

CHAPTER 3

THEORY AND PRACTICE OF TECHNIKON TEACHING

3.1 Introduction

The following discussion concerns the theory and practice of technikon teaching with reference to the teaching of Public Management. The theory and practice of technikon teaching is evident in the characteristics that distinguish technikon from university teaching. The qualification structure of technikon teaching is established to determine learners' progress within the rules and regulations governing such progression. The qualifications of the lecturing staff will be investigated to evaluate their academic competencies in relation to the contributions they could make in assisting learners to progress through the various levels of study to achieve their required educational qualifications.

3.2 Background

It is important to note that the Higher Education Act, 1997 (101 of 1997) repeals the entire University Act, 1955 (Act 61 of 1995) and the Technikon Act, 1993 (Act 125 of 1993) as well as the Tertiary Education Act, 1988 (Act 66 of 1988). However, section 72(1)

stipulates that any technikon which was established or is deemed to have been established in terms of the Technikon Act, 1993 (Act 125 of 1993) and that existed immediately prior to the commencement of this Act, is deemed to be a technikon established in terms of the Higher Education Act, 1997 (101 of 1997). According to section 72 (2) of the Higher Education Act, 1993 (Act 101 of 1997), any university or technikon established or incorporated by a private act of Parliament continues to exist in terms of such private act and is deemed to be a university established in terms of that Act. This means that the existing technikons in South Africa are still lawful under the Higher Education Act, 1997. Section 71 of the Higher Education Act, 1997 (Act 101 of 1997) provides for the transitional and other arrangements by stipulating that the existing statutes and rules of a public higher education institution in force at the commencement of this Act continues to apply to the extent that such statutes and rules are consistent with this Act. This implies that rules and regulations governing technikons and universities are still applicable in relation to Higher Education Act, 1997 (Act 101 of 1997).

3.3 Origin of technikons

Nelson (1996/1997:27) observes that in South Africa, technikons originated in 1958 when the “T” courses for the national diploma for technicians in engineering as well as other diplomas in the field of study of engineering were offered by the then Colleges for Advanced Technical Education (CATE). The colleges for advanced technical education (CATE) also offered the secondary level “N” courses for artisan training. The colleges gradually changed their objectives and course contents to satisfy the changing needs of

industry. The “T” courses reached a higher level of education than those offered by technikons in 1981. The “N” courses were only offered by technical colleges. The name “Colleges for Advanced Technical Education” was not widely accepted and was changed to what is known today as “Technikons”. This was legislated by the Advanced Technical Education Amendment Act, 1979 (Act 43 of 1979). The Act amended the Technikons Act, 1967 (Act 40 of 1967). The equivalents of Technikons in South Africa are Polytechnics in the United Kingdom and Institutes of Technology in the United States of America (Nelson, 1996/97 : 27).

The term “**technikon**” is derived from the Greek noun technikos with the feminine form being technike and the neutral technikon. In this case, technikon is a noun that can be used for anything related to techniques or technology as an art in any form. It is customary to use the adjective as a noun (Pittendrigh, 1985:279). The New Lexicon Webster’s Dictionary of the English Language (1992:HP-16) explains that nouns can be formed by two other nouns and are written as one word either by repeated usage or because as one word they better express a single thought or idea. The noun “technikon” expresses a single thought or idea. According to Goodey (1987:86), the Greek term techne refers to artistry, skill or dexterity. The suffix kon changes the adjective into a noun.

The Technikon Republic of South Africa (since 1993 known as Technikon Southern Africa) was established as an autonomous tertiary education institution in 1980 under the House of Assembly as the only distance education technikon in terms of the Technikons

Act, 1967 (Act 40 of 1967) (Technikon Southern Africa, 1996:11). It functioned as the external study facility of the Technikon Witwatersrand. It came into existence as a result of the report of a committee appointed by the then Minister of National Education to investigate the need for, and desirability of a technikon providing distance education (South African Institute of Distance Education, 1985:8). The change in name coincided with the political and economic changes that took place in South Africa at the time. It was transformed from a predominantly white Afrikaans-speaking educational institution to an educational institution that serves society (Technikon Southern Africa, 1996:12).

3.4 Characteristics of technikon teaching

According to Technikon Southern Africa (1995:1-2), the following are some of the characteristics of technikon teaching that are widely acknowledged:

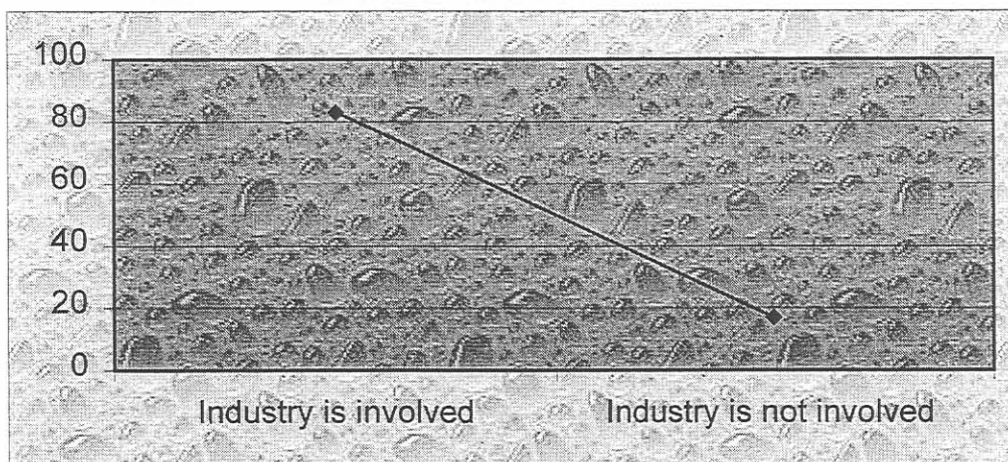
- co-operative education;
- experiential learning and
- career orientation.

These characteristics are discussed in the following paragraphs. The effects of these characteristics in the envisaged integrated teaching of Public Management and Public Administration at technikons will be analysed with specific reference to Technikon Southern Africa.

3.4.1 Co-operative education

Buitendacht (1995:1) writes that co-operative education lies at the heart of technikon teaching. It refers to the co-operation between a specific industry and technikons to develop study programmes that are directly related to the need(s) of the employer. Accordingly, a specific industry identifies specific training needs. The industry presents the need to technikons in the form of a competency profile. Together with industry's experts, technikons develop learning programmes focussed on the needs that have been identified (Buitendacht, 1995:1). This means that technikons do not develop study materials on their own without inputs from the industry. In the case of Public Management and Public Administration it is expected that the public sector should be approached to obtain inputs. The following graph reflects the situation regarding the involvement of industry:

Figure 3.4.1.1 Industry involvement



The graph above reflects **eighty-three percent** of the interviewed lecturers who confirmed that industry was involved in compiling study materials, while **seventeen percent** reported that there was no industry involvement. The National Advisory Committee on Public Management is specifically involved when such study materials are compiled as stated above. Lecturers who reported no industry involvement while compiling study materials were a minority of **seventeen percent**. Industry involvement would facilitate the exposure of management techniques from the practical point of view and not only from the theoretical point of view.

Joint ventures between technikons and public institutions could be required to fulfill co-operative education practices. This requires that the Programme Group: Public Management and Development at Technikon Southern Africa should establish ties with the industry in all three spheres. Co-operative education, as argued in this discussion, acknowledges an integrated teaching of Public Management and Public Administration as discussed in **chapter 5**. It further suggests that such an integrated teaching should indeed incorporate the co-operative education model as outlined above. The teaching of Public Management and Public Administration could be regarded as integrated in the sense that both management techniques and the theoretical framework provided through public administration forms part of the teaching. However, if such an integrated teaching excludes co-operative education, it could again be regarded as non-integrated.

Technikons should consult with public institutions, employers, trade unions and professional institutes on the manner in which the teaching of Public Management and

Administration should be carried out. Unless inputs from individuals and professional bodies are embodied in the teaching and incorporated in the course content and standards, technikons could fail to satisfy the needs of the industry or public sector (Pittendrigh, 1988:313). Industry or the public sector want education and training programmes that emphasise basic skills, teamwork, practical experience and problem solving. Industry or the public sector would want to be consulted on programme design. Both sectors of the economy want to make inputs in the teaching of Public Management and Public Administration (Powers et al. 1988:169). The Certification Council for Technikon Education (1998:5) attests to the fact that the needs of the specific industry or segment should be taken into account when compiling instructional programmes. The Certification Council for Technikon Education therefore encourages consultation with industry or the public sector. The impression created thus far is that the compilation of programmes for Public Management and Public Administration that excludes industry or the public sector could be irrelevant to the needs of the employer(s).

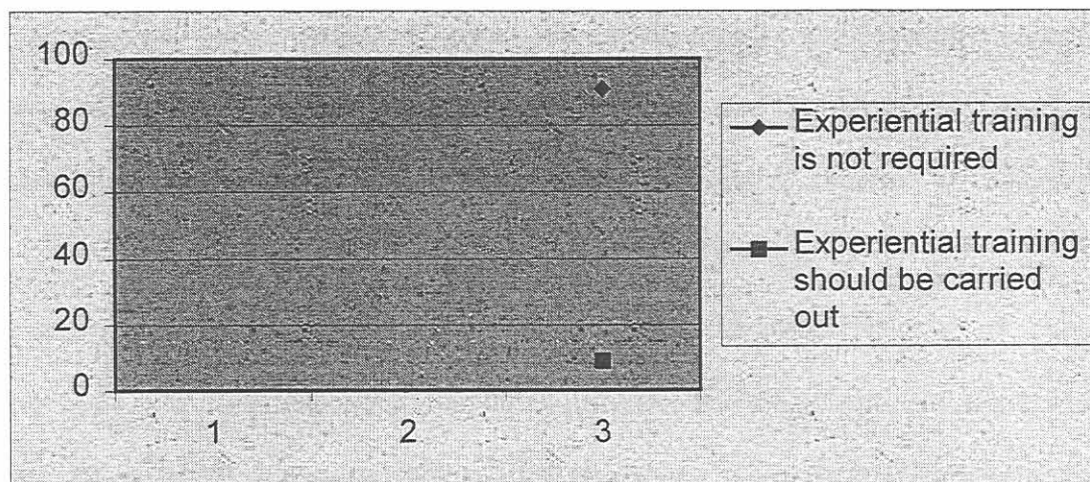
In order to create successful partnerships with industry, both technikons, industry or the public sector in all spheres should decide what they require from each other to build consensus among institutional constituencies regarding goals and internal changes that would be required to satisfy existing needs. It is essential for technikons to determine the needs of a specific industry in the areas of education and training. The development of new programmes should be effected and efforts should be intensified to inform industry or the public sector regarding study programmes technikons intend to offer (Chimura,1986:58). An integrated teaching of Public Management and Public

Administration at Technikon Southern Africa should indeed be geared towards the production of graduates that satisfy the needs of the public sector at all levels.

3.4.2 Experiential training

Experiential learning engages learners in a unique relationship between the actual workplace requirements and those of a higher education institution like Technikon Southern Africa. The experiential learning should be a structured and supervised experience for which a public management and administration learner, for example, can earn practical credit (Robert *et al.* 1985:11). Section 14 of the Skills Development Act, 1998 (Act 97 of 1998) stipulates that Sector Education and Training must develop a sector skills plan within the framework of the national skills development strategy. Sector Education and Training should implement its sector skills plan by establishing learnerships and approving work-place skills plans as well as by promoting learnerships by identifying work-places which are suitable for practical work experience. According to Matthews *et al.* (1992: 3), experiential learning is work-based. It is not an education and training model with a fixed syllabus learned within the classroom. In competency terms, experiential learning implies that it is outcomes based.

Figure 3.4.2.1. Experiential training requirement



Ninety-one percent, as shown in the depicted line chart, represents the interviewed lecturers who indicated that the subject Public Management does not require learners to attend experiential learning, while **nine percent** indicated that experiential training should be carried out. **Ninety one percent** of those who responded that learners are not required to attend experiential learning further indicated that learners are only required to master theoretical aspects and that an experiential training component is being investigated. It is also argued that the public sector does not provide financial assistance for experiential learning and that there is no mechanism in place for such training. It could be interpreted that such experiential learning will be feasible within the ambit of the Skills Development Act, 1998 (Act 97 of 1998) as referred to above. This could facilitate the integrated teaching of Public Management and Public Administration, particularly regarding training in the usage of specific management techniques.

A formal education and training programme could comprise a theoretical component and an experiential learning component offered by a specific industry or the public sector for the teaching of Public Management and Public Administration. Experiential learning offers learners first hand career experience, as they are able to apply their theoretical knowledge immediately. Learners are exposed to what is required in the work environment and can relate that to the theoretical component of the formal technikon programme (Buitendacht,1995:1). This suggests that integrated teaching of Public Management and Public Administration could close the knowledge gap that often exists between theory of the study materials and the work-place practice. It will be argued in **chapter 5** that supportive technology and techniques are inherent components of Public Management. Learners in Public Management require interaction with the industry or public sector in order to learn how to make use of specific management technique in practice. The implication is that experiential learning becomes necessary to ensure that hands-on training is achieved rather than theorising without having an opportunity to use specific equipment. This implies that the integrated teaching of Public Management and Public Administration should indeed include experiential learning.

In **chapter 2**, it was argued that Taylor's scientific management represents the training component of public management techniques, while Wilson's study of administration represents the educational component comprising Public Administration. The training component of public management techniques could, for example, be attained through experiential learning that could manifest itself through learners' interactions with the industry or public sector in all spheres, taking into account Technikon South Africa's

distance mode of education. The linkage of the theoretical educational component and the practical training component could be beneficial to learners as they could feel confident in being assisted both by institutions like Technikon Southern Africa providing higher education and industry as well as the public sector. Learners could use industrial resources that are of great benefit if technikons are for example poorly resourced (Pretorius and Lemmer, 1998:34).

The Experiential Learning Opportunity Programme (ETOP) was established at Technikon Southern Africa in 1998. The programme aims at advancing experiential learning to ensure that learners gain practical work experience. It also serves as a financial aid programme as the criteria to be eligible for an ETOP grant is that a learner should have documentary proof of financial need (Technikon Southern Africa, 1998/99: 3). This means that a Public Management learner who has financial assistance in the form of a bursary or loan does not qualify for an ETOP grant. In terms of the characteristics of technikon teaching, experiential learning is a “must” for all learners, whether they have financial need or not. For this reason, the present consideration of the financial position of learners in the administration of ETOP should be revisited.

The Certification Council for Technikon Education (SERTEC) (1991:17) requires the following in respect of experiential learning:

- ◆ structured guides must be prepared by technikons in co-operation with employers or employer organisations or professional associations to state clear guidelines in terms

of which experiential learning is to be conducted, and in which the content of the experiential learning must be stated;

- ◆ the technikon must ensure that learners in co-operation with relevant employer(s) document experiential learning received by means of reports or any other method for evaluation by the particular technikon and
- ◆ no certificate may be issued unless the requirements regarding experiential learning as outlined are satisfied.

The effects of these requirements in Public Management and Public Administration (**in an integrated sense**) is that no certificate can be awarded to any learner by Technikon Southern Africa without the record to prove that experiential learning has been conducted. It also means that every certificate awarded to any learner without proof that experiential learning has been carried out could be regarded as invalid in terms of SERTEC requirements. The following model shows an integrated teaching of Public Management and Public Administration that incorporates co-operative education and experiential learning:

Figure 3.4.2.2 An integrated model that incorporates co-operative education and experiential training



3.4.3 Career orientation

Teaching of Public Management and Public Administration that integrates management techniques with the theories of Public Administration could promote learner's career orientation. Technikon teaching should prepare learners to be adaptable and remain properly trained for their occupations. Because of this requirement, technikons' instructional programmes should at all times keep pace with developments in the public and private sectors. A programme that does not prepare learners for a specific vocation or brand of vocations should not be offered. A learner who has been educated and trained in Public Management and Public Administration through a co-operative education and experiential learning approach could be of immediate value to the employer(s) by virtue of his/her ability to work productively in the field for which he/she has been prepared (Pittendrigh, 1988:313).

According to the Certification Council for Technikon Education (SERTEC) (1998:4), the uniqueness of career orientated education is emphasized by the specific characteristics of career focused instructional programmes. The following characteristics are identified by SERTEC (1984:4) as requirements for career orientated instructional programmes:

- ❖ instructional programmes are at the higher education level. There ought not to be too great of an overlap with what is taught at the secondary education level, even if the specific subject offered by the higher educational institutions was not taken at school;

- ❖ the “formative” level in such education should lead to the tailoring of instruction to meet the possible needs of candidates for positions on middle and higher management levels;
- ❖ the development of an understanding of the technology and/or of the occupation should be emphasised. The student should develop a critical disposition towards problems in the workplace. Instructions must be such that a learner is equipped, through self-study and experience, to remain up to date with practices and related theoretical developments in his/her field of interest;
- ❖ the above-mentioned requirements should be accompanied by the mastering, for example, of public management techniques and skills required. These techniques and skills are acquired by learners as they gain more exposure during experiential learning integrated with the theoretical learning. The evaluation of standards should pay special attention to the laboratory or experiential learning components of instructional programmes;
- ❖ more emphasis should be placed on the understanding of a particular technology than on academic or scientific knowledge. An adequate standard of scientific expertise should be provided for in programmes with a view to the application of technology, rather than for the development of theories;
- ❖ instruction should result in the ability to apply theories immediately. In this sense “immediate” is interpreted as relative to a learner’s activity in experiential learning for integrating practice and theory;
- ❖ instructional programmes are directed towards programmes or vocations and not so much towards particular disciplines. Totally different study disciplines could be

incorporated in an instructional programme should the envisaged work situation require it;

- ❖ the compilation and offering of instructional programmes demand a high level of educational proficiency. The compilation of instructional programmes should be educationally justified. The inputs of non-educators should be taken into account, but the inclusion of and giving effect to these inputs in the instructional programmes are the tasks of educators;
- ❖ education should increase in depth and complexity in accordance with the level of instruction, and contact tuition should be reduced in favour of more self-study at higher levels of instruction;
- ❖ each curriculum for a qualification ranging from a certificate to a degree must be established in order to serve a meaningful purpose in practice and must satisfy a specific need, and
- ❖ the fostering of technological reasoning by learners is also a characteristic of career oriented higher education.

These characteristics suggest that the integrated teaching of Public Management and Public Administration at technikons should satisfy these requirements.

The incorporation of the characteristics of co-operative learning, experiential learning and career orientation in the integrated teaching of Public Management and Public Administration should produce learners who are assets to their employers. For example, when learners make use of study materials compiled by lecturers in close collaboration with the employers, the study materials should comprise the educational component and

the training component of Public Management and Public Administration. This is closely linked to the argument to be raised in **Chapter 5** where the relationship between Public Management and Public Administration is considered. It should be noted that every function consists of the innovative conceptual administrative dimension, and the managerial dimension. It could be argued that the co-operative education model links the conceptual dimension with the managerial dimension. The two represent the educational and training components of Public Management and Public Administration respectively.

The characteristics of technikon teaching could satisfy the objectives of both Wilson's "Study of Administration" and of the training of officials as advocated by Taylor's scientific management, as discussed in **Chapter 2**. It could be argued that fully educated and trained public management and public administration learners whose educational programme incorporates these characteristics in the process of their education and training could effectively serve the needs of the respective employers.

3.5 Differences between technikons and universities

It is necessary to identify the differences between technikons and universities in order to test the hypothesis with regard to the integrated approach that is assumed to be required. The argument raised at the beginning of this chapter regarding technikons governed by the Technikons Act, 1993 (Act 125 of 1993) and universities governed by the University Act, 1995 (Act 61 of 1995) suggest that there are differences between technikons and universities. As indicated, it further suggests that technikons and universities use

different measures in their respective teaching approaches. The characteristics of technikon teaching as discussed above indicate that the teaching approach that should be applied by technikons could be different from the approaches adopted by universities. The following are the differences between technikons and universities in relation to the teaching of Public Management and Public Administration:

Figure 3.5.1 Differences between technikons and universities on the teaching of Public Management and Public Administration

Technikons	Universities
<ul style="list-style-type: none"> • Practice-related and commitment to change and building the future 	<ul style="list-style-type: none"> • Traditional commitment to preserving past knowledge
<ul style="list-style-type: none"> • Short term, specialization, mono-discipline, quantitative 	<ul style="list-style-type: none"> • Long term, multi-discipline as well as qualitative
<ul style="list-style-type: none"> • Career oriented education with emphasis on application of knowledge 	<ul style="list-style-type: none"> • Traditional education with emphasis on fundamental knowledge.
<ul style="list-style-type: none"> • Pragmatic approach 	<ul style="list-style-type: none"> • Academic and abstract approach
<ul style="list-style-type: none"> • Problem solving abilities 	<ul style="list-style-type: none"> • Philosophical and reasoning abilities
<ul style="list-style-type: none"> • Commitment to experimental and industry involvement 	<ul style="list-style-type: none"> • Commitment to research without emphasis on industry involvement
<ul style="list-style-type: none"> • Needs oriented career ethics 	<ul style="list-style-type: none"> • Generic orientation

(Technikon Southern Africa, 1996:6)

The left column of this table indicates that the teaching of Public Management is linked to technology, techniques and application skills that could be learnt through practical training through technikon teaching. It can be deduced that the present non-integrated teaching of Public Management at technikons has been based exclusively on technique orientated training. It can be inferred that the separation of technikons from universities perpetuated the separation of Public Management from Public Administration.

The right column of the table indicates that teaching of Public Administration within the ambit of universities can be classified as having a theoretical, academic and abstract orientated emphasis. Gildenhuys (1988:274) confirms this analysis by stating that universities should provide more fundamental teaching and that they should rely more on general knowledge regarding theoretical issues of Public Administration. However, this study acknowledges that universities and technikons are presently governed by the same Higher Education Act, 1993 (Act 101 of 1997). The dichotomy of rules and regulations governing these institutions is consolidated in an integrated Higher Education Act, 1993 (Act 101 of 1997). The implication of this integration is that learners could be empowered with both theories of public administration and management techniques essential to the performance of their duties after completion of their studies.

3.6 Qualification structure

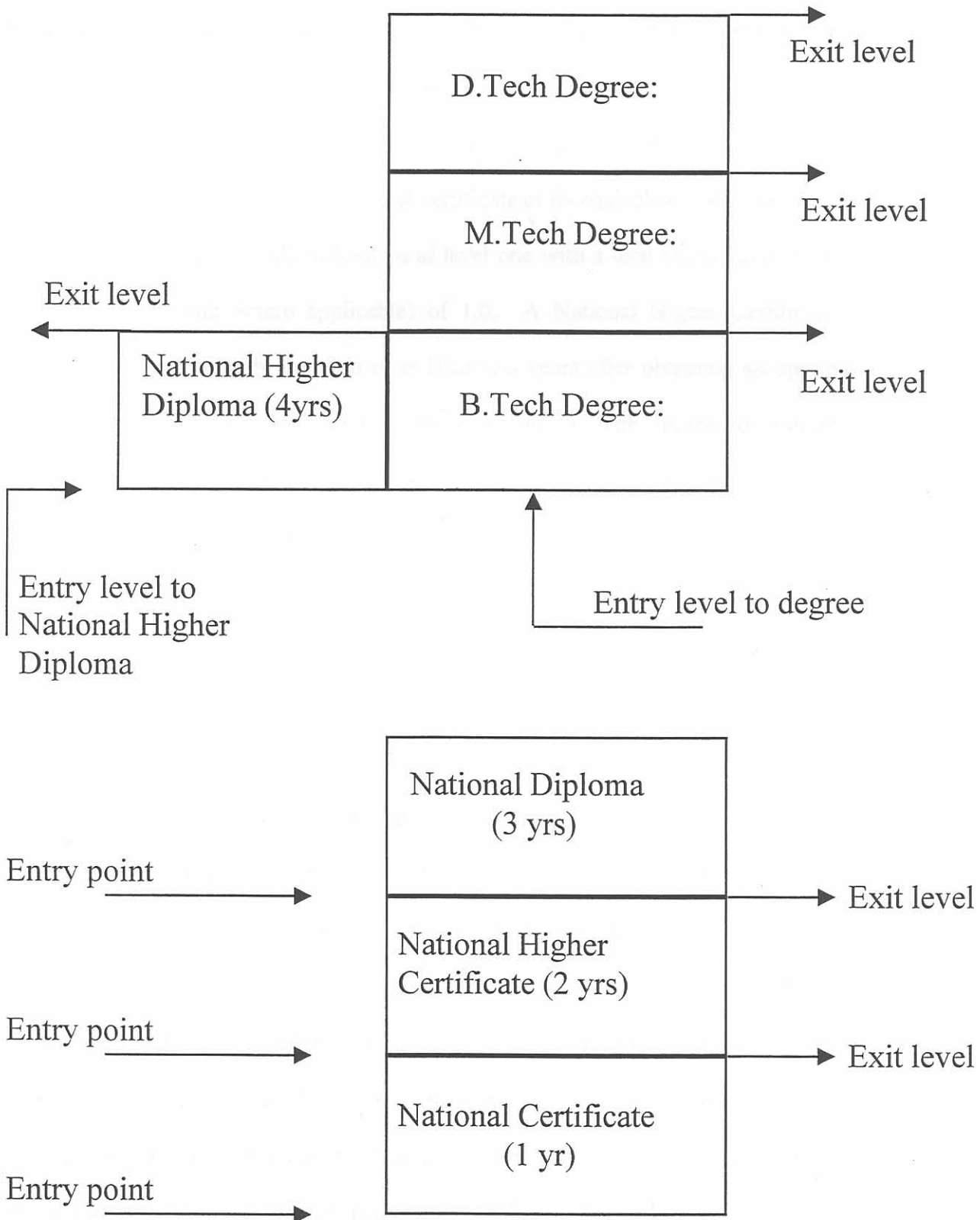
The South African Qualification Act, 1995 (Act 58 of 1995) defines a qualification as a formal recognition of the achievement(s) of the required range of credits and such other requirements at specific level(s) of the National Qualifications Framework as determined by the relevant bodies registered for such purpose by the South African Qualification Authority. According to the bulletin of the South African Qualification Act, 1995 (Act 58 of 1995) of May/June 1997, a qualification shall

- be a planned combination of learning outcomes which has a defined purpose or purposes intended to provide factors with applied competence and serves as a basis for further learning;
- add significant value to learning in terms of enrichment of the person, provision of status, recognition, credentials and licensing, enhancement of marketability and employability, opening up of access to additional education and training;
- provide benefits to society and the economy through enhancing social and economic productivity, providing specifically skilled/professional people, transforming and redressing legacies of inequity;
- comply with the objectives of the National Qualification Framework with regard to the enhancement of learner access, mobility and progression, and provision of quality education and training;
- have both specific and critical cross-field outcomes which promote life-long learning and

- be internationally comparable where applicable.

An integrated teaching of Public Management and Public Administration that includes experiential learning and co-operative education should produce a qualification that complies with the above stipulations. These requirements, as mentioned above, mean that any qualification in Public Management and Public Administration (whether it is on the level of a National Certificate, National Higher Certificate, National Diploma, Masters Degree or Doctorate Degree of Technology) from Technikon Southern Africa should comply with the requirement(s) as listed in the bulletin. A qualification which does not comply with any or all of these requirement(s), or which does not comply with the definition of what a qualification is in terms of the definition provided by the South African Qualification Act 1995(Act 58 of 1995) may be deemed to be invalid. The present qualification structure as promulgated in the Technikons Act, 1993 (Act 125 of 1993) appears on page 78.

Figure 3.6.1 Qualification structure



This structure could change with the effective implementation of the new South African Qualification Framework. A national certificate in Public Management and Public Administration **in an integrated teaching** programme provides a comprehensive qualification after a study duration of at least one year of tertiary education. The admission requirement is at least a senior certificate or its equivalent. The instruction for a National Certificate should at least be at level one with a total credit value (including experiential learning where applicable) of 1,0. A National Higher Certificate is a qualification with a study duration of at least two years after obtaining an appropriate National Certificate or equivalent. The requirements with regard to instructional offerings are the same as the preceding national certificate plus further instructional offerings (including experiential learning where applicable) with a total value of 1,0. At least 0,5 of these credits should be for instructional offerings at level II for which a substructure or prerequisite instructional offering(s) exists(s) at level I (Department of Education, 1987:14-15).

A National Diploma in Public Management and Public Administration **in an integrated teaching** approach requires study of at least three years' tertiary education', or study extending over at least one year after obtaining an appropriate national higher certificate or equivalent. The instructional requirements are the same as those for the national higher certificate, plus further instructional offerings (including experiential learning where applicable) with a total credit of 1.0. However, 0,5 of these credits should be for instruction at level III, for which a substructure or prerequisite instructional offering(s) exist(s) at level II. A Baccalaureus Technologiae (B Tech) degree is a qualification

with a study duration of at least one year after obtaining an appropriate national diploma or equivalent. This comprises instructional offerings with a total credit value of 1,0. At least 0,5 of these credits should be for instructional offerings at the fourth level for which a substructure or prerequisite instructional offering(s) exist(s) at level III. In addition, a maximum of 0,3 credits may be offered for a project instructional offering which shall be deemed to consist of equal parts of **A,B** and **C** type subject content. (Department of Education, 1997: 15-16). The Certification Council for Technikon Education (1998:41) indicates that normal minimum admission requirements for bachelor's degree studies are determined by the Committee of Technikon Principals. The academic boards determine admission to advanced degrees. Technikon Southern Africa (1999:22) stipulates that the admission requirements for BTech degree is a National Diploma in Public Administration or Public Management and Public Administration or Public Management or Municipal Administration.

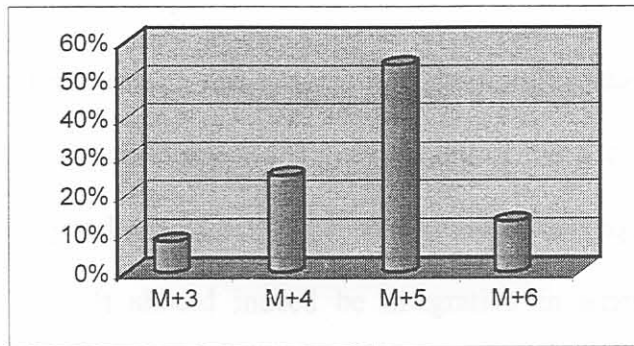
A Masters Degree of Technology in Public Management and Public Administration in **an integrated teaching** programme is an advanced qualification. It involves either instructional offerings and research or research only with a study duration of at least one year after obtaining an appropriate Bachelors' Degree of Technology in Public Management and Administration or an equivalent. Programmes for Masters Degree of Technology in Public Management and Public Administration comprise either an instructional offering and a research project with a paper or thesis provided that the student has already passed the subject "Research Methodology". In writing a thesis, students must prove that they understand a particular problem in the functional area in

which they have done the research and are able to analyse the problem and set it out logically. A Doctorate Degree of Technology in Public Management and Public Administration is an advanced qualification that is based on research with a minimum study duration of at least two years after obtaining an appropriate Masters Degree of Technology in Public Management and Administration or equivalent. It comprises an advanced research project with a dissertation. In a dissertation, students must provide proof of originality and creative thinking and problem solving and make a real contribution to the solving of a particular problem in the industry to which the research applies (Department of Education, 1997: 17-18). It is argued that all these qualifications at all levels will require a teaching approach which integrates Public Management Public and Administration. Furthermore, such an approach requires incorporation of co-operative education and experiential learning.

3.7 Qualification of the lecturing staff

An explosion in the number of university and technikon courses and student numbers has exposed some weaknesses in the teaching of Public Administration. The expansion led to the appointment of inexperienced and inadequately qualified lecturers. Mention is made of lecturers with inadequate knowledge of and experience in the teaching of Public Administration (Gildenhuys, 1987:97). This means that the questions of experience and qualification are brought into the picture as of equal importance. **Eight percent** of the interviewed lecturers have **one to two years** of teaching experience, while **forty-two percent** have **three to five years** of relevant teaching experience. **Thirty-three percent**

Public Administration. **Twenty-five percent** of lecturers have matric plus four years qualifications in Public Administration. **Fifty-four percent** have matric plus five years qualifications while **thirteen percent** have matric plus six years qualifications in the field of Public Administration. **One hundred percent** of the lecturing staff responded that they are qualified to teach both Public Management and Public Administration. **Forty-two percent** indicated that they do not see the differences between Public Management and Public Administration, while **fifty-eight percent** indicated that they could see the differences relating to practices that are applied in the private and public sectors. Given that the teaching of Public Management has been introduced only recently at technikons country wide, it can be inferred that lecturers are more qualified to teach Public Administration than Public Management. This suggests that Gildenhuis' (1987:97) analysis regarding inadequacy of the qualification of the staff is applicable in the present teaching of Public Management at Technikon Southern Africa. Lecturers could, adapt to technological developments and learn more of management techniques that can be practiced in public administration. Lecturers should keep abreast of developments in their fields of study through contact with commerce and industry as well as the entire public sector. The cylinder chart on page 84 provides a graphic depiction.

Figure 3.7.1. Qualification(s) of the lecturing staff

The Certification Council for Technikon Qualifications (1998:42) stipulates that lecturing staff are involved in the teaching of Public Management and Public Administration in an integrated approach up to the bachelors' degree must, from 1st January 2000, have at least one level of credit higher than the levels for which they offer tuition, as well as appropriate experience. This means that a lecturer who is qualified in the field of Public Management and Public Administration in an integrated teaching approach to the third level may not teach third level students of Public Management and Public Administration. These learners may be offered tuition by the lecturers who are qualified to the 4th level, which is likely to be the **twenty-five percent** of the lecturing staff indicated in the chart above. Lecturers who are qualified up to the fifth level (**fifty-four percent** of those in the chart) may offer tuition to the learners who have reached the fourth level of their studies.

3.8 Conclusion

The argument presented raised in this chapter supports the integrated teaching of Public Management and Public Administration. Furthermore, it has been argued that such an approach should go beyond the integration of management techniques and the theory of Public Administration. It should indeed be integrative in terms of a co-operative education model and experiential learning. Co-operative education would ensure that the teaching is indeed integrated, as the industry or public sector in the case of Public Management and Public Administration would have an opportunity to make inputs into the instructional programme. Experiential learning would ensure that the teaching is indeed integrated as learners would pursue experiential programmes that would close the gap that exists between the theory and practice of their studies. It has been argued that the advantages of such an integrated approach would be that learners could be career orientated on completion of their studies.

The differences between universities and technikons have been identified. It is concluded 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 non-integrated teaching of Public Management and of Public Administration. This conclusion is based on observation that the teaching of Public Management has been linked to technikons in terms of its focus on techniques, while Public Administration has been linked to universities with its greater emphasis on the theoretical framework. The

present qualification structure is reflected upon in an integrated sense and linked to the qualifications of the lecturing staff.