

CHAPTER 7

CONCLUSION AND RECOMMENDATION

This conclusion is differs from the conclusions at the end of each chapter, in the sense that it is the last part of the study concluding the most important arguments put forward in the thesis. It is in this chapter that the testing of the hypothesis will be conducted and a recommendation given. A recommendation is based on important aspects that are worthy of acceptance and as a suggestion that something is suitable for a particular purpose. The recommendation given in this study is in accordance with the results of the research. As recommendations are, in a sense suggestions, such a recommendation could be considered for implementation purposes in the present teaching of Public Management

The procedural aspects in **chapter I** reflect how the study has been carried out. It is important to indicate that such considerations were not only made for the purpose of compiling a scientific document, but for directive purposes. The problem delimitation directed the study with respect to the problem that has been investigated. The significance of the topic and the problem delimitation were discussed to indicate that the teaching of the discipline Public Management needs reconsideration.

On aggregate, an analysis of the development stages (**as discussed in chapter 2**) of the discipline Public Administration concluded that Wilson's study of Administration

represents the educational component of the teaching programme, while Taylor's scientific management represents the training component. An integrated teaching approach should be designed and developed on the premise of both Wilson's study of Administration and Taylor's Scientific Management Movement. Education and training are complementary. An integrated teaching approach that combines Public Management and Public Administration should be more effective. It was indicated that Public Administration could provide knowledge while Public Management could provide skills, and that knowledge and skills should be integrated for holistic reasons in the teaching approach. In the spirit of this discussion, an integrated teaching approach towards Public Management and Public Administration could equip learners with both skills and knowledge. This means that a non-integrated teaching approach focussing on either Public Management or Public Administration would provide only one of the constituent parts. This suggests that the teaching of Public Management at technikons, and at Technikon Southern Africa in particular, should reflect the integration of both components.

The argument raised in **chapter 3** indicated that an inclusive teaching of Public Management and Public Administration is indeed required. It should indeed make provision for a co-operative education model including experiential learning. Co-operative education would ensure that industry and/or the public sector would have an opportunity to make inputs into the instructional programme. Experiential learning would also ensure that learners would receive experiential training that would close the gap that exists between the theory and practice of their studies.

The differences between universities and technikons were identified. It was argued that the separation of technikons from universities in terms of the Technikon Act, 1993 (Act 125 of 1993) and the University Act, 1955 (Act 61 of 1995), perpetuated fragmented teaching that separated the teaching of the skills from the teaching of theories. It has been argued that Public Management was offered by technikons in keeping with their focus on techniques, while Public Administration was offered mainly by universities in line with their more theoretical approach. Such a division is not sustainable in terms of new legislative measures that integrate technikons and universities under the same Higher Education Act, 1997 (101 of 1997).

In **chapter 4**, a classification of knowledge was presented. It was indicated that an integrated teaching approach should equip learners with both the academic and problem solving aspects. The teaching of Public Management that equips learners with either academic or problem solving knowledge, could be regarded as non-integrative. It is essential that academic problem solving knowledge as well as problem solving skills should be the outcome of the teaching of Public Management and Public Administration. The inter-discipline nature of Public Administration implies that it incorporates expertise from related disciplines. This inter-discipline approach would add value to the present teaching of Public Management at Technikon Southern Africa, as it would include expertise from related areas. For this reason, the teaching of Public Management and Public Administration in an inter-discipline context is desirable.

It was further indicated in **chapter 5** that the teaching of Public Administration mainly focuses on the framework of public institutions, while Public Management teaches the utilisation of techniques. An integrated teaching approach should incorporate both. Such a teaching approach could broadly equip learners, after the completion of their studies, with both skills and knowledge of Public Management and Public Administration. For this reason, it would be more appropriate to refer to the subject being taught as Public Management and Public Administration.

Public Management and Public Administration deliberations were linked to the discussion of the politics-administration dichotomy as advanced in **chapter 2**. It was argued that for study purposes politics should be separated from administration. It was, however, indicated that in the teaching of the subject, the political ingredients of the state should be integrated to understand the administrative system of a country.

The general policy for technikon instructional programme advocated by the Department of Education prescribes **A,B and C-type** subject content classification. The **A and B subject** content is more technologically focussed, while the **C-type subject** content is a more theoretical framework. It was argued that both the **A and B type subject** content should constitute a minimum of **sixty percent** to a maximum of **eighty percent**, while the **C-type subject** content should constitute a minimum of **twenty percent**. It was also argued that the teaching of Public Management focussing on management techniques could be classified under the **A and B subject content**, while the teaching of Public Administration could be classified under the **C-type subject content**. It is important to

note that an integrated approach in the teaching of Public Management and Public Administration that incorporates **A,B** and **C subject** content would be more relevant for learners.

The main categories of the managerial and administrative skills that range between conceptual, human relational and technical have been discussed. It was concluded that the teaching of Public Management and Public Administration would ensure that learners are equipped with the required theoretical knowledge and skills after completion of their studies. The appointment of part-time tutors to teach Public Management and Public Administration has been discussed in **chapter 6**. Such appointments are considered imperative to give effect to the integrated approach. A definition of the role of tutors could contribute to improved teaching by combining practically orientated training with the educational teaching. The characteristics of distance teaching were discussed in relation to the present teaching of Public Management. The envisaged integrated teaching of Public Management and Public Administration could be achieved while respecting the particular characteristics of each area. An integrated teaching approach does not require a change to the distance mode of instruction, but rather expands teaching within the parameters of distance teaching.

An integrated teaching of Public Management and Public Administration will empower learners to operate effectively and efficiently in the public sector. The hypothesis has therefore been tested and the results found to be positive. It is recommended that the teaching of Public Management at technikons should, in theory and in practice, be re-

designed to such an extent that it can be referred to as Public Management and Public Administration.