

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 Introduction

The teaching of Public Administration in South Africa is undergoing drastic changes. Such changes are echoed by both academics and practitioners of public administration. Both academics and practitioners should interact to ensure that changes that are introduced in the teaching of Public Administration are relevant. For this reason, clarity pertaining to their (academics and practitioners) respective roles should be obtained. As discussed in **chapter 3**, academics and practitioners should interact while they compile study materials for teaching purposes. Should this be carried out, the teaching of Public Administration will be more effective.

The teaching of Public Administration should be needs driven in order to produce academics and practitioners who can serve the public in an effective and professional manner. The new constitutional dispensation has brought broader with it a recognition of the field of Public Administration. In essence, the Constitution of the Republic of South Africa, 1996 (Act 108 Of 1996), contains fundamental guidelines and principles that brought directives and recognition of the field of Public Administration, as outlined in chapter 10. However, particular factors in the traditional approach to the teaching of Public Administration that inhibits this recognition will be dealt with in this thesis. These include inter alia the replacement of the discipline Public Administration with Public Management at technikons.

1.2 Problem delimitation

The teaching of Public Administration in South Africa's higher education institutions is surrounded by controversial arguments pertaining to its relevance to societal needs. Schwella (1991: 25) writes that the dominant administrative function approach to the teaching of Public Administration in South Africa suffers from serious relevancy problems. It does not sufficiently consider the needs of the society or of the profession. The New Public Administration Initiative (NPAI) and the Mount Grace meeting concluded (1991:23) that the teaching of Public Administration is in a crisis, in that it is too descriptive and it lacks sufficient analytical, explanatory and predictive techniques. It is reductionist in that it largely restricts the teaching of Public Administration to administrative functions. It ignores other dimensions of and approaches to governance. The practice of public administration in South Africa historically suffers from racial and gender imbalances associated with the previous government's policies and administrative systems. It is associated with the previous apartheid administrative arrangement (The New Public Administration and the Mount Grace Meeting, 1991:23). In support of the problem and attempts to address it, Botes et al. (1992: 169) write that efficiency of the public sector can be reduced to business principles. This will result in the principles of business management being applied to the public sector in order to make the public service more efficient. However, the public sector is too complex to simply apply business principles without acknowledging its societal commitments. The year 1997 has been a transitional year at Technikon Southern Africa pertaining to the teaching of Public Administration, as the name of the discipline *Public Administration*

was replaced with *Public Management*. This change affected not only the name but also the content. Although the change was still in its infant stage during 1997 and subsequent years, the following is an example of the envisaged 2001 re-curriculation that denotes a focus more on Public Management than on Public Administration:

Figure 1.2.1 The 2001 Curriculum of Public Management at Technikon SA

Certificate	Diploma	Degree
Public Resource Management I	Public Financial Management II	Public Financial and Procurement Management III
Public Office Management I	Public Human Resources Management II	Public Human Resources Management III
Public Information Services I	Public Information Practices II	Management of Information III
Public Service Delivery I	Procurement and Logistics Management II	Intersectoral Collaboration III
Self Management I	Fundamentals of Research II	Programme Management III
Public Decision Making	Project Management II	Policy Studies III

(Technikon Southern Africa , 1999:1)

According to Verster et al. (1982:80), curriculum means “whole way” or the planned route which someone must cover to progress in a specific respect from not knowing to knowing, or from unable to able. This means that the outlined curriculum shows the planned route of progression that needs to be followed in the teaching of Public Management. It can be deduced from the curriculum outlined above that the new Public Management differs tremendously from Public Administration. Public Administration was dominated more by the generic administration function (**See the content of Public Administration in chapter 4 figure 4.4.1**). There are close similarities between this curriculum and what is outlined in **chapter 5 figure 5.2.1** regarding clarity on what Public Management should consist of.

The immediate question that crops up is, what is the rationale for replacing *Public Administration* with *Public Management*? The question to be addressed is how integrated is the teaching of Public Management as compared to that of Public Administration? Why not Public Management and Administration? This study attempts to find answers to these questions and to determine whether an integrated approach could resolve the apparent anomalies.

1.3 Significance of the topic and the problem

The topic under investigation, “*The teaching of Public Management at technikons with specific reference to Technikon Southern Africa*” is significant and relevant. The Cassell Encyclopedia Dictionary (1991: 1461) defines teaching as an act of giving

lessons to impart knowledge and skills concerning a specific subject. In the case of Technikon Southern Africa, the act of teaching (giving lessons) is carried out by lecturers and tutors through a distance mode of instruction as discussed in **chapter 6**. While guided by the hypothetical statement as indicated in **heading 1.5**, the teaching of Public Management will be discussed in relation to the evaluation of the content of Public Administration.

According to Treece and Treece (1986:66), a research topic and problem formulation should not be too extensive, and should be limited to one aspect. The problem may be so broad that only one segment at a time can reasonably be investigated. The remaining segments may be worthy projects for future study. The topic under investigation is not so broad that it cannot be covered in one study. It was selected taking into account its originality, topicality and its practical feasibility outlined as important considerations by Huysamen (1994:188). Huysamen's (1994:188) opinion is that doctoral research is required to represent a meaningful contribution to the particular field of study. The topic should preferably be sufficiently limited in scope without triviality, and it should promote interest in the study. The results of the investigation will contribute to the content of the present teaching of Public Management at technikons.

According to Wimmer and Dommick, (1987: 24 and 260) a study which does not further the solutions of problems and provide answers to, for example, the discipline Public Management, has little value beyond the experience the researcher acquires from conducting such a study. The suitability of the topic as a practical consideration has

been taken into account, as advocated by Fraenkel and Wallen (1993: 23, 26-27) who state that feasibility is one of the characteristics of research. Further important requirements are that key terms should be defined. The terms should be defined constitutively, i.e. a dictionary approach, and operationally, which requires that researchers specify actions or operations necessary to measure or to identify the terms, as well as defining by examples. In this study, provision is made for both the operational and dictionary approaches. Where it is considered imperative, definitions by examples have been provided.

According to Polit and Hungler (1995:43), problems that are in need of solution or that excite curiosity are relevant and interesting. They generate more enthusiasm than abstract and distant problems inferred from theory. The problem should be researchable and suited to the particular research topic. Judging the worth of a problem is often a matter of individual values and subjective opinion (Donald *et al.* 1990:51-53). From the problem delimitation outlined above, it can be deduced that the questions of curiosity, relevance, and generation of enthusiasm have been considered in the formulation of the topic and the problem statement.

1.4 Purpose of the investigation

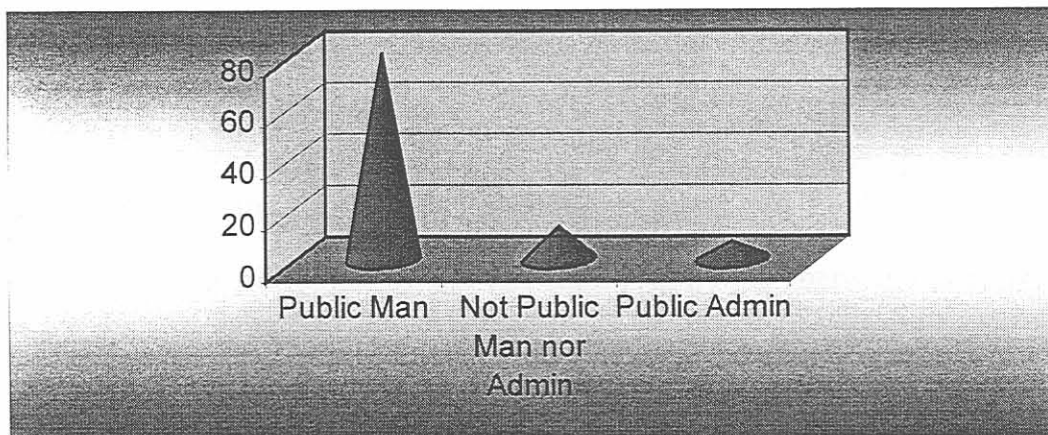
The purpose of the investigation is to inquire into the “teaching of Public Management at technikons with specific reference to Technikon Southern Africa”. The technikons under investigation are mentioned below.

1.4.1 Figure 1.4.1. Technikons under investigation

CAPE TECHNIKON	EASTERN CAPE TECHNIKON	TECHNIKON FREE STATE	MANGOSUTHU TECHNIKON	ML SULTAN TECHNIKON
TECHNIKON NATAL	TECHNIKON NORTHERN GAUTENG (PUBLIC ADMINISTRA TION)	<u>TECHNIKON</u> <u>SOUTHERN</u> <u>AFRICA</u>	PENINSULA TEHNIKON	PORT ELIZABETH TECHNIKON
TECHNIKON PRETORIA	TECHNIKON NORTH WEST	VAAL TRIANGLE TECHNIKON (WILL TEACH PUBLIC MANAGEMENT FROM 2001)	BORDER TECHNIKON	WITS TECHNIKON (NOT TEACHING PUBLIC ADMIN OR PUBLIC MANAGEMENT)

The majority of these technikons confirmed that they teach Public Management and not Public Administration. They further indicated that their National Diploma in Public Administration is being phased out, to be replaced with a National Diploma in Public Management. Technikon Northern Gauteng has indicated that it is offering Public Administration and not Public Management. The latter is included in the table above because an integrated approach could also impact on its teaching of Public Administration. Technikon Witwatersrand does not teach either Public Administration or Public Management. The Vaal Triangle Technikon is presently not involved in the teaching of either Public Administration or Public Management, but the institution indicated that it will be introducing the teaching of Public Management from 2001. The following depicted cone chart graphically reflects the percentage of technikons that are involved in the teaching of Public Management.

1.4.2 Figure 1.4.2. Percentage of technikons that teach Public Management



This implies that **eighty percent** of the technikons in South Africa are presently teaching Public Management, while **thirteen percent** of them do not teach either Public Management or Public Administration. **Seven percent** teach Public Administration and not Public Management. The implication is that the teaching of Public Management at technikons is predominant. Specific reference is made to **Technikon Southern Africa** due to the fact that among all technikons, it (Technikon Southern Africa) has been the leader and convener in the Public Management paradigm. In addition, it is the only technikon that operates a distance mode of tuition. There are two purposes for research, according to Treece and Treece (1986:57), namely, what the researcher hopes to achieve, and why the researcher undertakes the study. The definite statement “**the teaching of Public Management at technikons with specific reference to Technikon Southern Africa**” serves as an answer for the “what” and the problem delimitation as outlined on **page 2** answers the “why” of the study.

1.5 Hypothesis

Technikons in South Africa, and particularly Technikon Southern Africa, require an integrated teaching approach to Public Management and Public Administration to equip learners with the knowledge and skills required to operate effectively.

1.6 Type of investigation

The study under investigation is of an evaluative nature. Evaluative research refers to the purpose for which research is conducted. It differs from experimental or archival research because these are research methods and do not reflect purpose (Dane, 1990: 307). A key variable of an evaluative research undertaking is to measure the outcome or response variable. If an educational programme is intended to accomplish “something”, one must be able to measure that “something”. Besides making the measurement relevant to the outcome of a programme, it is also necessary to measure the programme intervention and the experimental stimulus (Babbie, 1989: 326 and 329). In this study, the teaching of Public Management at technikons will be evaluated within the integrated parameter that is envisaged in the hypothetical statement. The methods that are used to evaluate learners’ performance at Technikon Southern Africa will be evaluated. According to Achola and Bless (1988: 47), the importance and the necessity of evaluative research is evident, be it when developing a project, when planning the different steps and methods to reach the goal of a project, or when the project has been carried out and its effects on social reality have to be assessed. A detailed discussion of these steps has been provided in **chapter 5**.

“Summative” and “formative” are manifestations of evaluative research. Summative evaluative research focuses on the effectiveness of a programme. It is an assessment of the outcome of a programme. This type of evaluative research may be useful in making decisions about whether to continue with a programme or to terminate it, or whether to

consider required improvements. Formative evaluative research focuses on diagnosing areas of a programme that are weak and making recommendations for improvement. Formative research does not necessarily indicate whether the programme should be cancelled or continued, but specifies what should be done differently (Reaves,1992:12). In this study, both formative and summative evaluative research will be applied to investigate the present teaching of Public Management. Summative evaluative research could assist in identifying possible improvements to the present teaching of Public Management. Formative research could diagnose areas of the present teaching of Public Management that are weak and require strengthening. This implies that should weaknesses be identified in the present teaching of Public Management at technikons, recommendations could be made to alleviate the identified weaknesses and enhance the content of the discipline being taught.

Achola and Bless (1988:47), conclude that formative evaluation research takes place at an early stage, i.e. the stage of formation. Dane (1990: 310) further highlights that in any evaluation project, defining the problem is the first step. Questions such as: What the present situation is?, and what about it? should be the target of the evaluation. This requirement is met as the problem has been defined and explained. This research will analyze the “gap” that could exist in the present teaching of Public Management at technikons. Should the teaching of Public Management at technikons be found to be disintegrative, recommendations will be provided to fill the gap.

1.7 Limitation of the study

This research is limited to the teaching of Public Management at technikons, with specific reference to Technikon Southern Africa. However, references will be made to other higher education institutions where it is necessary to substantiate specific arguments. It is considered important to incorporate a broader teaching environment for Public Management and Public Administration. The origin of the teaching of Public Administration in South Africa will be linked to selected higher education institutions. The teaching of Public Administration at Technikon Southern Africa and other developments that led to the replacement of the discipline Public Administration with Public Management will be referred to. Other developments taking place outside the jurisdiction of the teaching of Public Management at technikons will, where applicable, be brought into the study. It is important to note that no higher education institution operates in isolation.

1.8 Ethical considerations

In carrying out this study, the academic freedom of scientific research as entrenched in the Constitution of the Republic of South Africa: 1996 (Act 108 of 1996) section 16 (1) (d), has been exercised within the context of ethical considerations. As this study is evaluative in nature and scope, there are, according to Dane (1990:318), ethical considerations which should be observed. Evaluative research serves three masters, namely; the researcher, the programme clients and the programme administrators.

These three masters share common goals of obtaining sufficient information to decide the most effective way to implement the teaching programme. However, they might have different and competing interests. For example, the researcher might intend to complete a high quality research project, the staff members might want to function effectively and efficiently and the administrators might require a low cost, favorable evaluation of the teaching of Public Management. It is essential to consider ethical questions because the situation surrounding three masters could tempt the researcher to be biased and accommodate one master at the expense of the others. Ethical considerations were observed in carrying out this study to overcome any such temptation. The Code of Ethics for Research at Technikon Southern Africa (Technikon Southern Africa,1997) which constitutes Technikon Southern Africa's policy governing ethical principles of research as ratified by the Academic Board meeting of 23 April 1997, was studied to determine ethical considerations.

According to Macburney (1994:373-374), the decision to conduct research often presents a conflict between three sets of values. The conflict is between the commitment of the researcher to expand knowledge and the potential benefit the research may have for society or a section of society, and the cost of the research to the participants. This conflict could best be addressed by ethical considerations. Institutional approval should be regarded as an important ethical consideration in that the researcher should obtain approval from the host institution prior to conducting research. Permission to conduct this study has been obtained from the Qualification

Committee of the Technikon Southern Africa and the then Executive Director of the Programme Group: Public Management and Development.

Unlike a university, Technikon Southern Africa has academic divisions rather than faculties. An academic division consists of a number of Programme Groups. The Programme Groups focus on specific careers with qualifications ranging in levels from technikon certificates to national diplomas (Technikon Southern Africa, 1996:1).

A Programme Group is a multidiscipline academic division, that is, it is programme and not subject driven. Gillard (1998:9) defines a programme as a planned and coherent (not necessarily uniform) set of teaching and learning activities, pursued to depth in one or more specialization fields, at one or more qualification levels. Its association with learner development is central to both the usefulness of a programme as a planning unit, and as a symbol of technikon level education. The determining element is a strong programme. As compared to academic instructional design, a programme is more programmatic in nature and scope. Gillard (1998: 9) further denotes that a programme-based approach to course design is in line with international trends, and includes academic debates, about what graduates should be able to do as well as learners' aspirations. The question of transferable skills and how degrees and diplomas qualify learners for the job market is of important consideration. It also includes academic debates about the nature of knowledge and relationship between disciplines.

The rights of the respondents were protected as the instrument (questionnaire) to collect data was designed in such a way that no personal particulars of the respondent were required (See Annexure A). Polit and Hungler (1995:117) write that when humans are used as subjects or respondents in investigations, care must be exercised to ensure that their rights are protected. A distinction should be made regarding whether a participant in a planned study will be a “subject at risk” or a “subject at minimal risk” (Fraenkel and Wallen, 1993:34). This means that it was deemed right and proper not to include the personal particulars of the respondents for ethical reasons. Participants are free to decide whether or not to participate in the research, and they may at any stage withdraw if they choose to do so (Reaves, 1992:52). The respondents in this study were involved in research with their knowledge and consent. The experience of Achola and Bless (1988:88) is that throughout the process of data collection, the challenge of persuading participants to co-operate with the researcher is ever present. Lack of co-operation could lead to non-response, to incompletely filled out questionnaires and unreliable results. While lack of co-operation can be disastrous in a research project, participants have the right to refuse to take part, and the researcher should respect this right. The nature and purpose of the research were explained to the respondents. As indicated in the questionnaire, the research is for study purposes only. Those who responded have done so willingly. The research has been characterized by the joint participation of both the researcher and the participants.

1.9 Literature review

A literature review is defined as the documentation of a comprehensive review of published and unpublished work from secondary sources of data in areas of particular importance to the research. The importance of the literature review in this study is that viewpoints that could have an impact on the research problem were considered. The literature review ensures the inclusion of important viewpoints which could be regarded as variables that are likely to influence the study. A clearer picture emerges as to which variables are the most important to consider, and why they should be considered important to solve the problem. The literature review ensures that testability and replicability of the findings of the current research are enhanced, and that the problem that is investigated is perceived by the scientific community as relevant and significant (Serakan, 1984: 37-38).

The Human Sciences Research Council (HSRC) was consulted during 1996 and 1997 to overcome the temptation that Achola and Bless (1988:23) noted in writing that the impression is often created that nothing has as yet been written on the selected topic. The HSRC has provided a list of the topics that were under investigation during that time, and of those that had already been completed.

1.10 The questionnaire

A questionnaire has been used as an instrument to collect the required data relevant to the purpose of the investigation. The usage of a questionnaire as a tool to collect data was prompted by the statement of Treece and Treece (1986:277) that a questionnaire is a convenient aid to test reliability and validity. If a construct is measured by means of a particular instrument, it should yield comparable measurements for the same individuals irrespective of when the instrument was administered, which particular version of it is used and who is applying it (administering and scoring). According to Serakan (1994:173), reliability refers to the extent to which the scores obtained may be generalized over measuring occasions, test forms and tests. The reliability of test scores may be defined as the proportion of the variance of observed scores which is due to true score. Accordingly, the following equation applies:

$$\text{Reliability} = \frac{\text{true score variance}}{\text{observed score variance}}$$

The reliability of a measuring technique indicates the stability and consistency with which the instrument measures the concept and helps to evaluate the value of the technique (Serakan, 1994:173).

There are two different kinds of questionnaires, namely an open-ended questionnaire and a close-ended questionnaire (Macburney, 1994: 194). An open-ended questionnaire

permits the respondents to answer in their own words, while a close-ended questionnaire limits the respondents to the alternatives determined in advance by the designers of the questionnaire. Therefore, a close-ended questionnaire was selected, in keeping with Klimoski's (1991:346) requirement that the decision to use a close-ended or open-ended questionnaire is determined by the types of the respondents, the purpose of research and the types of questions. Where the respondents are likely not to be involved, a close-ended questionnaire would be appropriate. The composition of the respondents and the purpose of the research therefore necessitated the usage of a close-ended questionnaire. However, there was one follow-up question that was open-ended in **Parts A and B** of the questionnaire, as necessitated by the responses required by the question.

There are fewer respondents who answer "don't know" or fail to answer at all in close-ended questions. A close-ended questionnaire contributes towards meeting a return date, since frustrations over a single question can lead the respondents to discard the questionnaire. The answers are relatively complete and a minimum of irrelevant responses is received. In a close-ended questionnaire, the respondents find it easier to answer, as they merely have to choose a category as an answer. Formulating an original answer on an open-ended question can impose challenges. In constructing the questionnaire, relevance was an important consideration in the sense that the questions that form part of the questionnaire had to be relevant to the study (Bailey, 1982: 106, 107 and 118).

In designing a questionnaire, Macburney (1994: 194) suggests that it is essential to establish what it is intended to accomplish. In this case, it was stated clearly that the questionnaire was for study purposes (**See Annexure A**). (Macburney, 1994:194) further states that there is a tendency amongst researchers to design and administer questionnaires without taking into account the purpose of the survey. A researcher should consider the appropriateness of the terminology. The level of terminological difficulty depends upon the learning level of respondents. In this study, one questionnaire was compiled with two different parts (**See Annexure A**). **Part A** was directed to the lecturers within the Programme Group: Public Management and Development at Technikon Southern Africa. **Part B** was directed to the part-time tutors appointed by regional and branch offices of Technikon Southern Africa in collaboration with the Programme Group. It is important that questions do not exceed the learning level of the sample. Respondents may be embarrassed to admit that they do not understand a term, and may give any answer rather than request clarification. It was taken into account that the meanings of some words may be known only to highly educated respondents or may have different meanings to different people. The questionnaire was compiled to be as simple as possible, to avoid ambiguity and to ensure that all terms in the questionnaire could be easily understood.

1.11 Pilot study and pre-testing of the questionnaire

A pilot study is defined by Treece and Treece (1984 : 378) as a preliminary investigation to test the validity of a questionnaire. During the pilot study the questionnaire is pre-

tested. Comparatively, pre-testing is the process of measuring the effectiveness of the instrument and a pilot study is the preliminary small scale trial run of the research study. A pilot study provides an opportunity to detect errors and flaws in the intended instrument to be used for the gathering of data. The mistakes and errors detected in the pilot study can then be eliminated (Treece and Treece,1984: 378 and 381). The questionnaire to collect data was pre-tested before it was used for final collection of data. The suggestions made by tutors and lecturers involved in the pilot study were recorded and implemented for the benefit of the study.

1.12 Interviews

Guy *et al.* (1987:243-249) identify telephonic, face to face and the mailed questionnaire as kinds of interview techniques. These techniques have been evaluated, and the face to face interview technique was selected in respect of the lecturers involved in the present teaching of Public Management at Technikon Southern Africa. All **twelve lecturers** involved in the teaching of Public Management at Technikon Southern Africa were interviewed. Bailey (1987:174) observes that the face to face interview tends to have a better response rate than the mailed questionnaire. It is flexible, as an interviewer can probe for specific answers and can repeat a question when the respondent misunderstands. An interviewer is present to observe non-verbal behavior and to evaluate the validity of the respondent's answer. The interviewer can standardize the interview environment by making certain that the interview is conducted in privacy. The question of exercising control over questions and ensuring that the respondents do

not answer the questions out of sequence of the questionnaire can be prevented in a personal interview. The interviewer can ensure that all the questions are answered honestly, and a more complex questionnaire can therefore be used in the interview study. Given the above benefits, the face to face interviewing technique was considered most appropriate to the purpose of this study.

With regard to the part-time tutors appointed in the regions, telephonic interviewing was adopted, as this was deemed expedient in a study of this nature. **Fifty-four percent** of the part-time tutors appointed in 1999 were telephonically interviewed. The respondents' responses were recorded. According to Kidder and Judd (1986:102), telephonic interviews elicit from the respondents a greater perception of anonymity, and this may result in greater honesty and fewer false responses. The results of the telephonic interview as collected from the part-time tutors can be accepted as valid. The basic information required from learners was obtained from the information technology system of Technikon Southern Africa, as captured from the learners' registration form. The information was analysed and interpreted where required. It is for this reason that registered learners were not interviewed. As implied by the research topic, the central focus of this study is on the teaching rather than on study. For this reason, it was not considered imperative to interview learners in this research.

1.13 Population and sample

According to Wimmer and Dominick (1987 :70), two kinds of sampling methods exist, namely probability and non-probability methods. A probability method is selected according to mathematical guidelines whereby the chance for selection of each unit is known. A non-probability method of sampling is not focused on the guidelines of mathematical probability. However, the most significant characteristic distinguishing the two types of sampling is that probability sampling allows researchers to calculate the amount of sampling error present in a research study, while non-probability sampling does not.

There are different kinds of non-probability sampling methods. The convenience non-probability method, also referred to as “available sample”, was selected in relation to the respondents. Non-probability samples that are unrestricted are called convenience samples. The convenience sample is a useful procedure, although it provides no control over precision (Sieberhagen, 1994: 2, 273-274). It is less complicated and economical (Zikmund,1994:341).

The selection of the non-probability sample was guided by the views of Wimmer and Dominick (1987:701) who argue that the decision to use a probability or a non-probability sample should be shaped by the following four guidelines:

1.13.1 Cost versus value

The sample should produce the greatest value for the least investment. If the cost of a probability sample is too high in relation to the types and quality of information collected, a non-probability sample is a possible alternative (Wimmer and Dominick,1987: 701). Therefore, for the purpose of this investigation, a non-probability sample was used.

1.13.2 Time constraints

In many cases, preliminary information is collected within strict time constraints imposed by the sponsoring institution or government department, management directive or publication guidelines. Since probability sampling is often time consuming, a non-probability sample may be appropriate if findings are required within a specific time frame (Wimmer and Dominick,1987: 701).

1.13.3 Purpose of the study

Some studies are not designed for generalization to the population, but rather to investigate variable relationships, or to collect exploratory data for designing a questionnaire. A non-probability sample is often appropriate in such situations. According to Serakan (1992: 229), probability sampling designs are used when the representatives of the sample are important for the purpose of wider generalization.

When time or other factors rather than generality become critical, a non-probability sample is generally used. In a non-probability sample, there is less concern about whether the sample fully reflects the targeted respondents (Cooper and Emory,273-274.). However, in this study, although the sampling method used was non-probability, the representivity of the sample was considered for the reason of statistical significance.

1.13.4 Amount of error allowed

In preliminary studies, where error control is not a prime concern, a non-probability sample is usually adequate (Wimmer and Dominick,1987:701). Bearing in mind the nature of the research, a non-probability sample was therefore used.

1.14 Analysis of data

Although data can be analysed and tabulated by hand, according to Treece and Treece (1986:411), this can be inefficient and time consuming. The computer was used to analyse data collected from tutors. Huysamen (1994:195) argues that computers can perform time-consuming and complicated computations. They can accurately execute highly complicated and time consuming manipulations in a matter of seconds at relatively low cost. According to Wimmer and Dominick (1987: 409), data analysis can be difficult without computers. Researchers rely on computers to retrieve and analyse rating information. The computers can save the researcher a great deal of work, and it is a useful aid for the researcher. It is thorough and complete in its operations and

can calculate more rapidly and accurately than human mathematicians. However, data collected from lecturers was analysed by hand, since only **twelve** lecturers were interviewed, and the number of questionnaires made this manual procedure feasible.

1.15 Sequence

The orientation to the study is outlined in this **chapter 1** to indicate the entire process that has been followed to execute the study. It was essential to design an effective plan of action to map out the study. A theoretical framework for the teaching of Public Administration is presented in **chapter 2**. The theory and practice of technikon teaching is discussed in **chapter 3** to contextualise technikon teaching as distinct from university teaching. The content of the Public Administration syllabus of Technikon Southern Africa is discussed in **chapter 4**, leading on to a discussion of the teaching of Public Management and Public Administration in **chapter 5**. Distance teaching, a mode of instruction adopted by Technikon Southern Africa which differs from the conventional method of classroom teaching practised by the residential technikons mentioned in this chapter, is discussed in **chapter 6**. Conclusions and recommendation emerging from the study are discussed in **chapter 7**.

1.16 Conclusion

The procedural aspects discussed above reflect the way in which this study has been conducted. It is through careful consideration of all the procedural aspects that a study is

successfully completed. It is important to indicate that such considerations were made not only for the purpose of compiling a scientific document, but for directive purposes. It is through careful implementation of recommendations that are expressed in the text that the teaching of Public Management at Technikon Southern Africa can be carried out purposefully.

The problem delimitation of the study directs the study to the problem that requires investigation. The study has been conducted within the parameters of the specified problem. The significance of the topic (**The teaching of Public Management at technikons with specific reference to Technikon Southern Africa**) and the problem delimitation are discussed to consolidate both the topic and the problem. The evaluative nature of the study with respect to its purpose is explored. This is followed by the hypothetical statement that will be tested as the study develops. The manner in which the question of ethics has been considered is outlined, with an indication of how primary data has been collected.