations of the previous marginalized communities especially when it comes to issues that relates to delivery of services such as clean water, sanitation, electricity, maintenance of infrastructure and most of all the realization of genuine transformation process n all social spheres in general. Subsequently, these limitations can be linked to the rise in the rate of protests activities of which tend to reveal the level of people’s disgruntlement and commitment of the government structures in this instance (Benjamin & Gordon, 2016).

This article suggests that the understanding and addressing of the leadership limitations requires the knowledgeable of various cultural moral backgrounds in order implement a transformed leadership approach to address injustices in various structures. In other words, the high rate of moral related behavior incidents in various social structures such as the government, corporate and public sector remain observable reveal the urgent action required in this instance (Brown & Trevino, 2006). Therefore, mentorship of moral and responsible leadership, Northouse (2007) argues that such endeavors to produce good leadership entails the process whereby an individual influences a group of individuals to achieve a common goal. In other words, the success of any social structure depends on responsible individual’s working on their holistic awareness in guaranteeing achievement of the desired change in their respective locale (Le Vine, 1977: 637).

When contrasting the colonial era and post-independence leadership approaches, the African political styles during colonial era tended to reflect the constraints imposed by colonizers expectations of role-performance in institutions that uphold western moral standards of which contributed and used as the baseline in the post-colonial nations such as South Africa. In other words, this scenario tended to reflect the extent to which these constraints were loosened, or rejected partly or adopted entirely. This situation was illustrated by Fourie, van der Merwe and van der Merwe (2017: 231) when they argue that: “[T]he creation of single-party, authoritarian regimes in a number of countries, and the appearance of military dictatorships in others, gave impetus to the development of much more idiosyncratic, highly personalized leadership styles than had been possible before independence. In summary, this setting suggests that leadership structures that fail to encompass and acknowledge other cultural knowledges are at risk of being viewed as oppressive and being opposed by individuals who feel disadvantaged (Mthembu, 2018: 198).

Nonetheless, leadership limitations are normally linked to a series of misconducts such as corruption and failure to achieve the desired objective, however, the idea of social order tend to be ignored despite of its significance. This setting was emphasised by Le Vine (1977: 632) when he argued that there are three historical factors that need to be considered when assessing the incompatibility of present African leadership in relation to social change: Firstly, the role, style and image of African political leaders should be viewed in terms of “the idiosyncratic – but

precarious –balance between the expression of a leader’s personality and his [sic] response to the complex of pressures attending and impinging upon his role”. Secondly, that African leaders “adopt role-images that serve to create or maintain ... affect between themselves and their followers to induce submission, acquiescence or support, as well as to satisfy their own role-cognitions”. Thirdly, they advocate the “salience and valence of important symbols” for their status. Furthermore, Mthembu (2018: 198) argue that this situation tend to exacerbate the:

- (a) Satisfying the demands of the proletarianisation process of individuals, people who are denied their way of living (self-reliance), but letting leaders depend on labour market demand for their livelihood.
- (b) Upholding the neoliberal capitalist values.
- (c) Rebuffing education system from inculcating local culture and using cultural studies as a form of pedagogy.
- (d) Dehumanising the self-discovery of the indigenous people’s own social and cultural value systems.

### 5.2 Prospects of multicultural perspective: *Batho-pele* principle

For the feasibility of this project this article will be not in a position to discuss multicultural perspective at length but a summary will be provided in this instance. Nonetheless, the contemporary sociopolitical changes in South Africa coincided with socio-political changes that are observable for upholding the western global social order, especially in the social sphere on three fronts: the rapid use of information technology; the call for an incorporation of previously disadvantaged cultural values including in the education system and subtly entrenchment of the previously and still disputed western value system that are notorious for marginalization of other cultural values specifically the indigenous African values systems (Awajiusuk, 2015: 308). Nevertheless, the post 1994 regime is known for a mandate to redress the past injustices and guarantee of speedily service delivery. In other words, this arrangement tended to raise expectations of the previously marginalized communities in particular the access to natural resources, land, free basic services including low cost housing, access to clean water, connection to electricity grid and guarantee to clean environment. Thus South African government adopted the principles of *Batho-pele* guided by eight principles that are outlined here in this instance:

- *Consultation*: The public should be consulted and be given full and relevant information about the public services they are entitled to receive.
- *Access*: Guarantee of equal access to the services to which they are entitled to.
- *Redress*: The assurance receive sympathetic, positive explanation.
- *Service standards*: The guarantee of quality of public services that they are aware of what to expect.
- *Transparency and openness*: Familiarity on how government departments function and related leadership.
- *Value for money*: Services should be provided economically and efficiently in order to give you the best possible value for money.
- *Courtesy*: Guarantee of fair treatment with courtesy and considerations.

However, despite such commitment from the government but the social reality shows that most municipalities in the country tended to be continuously facing the similar challenges of service delivery protests. Therefore, these challenges suggest a need for thorough examination of relevant structural arrangements and support mechanisms that guide the present leadership in various social structures in the country (Mthembu, 2009). In other words, the failure to

acknowledge the varying guiding cultural moral standards for each society will lead to a failure to bridge challenges that were imposed by colonial center-periphery administration framework that ensured the social arrangements that haunts the “post-colonial” – the democratic era. Nevertheless, other quarters suggest that present leadership especially the previously advantaged social group should be exposed to indigenous African moral standards in order for them to develop knowledge and the idea of mutual respect to better understand and integrate *Batho-pele* leadership standard in their varied social structures (Mthembu, 2009: 2). However, the continuous advocacy of a narrow cultural view point domination will ferment a recipe for leadership crisis as it is experienced at present, where the transformation program is being thwarted by the neoliberal front that seeks to conserve the status quo in the monophonic cultural social system. Conversely, this scenario suggests a need for transformative leadership that will be able to grapple with past injustices and asserting the nations aspirations (Ibid.: 2). This it is suggested that the knowledgeability of the previously marginalized ethos, the African centered leadership approach such as *Batho-pele* will enable the adaptation to the practicalities of each peculiar social setting, but provision of relevant policies, guidelines and appropriate support for its implementation will guarantee its success.

## 6. Conclusion

In view of the present experiences of leadership crisis and the aspiration to bring about social transformation in South Africa, this submission attempted to reveal some of the limitations that inhibit transformation, as well as prospects of approaches that can be adopted to bridge this quagmire in a changing society. Challenges that include the fact that moral shortcomings in the realization of the aspired change, redress of past injustices, the reinstating of ancient African natural world order and service delivery in the leadership structures cannot be separated from the prevailing societal power dynamics. Based on the transformative leadership perspective, it is suggested that it should be a guiding principle in formulating relevant principles that will facilitate the mutual respect of diverse cultural groups in the world. In other words, this perspective is perceived as relevant approach to transformation of leadership in the South African context to deliver on the citizens expectations and to satisfy objectives of a “post-colonial” era, the redress of past social injustices in particular the social structural framework that keeps previously disadvantaged nations in the margins based on the notorious center-periphery arrangement, as per the western new world order. Furthermore, transformative learning components such as psychological, diverse belief systems and varied cultural behavioral aspects are well suited to enhancing leaders’ participation in championing their responsibilities with the multicultural societies such as South Africa and the world. Conversely, the present leadership crisis with the South African institutions and prevalence of a narrow cultural perspective globally, both provide some insights into a need for pluralist/ multicultural moral standards that are likely to be the feature of the world social system in the twenty first century and beyond (Mthembu, 2009: 36). In fact, the social sphere is already in transition from narrow cultural perspective to a pluralist view, by escalating the use and introduction of multicultural elements such language and other artefact will enable the previous advantaged groups in particular leaders a chance to learn and develop a sense of respect of other people and their cultures in forging “a better world”.

Specifically, the blended leadership approach and moral development depend on authentic learning in order to nurture basic, technical and practical skills in this instance. In guaranteeing the success of the transformed leadership, blended cultural learning education will enable the provision of various approaches to ensure improvement of morals and knowledge for leaders, academic and satisfaction of multicultural societal needs. In other words, the recognition and application of varied cultural moral standards will enable global leadership to discover mutual respect of which colonial era denied them by virtues of arrogance that has been demonstrated by “some western leaders”. This scenario recommends the development of relevant guidelines and

policies ensure that leaders in their endeavors develop a transformed society. In addition, the holistic approach is suggested for the development of a transformed social system that take into cognizance of diverse cultural social setting and related social orders. In conclusion, the success of the transformed leadership and the relevant academic support for leaders and society should be an inherent facet of the social milieu. In summary, the continuous failure to incorporate and development of a multicultural social setting will confirm the voice from the previous disadvantaged, black African community that argues that though democracy is highly celebrated for bringing about the current debates on social change or transformation; yet, the social reality seems to suggest the status quo prevail, the continuous domination in the use of the previous advantaged social group values such new world order, subtly enforcement of the use of English language in all social spheres and the western based capitalist economic systems remain observable in South Africa including global sphere.

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