


CHAPTER 13

Curriculum reforms in the scholarship of public administration

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Introduction

In the 21st century, individuals require a distinct set of skills for employment, civic engagement, and personal fulfilment, which have evolved from those necessary in the 20th century. Educational systems in a society must be able to transform curricula, objectives, and assessments to help students attain the requisite outcomes for a successful lifestyle link to effective contributions and citizenship (Human, 2017). It is imperative for higher education institutions to equip students for a world that demands expert thinking and sophisticated communication skills, as these are fundamental intellectual competencies that enable individuals to achieve prosperity and fully utilise their potential. One of the main responsibilities of any government is to provide and maintain a supply of public services and goods to society in the name of good governance.

Similarly, the South African government has recognised the imperative of capacity building and enhancing education, training, and innovation to achieve the objectives outlined in the National Development Plan's Vision 2030, placing particular emphasis on strengthening local government. The National Development Plan (2011:388) identifies several challenges, including the shortage of skills and the decline in accountability within government departments. Given these challenges, it is crucial to prioritise the establishment of a competent and professional public service at all levels of local government. Generally, the responsibility for educating

and training public servants lies with the government, higher education, and training institutions. Examining South Africa's educational legislative framework, including acts like the National Education Policy Act (NEPA), National Qualifications Framework Act (NQF), and the South African Qualifications Authority (SAQA), it's evident that the country's higher education system must deliver the necessary internationally recognised skills, knowledge, and competencies to both public and private institutions.

Higher education institution curricula should continuously reflect the evolving local and industry needs while aligning closely with the demands of the labour market (Department of Higher Education and Training, 2017). Curriculum reforms are improvements made to the teaching curriculum in learning institutions to address societal and learners' needs. Learners must be equipped with the necessary skills and knowledge that will strengthen communities and be employable for industries. Research studies such as the one conducted by Ogude et al. (2005) revealed that outdated or non-responsive curricula, especially in universities, result in an increase in the unemployment rate in South Africa due to the large pool of graduates exiting universities with outdated skillsets. As a result, organisations find themselves compensating for inadequate academic preparation by investing in the training of new employees, leading to increased operational costs and decreased productivity and competitiveness.

Given the rapid changes in social, organisational, and technological conditions, institutions of higher learning are expected to be abreast of these reforms in order to formulate and develop responsive curricula. Therefore, this paper serves as a useful tool for curriculum designers, scholars, and government practitioners who are in constant search for a responsive curriculum in the Public Administration space. Furthermore, comprehending these factors will enhance the likelihood of successfully reforming and creating responsive curricula in higher education institutions.

This chapter focuses on the factors that influence the implementation of curriculum reforms in Public Administration. The chapter begins by conceptualising Public Administration education, higher education curricula, and the nature of higher education curricula in the South African context. The next section presents a brief discussion of the current state of the Public Administration curriculum in South Africa and a theoretical framework underpinning the design and reform of a responsive Public Administration curriculum. Furthermore, the chapter proceeds to discuss the factors that influence the implementation of curriculum reforms. The conclusion provides a summary of the chapter and highlight areas for further research.

The Nature of the Public Administration Discipline in South Africa

Public administration and management practitioners, experts, and scholars have been given great responsibility for advancing the public sector and the state service delivery through relevant teaching methods and practices and innovative research. Consequently, it needs to be questioned whether it is evident in the current curriculum practices. The National Development Plan (2011), a policy directive of the current ruling party (ANC), contains objectives of a developmental state that are yet to be realised. South African universities have the potential to enhance research capacity to align with these developmental goals, necessitating a Public Administration curriculum that cultivates the requisite knowledge, skills, and behaviours among public servants to effectively achieve government objectives.

Numerous scholars of Public Administration reveal the confusion other scholars and practitioners face concerning the true nature of the discipline. For instance, Van der Waldt (2012); Davies et al. (2017); Mutereko and Wedekind (2016); Subban and Vyas-Doorgapersad (2014); and Van Dijk and Thornhill (2011) raise some pertinent questions that should be asked in curriculum design and development. Their

questions centre around whether the discipline should focus on preparing public officials for the labour market, or should it focus on the academic facet producing knowledge, conducting research, and formulating and testing theories. These authors further concluded that the new generation of Public Administration academia seemingly shows no interest in the fundamental underpinnings of the discipline. Likewise, Clark et al. (2014) concurs with the assumption that academics feel that the theory of Public Administration is irrelevant to the world of work and learners are not fully exposed to the relevant theories. Consequently, students encounter difficulties advancing in postgraduate research endeavours owing to the absence of a comprehensive theoretical groundwork within the discipline.

In addition, it is necessary to note that Public Administration education in South African universities is situated in management science faculties or business and economics schools and departments. However, if Public Administration education is in the management domain, then the focus is on increasing the skills of public servants rather than building knowledge, which fuels the debate between technical and academic relevance (Lam & Wong, 2018). This should raise a question for curriculum designers whether they are designing curricula to train generalists or specialists for the labour market. A variety of factors should be considered when deciding on a curriculum focused on Public Administration. It should be considered whether a department decides to offer Public Administration with a vocational focus. The department needs to ensure that the curriculum covers the competency profiles for managerial positions in the public service such as Directorial positions, and Senior Management Services (Van der Waldt, 2012).

Much of the available literature on the Public Administration education curriculum in South Africa reveals that academics can be isolated from experiences of development if they only rely on information in textbooks and scholarly articles. Additionally, the study materials should include practical exposure to enrich tuition and address

real-life situations (Subban and VyasDoorgapersad, 2014). This raises concerns about lecturers losing legitimacy as reliable figures or sources of knowledge. Davies et al. (2017) add by noting that if students have access to real-life cases, it can enhance research endeavours and simultaneously improve curriculum relevancy. Balancing traditional teaching with research is vital for connecting academics and public officials. Engaging relevant stakeholders like the community, employers, students, and discipline experts is key to effective Public Administration curriculum reform.

Drawing from the inception of Public Administration in Europe in early 1887, the nature of the discipline has been subjected to various paradigm changes that gave rise to different schools of thought. As observed in most developing states, South African education has been largely influenced by Western ideologies and paradigmatic shifts. These influences were well documented by Nicholas Henry back in 1975. This can be traced back to the establishment of the discipline by Woodrow Wilson, who advocated for a dichotomy between politics and administration, which further led to the professionalisation of public service (Henry, 1975). He simultaneously defines administration as the division that focuses on the implementation of government policies.

This is seen in the separation of powers in the three branches of the state (legislature, executive, and judiciary). Secondly, the principle of the Public Administration paradigm is concerned with scientific guidelines that public administrators should learn to apply when performing their respective governmental functions. Thirdly, Moloney (2021) concurs with Henry's (1975) documentation and background of the Public Administration and Political Science paradigm, highlighting the inseparability of Public Administration and politics concerning the equal collaboration of essential managerial and political expertise for effective service delivery.

The fourth and last paradigm is related to Public Administration from 1970 to date. In agreement with Henry's

conclusions, De Wet (2014:7) maintains that the inclusion of management science and organisational theory in New Public Management focuses on improving techniques that require specialisation and expertise. In view of these accounts, one can conclude that Public Administration is the skill and discipline of management practiced by government officials in the name of service delivery across branches of the state, and it is led by social, scientific, technological, political, and economic influences that are apparent in the public realm. It's undeniable that scholars like Thornhill, Cloete, and Schwela contend that the Public Administration discipline suffers from a lack of cohesive theoretical foundations and consistency in its application. Consequently, it finds itself in an intellectual quandary stemming from unsuccessful efforts to establish a clear identity.

Content is another interesting focus area of the nature of the Public Administration and Management discipline. Van der Waldt (2012) asserts that the most crucial aspect of curriculum design and development is the decision-making process regarding what to incorporate and exclude, and how to adapt to the ever-evolving dynamics of the public sector, its trends, developments, events, and disciplinary research.

Following the prescribed processes of the South African Qualifications Authority, the Standards Generating Body (SGB) for Public Administration and Management identified the eleven functional areas of public management. According to Van Dijk and Thornhill (2011), the SGB comprises of professional bodies, academics, members from specific specialisation areas, and practitioners. They are responsible for developing unit standards per NQF level and identifying outcomes for each functional area of the discipline. As a result of deliberation, the SGB identified the following as functional areas of Public Administration:

1. Public Policy Analysis and Management
2. Public Administration and Management History and Research
3. Managing public service delivery

4. Public Management Ethics
5. Development Management
6. Inter-governmental Relations
7. Human Resource Management
8. Financial Management and Procurement
9. Information, Knowledge, Communication, and Technology Management; and
10. Disaster Studies.

Collectively, the studies on the nature of Public Administration and Management provide substantial evidence for considering the historical background of the discipline in crafting a responsive curriculum with academical and technical relevance. Furthermore, the PAM curriculum needs to allow for developments that may be influenced by real-life situations. As much as these arguments are convincing, it cannot be ignored that the discipline still lacks theoretical foundations that can be applied uniformly throughout all universities and vocational institutions that offer Public Administration and Management.

Studies have shown that the triumph of the Public Administration discipline depends on the country's educational system. For example, Davies et al. (2017) are of the idea that most developing countries, such as Latin America, the Netherlands, and South Africa, lack educational opportunities and the rapid transformation of existing skills and knowledge. As a result, there may be fewer experienced, skilled, and qualified educators and trainers to support the constantly changing nature of public administration. Furthermore, there is another crucial factor in this complexity.

For instance, Mbhele (2014) argues that the value placed by communities and the government on Public Administration is a challenge in its own right. A labour market with compensation lower than the private sector and limited new public sector job opportunities, which may be inadequate or scarce, do not bode well for attitudes toward public administration (Davies et al., 2017). This literature emphasises the urgent demand for rapid expansion in

public administration education and training. It compels public institutions to cultivate competent and qualified public servants equipped with the necessary knowledge to adeptly address economic, social, political, and technological challenges.

The Public Administration Education Curriculum

Public Administration is generally associated with the government's ability to render services to society. Public administrators serving the public require necessary and specific skills to perform functions related to government operations (Ganapati & Reddick, 2016). Institutions of higher learning and training have been entrusted with the responsibility of educating and training public servants. For instance, the South African Qualifications Authority (2000) calls for institutions of higher learning to formulate qualification curricula that comprehensively cater to society's needs. Consistent with Ganapati & Reddick's view, Wessels (2012:161) refers to the public administration education curriculum as a set of teaching and learning activities designed to train and develop capable public servants and to improve living standards. Additionally, some academics in the field of public administration concur, to a certain extent, that social practice and an ongoing social process characterised by the interaction of teachers, students, knowledge, and the environment should contextualise the public administration curriculum (Ohemeng, 2014:427; Ogude et al., 2005; Van Dijk & Thornhill, 2011:5). Undoubtedly, these scholars hold diverse perspectives on Public Administration education. However, a common thread among their arguments is the focus on programme outcomes that transcend disciplinary boundaries.

Van Dijk and Thornhill (2011:5) focus on the original intent of Public Administration education, which aimed to cultivate a specific set of cognitive abilities to strengthen essential public skills and merge the theoretical foundations of Public Administration with those of the Management discipline. As South African public administrators become

more professional and dedicated to service delivery, Thornhill and Van Dijk argue that it is critical to assess whether or not the provisions of the Public Administration education curriculum create the balance between 'doing' public administration and 'being' public administrators (leading the administration). The analysis of this degree supports the initial meaning of education that education should strike a balance between a set of skills and cognitive abilities (theory and practice).

The curriculum of Public Administration education necessitates robust and comprehensive program content that is firmly oriented towards the principles of good governance. The curriculum content should be designed with specific and clear objectives and outcomes in mind that will continue fighting for its right to exist. Relating to this, Van Dijk and Thornhill (2011:4) believe that regardless of the different conceptual understandings of public administration, those differences constitute the content of Public Administration education. In their research, Van Dijk and Thornhill further discovered that the content of Public Administration education is sectioned into two segments, namely, Public Administration and Public Management. Moreover, the general distinction between the two signifies the need for understanding both the theory and practice of Public Administration (Lam & Wong, 2018: 14).

Similarly, Wessels' (2012: 156) research findings suggest that a connection between higher education institutions' priorities and the content of Public Administration and Public Management as a discipline should be evident. These studies are consistent with Public Administration education being the conjunction of theory and practice in ensuring public officials and cadres are fully trained in all aspects of government administration. Furthermore, for a curriculum to be responsive, it should respond to the needs of the general public and employers in the government sector. Therefore, it is imperative to understand the factors influencing the implementation of Public Administration curriculum reforms in universities.

Theoretical Framework: Moll's Stratified Model of Curriculum Responsiveness

Generally, the Department of Higher Education is expected to simultaneously address the issues of society by widening access, upgrading success rates, and setting targets for improved gender and racial balances. Not only that, but higher learning institutions are also required to be market-oriented by competing for students and producing employable graduates (Ogude et al., 2005). Moll (2014) advocates that the curriculum should not be viewed as just an organised learning syllabus, but it should be descriptive of what, how, and why students should learn systematically and globally. Furthermore, Moll came up with a Stratified Model of Curriculum Responsiveness, which explains how a curriculum should be responsive by simultaneously addressing cultural, economic, learning, and institutional issues.

Applying Moll's model in the formulation of the curriculum ensures that Public Administration programme learning outcomes match the skillset desired by public sector organisations. A severe weakness of Moll's stratified model of curriculum responsiveness is that it reveals limited consideration of the government's policy framework. Given the stringent statutory frameworks under which higher education institutions operate to implement government policies practically, Moll's stratified model might have been more fitting if it had included the application of government educational policies as a factor to be considered in a responsive curriculum. Furthermore, higher education institutions curricula should also respond to the high demands of public policy experts in formulation, implementation, evaluation, and analysis.

However, Moll did establish a comprehensive model for both curriculum design and development. Notwithstanding the stated weakness, this chapter drew from Moll's stratified curriculum responsiveness, as it is useful for grasping how universities create their curriculum in the Public Administration discipline. Moll's focus on the economic aspect

of his theory is valuable in shaping a curriculum that not only prepares students for job roles but also instills critical thinking and problem-solving skills. This equips them to tackle economic challenges by fostering innovation, creating employment opportunities, and implementing efficient resource management strategies.

The adoption of Moll's Stratified Curriculum Responsiveness theory is based on the following reasons:

Firstly, as the theory provides a rooted background on responsive curricula it can be utilised as a tool to formulate, implement, and review Public Administration curriculum in higher education. Secondly, Moll's philosophy on responsive curricula advocates for programme content to be constructed specifically to respond to the needs of the society, culture, economy, and students' needs. Hence, the theory addresses the core components of the Public Administration programme content and the main objective of the discipline. Lastly, the study's focus is on the implementation and challenges thereof. Therefore, Moll's theory will be used as a criterion to ascertain whether the gaps are associated with the formulation of programme content or the delivery.

Factors Influencing the Implementation of Public Administration Curriculum Reforms

Studies have shown that countries' education systems influence the discipline of Public Administration. For instance, Davies et al. (2017) observed that in developing countries like South Africa, there are limited educational opportunities available, which adversely affect the skills and qualifications of practitioners, ultimately rendering them incompetent. This chapter contrasts with this, noting that South Africa has qualified and competent lecturers who can enable the swift implementation of the Public Management curriculum. Moreover, they are depicted as knowledgeable about global conditions, and universities effectively meet the demands of Public Administration modules, thus fostering the development of a competitive future workforce. To qualify the

identification of the factors influencing the implementation of public administration curriculum reforms, the four factors (cultural, learning, economic, and societal needs) of Moll's stratified model of curriculum responsiveness was a referral point. Each influencing factor is tested against each factor of Moll's model of curriculum responsiveness. It should be noted that academic departments offering Public Administration should consider all factors influencing the implementation of curriculum reforms.

Partnership with other universities and employers

A considerable body of literature on responsive Public Administration education curriculum reform suggested the involvement of industry representatives (employers) and their expectations in designing the higher education curriculum. For instance, Mutereko and Wedekind (2016), in their study concerning curriculum responsiveness and employability in post-school education and training, mentioned that an inventory of skills demanded by the labour market implies that post-school education and training institutions need to ensure a balance between their expectations and those of the world. In the same vein, Human (2017: 32) observed that since the transformation in 1994, higher education and training have been faced with designing learning curricula that will adapt to the nationwide transformation and produce graduates suitable enough to be absorbed by the economic sectors. Reliably, Mbhele (2014), Motene (2017), and Mutereko and Wedekind (2016) concluded that employers want graduates that have business sense, knowledge, and competencies that can compete on a global scale, have a clear digital footprint, and use social development as the currency of employment.

It's clear that curriculum reforms entail more than just updating documentation of offered programmes, courses, learning materials, evaluation methods, and outcomes within a defined timeframe. Rather, they are tools that aim to enable students to gain and improve competencies, skills, and knowledge to better their lives, secure employment in the economic sector, and contribute to resolving societal

issues. Moreover, reforms in Public Administration education curricula are unlikely to be responsive unless they are built upon the pillars of a proficient academic staff, students as stakeholders, recognition of the growing need for lifelong learning, and the enhancement of graduates' employability upon course completion. However, little is mentioned about government legislation and its role in shaping higher education curricula. Lastly, nothing is mentioned about international professional associations for global academic consistency.

Professional development

Firstly, for Lam and Wong (2018:14), Wessels (2012:163), and Ganapati and Reddick (2016), professional development is one of the internal factors that can enable or hinder the implementation of curriculum reforms in the Public Administration discipline. Continuous academic and professional development needs to be considered a fundamental element of curriculum design and development, as numerous studies have revealed that this factor has both negative and positive impacts on implementation. Balfour (2017:54) supports the need for professional development by alluding to the fact that professional development for both experienced and newly appointed academic staff improves the implementation of the curriculum in various disciplines. It also sharpens the skills of the academic staff in the teaching and learning milieu. Similarly, Dehghani and Pakmehr (2011) reported that lecturers who attended curriculum development workshops and summits were better implementers than those who did not. Lecturers who actively participate in academic research, retreats, workshops, conferences, and community engagement projects are more likely to enhance their understanding of the discipline and become acquainted with the objectives and outcomes of the curriculum, compared to those who display less interest or attend infrequently (Dehghani & Pakmehr, 2011). From the scrutinised literature on professional development, it is evident that the development of lecturers improves not only the articulation and implementation of curricula but also serves as motivation

for them to reflect on their teaching practices in a scholarly manner through the above-mentioned academic activities. Furthermore, resistance from lecturers in taking professional development programmes seriously leads to failure to implement the curriculum reforms effectively.

Teaching experience

Wang and Cheng (2009) discovered that the more experienced lecturers possess knowledge about the discipline itself, the attributes, the institutional operations, and, more importantly, about their students and student learning. This knowledge places them in a better position to mediate most predicaments that might arise. Others have highlighted the relevance of capacity building in higher learning institutions to improve staff skills and enhance the implementation of curriculum reforms. For instance, Balfour (2017:54) shares some strategies or approaches implemented by North-West University to ensure the capacity building of skilled and knowledgeable curriculum designers and implementers.

According to Balfour (2017:54), each faculty ensures that new lecturers are guided in curriculum planning and development through workshops and an induction programme. These workshops introduce teaching and assessment strategies and university expectations. Without a doubt, having skilled, knowledgeable, and competent academic staff improves the curriculum design and implementation. Conversely, Wang and Cheng (2009) reported that experienced lecturers could resist change due to the least favourable attitudes towards new approaches. Similarly, Wessels (2012:163) analysed lecturers' experiences and concluded that having a positive attitude does not necessarily signify a tendency towards positive action regarding curriculum implementation.

Curriculum review

Another fundamental factor in the implementation of curriculum reforms is curriculum review. Reviewing the

curriculum refers to revisiting and assessing the relevance and the achievement of the intended curriculum outcomes (Prideaux, 2003). For example, North-West University has found this useful. Balfour (2017:54) asserts that faculties must review and amend curriculum changes through internal and external professional board evaluations for quality assurance and the sustainable relevance of offered programmes. Furthermore, Balfour (2017:56) indicates that, in all academic programmes, lecturers should maintain a healthy and beneficial relationship with industries and business sectors by being involved in integrated projects, and by attending conferences locally and internationally. Feedback from external stakeholders, such as employers, is imperative for reviewing and amending curriculum content and relevance.

Another significant obstacle to implementing Public Administration curriculum reform, as highlighted in the literature, is institutional autonomy. For example, the authorising of some universities to design their curriculums without external interference or influence may result in the privatisation of the curriculum, and the educational system would be serving the interests of the lecturers and not the students and the market (Bitzer & Botha, 2011). Thus, such autonomy should be discouraged, as it prohibits the responsiveness of the curriculum.

In contrast, Subban and Vyas-Doorgapersad (2014) argue that the public sector has gradually become associated with corruption, inefficiency, low wages, and limited growth prospects.

Consequently, this perception renders it a less attractive field of study for many students. The subject is unpopular with students who consider Public Administration a desperate or last resort, as they do not want to be associated with these challenges upon completion of their studies. Hence, it is imperative for Public Sector and Public Administration departments to undertake restructuring and revitalisation efforts to make themselves more attractive to students. This

is crucial, as it even affects the implementation of Public Administration curriculum reforms.

Student funding

One of the major external factors that influence the implementation of curriculum reforms in Public Administration is student funding. A study conducted by Elliott, Robson, and Dudau (2021) about building student engagement through co-production and curriculum co-design in public administration programmes reveals that most students fail to progress in higher learning institutions due to the inability to fund their further studies. Wessels (2012:163) noted that when students have to focus on how they can fund their studies, they lose focus and do not grasp the curriculum gainfully.

Notwithstanding the government's intervention through the National Student Funding Scheme (NSFAS) to assist students from poor backgrounds, not all applicants are eligible to be funded, and those qualified can still be disqualified provided they failed to meet contractual obligations. Student funding is also one aspect that plays a greater role in securing study material for students, including textbooks, laptops, Wi-Fi connectivity, and stationery. This has been noted as one of the hindrances during the 2019 COVID pandemic, where students did not have sufficient access to such resources, especially those coming from deep rural areas (Sinervo, Kork and Hasanen, 2023). Consequently, students are compelled to grapple with the financial burden of funding their tuition, causing their attention to divert from the intended curriculum, thus perpetuating an injustice against them.

Teaching and learning resources

One common factor in realising a responsive curriculum is teaching and learning resources. For instance, Ameyaw et al. (2019) and Bitzer and Botha (2011) believe that teaching and learning cannot take place in the absence of supporting resources. These resources contribute to a smooth curriculum

implementation, given their availability and accessibility to both students and lecturers. Furthermore, Blair and Valdez Noel (2014) and Maunder et al. (2013) argue that since module learner guides are designed to guide and navigate students through the module, they become useless if textbooks, tutorial assistance, computers, and scientific labs (depending on the course), and other relevant learning resources are unavailable to students. The significance of providing resources, particularly technological teaching and assessment resources, to assist less untrained and inexperienced lecturers who have less knowledge about the discipline or module contents cannot be ignored (Sinervo, Kork & Hasanen, 2023). Therefore, the availability or unavailability of these resources can enable or hinder the implementation of curriculum reforms in public administration education.

However, various scholars in the discipline expressed concerns over the unavailability of teaching assistance. For instance, Awaah, Okebukola, Shabani, Raheem, Aabove, Onowugbeda and Agbanimu (2023) alluded to the fact that, the recruited number of lecturers did not measure up to the demand, and on top of that, development prospects were not made available to them. As a result, this limits the scope of programme and even module contents due to the inadequate human resources (lecturers) to teach and train students. As mentioned earlier, the lack of recognition as a discipline meant that the tutors lack the desired exposure to grow in the field.

Wang and Cheng (2009) emphasised the necessity of furnishing material resources to support the growth of lecturers, particularly those who are less seasoned or untrained. However, a misalignment persists: module content often fails to mirror real-life scenarios, as highlighted by Clark et al. (2014: 4). This observation is closely intertwined with Wessels' (2012) insight, indicating that the adequacy of essential resources is pivotal for the seamless execution of a curriculum. It is then advisable that universities continue supplementing their online, tutorial or mentorship programmes, and physical libraries with relevant books, as this directly influences a responsive administration curriculum.

In line with these findings, other studies on curriculum responsiveness disclosed that acknowledgment of cultural differences enabled lecturers to improve classroom-learning experiences. The argument was that exposure to various societal cultures equipped them to approach the diversified classroom. Moll (2014), however, stresses that a cultural responsiveness curriculum requires adequate knowledge of diverse cultural encounters and changes.

Student voice

Other researchers expressed dissatisfaction with the lack of student representation in curriculum developments. They argued that students had needs that, if adhered to, would contribute to a working curriculum. Even though the literature seems to differ, students' contributions were given cognisance and even shaped the curriculum (Elliott, Robson & Dudau, 2021). However, the extent to which the ideas were put into practice or operationalised is questionable. Hence, this rigidity of not wanting to hear the voice of the future generation of employees' may negatively affect the curriculum and its applicability to the outside world.

Conclusion

This chapter has highlighted the factors influencing the implementation of curriculum reforms in the teaching of Public Administration. The developments employed to improve the Public Administration curriculum create a platform for enhancing teaching and learning activities in institutions of higher learning. The documentary evidence highlighted the need for curriculum reforms in the scholarship of teaching Public Administration and the factors influencing its implementation. Professional development, student representation, availability of teaching and learning resources, and partnerships with other universities and employers were identified as critical enablers of effective and responsive Public Administration curriculum reform implementation. These insights have profound implications not only in higher

education but also in the public sector institutions that absorb public administration graduates from universities. However, it is notable that universities offering Public Administration should improve the adaptability of curriculum reforms by creating and sustaining a healthy relationship with public sector employers to stay relevant in the economic and competitive world.

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