

CHAPTER 4

CONTENT OF PUBLIC ADMINISTRATION

SYLLABUS

4.1 Introduction

As discussed in **chapter 2**, the teaching of Public Administration developed from Wilson's justification for the study of administration. It is the purpose of this chapter to investigate the syllabus for the teaching of Public Administration at technikons with specific reference to Technikon Southern Africa before an in-depth investigation is conducted into what the teaching of Public Management should entail. The New Lexicon Webster's Dictionary of the English Language (1992:1002) defines the word syllabus as an outline of the content to be covered in a course of lessons. The outline of the content covered in the discipline Public Administration is evaluated in this chapter.

It is essential to lay the foundation for investigating the differences and similarities between Public Administration and Public Management. The outlined process could facilitate this study. The following discussion focuses on the identification and evaluation of the teaching content of Public Administration. Such an evaluation could facilitate the definition of the terms "administration" and "management" in the subsequent chapter. The syllabus content is evaluated as presented in Technikon Southern Africa's previous study guides for Public Administration at different levels. The study guides have been used

vis-a-vis the then prescribed and recommended books, with the assumption that Technikon Southern Africa has the ownership of such study guides and not that of the prescribed and the recommended books. Concluding remarks will be provided at the end of the chapter

4.2 The term evaluation

This chapter evaluates the content of the Public Administration syllabus. Evaluation is a process by which the effects and effectiveness of, for example, for an example of the teaching of Public Administration can be determined. The terms “evaluation” and “assessment” are sometimes used synonymously. However, evaluation often refers to the determination of the effects and effectiveness of something “bigger”, and assessment refers to something “smaller”. In the evaluation of learners’ progress, assessment is an important aspect to consider. Assessment is therefore an element of evaluation (Sieborger and Macintosh, 1998:5). In **chapter 6** the term “learner’s assessment” is used because such assessment is carried out on a smaller scale, relating to how learners’ performance is assessed at Technikon Southern Africa. In this chapter, the term “evaluation” is used because such an evaluation is made on a larger scale, i.e. focussed on the content of the subject.

The discussions of Public Administration presented by Charlesworth (1968:1) are complicated by challenges, because different meanings may be given to or understood by the specific phrase. Sometimes in seeking to be clear and precise, the usage of “self-conscious enterprise of study”, or “the object of intention” can be used to clarify the

meanings. Specific terms are used to refer to “both”; “and”. Furthermore, one meaning might have a disconcerting way of flowing into the other. The semantic problem is not incidental or extraneous to the subject, but involved with it.

4.3 Public Administration at Technikon Southern Africa

While the beginning of the “Study of Administration” in the United States was outlined in **chapter 1** with specific reference to Wilson, the teaching of Public Administration in South Africa is reported by Coetzee (1988:98) to have been first provided by the Transvaal University College. The institution was a college of the University of South Africa until it became the University of Pretoria on 10 October 1930. According to Meyer and Brown (1989:5), the teaching of Public Administration is firmly established in universities and technikons and is directed towards educating learners to empower them with professional knowledge. The establishment of Technikon Southern Africa in 1980 is highlighted in **chapter 3**. The teaching of Public Administration at Technikon Southern Africa is reported by Jacobs (1991:1) to have begun between 1980 and 1982. In that period, the teaching was conducted within the School of Public Administration and Communication.

4.4 Classifications of knowledge

The following classification of knowledge by Cloete *et al.* (1997:60) is used to evaluate and determine the nature and the scope of the past teaching of the discipline Public

Administration at technikons, with specific reference to Technikon Southern Africa. Cloete (1997:60) classifies knowledge as either academic or problem solving. This implies that the approach to teaching Public Management and Public Administration (**in an integrated sense**) that integrates academic and problem solving knowledge is desirable. An exclusive academic teaching of Public Administration without the problem-solving component could be disintegrative and ineffective in its application. The impression should not be created that academic knowledge is better than problem solving knowledge or vice versa. The true reflection is that the two typologies of knowledge are complementary if integrated measures are applied in the teaching approach. In the same way it is argued in **chapter 5** that Public Management and Administration should be integrated in the teaching approach. The contents of the aspects that constitute the teaching of Public Administration (before Public Administration was replaced by Public Management) is classified in the following two categories:

Figure 4.4.1 Discipline and problem solving knowledge

DISCIPLINE KNOWLEDGE MODE 1	PROBLEM SOLVING KNOWLEDGE MODE 2
<p>Academic</p> <p>Knowledge is formal and coded according to the canonical rules and procedures of academic disciplines. <i>Delimitation of the field of study of Public Administration and the definition of terms. Differences</i></p>	<p>Trans-inter-discipline</p> <p>Knowledge is problem oriented and attempts to solve problems by drawing on multiple disciplines, which interact in the real world contexts of use and application, yielding solutions and new knowledge</p>

<p><i>and similarities of public and private administration as well as the environments that influence public administration.</i></p>	<p>which are not easily reducible to any of the academic disciplines. <i>Relationship(s) between Public Administration and Political Science, Economics, History, Sociology, Industrial Psychology and other disciplines not mentioned in the list. Guidelines of Public Administration emanating from body politic and legality as well as community values such as fairness, reasonableness, christian doctrine and probity.</i></p>
<p>Homogeneous production sites</p> <p>The development of discipline knowledge has traditionally been associated with universities and other institutions of higher education. These institutions often exist in “ivory tower” isolation from real world problems</p>	<p>Heterogeneous trans-institutional production sites</p> <p>Knowledge is produced in multiple sites by problem solving teams with members emanating from various institutions, from higher education institutions, enterprises, state institutions, NGO’s or think-tanks. Formal partnership and joint ventures are forged between these actors to generate new knowledge and exploit its commercial potential</p>

Insular knowledge	Useful knowledge
<p>The only reference points for discipline knowledge are academic peers and the canonical rules and procedures internal to the academic discipline. <i>Political origin of the political dispensation, and forms of state institutions.</i></p>	<p>Many of the problems addressed by trans-discipline and trans-institutional knowledge. This is socially accountable knowledge. <i>Administrative functions of policy making, organising, financing, staffing, work procedures and control. Government hierarchy with regard to central, provincial and local government. This could include functional and auxiliary activities.</i></p>

(Cloete et al. 1997:60)

From this classification of knowledge, it can be deduced that the teaching approach of Public Administration was based on the integration of discipline and problem solving knowledge. It is indicated in **chapter 2** in relation to Webber (1975:39) that knowledge without skills is dangerous, and skill without knowledge means stagnation and inability to pass on learning. The academic discipline knowledge of Public Administration as indicated in this chapter could serve as the theoretical framework of problem solving knowledge.

4.4.1. Academic and problem solving knowledge

In terms of the classification of knowledge, the delimitation of the field of study, the definition of terms, the differences and similarities between public and private administration as outlined in the study guides of Public Administration level I, are classified as the academic knowledge of the teaching of Public Administration. This includes the environment that influences public administration (Technikon Southern Africa, 1994:2-24). The Collins English Dictionary (1992: 3 and 141) defines the term “academic” as something that is of a theoretical nature. The “Study of Administration” as discussed in **chapter 2** can be interpreted as having been of an academic in nature. According to Hanekom and Thornhill (1983:69), theory increases knowledge and understanding of, for example, how government institutions are to be administered. The increase in knowledge is usually through the discovery of facts and general principles. Understanding is increased by expanding explanations into systemic generalisations or into theories that can be used to bring about reforms. However, the integrated teaching of academic and problem solving knowledge of Public Management and Public Administration could serve as the foundation upon which problem solving skills can be developed.

4.4.2 Trans-inter-discipline problem solving knowledge

The relationship(s) between Public Administration and other disciplines as indicated in the relevant study guides published by Technikon Southern Africa are hereby classified as

inter-discipline problem solving knowledge of Public Administration. It should be emphasised that it is problem solving knowledge and not problem solving skill (**the relationship between knowledge and skill was explained in chapter 1**). It entails a multi-discipline input and problem solving knowledge. Whether offered within a department of Political Science, a separate school of Public Affairs or Public Management, or a combined school of Business and Public Administration, Public Administration as a field of study is inter-discipline. It draws from several other academic disciplines. Such has been the case from the earliest days of the discipline (Barton and Chappell, 1985: 258). The fact that Public Administration is explained as inter-discipline, implies that it could be taught in conjunction with Public Management.

Learners are expected to have extensive knowledge of the theory of operations, and even of the theory (**not necessarily the techniques**), supporting a particular system. Therefore, a syllabus of Public Administration may include subjects not directly related to the subjects in which learners intend to major. This enables learners, on completion of their studies, to draw from a wide range of theories and philosophies when faced with a new problem which has to be solved or a situation which has to be dealt with. In this way, the teaching of Public Administration can enrich its problem solving knowledge. Sufficient attention should be devoted to related subjects that could enhance an official's knowledge of the total environment within which he/she operates (Gildenhuis, 1987: 274).

The hypothesis in **chapter 1** states that "**Technikons in South Africa, and particularly Technikon Southern Africa, requires an integrated teaching approach of Public**

Management and Public Administration to equip learners with knowledge and skills required to operate effectively. Taking into account the argument presented in **chapter 3** and to be raised in **chapter 5** that Public Management should integrate with Public Administration, it can be inferred that the multi-discipline approach as discussed here could add value to such an integrated teaching approach. It can also be inferred from the description provided above that the integrated teaching was, in the case of Public Administration, based on the inter-discipline approach. Such an inter-discipline approach integrates expertise from other disciplines into the discipline of Public Administration. This implies that the teaching of Public Administration that excludes other disciplines could be incomplete, and thus inadequate to prepare learners to address the challenges of the work situation.

The teaching of Public Administration is inter-discipline in nature because of the manner in which it integrates knowledge from other disciplines. Psychology shares the motivational insights that were first generated by the Hawthorne experiments and continued as the explanation of complex behavior. Both the politics/administration dichotomy discussed in **chapter 2** and the policy emphasis draw on the law and on political science. According to Barton and Chappel (1985:259), Economics has often been interested in productivity and how decisions are made. Sociology has undertaken much of the explanation of organisational behaviour. The argument presented in this chapter tends to suggest that the inter-discipline nature of Public Administration could imply that the present teaching of Public Management at technikons should integrate Public Administration in its inter-discipline context. The inter-discipline approach

towards the teaching of Public Administration has led to criticism from inside and outside the discipline. The critics argue that Public Administration is not a real discipline, as it lacks a paradigm or a commonly agreed upon body of knowledge (Barton and Chappell, 1985: 259). However, a broad understanding of the teaching of Public Administration could develop an inter-discipline approach to the teaching, to include views from a broad spectrum of other disciplines.

The teaching of Public Administration requires the interaction of normative goals, e.g. the substantive aspects of technology through management technique (**to be discussed in chapter 5**). It is desirable for a public administrator to have a sound background in the scope, methods and contributions of other social sciences. The basic purpose of other social sciences is to develop problem-focussed knowledge (Adebayo and Baker, 1974:42).

The integrated inter-discipline teaching of Public Management and Public Administration could provide public management and public administration learners with multi-skills. Multi-skilling according, to Wood (1993:1) is the broadening of learners' skills beyond the bounds of the knowledge of their discipline and current jobs. The dimensions include horizontal multi-skilling, vertical multi-skilling and cross-skilling. Horizontal multi-skilling could provide Public Administration learners with diverse skills. This is not only the performance of a wide range of tasks, but also an extension of the learners' skills base. Vertical multi-skilling could provide Public Management and Public Administration learners with additional skills at a higher level of complexity. This means that vertical skills could empower learners with in-depth understanding of work-related aspects.

Cross-skilling is the same as horizontal multi-skilling in the sense that it provides skills at a similar level of complexity. However, skills in this regard are extended beyond the boundaries of traditional occupations (Wood, 1993:1). This implies that the vertical and cross interaction of Public Management and Public Administration with other social sciences could add value and enrich the field of study. There can be no doubt that such multi-skilling can be acquired from an integrated teaching approach. Learners of Public Management and Public Administration who are multi-skilled in all three dimensions due to the integrated approach can be expected to be more productive in the work environment.

The normative guidelines for Public Administration adapted by Technikon Southern Africa (1994:35-88) from Cloete (1995: 78-83), such as fairness, reasonableness, probity, thoroughness, religious considerations, effectiveness and efficiency constitute inter-discipline knowledge which is problem solving orientated, as it attempts to address problems in their applications. This includes those guidelines from body politic and legality (Technikon Southern Africa, 1994: 35-88). These aspects are classified as inter-discipline, as Cloete (1995: 63) states that all officials (*irrespective of their branches of learning*) in the public sector are required to observe them in the performance of their duties. Although the guidelines are reported to be from Public Administration, they could form part of the entire approach that is inter-discipline in its integration of views from across the broad spectrum. They fit into the problem solving orientation as their intentions are to address complex problems and challenges in society. However, it should be noted that these guidelines and ethical questions in the public sector are merely theories that

need to be applied in practice to ensure their effectiveness. The code of ethics appealing to the moral integrity of an individual or a group will have no value if there is no internal commitment to act in a justifiable manner. This involves more than laws (values and norms) written on a piece of paper. An internal set of norms and values is cultivated from childhood by the dedication and committed actions of parents, and of the community within which an individual grows up (National Party, 1998: 5).

It is not only individuals and groups, but also a number of relevant factors from the cultural, organisational and external environments that determine ethical behavior. Cultural influences on ethical behavior are reflected by the impact of family, friends, neighbors, education, religion, and the media (Luthans, 1995:16). Administrators should take a leading role in resolving the ethical issues of justice and welfare. They should apply the full range of practical (applied-ethical) reasoning and discourse by applying practical wisdom that transcends the technical rationality traditionally required of public administrators (Kass and Bayard, 1990: 13 and 16.). This implies that knowledge of these guidelines and ethical issues without practical application becomes more theoretical than practical problem solving orientated. This further means that theory should produce a code of good ethics. The resultant situation will be that the theories of Public Administration integrated with Public Management techniques will equip learners with the required knowledge and skills to operate effectively.

4.4.3 Heterogeneous trans-institutional production sites

One of the characteristics of technikon teaching mentioned in **chapter 3** is that of co-operative education. It is suggested, with reference to Buitendacht (1995: 1), that co-operative education refers to co-operation between industry and technikons with regard to the development of study materials. Knowledge of Public Management which is presented in the form of study guides compiled in collaboration with industry is heterogeneous trans-institutional problem solving. As indicated in **chapter 3, eighty-three** of the lecturers interviewed indicated that the industry is involved in the compilation of guides. This implies that heterogeneous trans-institutional production sites of knowledge are considered when study guides are compiled. Such knowledge is produced in multiple sites by problem solving teams whose membership includes various stakeholders. The broad involvement of the various stakeholders in the production of study materials could promote integrated teaching of the discipline Public Management and Public Administration. The unilateral compilation of study guides by an education providing institution like Technikon Southern Africa could therefore discourage holistic teaching, to the detriment of learners. Formal partnership and joint ventures that are forged between the various actors or stakeholders could generate useful knowledge and exploit its commercial potential. Such knowledge should be transferred to the learners who are linked to technikons (Cloete, *et al.*(1997:60).

4.4.4 Homogeneous production sites of knowledge

Homogeneous production sites of discipline-academic knowledge generate knowledge produced without the collaboration of the various stakeholders (Cloete, et al. 1997:60). Such homogeneous production sites of knowledge could represent an undesirable model that promotes non-integrative approaches to the teaching of Public Management. The required approach to the teaching of Public Management should be integrative in nature and scope. **Seventeen percent** of the lecturers interviewed indicated that they do not involve industry in the compilation of study guides. As a results, their study guides contain or reflect homogeneous production sites of knowledge. This further implies that the teaching approach that incorporates into these study guides could be viewed as non-integrated in terms of the discussion advanced in **chapter 3**.

4.4.5 Insular knowledge

The Collins English Dictionary (1992:260) defines the term “insular” as something that is not open to new ideas or something that is narrow-minded in the sense that it is of limited or restricted range. The origin of the political dispensation is classified as insular knowledge of the teaching of Public Administration. It is insular knowledge in the teaching of Public Administration as it is deemed to be no longer open to new ideas. It is not open to new ideas because the political factors that led to the political dispensation in South Africa will remain historical political factors. The preamble of the Constitution of the Republic of South Africa, 1996. (Act 106 of 1996) states that “We, the people of

South Africa, recognise the injustices of our past”. The political factors of the “past” should therefore be remembered and taken into account. The present political environment could be shaped taking into account the past.

The forms of government such as democracy, democratic socialism, socialism, communism, anarchy, confederation, aristocracy, dictatorship, consociation, authoritarianism, federation, fascism, oligarchy and feudalism were mentioned in a study guide of Technikon Southern Africa (Technikon Southern Africa, 1994: 8-10). The inclusion of all these forms of government broadens knowledge of learners as the teaching considers the various forms of government. Teaching that provides exposure to one form of government reflects a narrow approach.

4.4.6 Useful knowledge

The “generic” administrative functions of policy-making, organising, financing, personnel, work procedures and control are classified as problem solving knowledge in the teaching of Public Administration. The word “generic” is derived from the Latin word “genus” from which the French word “genre”(group, class or family”) is derived. These functions are generic in the sense that the administrative functions applied in one department could also be applied in another department. The common phenomena are emphasized rather than the distinguishing characteristics specific to the functions of a department. The scope and areas of operation of one department may differ from those of another department. Other departments may handle specific activities according to

the purpose of their establishment. The functional uniqueness is less a concern in this case than administrative activities that are common to all the departments. This implies that when government in all spheres, state corporations or any other public institution is closely scrutinized, it should be realised that the same generic administrative functions are utilized to initiate and sustain their respective functional activities (Botes at al.1992:183). According to Waldo (1948: 165), the administrative functions do not necessarily explain all the phenomena in all the departments satisfactorily.

It is realised that the higher percentage of the teaching of Public Administration at the second level of study was primarily focused on the generic administrative functions. A particular emphasis was on finance and personnel, with a smaller component of stores administration and labour relations. The syllabus on personnel covered the aspects of provision, training and development. Finance dealt with the question of financial processes, procedures and systems. Stores administration dealt with the classification of store items, how state purchases are made and the question of state tender boards. Labour relations dealt with the question of legislation and rules in respect of labour relations, dismissal of personnel as well as personnel associations and trade unions. (Technikon Southern Africa, 1995: 1-182). The content was, however, dominated by the application of the generic administrative functions. It can be deduced that, in general terms, the content was mainly academic and abstract. The Oxford Advanced Learners Dictionary (1986:4 and 5) was quoted earlier, defining the word “academic” as teaching concerned primarily with theory and logic, without significant practical application, and the word “abstract” as something separated from what is real or concrete. This indicates

that more emphasis was placed on the theory of Public Administration than on management techniques accompanied by skills. The inclusion of Labour Relations and Stores Administration on level II of the teaching of Public Administration at the Technikon Southern Africa can be justified by the definition of Public Administration as consisting of generic administrative functions, auxiliary and line functions. The exclusion of labour relations and stores administration in the definition implies that these sub-areas of study could be covered in the teaching of Public Administration under the phrase “consists of”. The Concise English Dictionary (1990:73) defines “consist of” as a phrase which means that something is comprised of or is made up of.

The syllabus of Public Administration level III at Technikon Southern Africa consisted only of the generic administrative functions. A particular emphasis on this level was on organising, control and accountability as well as policy making. Although the definition of Public Administration includes the auxiliary and line functions with generic administrative functions, the teaching of Public Administration at this level formerly excluded the auxiliary and line functions components. The exclusion of the line and auxiliary functions at level III of Public Administration was aimed at clarifying and maintaining the application of administrative function.

In Cloete's (1981:4) English translation of his *Inleiding tot die Publieke Administrasie: Introduction to Public Administration*: the term “public administration” was used to refer to the administrative functions. The generic administrative functions in this definition of Cloete therefore narrowed the scope of the teaching of Public Administration. The

administrative functions according to Gildenhuis (1988:188) are insufficient for reaching conclusive explanations regarding the total extent of the activities a public administrator has to perform. Public Administration requires a far more intricate and subtle approach than mere administrative phenomena. With the study of only the administrative functions in public institutions, all the activities in public institutions cannot be analysed comprehensively. There is a conceptual as well as a managerial component to the activities of officials in supervisory posts. The conceptual functions are performed mainly by personnel occupying supervisory positions. The managerial functions are also performed by officials who are charged with ensuring that decisions are implemented effectively and efficiently, but concern the utilisation of resources in particular.

As indicated in the problem statement, *The New Public Administration Initiative* (NPAI) and the Mount Grace meeting (1991:11), reject the generic administrative model in favour of a search for alternatives that could be relevant to the needs of society in a changing environment. It was argued that the generic administrative functions reduce complex societal phenomena to a point where such societal complexities are ignored.

4.5 Revision of the Public Administration instructional programme

Following the evaluation of the syllabus for Public Administration at Technikon Southern Africa as presented above, the processes followed to convert the Public Administration instructional programme to Public Management is discussed. Technikon Southern Africa and other technikons indicated in **chapter I** engaged in the process of revising the

syllabus for Public Administration during 1995. As indicated earlier, Technikon Southern Africa was the convener for the entire process leading to the revision of the Public Administration instructional programme. The National Steering Committee was put in place to analyse the inputs from all technikons and the stakeholders involved (Background document for the revision of instructional programme:1995:2).

Technikon Southern Africa's background document (1995: 2) for the revision of instructional programmes further acknowledges that the public service is dynamic and continuously undergoes rapid changes. The political changes immediately after the 1994 general election changed the course of governance, particularly with regard to the role of the executive state departments. In order to meet the new and vast requirements of the public service, all technikons and their broad spectrum of stakeholders realised that current instructional programme compilation is inadequate to satisfy the requirements of the new public service. The political changes influenced the decision to revise the syllabus to specify the contents of syllabi to which would satisfy needs of the "new" public service. The Commonwealth Secretariat (1996:bv1/12v1) reports that in the public service, the key question is not whether change will happen, but how it will take place. The Commonwealth Secretariat (1996:bv1/12v1) outlines approaches for managing change based on the following premises:

- ❖ change can be disruptive;
- ❖ change can be managed successfully;
- ❖ tried and tested approaches exist for successful change management and
- ❖ when change is not managed, the results could be poor.

Therefore, the capacity to manage requires adaptability and a change in the administrative culture to accommodate the needs for effectiveness and efficiency in each and every action, implying managerial responsiveness.

All the technikons are reported to have conducted extensive workshops with public servants as well as non-governmental organisations and trade unions to determine how the challenges of the new political dispensation could be addressed. Co-operative education as discussed in **chapter 3** regarding co-operation between education providing institutions and the industry was fulfilled. When taking into account the inputs from different technikons and stakeholders, the National Steering Committee came to the conclusion that the then National Diploma: Public Administration and the National Diploma : Municipal Administration required consolidation. The consolidation led to the newly curriculated B Tech Degree in Public Management. The M Tech and D Tech Degrees in Technology in Public Management were introduced, with all the above technikons participating in the curriculating processes and expressing their interests to offer newly developed programmes to meet the requirements of the future (Background document for the revision of instructional programme, 1995: 2).

The re-curriculation as indicated in **chapter 1**, under **figure 1.2.1** is focused more on Public Management than on Public Administration. Report 151 (97/01) on formal technikon instructional programmes proposed that B Tech, M Tech and D Tech degrees could be offered by technikons. It is for this reason that the B Tech degree in Public Management replaced the National Higher Diploma in Public Administration (Department of Education, 1997: 640, 837 and 867). It should be mentioned that the revision of an existing Public Administration instructional programme was preceded by the political changes that could affect the public service. However, the introduction of B Tech degrees had effects in addition to those stipulated in the above-mentioned report 151(97/01). The introduction of technikon degree programmes that led to the revision of the course content of the National Higher Diploma to create a B Tech degree had effects as well.

4.6 Conclusion

The discussions advanced in this chapter regarding the evaluation of the syllabus of Public Administration is the thrust of the study. The arguments put forward could facilitate the testing of the hypothetical statement regarding the requirement for an integrated approach to the teaching of Public Management as indicated in **chapter 1**. The classification of knowledge is discussed to clarify the knowledge category of the content of Public Administration. The fact that specific aspects of the syllabus have been classified as “academic knowledge” and/or problem-solving knowledge does not mean that one specific category of knowledge is comparatively better than another. For

the purpose of this study, the interpretation should be that the two categories of knowledge are complementary in their interactions. It also shows that the teaching of Public Administration integrated both academic and problem solving knowledge. An integrated approach to the teaching of Public Administration is assumed to be more effective than the non-integrated teaching approach that separates academic knowledge from problem solving knowledge.

It has been argued that the teaching of Public Administration was dominated by generic administrative functions. Such domination was at all levels of the teaching, from the first to the third level, i.e. from entry to exit level. As indicated in this chapter, Cloete restricted the scope of the teaching of public administration mainly to the administrative functions. The conceptual dimension of the generic functions and phenomena represent the philosophical part of the study and the managerial dimension represents the technique component.

The inter-discipline nature of the teaching of Public Administration endorses the requirement for integrated teaching. Such an inter-discipline approach broadens the nature and the scope of the teaching of Public Administration with its integrative approach by incorporating views from other disciplines. This means that in the teaching of Public Management, an integrated approach is required to incorporate the expertise from other related disciplines.

It was argued that a comprehensive study could empower learners with a range of multi skills and cross-skilling. The implication is that non-integrated teaching could restrict multi-skilling if the scope is not broad. Although this evaluation is conducted in respect of the teaching of Public Administration, it could be added that in the teaching of Public Management, measures should be incorporated to integrate the two components as well to multi-skill the learners.

It was argued in **chapter 1**, that the domination of the generic functions impoverished the teaching of Public Administration. The replacement of Public Administration with Public Management should bring analytical and predictive techniques. It is indicated in this chapter that the replacement of Public Administration with Public Management was based on a revision of the existing syllabus for Public Administration. **Figure 1.2.1** on **page 3 of chapter 1** attests such a complete replacement. The revision was preceded by the legislative measures regarding the permission to permit technikons to offer bachelor of technology degrees. Furthermore, it was argued that the revision was mainly initiated by the political changes that affected Public Administration in South Africa. This means that the teaching of Public Management at Technikon Southern Africa could be viewed to have developed from the teaching of Public Administration. Therefore, it is essential to research the new dimension of the teaching of Public Management in the subsequent chapter.